

Departmental Assessment Plans 1999

<i>Department</i>	<i>Process Used</i>	<i>How Assessment Results Were Used</i>
College Of Arts, Media, and Communication		
Art	<p>Art 200 - Introduction to Visual Technology to assess lower division foundation courses.</p> <p>Art 438 - Senior Projects serves as the Program capstone course. Regular student Town Hall Meetings provide a forum for students. Alumni survey is administered by the College.</p>	<p>Assessment results have led to the formation of a foundations committee which is now presenting its recommendations to the Art Faculty. These results have also been used to justify a new foundations coordinator faculty position. Through assessment in the capstone course, the department found that our students lack sufficient knowledge pertaining to contemporary art works and concepts. In addition, students were also found to be lacking in the ability to articulate this material in oral and written form. The faculty recommend that this content receive greater emphasis especially in our core courses. Student input on space and technology needs has influenced the design of the new Art Building.</p>
Communication Studies	<p>Alumni survey, public speaking courses, and since Spring 1997, annual surveys of graduating seniors.</p>	<p>Student feedback from alumni and graduating senior surveys has been used in determining the rotation of courses and the undergraduate curriculum to increase the frequency of offerings of technology-based communications courses. In addition, it has led to an increased emphasis on classroom applications relevant to electronic communications.</p>
Journalism	Portfolio	

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Music	Juried performance, written and practical exams	<ul style="list-style-type: none"> Assessed Composition option and developed a new curriculum specialty: Composition for Media and Commercial Music as a sub-option of the BM in Composition. Approved by EPC and will be implemented in Fall 1999 BM performance degree option in Choral Performance in Solo voice have been deleted and replaced with a unified curriculum titled BM performance: Vocal Arts Option BA Vocal Instrument Option was assessed and found that students perceived it as a “weak” degree intended for second rate students. The option and capstone experience were revised In semester-end assessment, students recommended adding Music 101, previously required only for students in the BA Options, as a core requirement for all music majors
Radio/Television/Film	Capstone senior projects/film, television and screen plays, internships, alumni surveys, student screenings.	An alumni survey, to which 1000 responded out of 4000 mailed, found that the curriculum did not need revision at this time. The results of the assessment led to the creation of an electronic newsletter which will seek the opinions of alumni and serve as a continuing assessment tool. This forms a base for determining the success of career placement in the entertainment industry and related fields.
Theatre	Entrance and exit assessment, complete course requirements, complete production requirements.	

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College of Business Administration and Economics		
College of Business (All Departments)	Capstone course, alumni and employer surveys	Assessment results indicated a need for a mission-driven faculty and course evaluation survey to replace the traditional instrument. The new survey instrument is being piloted. The College is currently analyzing the results of an alumni survey to assess the effectiveness of the program in preparing alumni for careers. American Assembly of Collegiate Schools of Business (AACSB) requires assessment as part of accreditation.
Business Education	Alumni survey	Alumni were surveyed to evaluate instructional effectiveness. As a result of the study they have revised the instrument, established an alumni database and will survey only those who graduated in the three previous years.
College of Education		
Deaf Studies		
Educational Leadership and Policy Studies	Capstone course for preliminary administrative credential candidates.	This semester-long “in-basket” experience, under the supervision of 3 faculty members, affords us the opportunity to continuously assess students’ ability to synthesize, evaluate, and apply what they’ve learned over 30 units of course work. Outcomes inform our review of the appropriateness and currency of course syllabi and instruction, and our constant updating of in-basket activities, as well as readiness of students for entry level administrative assignments.
	Field experience, reflective logs	Reviewed by ELPS fieldwork supervisors for relevance, student understanding, value and refinement of the requirements. This process led to what is called “shadowing” of practicing administrators.
	Comprehensive written exams for all M.A. candidates.	Reviewed by all ELPS program faculty to assess student attainment of department objectives, scholarship, and to assess effectiveness of course syllabi, and instruction. Questions on exams are updated due to the changes.

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	Student evaluations of courses and instructors	Completed, compiled and reviewed every semester for every course and instructor. Used as one basis for improving instruction, course work, and refining course assignments, requirements, and levels of scholarship. Many faculty use mid and end-term instruments to assess course objectives to see if there is a need for change in process and content.
	Five-year follow-up survey of credential-holder alumni	Yielded information regarding graduates' status as school administrators, job satisfaction and levels of success, areas in which graduates feel well or under prepared, areas in which graduates desire post-MA follow-up seminars and department-sponsored institutes. Under study by ELP faculty for means by which to respond to these survey results. Some results published in professional journal article for use by practicing administrators and other education administrative faculties.
	Exit/Assessment Interview (portfolio presentations)	Required of all students completing Professional Administrative Services Credential (Tier II) requirements, this interview includes student and designated district mentor, all appropriate faculty, for portfolio presentation, discussion regarding professional growth of student/administrator, and faculty review of appropriateness of required course work and other experiences, and its responsiveness to the needs of new administrators and their employing districts. As a result of the first exit assessment, the faculty realized that they had to mandate that administrative field mentors must be present at exit interviews of students.
	Feedback from employing school districts	This feedback, as well as announcement of student attainment of administrative positions, is shared and discussed at department meetings and in department bulletins.
	20 hour requirement for observation/participation in public school classrooms (ELPS 303 only)	Student journals and writing assignments must meet this requirement and are evaluated by ELPS 303 faculty for student awareness and application of course content. The ELPS 303 faculty meet twice a semester to review and discuss course related assignments and curriculum development.

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Educational Psychology and Counseling	Field and practicum evaluations	
Elementary Education	Surveys/questionnaires of graduates, employers, and faculty. Student teacher evaluations.	Using instruments described, the faculty identified the most important outcomes for credential students and for MA students. Outcomes which will be available at the end of Fall 1999 semester will be reviewed with department faculty and shared with the Dean.
Secondary Education	Telephone survey of graduates and portfolios	<p>Assessment of the Credential Program has led to the following changes: An open application/admission process has been established which allows students to apply at anytime during the year, student advisement has been enhanced by hiring additional staff and assigning each student a credential advisor to be the primary contact while they are in the program. Also a multi-line automated answering system and updated website provide updated and continuous information for applicants. Materials have been revised to provide clear and specific steps in the credential process.</p> <p>Other assessment results include: development of new programs to address some concerns identified, the University Intern Programs in LAUSD and Antelope Valley School District were recently designed to maintain program quality and address the specific needs of emergency credential teachers. Faculty who teach multiple sections of the same course have been meeting to study the results of the survey and compare their methodologies</p>

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Special Education	Student teaching evaluations, capstone portfolios, and surveys of graduates and employers	The most recent follow-up survey indicated that many graduates feel unprepared to meet the needs of culturally diverse children and youth effectively. To meet this need, faculty have obtained federal funding for a project focused on this need (Cultural Language and Academic Diversity in Special Education, or CLAD-SE), which includes examination and revision of all course work to better address cultural and linguistic diversity throughout the program. Faculty will request approval by the Commission on Teacher Credentialing for a CLAD certificate, which is required for most graduates teaching in the Los Angeles Areas schools.
College of Engineering and Computer Science		
Civil and Manufacturing Engineering	Survey of graduates done in early 1990's. Review of Engineering curriculum by subcommittee of Professional Advisory Council. Oral presentation of student design results to panel of professional engineers. Review of student performance on nationally administered Fundamentals of Engineering Exam (Civil Engineering only). Exit interviews of graduating seniors. Working on the development of assessment tools for engineering accreditation under new criteria established by the Accreditation Board for Engineering and Technology.	Change degree to BS in Civil and BS in Manufacturing Systems Engineering from present general engineering degree (with formal options.) Increase courses in student's options.

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Computer Science	Survey of prerequisites	The Department assessed student learning relative to prerequisite satisfaction. They found that, in most cases, taking prerequisites significantly improves performance as measured by grades earned. They are examining ways to improve prerequisite satisfaction before admitting students into courses. The results also showed which prerequisites are more important than others. The Department is using this information to advise students about course sequencing. As a result, it has been recommended to faculty to give more attention to prerequisite satisfaction.
Electrical and Computer Engineering	Exit interview conducted with graduating seniors. Meeting held with the College Professional Advisory Council Board. Survey mailed to graduates. Working on the development of assessment tools for engineering accreditation under new criteria established by the Accreditation Board for Engineering and Technology.	Proposal for a modified separate Electrical Engineering Program has been submitted. Proposal for a new Computer Engineering Program has been submitted. Results of the survey have not yet been received.
Mechanical Engineering	Survey of graduates done in early 1990's. Review of engineering curriculum by subcommittee of Professional Advisory Council. Exit interview of graduating seniors. Six department faculty course peer review meetings were conducted covering almost all the undergraduate curriculum. The nature and quality of the courses were described and evaluated. Working on the development of assessment tools for engineering accreditation under new criteria established by the Accreditation Board for Engineering and Technology.	Change degree to BS in Mechanical Engineering from present general engineering degree (with formal option). Increase courses in student's option.

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College of Health and Human Development		
Child Development	Senior capstone, Field evaluations by supervisor	Chair will give results to faculty. Results will be presented in the program review document under the assessment section.
Communication Disorders and Sciences	National examination in speech pathology and audiology (NESPA) for graduate students.	The purpose of the examination is for graduate students to qualify for the Certificate of Clinical Competence in either Speech-Language Pathology or Audiology and qualify for a license to practice. There are two separate exams, one in speech language pathology and one in audiology. Since Spring 1999, the department has required a successful score on the examination as part of the comprehensive examination for the Master's Degree. In the past five years, (1994-1998) 85 students have taken the Speech Language Pathology Exam, and 93% have passed on their first attempt. 25 students have taken the Audiology Exam and 96% have passed on their first attempt.
Family Environmental Sciences	A departmental retreat was held to evaluate the quality of student writing and research assignments.	The process resulted in an agreement by faculty to develop a progression of writing and research assignments in the major classes. These include the following: All FES classes would include writing assignments and the goal was to be at least 2500 words for each course; there would be a variety of writing assignments in each course, including free writes, interviews, annotations, term papers, critiques of literature etc.; there would be a progression in the level of difficulty of assignments and the quality expected e.g. more free writes and interviews at the lower division level, more technical papers and critiques at the upper division level; all writing assignments besides class assignments would be typed and would be APA style format would be used; certain courses would have different assignments e.g. FES 380 would require library and data collection research methods, whereas FES 232 would include only interviews and annotations.

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Health Science: Health Administration Option	Outcomes are assessed through evaluations of student performance within selected courses e.g. H.Sci. 413 Leadership, and upon completion of the internship (undergraduate), the residency (graduate) and informal exit interview upon successful completion of the comprehensive examination (graduate), and alumni surveys (undergraduate and graduate).	Assessment data have been used to refine the undergraduate curriculum, for example content information management has been strengthened, and the graduate curriculum has been expanded and upgraded in preparation for accreditation.
Health Science: Health Education		
Health Science: Environmental and Occupational Health Option	Performance of graduates on California Registration Board	Preliminary analysis of performance of graduates on the State of California Registered Environmental Health Specialist Exam indicated that CSUN students were weak on the soils section of the exam. Soils are covered mostly in an elective class. As a result, content on soil was added to a core course.
Health Science: Nursing Option	Critical thinking test	The faculty added an emphasis and evaluation in critical thinking to the first nursing course. They added a community representative to the Curriculum Committee to help guide them in curriculum and make appropriate changes as needed. Based on other assessment results, the faculty changed the test, teacher and teaching strategies in the Community Health class. The faculty have instituted portfolio assessment beginning in the introductory course as an outcome to measure for the end of the program.
Health Science: Physical Therapy Option	National test surveys and results from Licensure Board	From July 1993 through June of 1998, 165 persons identifying themselves as CSUN graduates have taken the exam in California. Of these 160 passed and 5 failed. The five who failed subsequently repeated the exam and passed. This is a 97% passing rate for the first attempt, and 100% for the second attempt. In California, the passing rate for all those taking the exam (this includes all graduates of all programs in the US) is 83%.

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Health Science: Radiologic Technology Option	Program accreditation status and student pass rates on state and national certification exams are monitored, and data from student exit interviews, alumni surveys, and employer surveys are used to review and refine the curriculum.	Assessment results show that graduates have a 100% pass rate on the state certification exam and a 95% pass rate on the national exam with an average score of 85%. From 1993 through 1997, all (100%) graduates passed both the state and national exams. Overall 98% of all CSUN Radiologic Technology graduates have passed both exams. Surveys of graduates indicate that 80% of graduates are employed in appropriate medical imaging areas within 3 months of graduation. Employer responses have been uniformly positive.
Kinesiology	Survey	The department is in the process of analyzing a survey to explore weaknesses and limitations in student preparation and experiences. Results of the Movement Proficiency Examination taken by majors indicated that they attained a high level of fitness and skills. Passage rate on the National Athletic Training Association Exam was significantly higher than the national average.
Leisure Studies and Recreation	Portfolio	The department pilot tested the assessment portfolio project in Fall 98 to introduce the concept and allow the students to make their own unique approach to the assignment. As a result of the feedback from the advisory group, faculty and students, the department will continue to use the portfolios but the size will be standardized, and a table of contents and a written rationale will also be included. The portfolios will be displayed at the end of the Spring semester for feedback from faculty, students and advisory board members.
College of Humanities		
Asian American Studies	Capstone and graduation interviews	
Chicano Studies	Portfolios from Capstone course and selected student papers, exit interviews	

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English	Written essays, in required junior writing and senior seminar courses. In a pilot assessment study, the performance of students enrolled in 2 sections of required junior level courses and 2 sections of required capstone courses were evaluated.	The results provided the context for a more complete assessment to be conducted in all sections for English 355 and 495 during Spring 1999. Faculty agree that majors who earn a C or less in English 355 will be strongly advised to enroll in writing intensive classes and to make use of the writing lab. The department may consider reviving an upper-division writing class to accommodate weaker students if further assessment confirms the need for it.
Modern and Classical Languages and Literature	Exit survey, research papers, Capstone , video, oral competency interview (VOCI). German section newsletter	Assessment of beginning courses indicated a marked difference in student competencies since the reduction of units from a 5 to a 4 hours/week. To remedy this, electronic teaching tools and computerized assessment have been adopted (e.g. German, Italian, Japanese, Spanish). Student outcomes assessment results have led to the design of specialized courses: Liberal Studies Spanish Concentration Capstone, Hispanic Women Writers, as well as experimental topics courses (Farsi, Armenia and the Diaspora, The Armenian Child, CLD in Spanish, Literary Theory for Spanish Undergraduates, and Intermediate Spanish for Native Speakers.
Liberal Studies	Random sample of graduates in Capstone course	
Philosophy	Each Philosophy major must take the capstone senior research seminar, PHIL 497. The seminar instructor assesses the work of each student throughout the semester and assesses the student's final research paper, measured in terms of specific program objectives.	The Assessment Committee met with the Seminar instructor. In future, the Committee will compare each student's seminar paper with an early philosophy paper by the same student (ideally, a paper written in the first philosophy course taken after declaring the major, collected and retained by the academic advisor). Degree of improvement in exercising philosophical skills and methods and in understanding philosophical issues will be measured.

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Religious Studies	Portfolio, senior tutorial and capstone course. Faculty advisors interview students.	Advisors report to department assessment committee and tell curriculum committee. As a result of assessment activities, the assessment committee recommends to the department that a new contract option be developed for the Religious Studies major, to supplement, but not to replace, the current major. This recommendation was based on the fact that students reported to their advisors during assessment interviews that their best learning experiences had come from the connections they had made between courses that did not appear at first to be related to each other such as Buddhism and Islam. Students in more than 50% of their assessment interviews expressed the wish that they had been encouraged to alter the structure of the major in the light of such discovery. The faculty decided, on the basis of these reports, that the department should develop a contract option in which students would be encouraged, with the advise and approval of faculty, to develop majors that would pursue such connections in a systematic way. Three students so far have embarked on this option. A second result has been the recommendation that the department sponsor a series of career workshops of Religious Studies majors and minors. The first workshop was held on Oct. 1, 1999 with 15 students participating. Student evaluations of the workshop indicated that they had learned new information about careers. A third result of the assessment indicated that 40% of the majors and minors have expressed an interest in service learning. The Service Learning Coordinator has been invited to the department to consult on new approaches that might have applications in Religious Studies classrooms.

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Women's Studies	Capstone course using student self study in WS 400	As a result of the student self study, the department revised their interim assessment plan and added an advisement program for students which will provide direction for either continuing in graduate studies or relating the Women's Studies minor to a professional career.
College of Science and Mathematics		
Biology	Mailed a survey to graduating seniors	Departmental Assessment Committee sent survey results to faculty asking for comments.
Chemistry	Alumni survey	On the basis of the survey, new graduation requirements were recommended.
Geological Sciences	Three senior-level courses.	Through assessment carried out in three senior-level classes, the faculty found that student competencies are better than average in all but two areas, verbal and written presentations, where student competencies were adjudged to be "satisfactory." Reflecting the high standards established by the Department, employers of its alumni routinely praise the writing abilities of former students. The Department recognizes that maintaining this high standard is increasingly difficulty in light of less well prepared incoming students, and it will address ways to strengthen training in written expression in its next curriculum review cycle. Data released by the California State Board of Registration of Professional Geologists revealed that our graduates over the past several years have a higher success rate in the exam than alumni from any other program in the State except for those at UC Berkeley. The department will continue to assess the job performance of alumni through surveys to them and their employers.

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Mathematics	Graduating seniors surveyed in upper division class. Every instructor who taught an upper division class was asked to assess to what extent their graduating seniors are meeting the goals of the program.	They found that the students were weak in: 1) their ability to independently read and understand mathematical articles and 2) their ability to express ideas clearly and cogently. As a result of the assessment, the departmental assessment committee has recommended that the faculty incorporate a few reading assignments on material not covered in class and some oral presentations as part of the students' grades.
Physics & Astronomy	Alumni survey	Results of an alumni survey indicated that the students would like more practical applications such as electronics and computer experience. The department curriculum committee is working on plans to add these skills. After examining the results of an exit exam, the faculty decided to test sophomores and seniors to determine if there is value added through their course work. Students are being advised of this new requirement.
College of Social and Behavioral Sciences		
Anthropology	Will begin discussion	
Geography	Capstone course, alumni survey	Faculty meetings to discuss results.
History	Alumni & senior surveys	Results of the survey indicated that both student advisement and career counseling needed improvement. As a result, the department is in process of reorganizing its advisement and career counseling structures to assure that student needs are met. Reassigned time is granted to the Graduate Coordinator and other faculty on a rotating basis for credential advisement. All faculty members now participate in advisement of majors. A second area identified as needing improvement was scheduling of classes. The department is working to provide more essential major classes at convenient hours, including late afternoon and night hours.
Pan-African Studies	Research papers and class presentations	

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Political Science	Random sample of portfolios of juniors	The Department is in the process of a two year assessment. When completed, results will be shared with the faculty by the Department Chair.
Psychology	<p>Analysis of computer data related to “gatekeeper” courses.</p> <p>Survey of seniors - future plans, evaluation of department</p> <p>Competency tests</p>	<p>Upon analysis of types of courses that student take early vs. late in their academic careers, it became apparent that psychology’s junior-level statistics and methods courses were being put off until the senior year. Further sections of this course were added at a greater variety of times. In addition, faculty performed prerequisite checks for senior-level courses for which the statistics and methodology courses were required.</p> <p>Data from a survey of seniors were used to evaluate the likelihood of students attending graduate school or finding work. These data have catalyzed plans (and, in one case, implementation) of undergraduate concentrations in health psychology and social psychology that may be of assistance to students seeking employment with a B.A. in psychology.</p> <p>Competency tests in statistics have driven the department’s selection of texts, coordination between instructors regarding the content and difficulty level of the course and have given us information about the efficacy of these courses in preparing students for later course work.</p>
Sociology	Portfolio	

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University Library		
University Library	Reshelving studies, interlibrary loan studies	Studies identified which low-use titles could be canceled in order to offset rising costs, and determined frequently requested journal titles which should be added to the collection.
	Measured reference services, did Customer Satisfaction Survey	An example of change based on measured statistics is the increase in computer student assistant work stations and the addition of a 3 rd librarian assigned to the Reference Desk.
	Faculty Senate Library Committee	Revisions in the Faculty Loan Policy and through meetings with departments, librarians learn of new and proposed courses and programs. This information strengthens collections in particular areas.
	Entering Freshman Student Survey	Plan to use results and faculty feedback to improve design and content of the Information Competence Module for all 155 level classes or Freshman Seminar.
	Designing an Information Competence Proficiency Assessment Tool to be administered to all graduating seniors.	Results of the Assessment tool will give feedback on the effectiveness of the program.
	Statistics show an increase in computer assistance questions at the Reference Desk, and in use of computer workstations	Increase in number of computer workstations and databases to the network, establishment of a committee to oversee selection of databases, and development of a series of classes on use of various databases.