

Examples of Program Reviews and Annual Reports: Using Results for Decision-Making and Program Improvement.

B.S. Physics. The B.S. Physics program made a number of changes, including curriculum updates, addition of new tenure-track positions, increased student research opportunities, and upgrades to laboratory equipment, as a result of its program review. Curricular changes include creating a bridge course between the lower and upper-division physics curriculum, changing the math requirements for the major, revisions to a number of lower-division Physics courses, expanding its Seminars. The department was also able to hire an additional tenure-track faculty and make major upgrades to laboratory equipment. The program is currently revising its student learning outcomes as a result of the review.

B.A. Theatre Arts. The B.A. Theatre Arts program has a long history of extensive assessment of its program and student learning outcomes. From 2002 –

These changes involved modifying ensemble performance and applied lesson requirements, as well as revising the program's capstone experiences (individual recitals) to more accurately reflect student accomplishment. The department also met its goal of increasing cultural diversity in its performance offerings by creating an African Drumming Ensemble and a Latin Jazz Ensemble.

<http://www20.csueastbay.edu/faculty/senate/files/capr/10-11-five-year-reviews/10-11-music-5yr-rvw.pdf>

Program Reviews for Graduate Programs.

Masters of Social Work (MSW - an externally accredited program). As an externally accredited program, the MSW program has long had a rigorous assessment process. Following is a description of their assessment and closing the loop process following their last program review:

A new assessment instrument was designed that has six items that addresses each SLO. Each item asks the student to self-report his/her mastery level on the SLO prior to beginning and at the conclusion of the MSW program on a 1-4 scale (1-None/Inadequate, 2-Low/Needs Development, 3-Good/Professional Level, 4-Excellent/Professional Level). The instructor then assigns his/her evaluation on the same scale. Instructors' base their evaluations on the student's final paper/report, brief individual meetings with students, and/or knowledge of the student's performance in current course or past courses. (Only instructors' assessments are reported below.)

All students (N = 96) in 7 sections of "Integrative Seminar" (SW6959/6960, Spring 2013; 6 sections Hayward, 1 section Oakland; taught by 4 instructors; out of 8 sections offered), the culminating course for final-year MSW students, were evaluated by their tenured/tenure-track instructors in the last week of classes or finals week.

RESULTS:

- (1) Students began the program with lowest mastery of SLO #1-#3 (62.4%-75.5% starting the program at levels 1/2 vs. 48.4%-54.7% for SLO #4-#6).
- (2) Nearly all students completed the program with "professional level" (levels 3/4) mastery of all SLO (95.7%-100%), except for SLO #6-Communication (79.8%).
- (3) Although nearly all students achieved "professional level" (levels 3/4) on SLO #2-Professional Use of Self and #3-Critical Thinking, these SLO showed the most students not achieving the highest level (level 4) (47.9% and 68.1%, respectively, at levels 2/3).

CONCLUSIONS:

- (1) SLO #6-Communications: Changes under consideration include: (a) hiring a writing tutor for the MSW program to support writing developing in specific courses; and (b) redesigning and

(2) SLO #2-Professional Use of Self: Individual meetings with students showed that they did not understand the definition of this SLO, which is complex. Department needs to further explore how to better assess and teach this SLO before making any changes.

(3) SLO #4-Critical Thinking: Individual meetings with students, class meetings, and papers showed that they had most difficulty with remembering theories learned and applying theories as well as some had difficulty integrating research-based evidence. Changes under consideration include: (a) teaching fewer theories in the Human Behavior and Social Environment (HBSE) 2-course sequence; (b) more time spent applying theories, including those learned in HBSE, in the Generalist P /1(at)-c6(i)-6(m)-csheGc Usbonu-10(r)3()-1(e)4(l)-1(e)4(r(e)4(s)-1)-6(e eei)-2(de)4(r)-8 -1.33 Tdn

papers. They found that students were strong in literature search and inclusion and in developing interesting research questions. However, they need significant improvement on integrating the literature, questioning the underlying theoretical assumptions, and fully understanding the broader theoretical contexts.

Several curriculum modification decisions were made at the faculty meeting:

- a) Provide instructors with HDEV Critical Thinking Rubric as part of the course guidelines.
- b) Create and provide students with a critical thinking timeframe, which may help to lengthen course time devoted to analysis of findings in terms of academic literature.
- c) Provide students with examples of proficient and outstanding papers.
- d) Discuss application of research findings to theoretical frameworks in 3201, 3202, 3203 and other junior core classes
- e) Strongly recommend that students need to have completed WST before registering for the capstone courses (HDEV 4811 and 4812)
- f) Consider having one faculty stay with 4811 and 4812 for consecutive terms, if scheduling and contracts permit.

B.A. Communication. In assessing their SLO 2, which includes using “quantitative”, “qualitative”, and “critical inquiry” methods, for 2012-2013, the assessment coordinator found that even though “critical inquiry” was embedded in many assignments across many courses, it was hard to find specific student performance indicators for assessment. Further review of the curriculum map indicated that the department did not have a particular course that focused on this method. There seemed to be a “hole in the curriculum”. The department is working on the revision of the “core” requirements of the degree in Spring 2014, and one goal was to make curriculum changes to fill the “hole”.

B.S. Speech-Language Pathology and Audiology. In 2012-2013, one finding from the department student survey for assessment was that 2-year degree roadmaps of required classes were lacking, and there was inconsistency in advising across advisors. To respond to these concerns, the department published 2-year roadmaps for all student cohorts and modified the timing and format of initial advising sessions to make advising more accessible and easier to students.

B.A. Ethnic Studies. In 2012-2013, the department assessed SLO 1 (understanding legacies of contact, conquest, and resistance to racial oppression, etc.), based on samples from 4 courses (ES 3310, 3553, 4040, 4300). Although the finding on student learning was satisfactory, the department considered it important to extend the learning outcomes more evenly to other courses throughout the curriculum. The following measures were taken:

- a) All faculty contributed to sourcing and expand a knowledge base of terms that were originally developed by one faculty.

b)