



SAGINAW VALLEY STATE UNIVERSITY

**A Monitoring Report
to the
Higher Learning Commission
on
Program Assessment,
General Education Assessment,
and Diversity**

December 1, 2006



A Monitoring Report to the Higher Learning Commission
on
Program Assessment, General Education Assessment, and Diversity



Prepared by

Donald J. Bachand

Vice President for Academic Affairs

Deborah Huntley

Associate Vice President for Academic Affairs

Mary Hedberg

Interim Dean, College of Arts and Behavioral Sciences

Clifford Dorne

Associate Vice President for Program Development and Graduate Recruitment

Joni Boye-Beaman

Interim Assistant Dean, College of Arts and Behavioral Sciences

Mamie Thorns

Special Assistant to the President for Diversity

A Monitoring Report to the Higher Learning Commission on
Program Assessment, General Education Assessment, and Diversity

Table of Contents

Rationale and Scope.....	1
Executive Summary.....	4
Academic Program Assessment at Saginaw Valley State University.....	7
A Brief History of Assessment at SVSU.....	7
The Assessment Process and Administrative Structure.....	12
Assessment Results.....	16
Undergraduate Majors Program Assessment.....	16
AY 2004-2005.....	19
AY2005-2006.....	20
Graduate Program Assessment.....	25
General Education Assessment at Saginaw Valley State University.....	30
A Brief History of General Education at SVSU.....	30
General Education Assessment.....	32
Diversity.....	37
A Brief History of Diversity at SVSU.....	37
Diversity Goals.....	38
Diversity of the Faculty.....	42
Diversity of the Staff.....	44
Diversity in the Student Body.....	44
Retention.....	47
Training.....	48
Multicultural Programming.....	48
Diversity in the Curriculum.....	49
Summary.....	54

RATIONALE AND SCOPE

As part of the re-accreditation process, an Evaluation team from the Higher Learning Commission visited Saginaw Valley State University in March 2004. While lauding the University as a whole and recommending a full ten-year re-accreditation, the Evaluation Team requested a Monitoring Report to answer specific concerns about program and General Education assessment, and diversity on the campus. This report describes the University's success in addressing those issues.

The Evaluation Team recommended Commission follow-up for the following concerns:

- Assessment of student academic achievement is neither consistently implemented nor widely understood. Several assessment initiatives both in General Education and major programs are still in the planning stage. Plans for evaluation of graduate education are also unclear.
- Administrative authority for assessment is not well defined, and financial support for this function is limited. Administrative support for assessment is inadequate. Coordination of all assessment efforts are assigned to the Assistant Vice President for Academic Affairs. A broad range of duties is assigned to this office, with .25 FTE designated for coordination of campus assessment. A unified approach to assessment of student achievement with clearly defined purposes does not exist. Evidence presented in the self-study and responses from university faculty and deans describe assessment activities that include periodic program reviews, evaluation of curriculum descriptions and syllabi, and implementation of curricular changes. None of these activities, albeit very important, constitutes assessment of student learning outcomes.
- The SVSU self-study reported that assessment of academic majors is uneven. No examples of annual reports of major assessment were evident, and there is no central office where assessment results are collected.
- Integration of stated goals for General Education is not evident. Specific learning outcomes and the techniques to evaluate them must be incorporated into the assessment system. Additionally, there is no

evidence that course assessment results are integrated into evaluation and planning for the General Education Program.

- New plans to enhance diversity and affirmative action are to be implemented, but evaluation of specific benchmarks and timelines, and how data collected will be incorporated into decision-making are not clear.

The evaluation team recommended a monitoring report to address their concerns regarding student academic achievement, programmatic assessment of the General Education Program, and progress in achieving diversity goals. This monitoring report is organized around these recommendations. The first section focuses on our success in institutionalizing academic program assessment. The next section illustrates our innovative approach to assessing General Education outcomes, not only in individual courses and categories but also programmatically. The third section presents our work towards diversifying our faculty, staff and student body. Diversity in the curriculum, including General Education, is included in the third section. Also included with this report is an electronic archive of all departmental assessment reports, on-campus workshop materials, General Education Program assessment rubrics and data, and employment and student demographic data.

The Commission's expectations in each of these areas were very clear and are outlined below.

Reports and documents concerning **assessment of academic achievement** to be presented in the monitoring report are to include:

- Evidence that an administrative structure (director/coordinator) which reports directly to the Vice President for Academic Affairs and which has been given appropriate responsibility and an adequate level of support to oversee evaluation of student academic achievement. Evidence should also be presented to confirm that the system in place is fully functional.
- Evidence that assessment of academic majors and graduate programs is consistently conducted and is focused on direct measures of student achievement. The evidence should include:

- A compilation of the annual assessment reports for AY 2004-2005 and 2005-2006 for each academic program major and each graduate program. Annual assessment reports shall include:
- A statement of the specific learning outcomes that were measured during the previous year
 - A description of the techniques used to measure outcomes, which must include direct measures of student learning
 - A summary of the results
 - A description of how the results were used to make changes to improve student learning.
- An evaluation of the set of reports, which describes and evaluates the level of consistency of assessment of student learning within major and graduate program assessment.

Reports and documents concerning the **General Education Program** must include:

- Evidence that General Education assessment results are being integrated into program-wide assessment. The evidence should include:
 - A report on how the individual course based assessment results are being combined to measure how students are meeting the ten objectives for student learning across the courses included in each content area,
 - A report on how results of the CAAP testing (or other assessment methodology, if appropriate) are being used to determine the extent to which students are collectively meeting the three major goals of General Education.

In addition, the monitoring report should provide annual reports for AY 2004-2005 and 2005-2006 on progress toward goals to achieve desired levels of **diversity** (ethnic, gender, etc.) in faculty and staff employment, and student recruitment. Progress toward meeting benchmarks and timelines for action relative to those benchmarks will be part of each annual report. Additionally, evidence must be presented to confirm that diversity is appropriately covered in the curriculum in all academic units and in General Education.

EXECUTIVE SUMMARY

Now in its third year, the new assessment process at Saginaw Valley State University is radically different from what existed at the time of our site visit in March 2004.

Assessment is widely and more evenly implemented and a formal, sustainable process is in place for assessing undergraduate and graduate programs. A streamlined procedure for assessment based on a continuous improvement model has been adopted and this has been closely linked to resource allocations and long range planning.

The assessment process is coordinated by the Office for Academic Affairs, specifically by the Associate Vice President. University support for program assessment includes redefinition of the role of the Associate Vice President for Academic Affairs to concentrate on assessment, release time for faculty members to complete assessment duties, support for technological resources, and support for conference attendance for assessment personnel. An Academic Program Assessment Advisory Board, chaired by the Associate Vice President for Academic Affairs, was created to provide oversight of assessment activities for all academic majors and graduate programs.

The annual assessment cycle is synchronous with the budgetary cycle, linking resource requests and allocations directly to assessment findings. Assessment findings have been used to allocate new faculty lines, revise curricula and, in some cases, entire programs, distribute one-time equipment support, modify base budgets and develop faculty development opportunities.

Assessment of the General Education Program has also been extended from category and course-level to programmatic level assessment of the three overarching General Education goals: critical thinking, logical reasoning, and effective communication. A programmatic assessment methodology has been developed and utilized. The results of the pilot assessment cycle led directly to faculty development workshops to enhance the teaching of General Education Communication Intensive courses. Beginning in AY2006-2007, program-level assessment will occur in both fall and winter semesters.

Diversity is an important component of most academic programs on campus. Most programs consider diversity explicitly in their curriculum, generally in multiple courses and experiences spread out across the course of study. Similarly, diversity is considered in many courses in the General Education Program. Between courses in the academic majors and the General Education Program and the rich co-curricular multicultural programming, SVSU students are exposed to multiple cultures, perspectives, and viewpoints.

A major goal of the University is to diversify the campus community. The diversity of the student body nearly mirrors that of the primary service region of the institution. Retention issues are addressed with academic programs for at-risk students, residential life programs and advising. Efforts to increase African American and Hispanic representation on the faculty and staff continue. A Diversity Recruitment Plan is in place for faculty and staff positions and diversity training and multicultural programming are directed towards retaining a diverse faculty and staff. Progress towards achieving diversity goals are continuously tracked and monitored using tools such as the diversity scorecard.

The campus has made great progress in addressing the issues that motivated this report. A well-defined, sustainable process for assessment of student learning outcomes has been developed for all academic programs. An innovative approach, well suited to SVSU, has been developed for assessing General Education skills among our upper division students. Diversity is extensively incorporated into the curriculum and specific plans to diversify the faculty continue. Our goal of a diverse student body that mirrors the diversity of our region has been nearly achieved. Retention is systematically addressed through programming, training, and special academic programs.

Included with this report is a complete electronic archive of assessment documents.

Specifically, this archive includes

- Assessment instruments
 - AY2004-2005
 - AY2004-2006
 - AY2006-2007 (draft)

- All assessment reports
 - AY2004-2005
 - AY2005-2006
- Summary of assessment findings
 - AY2004-2005
 - AY2005-2006
- Assessment workshop materials
- General Education materials
 - General Education category information and learning objectives
 - Assessment questionnaire
 - Assessment rubric
 - Assessment data
- Diversity materials
 - Workforce diversity statistics 2004-2006
 - Student diversity data 2001-2006
 - Cultural events 2004-2006, including attendance

ACADEMIC PROGRAM ASSESSMENT AT SAGINAW VALLEY STATE UNIVERSITY

A Brief History of Assessment at SVSU

The 2003 Self-Study Report, presented to the HLC noted that, “Academic Program Assessment [was] not yet fully institutionalized, and the institution [did] not yet have a process in place to coordinate and administer an assessment program that [was] comprehensive throughout the university.” While some programs, particularly the separately accredited professional programs, were doing extensive and effective assessments, other programs were not. This was reflected in the report submitted by the HLC evaluation team which noted that “assessment [was] not uniformly understood or implemented” and charged the University with the task of developing an effective and sustainable assessment program.

At the time of the visit, assessment was the primary responsibility of the Assistant Vice President for Academic Affairs, and represented about 0.25 FTE of her time. Following the visit, the Assistant Vice President was promoted to Associate Vice President for Academic Planning and Assessment and assessment became the primary focus of that position. As a result of the need for even and widespread assessment efforts, the President appointed an advisory board chaired by the Associate Vice President for Academic Affairs and Assessment, initially composed of four faculty members, two deans, and the chair of the General Education Committee.

The Advisory Board was charged with overseeing the implementation of an Academic Program Assessment plan consistent with the expectations of the Higher Learning Commission as defined in the Evaluation Team Report. To accomplish the objectives of the plan, the Board established the following goals:

- To work with the college deans, the academic departments and other programs, including Graduate Programs, to establish program goals and appropriate assessment measures, addressing the ways in which assessment results are used to improve student learning

Assessment is the primary responsibility of the Associate Vice President in the Office for Academic Affairs.

- To collect and review department/program reports and write annual comprehensive reports that evaluate the overall implications of their findings for academic programs at SVSU
- To identify university-wide curricular goals such as diversity in the curriculum and develop assessment measures for them
- To prepare a Monitoring Report to the Higher Learning Commission that includes Academic Program Assessment, General Education, and Diversity in the Curriculum as defined in the HLC Evaluation Team Report
- To oversee the development of an electronic program portfolio system as well as an Academic Program Assessment Website.

The Advisory Board provides support for faculty members doing assessment including professional development opportunities and conference attendance. Participation in conferences for the broader assessment community really began during the self-study process and has continued as our assessment efforts have matured. From attending conferences like the HLC sponsored Assessment meetings, the IUPUI assessment Institute, and the Sakai User Conference focused on electronic portfolios, faculty have developed a broad-based understanding of the assessment process which they have shared as faculty mentors across the campus. This shared understanding has provided a powerful basis for facilitating the assessment process.

Assessment is based on student learning outcomes, developed by the faculty for their programs.

To facilitate a better understanding of program assessment throughout the campus community, the Advisory Board established and disseminated a set of core values. These principles lay the foundation for an assessment process that is focused on student learning outcomes, based on faculty-driven goals, and advances a culture of continuous improvement. Specifically, the core values for assessment at SVSU are listed below:

- The goal of assessment is to further a culture of student learning at SVSU; assessment measures are employed to help achieve that goal.
- The emphasis of this assessment project is on program evaluation to improve student learning.

- Departments/Programs define their own program goals and determine how they are to be assessed; the Academic Program Assessment Advisory Board facilitates the process.
- For assessment to be effective, results of assessment activities must be used to improve programs.

The Advisory Board also developed and updated assessment instruments to assist departments in their assessment efforts. The questions posed in these instruments were designed to facilitate discussion within departments and programs as well as to collect the needed assessment data. In the initial instrument, departments were asked to address the following four basic issues in their assessment reports:

- Program Mission and Goals
 - What should majors know and/or be able to do at the end of their programs?
- Program Diversity Goals
 - In what ways does the department/program address diversity in its curriculum?
- Program Evaluation
 - How does the department/program know their graduates know and/or are able to do what they are supposed to know and/or are able to do, including in the area of diversity?
- Program Improvement
 - Based on information from the evaluation process, what conclusions has the department/program drawn with respect to student learning, including in the area of diversity, and what actions has the department/program taken to improve student learning?

Throughout the Fall 2004 term, Assessment Advisory Board members met with department chairs and faculty to explain the needs and benefits of program assessment. The first assessment instrument was sent out in March 2005 to be used for AY2004-2005.

*Most departments use
release time for assessment.*

At the same time, the SVSU Faculty Association was preparing for contract negotiations to occur in the summer of 2005. Assessment activities were delayed during the negotiation period. However, in October the new faculty contract, operative for 2005-2008, was ratified. This contract includes provisions for supplemental release time for administrative functions; departments most often choose to use this time for assessment activities. This major investment in assessment helped facilitate the institutionalization of assessment across the entire university.

Assessment reports from most departments were submitted in late Fall 2005. The Academic Program Assessment Advisory Board noted that while most departments were able to articulate reasonable goals, in some cases the assessment measures were not clearly linked to those goals. In addition, the goals were not always directly linked to student learning outcomes. Similarly, many departments discussed curricular improvements, which were laudable but not linked to the assessment measures described.

In response to these general findings, the Advisory Board revised the assessment instruments to better guide the process. Most importantly, the new assessment instruments asked departments to identify specific assessment measures and to show how specific goals are addressed and assessed within their curriculum. While retaining the essence of the first assessment instrument, the revised form expanded on the basic questions (see page 11).

*Workshops for assessment
representatives facilitated
a better understanding of
assessment across campus.*

In addition to the revisions of the assessment instrument, the Advisory Board held three workshops in the Winter 2006 term to address the difficulties that departments seemed to be having with assessment. The purpose of the first workshop was to review the AY2004-2005 reports and to introduce changes in the assessment instrument. The second workshop focused on curriculum mapping to determine where in each program particular goals were addressed. In addition to an overview presented by the Advisory Board, several departments that were effectively using curriculum mapping presented their processes as models for the other departments. The third workshop focused on electronic portfolio technology, which is new to SVSU and of particular interest to the College of Education and the Occupational Therapy departments in connection with their professional accreditations. This investment by

**Academic Program Assessment Report
2005-06**

Program Mission and Goals

Identify major goals and objectives for your program.

- What should students know and/or be able to do at the end of their program?

How were these goals/objectives determined?

- Who or what contributed to or influenced their development?

Check all that apply and identify specific groups, organizations, agencies or stakeholders that contribute to the development of your goals.

- Accrediting (or certification) body
Identify:
- Professional organization/standards
Identify:
- Internal stakeholders (e.g., department faculty, students, staff, colleagues from other departments or programs)
Identify:
- External stakeholders (e.g., recent graduates, potential employers)
Identify:
- Program Planning/Review
Identify any changes made based on review of assessment data. Changes should be linked to program goals/objectives:

Program Evaluation

Where is each goal/objective addressed in your program curriculum?

- Responses might include a single course, a series of linked courses or a project.

How does the department/program know their graduates meet the goals and objectives above?

- Evaluation methods should be linked specifically to the stated goals/objectives and to student learning.

What direct measures does your program use?

- Direct measures are those that assess student learning directly
- Measures might include course embedded testing, presentations, papers, capstone projects, and standardized testing.

What indirect measures does your program use?

- Indirect measures could include student satisfaction surveys, exit interviews, employer or alumni surveys, or reflective essays.

Are there other ways you measure student learning outcomes?

Program Improvement

Based on the information gathered from the evaluation process, what conclusions has the department/program drawn with respect to student learning?

What actions have been undertaken to improve student learning?

- Link these improvements directly to the goals/objectives and to the associated assessment measures.

Diversity

How is diversity addressed in your program?

- Although not all programs will incorporate diversity in all ways, some questions to consider include:
 - o Is diversity addressed within your required course curriculum? In what ways?
 - o How are diverse learning styles accommodated?
 - o Is diversity represented within the student and/or faculty demographics?
Are efforts underway to further diversify the student body and/or faculty?

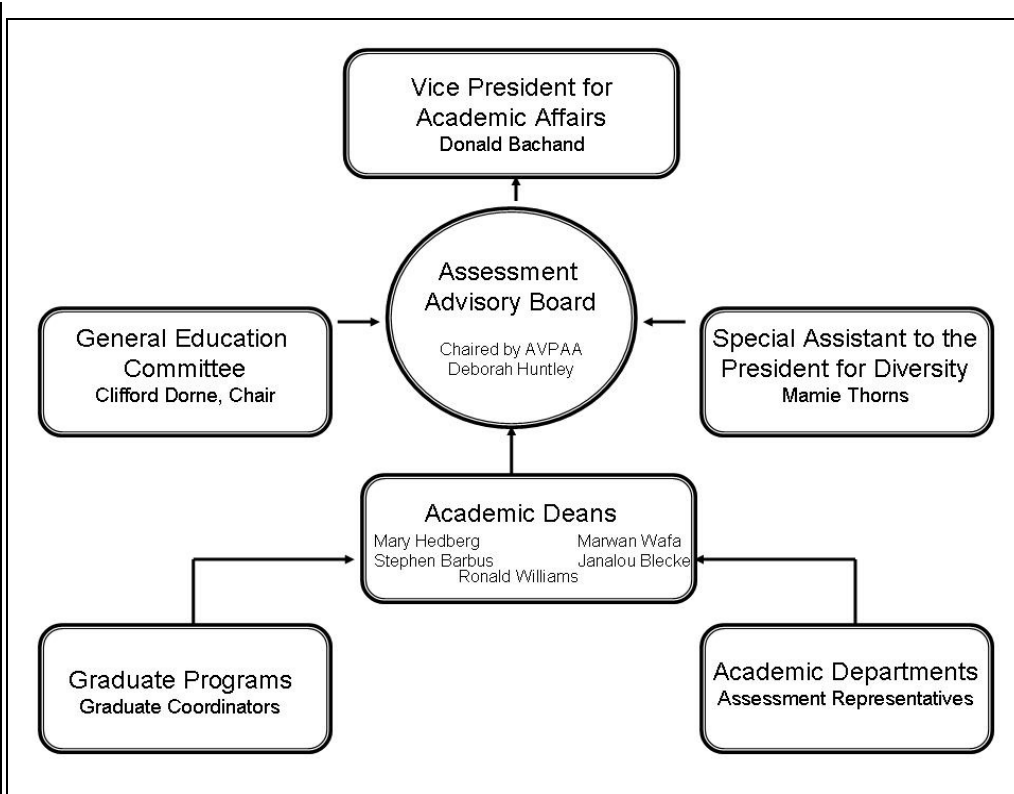
the University has provided a resource that many departments may find useful in archiving and assessing student work, particularly capstone experiences.

The assessment reports submitted for AY2005-2006 were a testament to the success of the workshops and increased faculty buy-in to the assessment process. Although there are still some weak spots, most departments and programs are now linking reasonable goals to effective assessment measures and evaluating the assessment measures to develop program improvements.

The Assessment Process and Administrative Structure

The structure of the assessment process is shown in the diagram below. All assessment activities are coordinated by the Associate Vice President for Academic Affairs with the assistance of the Academic Program Assessment Advisory Board. *(Note: Former title was Associate Vice President for Academic Planning and Assessment. Title changed upon appointment of new Vice President for Academic Affairs. Responsibilities of the Associate Vice President for Academic Affairs in assessment remain unchanged.)* The Departments and Programs carry out their own assessments, which are reviewed by the Academic Deans. Workforce diversity issues and integration of General Education assessments occurs at the Advisory Board level, although diversity is assessed in both program and General Education assessment. The Advisory Board, chaired by the AVPAA reports directly to the Vice President for Academic Affairs. The roles of each unit in the assessment process are described below.

A well-defined administrative structure for assessment has been established.



Administrative structure for assessment at SVSU

The Role of Academic Departments

Program assessment begins with faculty-defined student learning goals and outcomes.

Each of the twenty-nine departments appoints an assessment representative who is responsible for coordinating the assessment process for undergraduate programs within the department and for keeping abreast of assessment activities university-wide. Typically, these representatives are awarded release time to perform these functions. Each department assesses the programs that are within their purview. The assessment includes the identification of goals, association of learning outcomes to the curriculum, implementation of direct and indirect assessment measures, identification of methods to improve student learning, and finally, implementation of improvement strategies. In the event that improvement strategies involve the need for institutional financial support, requests must be justified in terms of student learning outcomes, program enhancement, or new program development. All such requests must be aligned with the University vision and mission. If departments or programs choose to implement curricular changes, the normal contractually defined curriculum approval and ratification procedures are followed.

Assessment reports, including resource requests, are submitted to the Deans of the five colleges annually.

The Role of Graduate Programs

Graduate coordinators for each program are responsible for coordinating assessment activities based on faculty-defined programmatic goals. Some of the graduate programs have undergone extensive revision since the HLC site visit in 2003. These revisions were motivated by a number of factors and are described in detail (see pages 25-29). As these programs complete their curriculum revision, they participate in program assessment activities in the same manner as the undergraduate programs described above. Reports on these activities are submitted to the appropriate Dean annually.

The Role of the Deans in Assessment

The Deans of the five colleges establish contracts for the supplemental release time to ensure departmental accountability. They also review the assessment and planning documents with the undergraduate departments and Graduate Program Coordinators. Based on departmental recommendations, college priorities and other factors, the Deans make recommendations to the Office of Academic Affairs for faculty lines and major expenditures.

The Role of the Associate Vice President for Academic Affairs in Assessment

The Associate Vice President for Academic Affairs is responsible for program assessment at SVSU. The duties associated with this role include oversight of the entire assessment process, chairing the Academic Program Assessment Advisory Board, preparing annual program assessment reports for the university as a whole, working with the Diversity Office and General Education Committee to integrate assessment activities across the units, maintaining both electronic and print archives of all assessment activities. The Associate Vice President also coordinates with the Office of Institutional Research to provide statistical data such as enrollments, numbers of majors, and other information to facilitate the assessment work of the departments.

The Associate Vice President for Academic Affairs is responsible for assessment.

The Role of the Advisory Board

The Academic Assessment Advisory Board is chaired by the Associate Vice President for Academic Affairs. The membership in the Advisory Board may vary from year to year, but always includes a representative of the General Education Committee. The remaining members are current or past departmental assessment representatives. The Advisory Board supports the Associate Vice President in assessment duties. The Advisory Board evaluates the effectiveness of the assessment process for the university and makes revisions as appropriate. The Advisory Board also identifies needs and provides assessment training and professional development to faculty. The Advisory Board helps to maintain an archive and website of assessment for the University. The Advisory Board also maintains a special electronic resource for assessment representatives using Sakai and Blackboard® course management software. This site includes institutional data, archived department reports, all forms, workshop materials, and other important information. The Advisory Board communicates assessment news and activities at SVSU to the faculty. The Advisory Board examines university-wide needs and develops forums (workshops, faculty development initiatives) to address those issues.

The Role of the General Education Committee

The General Education Committee is a contractually-established body to assess the overall effectiveness of the GE program, to oversee the assessment of individual courses within the program, and to govern the addition and deletion of courses from the various categories that comprise the program. The General Education Committee is charged with ensuring that all General Education courses contribute to the development of critical thinking, logical reasoning, and effective communication skills and that the program as a whole is successful in achieving these goals. The GEC reports assessment findings to the Advisory Board where the results are examined in the context of overall assessment of student achievement.

The Role of the Special Assistant for Diversity in Assessment

The Special Assistant to the President for Diversity works to enhance the diversification of the campus community, compiles workforce and student demographic statistics, and develops a diverse campus culture. The Special Assistant

also works with the Associate Vice President for Academic Affairs in assessing and enhancing diversity in the curriculum.

The Role of the Vice President for Academic Affairs in Assessment

In consultation with the Associate Vice President for Academic Affairs, the Academic Deans and the Special Assistant to the President for Diversity, the Vice President makes final recommendations for university planning and resources related to all units within Academic Affairs.

Assessment Results

Undergraduate Majors Program Assessment

SVSU offers sixty-five undergraduate programs in five colleges. The undergraduate programs are organized under twenty-nine academic departments, with the exceptions of five interdisciplinary programs: Applied Studies, International Studies, General Business, Industrial Management and International Business. The chart below maps academic programs onto academic departments. In most cases, assessment occurs at the department level and addresses, either explicitly or implicitly, all programs that fall within the department's discipline. The College of Business and Management assesses all bachelor's degree programs together, including the interdisciplinary majors. The two interdisciplinary majors in Arts and Behavioral Sciences have not been fully integrated into the assessment process. However, Applied Studies is a very small program (3-5 students) and the International Studies program is currently undergoing complete revision. Defining measurable program goals and establishing and implementing an assessment plan is included in the mandate for this program revision. Programs which have discipline-specific accreditations are indicated. All of these accreditations incorporate extensive assessment processes.

COLLEGE**Arts and Behavioral Sciences**

Department	Program
Art	B.A. Art Bachelor of Fine Art B.A. Graphic Design B.A. Secondary Art Education*
Communication	B.A. Communication B.A. Secondary Communication Education*
Criminal Justice	B.A. Criminal Justice
English	B.A. Literature B.A. Creative Writing B.A. Professional and Technical Writing B.A. Secondary English Education*
History	B.A. History B.A. Secondary History Education*
Modern Foreign Languages	B.A. Spanish B.A. French B.A. Secondary Spanish Education* B.A. Secondary French Education*
Music	B.A. Music B.A. Secondary Music Education*
Political Science	B.A. Political Science B.A. Public Administration
Psychology	B.A. Psychology
Social Work	Bachelor of Social Work [†]
Sociology	B.A. Sociology
Theatre	B.A. Theatre B.A. Secondary Theatre and Communication Education*
Interdisciplinary	Bachelor of Applied Studies Bachelor of International Studies

* Accredited by the National Council for Accreditation of Teacher Education (NCATE)

[†] Accredited by the Council of Social Work Education

Business and Management

Department	Program
Economics	B.A. Economics B.B.A Economics ^{††}
Accounting	B.B.A. Accounting ^{††} B.P.A. Accounting ^{††}
Marketing and Management	B.B.A. Marketing and Management ^{††}
Law and Finance	B.B.A. Finance ^{††}
Interdisciplinary	B.B.A. International Business ^{††} B.B.A. Industrial Management ^{††} B.B.A. General Business ^{††}

^{††} Accredited by the Association to Advance Collegiate Schools of Business (AACSB)

COLLEGE

Education	Department	Program
	Elementary, Early Childhood and Special	B.A. Elementary Education* B.A Special Education* B.A. Secondary Special Education*
	Kinesiology	B. S. Athletic Training* B.S. Exercise Science* B.S. Physical Education*
	TEMS	

**Accredited by the National Council for Accreditation of Teacher Education (NCATE)*

Nursing and Health Sciences	Department	Program
	Nursing	B.S. Nursing** RN**
	Health Sciences	B.S. Medical Technology B.S. Health Sciences

***Accredited by the Council of Collegiate Nursing Education (CCNE)*

Science Engineering and Technology	Department	Program
	Biology	B.S. Biology B.S. Secondary Biology Education*
	Chemistry	B.S. Chemistry B.S. Chemistry, ACS Certified† B.S. Biochemistry B.S. Chemical Physics B.S. Business Chemistry B.S. Secondary Chemistry Education*
	Computer Science	B.S. Computer Science B.S. Computer Information Systems
	Mathematics	B.S. Mathematics B.S. Applied Mathematics B.S. Secondary Mathematics Education*
	Mechanical Engineering	B.S. Mechanical Engineering** B.S. Engineering Technology Management
	Electrical Engineering	B.S. Electrical Engineering**
	Physics	B.S. Physics B.S. Optical Physics B.S. Secondary Physics Education*

**Accredited by the National Council for Accreditation of Teacher Education*

(NCATE)

†Certified by the American Chemical Society (ACS)

***Accredited by the Accreditation Board for Engineering and Technology (ABET)*

AY2004-2005

Findings

Due to ongoing assessment discussions with the Faculty Association, reports for AY2004-2005 were received late in the Fall 2005 semester. Reports representing twenty-two departments were received. While some departments were already doing extensive program assessment, most often for professional accreditation, others were just beginning a formalized assessment process. This discrepancy was evident in the submitted reports. While most departments submitted an assessment report, the understanding and implementation were very uneven. This was not unexpected since some departments had just begun the process in October 2005.

The departments that were struggling with the assessment process were able to identify goals and objectives, assessment measures and program improvements. However these three components were often not clearly linked. In some cases, there was little reflection on how goals were determined, where in the curriculum goals were addressed and assessed, and how to link the assessment results back to changes in the program itself. Reports still tended to focus on individual courses and not on complete programs. Inputs and process were emphasized more than student learning outcomes.

Improvements

The reports provided a valuable baseline and guided the activities of the Advisory Board in improving the assessment process. A new instrument was developed which was designed to better guide assessment practices. Workshops were held for assessment representatives and department chairs to introduce them to the new instrument, to define and provide examples of curriculum mapping and to introduce technological resources available for assessment. In addition, many one-on-one conversations were held between Advisory Board members and the faculty assessment representatives. The workshops and conversations facilitated a real breakthrough in understanding of the assessment process and significant collaborative work took place between those experienced in assessment and the novices. Faculty who participated in the faculty development activities associated with academic assessment served as effective mentors to less experienced faculty and moved some departments from

perfunctory completion of assessment forms to thoughtful participants in the assessment process. This shift in attitude allows genuine engagement in improving student learning.

AY2005-2006

Academic year 2005-2006 was a turning point in program assessment at SVSU. With 106 additional hours of release time awarded for administrative projects, most often assessment, the process of assessment became truly institutionalized. Commitment by the faculty was obvious. The reports received were thoughtful, reflective and exhibited a much better understanding of the purpose and implementation of program assessment.

Summary of AY 2005-2006 Reports

Program Goals and Objectives

Reports generally described goals that were focused specifically on student learning objectives. Goals tended to be both manageable and useful for assessing student learning. In some instances, departments reiterated General Education goals within their department goals and 60% of departments specifically incorporate diversity in their overall program goals. Compared to the 2004-2005 reports, the Advisory Board noted an encouraging shift in the ability of departments to identify measurable student learning goals as part of their assessment plan.

In almost all cases, program goals were aligned with the expectations of some professional organization, even for programs which are not separately accredited. In addition to professional or accrediting agencies, about half of the departments tied goals to external stakeholders within or outside of the university community. It is also noteworthy that departments demonstrated a strong shift from course focused goals to programmatic goals in which they were able to think about and assess the overall program rather than focusing on students completing an individualized set of courses.

Assessment is widely implemented and more uniformly understood.

In most programs, goals are informed by the expectations of discipline specific professional organizations.

Assessment Measures

Following the workshop on curriculum mapping, most departments (75%) did a formal curriculum map to show where in the program each goal was being assessed. All departments use embedded assessments (tests, papers, presentations, case studies, creative works, etc.) to assess student learning. Programs that are accredited frequently use standardized testing or licensure exams as direct measures of student content mastery. For example, the Chemistry Department uses a series of standardized tests administered regularly throughout the curriculum to measure content mastery relative to national norms. The College of Education tracks success rates on state certification examinations to measure content mastery in a number of disciplines. As would be expected, some assessment measures focus on knowledge of content, while other measures focus on “higher order” learning goals. In general, the pattern is that content goals are measured by some type of common exam or standardized testing, in some instances using a pre- post- test model. Measuring more abstract learning seems to be more difficult for departments. This is also reflected in General Education assessment and assessment of higher order critical thinking skills will be a focus of the Advisory Board in the coming year.

Capstone experiences are often used in assessing program success.

Over half of the departments have a capstone experience as part of their assessment plans. These experiences vary according to the expectations of the department. Some departments require students to publicly present their work as an exhibition, performance, poster, or design project. The Art Department has several juried student exhibits where students and faculty evaluate each student’s work. The engineering departments have three symposia annually where students are required to present a team design project in both a poster format and in a formal oral setting. These presentations are judged by faculty and external industry reviewers. Several more departments encourage but, do not require, participation in campus-wide research symposia (e.g. Science, Engineering, and Technology Symposium) or departmental symposia such as the Jane Addams Student Research Symposium in Sociology. Other departments have research papers as their capstone experiences. Many departments encourage students to participate in regional, state and national competition and meetings. Fieldwork or an internship experiences serve as capstone opportunities for some departments and still other departments use portfolios (both paper and electronic).

In addition to the direct measures above, about half of the departments also utilize indirect methods of assessing students learning. In most instances, indirect measures are made up of surveys collecting satisfaction data from present students, department graduates or employers. Several departments utilize members of their particular professional community as advisors to the program.

Findings

Some results of program assessment are consistent across departments. For example, most departments note that students obtain a good foundation in terms of content knowledge. Results of testing, both standardized and internal, generally reveal high levels of performance, although some programs note that students do not meet their expectations in pass rates on standardized testing. In those departments, this assessment has led to curricular revision to address those shortcomings.

While content knowledge is generally acceptable across the disciplines, departments report less satisfaction with student ability in critical thinking and communication.

Assessment findings are used to develop workshops and other faculty development opportunities.

Departments also have a harder time measuring such higher order skills. These findings align with the results of General Education assessment. As a result, workshops have been held and others are being planned to address both assessment methods for and teaching of higher order thinking skills. One set of workshops, co-sponsored with the General Education Committee, was designed by the Director of the Writing Programs and the Writing Center Coordinator to help faculty teaching Communication Intensive General Education courses develop tools to improve student writing. The Political Science Department is particularly successful with student writing, and they have shared their approaches and methods at a “Teaching Table,” a faculty brown-bag lunch series that focuses on issues in pedagogy. The Assessment Advisory Board is planning a workshop for all interested faculty in the Winter 2007 term on assessing critical thinking and logical reasoning skills.

The departments have also made changes to address weaknesses in students’ higher order thinking and communication skills. These changes were usually focused on the curriculum, including:

- Restructuring or resequencing of courses
- Adding course(s) to curriculum

The Art Department significantly changed their curriculum in direct response to assessment results.

- Revising course content to better model disciplinary expectations
- Incorporating more opportunities to practice written and oral communication skills
- Adding or modifying capstone experiences.

As an example, the Art Department has significantly revised their program in direct response to assessment findings. The Department observed weaknesses in four of nine student learning outcomes, those that dealt with appreciation for diverse range of art forms, ethical and moral issues in art, and understanding the historical context of art. To quote from their curriculum change proposal, "The Department feels strongly...that additional steps must be taken to meet these goals in a significant manner: the changes in the curriculum are the most important first steps that we need to take...Therefore, we are changing the credits requirement...from 42 to 51 [credit hours in] Art History and Advanced Studio Design."

The issue of academic integrity was frequently mentioned in the assessment reports. Clearly, academic dishonesty is always deleterious to student learning. The University has recently engaged in a serious discussion of this issue, and has developed an official Academic Integrity Policy. This policy is published in the Student Handbook. The University Board of Control approved changes to the Student Code of Conduct upon the recommendation of the Committee on Academic Integrity. An Academic Integrity Board has been established to deal with cases of academic dishonesty. The University maintains a subscription to Turnitin.com to assist faculty both in teaching students proper citation and reference practices and in tracking instances of plagiarism. Finally, the Student Association has developed a Student Honor Code which has been widely disseminated to students and is on the university website.

Departments also considered resources as part of their assessment process. Some of these resources were mentioned in the assessment reports but were more often found in the departmental planning documents as described in the next section. Both needs for human resources (faculty, technicians, support staff) and equipment resources were mentioned.

Program assessment, departmental planning, and resource allocations are closely linked.

Resources Allocated on the Basis of the 2005-2006 Reports

As the assessment process has evolved, assessment and planning have become more intimately linked. In the past, a planning document, independent of the assessment report, was submitted to the Deans and the Vice President to identify departmental needs and request resources. From AY2006-2007 forward, one single assessment/planning instrument will be used. This is very important because it clearly links assessment to program assessment and gives faculty an additional stake in the process. In AY2005-2006, those instruments were still separate but the Vice President asked the Departments and Deans to make requests in response to assessment results.

As a result of assessment and planning, twenty-seven faculty lines were approved and national searches are now in progress for positions to begin in July 2007. Five of those lines were new positions created in response to identified needs within programs and departments. For example, the Graduate Program in Multimedia and Communication has developed a new track in graphic design and needs another faculty member with that expertise. As a result, the Art Department is conducting a search for a new faculty member with expertise in graphic design. The Physics Department has a strong need for additional instruction in their introductory courses in order to meet the demands of their extensive GE offerings. To meet those needs, their laboratory technician was promoted to full time lecturer and a search is in progress for an additional staff member to serve as part time technician and part time lecturer. Significant base operating budget adjustments were made within several departments. For example, a budget for the Honors Program was firmly and permanently established, and the budget for replacing computers in science and engineering laboratories was significantly increased. In the sciences and engineering, student learning outcomes usually involve laboratory skills. To insure that these learning outcomes are achieved, one time funds were awarded to the Biology, Chemistry, and Mechanical Engineering Departments for specific new equipment. The Biology, Chemistry, Art, and Psychology Departments were also awarded base budget adjustments in recognition of the need for maintaining high quality hands-on experiences for students while adjusting to increasing enrollments. To support the learning needs of the students and the research needs of the faculty, additional support was also allocated to the library for both new databases and infrastructure.

Indirect Assessment of SVSU Programs

This report is focused on direct measures of student academic achievement, but in addition, SVSU implements a student satisfaction survey on a three-year cycle as an indirect measure of the success of our programs. This survey, developed in-house, measures satisfaction with campus services, academic programs, diversity, campus culture, and business practices. Our students report very high levels of satisfaction with their experiences at SVSU. Notably, 89% report satisfaction with the content of their major courses and 89% believe there is a commitment to academic excellence on this campus. Most students, 84%, report satisfaction with the quality of instruction and 94% note that faculty are readily available to students. Students clearly feel that they are participating in quality programs that prepare them well for their future careers.

Graduate Program Assessment

In the last several years, extensive changes have occurred in the graduate programs at SVSU. While some programs have participated in the same assessment program as the undergraduate programs, others are undergoing massive restructuring and have not yet begun to measure student learning outcomes. In those cases, the assessment and revisions are directly tied to program relevance in the community, enrollment pressure, and faculty expertise.

All graduate programs at SVSU provide professional education at the masters level. Currently graduate degrees are offered in business administration, K-12 teaching, K-12 educational leadership, multi-media communication, nursing, occupational therapy, and administrative sciences. All graduate programs at SVSU are designed to promote the following:

- Professional leadership
- Interdisciplinary orientation to subject matter
- Support for cultural diversity
- Advanced education that responds to the needs of community agencies, organizations, and businesses.

Most graduate programs at SVSU are part-time professional programs serving non-traditional students who tend to be employed full-time in their respective fields and seek to enhance their credentials and move into leadership positions. These programs are not research-oriented in the traditional sense, but rather in the context of professional programs (e.g., needs assessment and program evaluation skills are taught). They are organized, not around faculty research interests, but around community need, and are not directly attached to any doctoral-level study. These professional programs meet the same community needs as the undergraduate professionally accredited programs; their creation is often prompted by local business and community leaders.

Because SVSU graduate programs are developed to meet regional needs, they are subject to a shifting market; and because students are local recruits, markets for these programs can be easily saturated, leading to enrollment pressure. Several years ago, the number of graduate students entering the College of Education was rising dramatically. Due to changes in the economic environment of the state, however, that demand is now declining, while the Nursing program, which had previously experienced some decline in enrollments, is now seeing a resurgence. Consequently, flexibility is an important attribute for addressing concerns of graduate programming at SVSU.

Committees were established in each college to evaluate and assess their respective graduate program(s).

Due to a generally declining economy in our service region, enrollments have decreased in SVSU graduate programs. To address that concern, committees were established in each college to evaluate and assess their respective graduate programs. Faculty wanted to update the graduate programs to make them more relevant to the needs of our region and to take fuller advantage of new faculty expertise. Each graduate program was examined and many were significantly revised.

Professional masters programs are assessed in accordance with the standards and requirements of their accrediting bodies.

All of the graduate programs in the College of Education are assessed in accordance with the NCATE standards and requirements. In the last several years, several programs were modified to align the degree programs with state and national accreditation standards. The Masters of Arts in Teaching (MAT) in Natural Sciences has grown to meet the needs of secondary science teachers and will continue to grow as the new, more rigorous state standards for high school students are established.

Similar programs may be developed in other content areas, such as social studies and language arts. In response to regional needs, the graduate Special Education degree program has added a cognate area in cognitive impairment. Similarly, to meet the needs of our area school districts, two new programs have been developed. The MAT in Instructional Technology was ratified in 2003 and a new MAT in e-Learning has been submitted for ratification in 2006. These programs also capitalized on faculty expertise in these areas. A new M.Ed. program in Principalship is planned for a Winter 2007 ratification, again responding to a significant local demand.

Extensive revision of the Communication and Multimedia masters program is underway.

The Masters of Arts in Communication and Multimedia program is in the midst of a major program revision, motivated by the needs of a changing student population and the desire to update the program. If ratified in Fall 2006, this program will be replaced with a new Master of Arts in Communication and Digital Media Design. Within this program are two distinct tracks, one in design and the other in communication. Within the development of this new program are clearly stated learning objectives which can be assessed. The existence of capstone or thesis work in both tracks will provide essential assessment data. The revised programs are the culmination of two years of study and discussion which suggested that the old program, designed for a very specific group of international students, was not serving the needs of the current student population. Additionally, the nature of media production has changed dramatically and the program needed to respond to those changes.

The Masters of Administrative Sciences program was assessed in concert with the undergraduate programs. The MAS assessment findings revealed the biggest challenges to be student preparedness and attitudes towards graduate level work. The MAS faculty has outlined strategies for developing student skills to the expected levels in written and oral communication and for socializing a culture of academic responsibility and integrity. At the same time, the MAS faculty has proposed two new tracks for ratification in Fall 2006: a MAS in Student Services Administration and the MAS Certificate in Workplace Conflict Resolution. The former was developed to serve a largely untapped internal and regional market and the latter was developed

The Occupational Therapy program has moved from the undergraduate level to a masters program due to changes in AOTA standards.

response to increasing concerns over conflict and potential violence in the workplace. The SVSU MAS faculty's extensive experience in conflict management and crisis intervention aligns well with such workplace issues.

The Crystal Lange College of Nursing and Health Sciences has three graduate programs, two of which are accredited by discipline specific agencies. In 2006, the MSN program was given a full ten-year re-accreditation by the Commission of Collegiate Nursing Education (CCNE) and met all student learning outcomes as required by that agency. Two new masters programs have recently been created but have not yet begun outcomes assessment. The Masters in Health Leadership was ratified in Winter 2006 and was created to meet regional needs in health care administration. This program was designed to provide a comprehensive approach to health care oversight in local health care organizations which vary tremendously in size and focus. The Occupational Therapy program has also undergone major revisions due to changes in the standards mandated by the American Occupational Therapy Association (AOTA). The program has made a transition from a baccalaureate degree program to a masters program, since the MSOT is now required for certification and practice as an Occupational Therapist. SVSU's OT program, previously accredited by ACOTE (Accreditation Council for Occupational Therapy Education), received interim accreditation in 2006 as it moved to a masters level program. A site visit, leading to full accreditation of the masters program, will occur in March 2007.

The Masters in Business Administration program is fully accredited by the AACSB and meets all assessment criteria of that program. Several changes have been made in this program to meet regional needs and boost enrollments, especially of international students. An entrepreneurship concentration has been developed to meet the needs of a changing economic climate in Michigan and the nation. Collaborations are in progress with the College of Science, Engineering, and Technology to offer a Science Venture Management cognate. Proposals for such revisions are to be submitted in the Winter 2007 term.

The Masters of Science in Technological Processes has been discontinued, largely due to decreased enrollments caused by economic pressures on local industry. The

College of Science, Engineering and Technology is working with the College of Business Management to incorporate a science and technology concentration into the MBA program.

Significant administrative changes have occurred that will have major impact on all graduate programs. Most importantly, a new position, Associate Vice-President for Program Development and Graduate Recruitment has been created in the Office of Academic Affairs. This position was created to better facilitate interactions between the Deans, the Graduate Admissions Office, the Graduate Program Coordinators and the faculty. This office works closely with the Office of International Programs to recruit and retain international students, especially for the MBA, MAS and CM programs. This office has developed extensive marketing initiatives to overcome enrollment issues.

GENERAL EDUCATION ASSESSMENT AT SAGINAW VALLEY STATE UNIVERSITY

A Brief History of General Education at SVSU

Almost since it's founding in 1963, SVSU envisioned General Education as a set of various content area requirements. Over time, this concept evolved into a 39-credit hour requirement spread across nine content categories: Literature, Arts, Numerical Understanding, Natural Sciences, Historical and Philosophical Ideas, Social Science Methodologies, Social Institutions, Communication, and International Perspectives.

Courses were placed in General Education through the same curriculum process used for all courses. There was no oversight body, no standard review and/or expiration policies, no statement of objectives for the program (though individual categories did have objectives), no criteria for the various categories, and no provision for ongoing assessment. Further, there were no regular institutional procedures in place to remove courses that were not serving the goals of GE, short of the department in question requesting to remove the course. For the most part, this did not occur. Thus, the late 1990s saw a dizzying accumulation of more than 260 different courses in the program.

In 1994, NCA evaluators critiqued the SVSU GE program and echoed concerns that had spread across campus: that General Education at SVSU needed sweeping reform. Initially, this led the faculty to create a statement of their rationale behind General Education and then to assess the program in terms of this rationale. The assessment indicated that students achieved proficiency in content information, but were typically not able to think critically about that knowledge, draw logical conclusions, or communicate effectively. These three shortcomings defined the goals of General Education reform.

The three primary goals of General Education are to develop students' skills in critical thinking, logical reasoning, and effective communication.

Building from the results of this initial assessment, SVSU embarked upon a major GE reform project requiring extensive strategic planning and consensus building among the faculty. Initially, an *ad hoc* committee primarily composed of faculty members was formed. Their initial reform proposal did away with content categories and created, in their place, categories centered on aptitude development and a basic goal

statement: that General Education should help students learn to think critically, reason logically, and communicate effectively. The proposal also removed all courses from the program and created a contractually recognized oversight body to evaluate courses submitted to the new program. By a narrow vote of the full University faculty, this first reform proposal was defeated.

After listening closely to various voices in the debate, a revised program was proposed in the Fall 1999 term. This proposal reinstated the content categories (albeit in a revised form), but it incorporated several large-scale reform elements. For example, it articulated not only an overall program goal, but also revised intersecting category goals and created descriptive criteria for categories. It created an oversight body with significant powers. All courses were removed from the program and all courses had to be submitted to the new program. The new proposal allowed courses to be accepted into the program for a five-year term and set up ongoing course-level assessment mechanisms.

In a semester-long process, which included informational mailers, more than 100 e-mail inquiries about the proposal, two lively campus-wide forums, presentations at formal curriculum committee meetings, and several meetings with individual faculty members and administrators, the proposal was revised and then unanimously approved by the full University faculty and administration in March 2000. The Faculty Association and the administration then negotiated a memorandum of understanding that clarified procedural matters relevant to General Education, especially the formation of the General Education Committee (GEC). This new GEC began accepting faculty proposals for courses, and SVSU first offered courses under the new GE Program in Fall 2001.

The Role of the General Education Committee

The GEC has overall responsibility for the General Education Program and for maintaining the quality of the program. This includes the approval (within the overall curriculum process), implementation and ongoing evaluation of courses to be offered for General Education credit and the assessment of the overall program.

The GEC has been charged

- To receive and evaluate GE course proposals submitted by the academic departments for possible inclusion in the GE program and to provide written feedback to the academic departments.
- To receive and evaluate GE course assessment plans and annual assessment reports based on these plans submitted by the departments. The GEC provides written feedback on both types of documents to the academic departments.
- To report to the Faculty and to the Vice President for Academic Affairs on General Education.

General Education Assessment

Program-level Assessment

The GEC developed a new methodology for program-level assessment.

During its first few years, the General Education Committee admitted courses to the General Education categories and assessed those courses in relationship to category goals. A major shift in committee focus to overall program assessment came as a result of the HLC visit. During the 2004-2005 academic year, the GEC developed a plan for a pilot GE program assessment project. This program assessment plan was intended to go beyond the course and category-level assessment that has been in place for several years. The GEC developed a new methodology for assessment of student achievement including an implementation plan, a course sampling design, and a rubric.

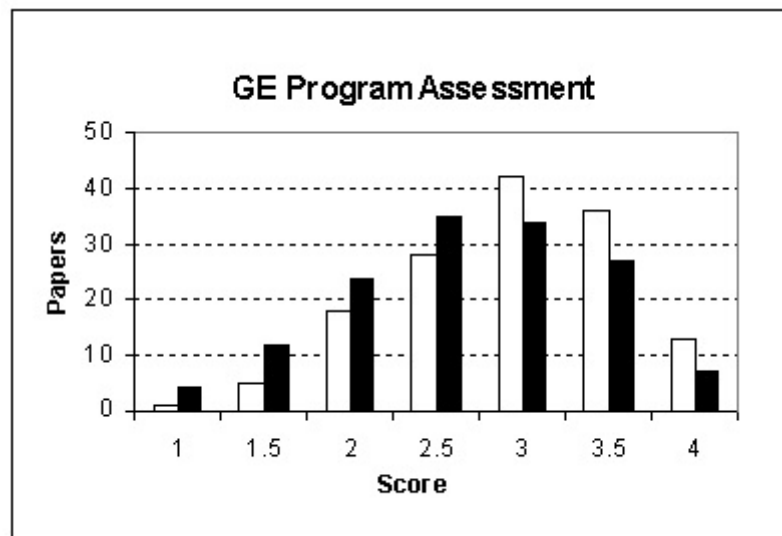
The GEC collected short (2-5 page) papers written as part of the normal coursework from students taking junior level classes. The GEC's assumption was that most of those students would have completed their General Education Program by the time they reached the 300-level courses. To verify this, at the time of paper submission, the students were asked to complete a short questionnaire indicating their progress in completing the GEC program requirements.

The papers were evaluated by the GEC using a rubric designed to evaluate the tripartite goals of GE (critical thinking, logical reasoning, and effective communication) using a 4-point scale. Critical thinking and logical reasoning were

evaluated in concert, since evidences of those skills in the student papers were often indistinguishable. Effective written communication skills were evaluated separately. In all cases, the evaluation scale was 1 = not proficient, 2 = nearly proficient, 3 = proficient, 4 = highly proficient.

The first pilot program assessment occurred in the Winter 2006 term. In all, 143 papers were submitted from 18 classes. The papers were divided between the members of GEC and each paper was scored independently by two evaluators. Those scores were averaged. In the event of a large discrepancy between those two scores, a third evaluation was performed.

In the areas of critical thinking/logical reasoning, 63.6% of student papers indicated performance at or above the proficient level (3 on the 4 point scale). In the area of effective communication, 47.5% of students performed at or above the proficient level. The distribution of scores is shown in the figure below. The median scores on these papers were 2.93 for critical thinking/ logical reasoning and 2.67 for effective communication. In concordance with these median scores are the most probable scores in each category: 3.0 for critical thinking/logical reasoning and 2.5 for effective communication.



Summary of scores in critical thinking (light) and effective communication (dark) for the papers submitted for the AY2005-2006 GE Program Assessment

Of the students that participated in this pilot, about 58% had completed their General Education requirements although 94% were either juniors or seniors. Among students who had not completed their General Education requirements, the largest numbers still needed to take their natural science or literature courses. Of those participating in the pilot, 70% had completed two communication intensive General Education courses. This data provides a useful baseline for future assessments.

The GEC felt that this pilot program was successful in assessing student outcomes against the tripartite goals of General Education. There are a number of questions about the results, particularly relating to the fact that a wide range of assignment types were used. The GEC found that certain types of written assignments, for example, lesson plans, do not lend themselves to this analysis. Moreover, the GEC is concerned that the scores may be partly reflective of the assignment itself, rather than the student's abilities. These issues will be examined in more detail as the program develops and will be considered when soliciting assignments so that only appropriate papers are evaluated. Despite these concerns, the GEC believes the general results are reflective of our students' achievement. This assessment program will be repeated annually to get broader samples and track improvements in student learning outcomes.

Workshops have been held to improve the teaching of General Education skills.

An integral part of the assessment process is making changes based on the results obtained. This pilot assessment demonstrated that there are significant weaknesses in our students' General Education-related skills; the results are particularly disappointing in the area of effective communication. In response to this data, the GEC and the Academic Program Advisory Board invited the Director of the Writing Program and the Writing Center Coordinator to present a set of workshops geared towards improving student writing and targeted for faculty who teach Communication Intensive courses. Those workshops were held in the Fall 2006 semester. Plans are in progress for workshops on teaching and assessing critical thinking.

Course and Category Level Assessment

Course embedded assessments capitalize on the disciplinary expertise of faculty. Assessment plans are developed to measure student learning with regard to category-specific goals and the three primary General Education goals. These assessment plans are presented to the General Education Committee for approval and then implemented

in each General Education course. Assessment reports are generated annually by the faculty and submitted to the GEC when the courses are considered for renewal. In order for a course to be retained in the General Education Program, departments must demonstrate that students are making progress towards achieving the stated goals.

As an example, the Physics Department offers a course, Our Physical World, which exists solely for the General Education Program. By means of pre-and post- test methodologies, instructors monitor the progress made by students taking this course towards meeting the Category 4 goals (Natural Sciences). Comparisons are made between pre- and post- test scores in the areas of critical thinking, logical reasoning, effective communication, understanding basic scientific concepts, appreciating the role of experimentation, and becoming knowledgeable citizens in a technological world. A common assessment instrument and rubric are used in all sections. The Department's report demonstrates the evolution of assessment instruments to best measure student learning in these areas. In addition, the Department reports a number of changes made by instructors to improve student learning. Examples include incorporating more writing components and improving hands-on classroom activities.

In addition to the departmentally-generated assessments, GEC is working to develop assessment instruments and rubrics that can be used for different courses within a given General Education category. Currently, Category 1 (Literature) and Category 10 (Written Communication) have developed assessment tools used across all courses and departments in those categories. This helps to insure uniform assessment measures across courses and disciplines, within a particular General Education category.

Standardized Testing

Many universities use standardized tests such as the CAAP (Collegiate Assessment of Academic Proficiency) or the CLA (Collegiate Learning Assessment) to measure General Education skills. Standardized testing using the CAAP test was piloted with a group of SVSU freshman (first time in college) in the Fall 2001. Larger groups were tested in 2002 and 2003. Comparing SVSU student performance on the CAAP tests with other freshmen from four-year colleges, SVSU students tended to perform the same as their peers on each of the three subtests in critical thinking, logical reasoning

and effective communication. Although this testing was useful for benchmarking how our students fared in General Education-related knowledge compared to other students nationwide, it has been discontinued by the University as a means of GE assessment. The consensus of the GEC and the faculty was that faculty-driven and created assessment measures were both more directly applicable and more valid for our assessment of GE student learning outcomes.

Conclusions

Course-embedded assessments allow the GEC to insure that all courses that are part of the General Education curriculum meet both category and overall goals of General Education. A collection of well-designed courses makes possible, but does not guarantee that students will attain high levels of proficiency in the areas of critical thinking, logical reasoning and effective communication. To assess those skills we have developed a comprehensive program to evaluate student writing samples for evidence of those three essential skills in upper level courses. A pilot of this program was completed in 2005 and was successful in providing a basis for future assessments. The results of the pilot have already been used to improve student learning outcomes in written communication.

The GEC will continue to annually assess General Education outcomes on both the course and programmatic levels, while continuously improving the procedures to insure accurate and reliable evaluation of students' skills in critical thinking, logical reasoning and effective communication, including non-written communication skills. Based on the results of those assessment measures, the GEC will continue to sponsor faculty development workshops and other programs to enhance student success in General Education skills.

DIVERSITY

A Brief History of Diversity at SVSU

SVSU's commitment to diversity is longstanding. In 1991, the Board of Control adopted a "Statement on Cultural Diversity," and directed the President of the University to "pursue aggressively the development and support of those programs and activities" which "focus on achieving a greater diversity among the faculty and staff as well as the student body and all other groups the University supports or services." The University was to "reaffirm its commitment to equality of opportunity by creating and nurturing, by leadership and example, an environment of genuine understanding and appreciation for differences among peoples. While within the university there are and should be certain shared values, a diversity of ideas and perspectives must be encouraged." Diversity has thus become a fundamental part of the University's mission.

To support this commitment to diversity, various task forces, committees and planning bodies, including a Task Force on Diversity, a Task Force on Racial Issues, and the President's Forum on Diversity, addressed diversity issues in the curriculum, in employment, in campus life, and in community relations. Individual units, including the colleges, developed strategies for fostering a campus environment that reflects the institutional mission for diversity.

In Fall 2002, a Special Assistant to the President for Diversity Programs, was appointed and has assumed responsibility for developing and implementing a coherent campus-wide diversity agenda, with attention to multiple stakeholders. The Special Assistant is responsible for monitoring progress toward diversity goals, for providing leadership and knowledge of diversity concerns, and for promoting cultural understanding that will create an environment where students, faculty, and staff feel welcome and valued in all campus programs. The Special Assistant has been given the following responsibilities:

- Develop and recommend recruitment and outreach strategies
- Monitor recruitment pools
- Develop AA/EEO policies and procedures

The Office of Diversity Programs provides leadership for campus diversity efforts.

- Investigate and resolve complaints of discrimination
- Develop and promote educational and awareness programs for faculty, staff, and students
- Support the Employment & Compensation Services Office in the development and evaluation of statistical data related to recruitment, promotion, classification and attrition.

To carry out these responsibilities, the Special Assistant has reviewed the existing definitions and policies; updated workforce statistics to ensure compliance with federal regulations; met with all division heads to ensure that compliance issues are being addressed and that the campus community is committed to making diversity a campus-wide priority; developed a Diversity Recruitment Plan; compiled data for an SVSU Workforce Statistics Annual Report; and developed and implemented a diversity training agenda in consultation with the SVSU Cultural Diversity Initiative Committee. The Office of Diversity Programs explores opportunities for adapting best practices from other institutions to reach diversity goals and maintains a library of books, magazines, articles, and videos related to diversity issue which is available to faculty, staff and student groups. In addition, the Special Assistant for Diversity and the University President meet twice each year with a Community Diversity Advisory Council to present progress in achieving the University's diversity goals and to discuss the impact of the University on the local communities.

Diversity Goals

Efforts to diversify the campus: students, faculty, staff and culture continue. The mission statement in the current strategic plan, *Continuing Excellence*, articulate that goal: “By fostering an environment of inquiry and openness that respects the diversity of all whom it serves, the University prepares graduates whose leadership and expertise contribute to the advancement of a pluralistic society.” Specific diversity goals include:

- Increasing recruitment and retention of faculty from diverse populations and backgrounds embedding diversity issues throughout the curriculum
- Providing additional international teaching and learning experiences for faculty

SVSU has clearly articulated diversity goals in its strategic plan.

- Increasing by 15% annually the number of students who study abroad through individual placements and faculty-led groups
- Increasing enrollment of students from under-represented racial, ethnic and cultural backgrounds to reflect the minority student high school graduation rates for Bay, Midland, Saginaw and Tuscola counties by 9/2008.
- Increasing total international enrollment to 4% of total enrollments by 9/2008.
- Increasing the number of international and multi-cultural programs and maintain strong attendance.
- Increase student, faculty and staff participation in campus diversity programming and training by 3% per year.
- Establishing learning activities that facilitate student, faculty and staff interaction across diverse cultures.
- Assessing diversity in General Education
- Establishing and promoting the Diversity Excellence Award.

These are long term aspirations and SVSU is committed to achieving them. To provide a snapshot of the progress towards achieving these goals, a diversity scorecard was created in 2004. This scorecard highlights data from a number of surveys and reports. The scorecard includes annual data on the racial and ethnic diversity of faculty, students, and staff; measures of diversity in the curriculum; attendance at multicultural events; and highlights other indicators of campus culture. The scorecard presents this data over a three-year period and provides a convenient tool for monitoring progress towards achieving diversity goals. In the future, this scorecard will increasingly be used by the campus community to direct new diversity initiatives.

The scorecard shows encouraging increases in the diversity of the student body as well as strong student satisfaction with the diversity and environment of the SVSU campus. The scorecard demonstrates that diversity is an important part of most academic majors and is an essential component of General Education courses. Finally, the scorecard illustrates that the campus community participates widely in multicultural programming. Assessing the success of the curriculum and the multicultural events in changing attitudes towards diverse groups is difficult because shifting attitudes are not

The diversity scorecard provides a useful snapshot of progress towards meeting diversity goals.

easily quantifiable. However, the University will continue to implement student surveys and explore other methods for measuring attitudes and learning experiences.

Since 2004, \$3.1 million has been awarded to SVSU for grants with an explicit diversity component.

Recognizing the need for attention to diversity in many aspects of the campus operations, diversity has become a critical component of many proposals for external funding. Many grants specifically consider the impact of the proposed work on diverse populations. Since 2004, 3.1 million dollars have been awarded to SVSU for grants that contain an explicit diversity role. Diversity components include explicit support for diversity events, grants to enhance teaching to diverse populations, grants to improve retention of at-risk students, and grants to work with local social service agencies.

The details of these diversity efforts are elaborated in subsequent sections. Specific reports on workforce statistics, student minority statistics, and multicultural programming are included in the electronic archive.

**Saginaw Valley State University
Diversity Scorecard**

Guiding Principle: A culture that values and utilizes diversity will provide and enrich educational experiences for our students. Our students will be better prepared to live and work in global environments and the University's reputation will be enhanced.

Category	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Ethnic and racial diversity of faculty	14.1%	13.8%	14.0%	
Native American				Asian American
African American				Hispanic
Multiracial				International
Ethnic and racial diversity of students	12.6%	13.5%	14.3%	
Native American				Asian American
African American				Hispanic
Multiracial				International
Ethnic and racial diversity of staff	10.4%	10.5%	9.7%	
Native American				Asian American
African American				Hispanic
Multiracial				International
Diversity in the Curriculum				
% departments reporting diversity in program goals	NA	31%	61%	
% departments reporting explicit diversity component	NA	58%	79%	
% GE credit hours with explicit diversity component	60%	60%	60%	
Campus Culture				
# attendees at multicultural events	8300 [†]	6580	9250 ^{††}	
% students satisfied with campus diversity*	NA	88.5%	NA	
% students reporting inclusive, welcoming environment**	NA	88.3%	NA	
Benefit of university diversity focus in better preparation for job and community living	NA	61.4%	NA	
Diversity Award	0	0	1	2

* average scores for a set of six questions relating to campus diversity
 ** average scores for a set of eight questions relating to campus environment
 † includes 3,700 attendees at the Maya Angelou poetry reading
 †† through the end of November 15, 2006

Diversity of the Faculty

Diversifying the faculty remains a priority and a challenge.

As stated in the SVSU strategic plan, *Continuing Excellence: 2004-2006*, diversifying the campus community is a high priority and it continues to be a challenge. A significant increase in representation of women in the faculty has been achieved since 1995. Women currently comprise 43% of all faculty, but that percentage is expected to increase since 56% of tenure-track new faculty are women. Qualified women have recently been promoted into administrative positions, for example, the new Associate Vice President for Academic Affairs and the Dean and Assistant Dean of Arts and Behavioral Sciences. The new chair of the Sociology Department is the first African American woman to serve as department chair at SVSU. Minority faculty now represent about 14% of the total faculty, with Asians comprising the largest group. Although the absolute number of minority employees has increased over the last few years, as a percentage of the total workforce, those numbers have remained essentially flat. SVSU is actively working to diversify the campus, both through enhanced recruitment of minority faculty, staff, and students and by fostering a campus environment of inclusion, knowledge, and openness that respects diversity.

Diversity of Full Time Faculty					
	1995	2003	2004	2005	2006
Gender					
Female	31.9%	39.7%	39.1%	42.1%	42.6%
Male	68.1%	60.3%	60.9%	57.9%	57.4%
Race/Ethnicity					
White	87.2%	86.0%	85.9%	86.2%	86.0%
Black	2.1%	3.3%	3.2%	3.1%	3.0%
Hispanic	1.6%	1.2%	1.2%	1.1%	1.1%
Asian/ Native American	9.0%	9.5%	9.7%	9.6%	9.8%
Minority Total	12.8%	14.0%	14.1%	13.8%	14.0%

SVSU has a well supported Diversity Recruitment Plan.

Diversification of the faculty remains a difficult challenge involving both recruitment and retention efforts. The Office of Diversity Programs in collaboration with the Office of Academic Affairs has developed a comprehensive Diversity Recruitment Plan. This plan includes:

- Recruiting at appropriate conferences.
- Engaging the current minority faculty to assist in recruiting and retention efforts.
- Participating in job fairs at universities with high numbers of minority candidates.
- Targeted advertising of new positions in addition to traditional methods.
- Utilizing a network of community contacts to assist with recruiting efforts.

Conferences, such as the *King-Parks-Chavez Annual Joint Fellows Conferences* and the *Recruiting, Retaining and Advancing Faculty of Color Conference*, provide both recruitment opportunities as well as new ideas and strategies for diversification of the faculty. For example, the KCP Future Faculty Directory, other directories, and publications are now provided to all faculty search committees. The King-Parks-Chavez conference has been very productive; six of our minority faculty members have, in fact, been KCP fellowship recipients. Representatives of SVSU attend these conferences each year to identify potential candidates for faculty positions. The Plan also includes participation at job fairs at universities with high percentages of minority faculty. The Vice President for Academic Affairs provides additional financial support for minority faculty to assist with recruiting initiatives. Another component of the Diversity Recruitment Plan involves advertising faculty positions in a broader array of professional periodicals, such as *Diverse Issues in Higher Education*, a magazine targeted to faculty of color. The Special Assistant to the President for Diversity works with every faculty search committee to utilize these strategies for expanding the minority candidate pool.

In addition to attention to racial and ethnic diversification of the faculty, which is a focus of the Office of Diversity Programs, academic departments consider diversity of perspectives when making decisions about new faculty hires. For example, departments have looked specifically for scholars familiar with non-Western or global perspectives to broaden the students' knowledge of other cultures. Specifically, a recent hire in the Art Department is an expert in Non-Western Art. As a result of a need identified in the assessment of student learning goals, the department is now able to offer a course in Non-Western Art History.

Diversity of the Staff

Women currently comprise 54% of all staff. Minority staff now represent about 9.7% of total staff. SVSU continues to update and implement best practices to recruit and hire qualified candidates. In 2005, SVSU implemented the People Admin system for tracking online applicants and to provide automated feedback to applicants regarding the status of their job search. This system will assist the Office of Diversity Programs as it monitors and tracks all minority applicants and develops a diverse pool.

Diversifying the staff remains a challenge; one successful strategy has been to extend our advertising to more diverse communities.

Diversity of Staff					
	1995	2003	2004	2005	2006
Gender					
Female	54.1%	53.0%	55.0%	55.0%	54.0%
Male	45.9%	47.0%	45.0%	45.0%	46.0%
Race/Ethnicity					
White	88.1%	90.2%	89.6%	89.5%	90.0%
Black	5.4%	5.3%	5.3%	5.5%	4.6%
Hispanic	5.4%	4.0%	4.4%	4.3%	4.2%
Asian/ Native American	1.0%	0.5%	0.7%	0.7%	0.9%
Minority Total	11.9%	9.0%	10.4%	10.5%	9.7%

Diversity in the Student Body

As seen in the table below, gains have been made in the diversification of the student body. The percentage of African-American students has increased from about 5% to about 6% and the total minority population has increased in the last few years from 12.8% to 14.3%. From 2001-2004, an average of 12.97% of students graduating in our four county (Saginaw, Midland, Bay, and Tuscola) service region were of African American, Hispanic, or Native American heritage. During that same period, 12.91% of SVSU undergraduate students comprised a similar minority grouping. From 2003-2005, SVSU's average minority population increased to 13.16%. Although the current data for regional minority high school graduation rates are not available, based

Progress has been made in achieving a more diverse student body.

on the data from the previous period, SVSU's minority student population closely resembles that of our primary service region. The admissions office continues to aggressively recruit a diverse student body from our service region and beyond. In addition, faculty and staff attend conferences, such as the Michigan Annual Equity in the Classroom Conference, which focus on parity in enrollment and retention of minority students.

Diversity of Student Population				
	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
American Indian	0.3%	0.3%	0.4%	0.4%
Asian	0.7%	0.8%	0.8%	0.8%
African American	5.2%	5.5%	6.1%	6.2%
Hispanic	2.1%	2.0%	2.0%	1.8%
International	2.5%	2.3%	2.3%	3.1%
Multiracial	1.6%	1.5%	1.9%	2.0%
Canadian	0.8%	0.8%	0.8%	0.7%
White	84.0%	84.0%	83.2%	82.5%
Total Minority	12.8%	12.6%	13.5%	14.3%

Community outreach initiatives assist in recruiting a diverse student body. In 2005-2006 SVSU launched the Saginaw County Youth Leadership Institute in partnership with the Bridge Center for Racial Harmony. The leadership institute provides an opportunity for selected junior and senior leaders from diverse cultural, racial, and socioeconomic communities to gain valuable leadership training and acquire new skills that will help them lead in community improvement projects. A total of fifty juniors and seniors from seventeen high schools from Saginaw County and thirty-four SVSU mentors participated in the program. Several of the high school students are currently attending SVSU this fall. Another outreach initiative at SVSU is the Willie E. Thompson Fellowship, which strives to improve the quality of life in the African-American community by enrolling select African-American men in an intensive post-secondary educational program and helping them to succeed by providing tutoring, along with academic, moral, financial, and spiritual support. Finally, SVSU participates in the federally-funded GEAR UP/College Day Program

which provides under-represented students the opportunity to discover the potential of a college education and to expose them to the skills necessary to complete high school in preparation for college entry and success.

Many departments on campus participate in community outreach.

Individual departments also work to diversify the campus community. For example, the Mathematics department hosts the Sonia Kovalesky High School Mathematics Day focused on introducing under-represented groups of women, especially minority women, to opportunities in mathematical sciences. Nursing participates in outreach to rural communities both to provide service for the communities and to recruit students. The College of Business and Management works with high school students in the city of Saginaw. The Biology department works with inner city and rural students in the community through participation in Saginaw County Science Fair and Science and Math Extravaganza for Kids and by mentoring local high school students. All of these activities serve as useful recruitment tools for a diverse student body.

The number of students studying abroad has doubled since 2001

In addition to increasing the population of minority students on campus, efforts have been undertaken to expose students to diverse cultures through international travel opportunities. Students at SVSU are studying abroad in rapidly increasing numbers. In the strategic plan, the stated goal was to increase study abroad participation by 15% per year. Between 2001 and 2005, the number of students studying abroad actually doubled from about 45 student/year to about 95 students/year. In addition to semesters abroad, student groups go on short trips to destinations on every nearly every continent. A group of nursing students recently went to China to study medical practices there. Students who are selected for the prestigious Roberts Fellowship travel to China and Japan each year as part of their study of leadership in a multicultural world. In Summer 2007, a group of students will be traveling to Senegal to study African art and in the process gain a broadened perspective. Finally, the University actively recruits international students as another way to add to the campus diversity. Although international enrollments declined in the years following the attacks on September 11, 2001, they are now recovering. In Fall 2006, 360 international students studied at SVSU. The Office of International Programs has recently restructured and is actively recruiting international students from Asia and the Middle East.

Retention of minority students has dramatically increased since 2001.

Retention

Student retention data is computed annually and reported by race and ethnicity. Since 1998 SVSU has been awarded funding yearly through the Michigan King-Chavez-Parks Program focused on the retention of academically and financially at-risk students. As a result, SVSU has seen the retention rate for these students rise in the last several years. The retention rate for First Time in College (FTIC) students is currently 68% overall, and 62% for African American, Hispanic, Native American, and Multiracial students. This represents a dramatic improvement in recent years; for students entering SVSU in Fall 2000, the retention rate of minority students was 46% while the overall retention rate was 64%. The Office of Minority Student Services has played an important role in the improvement of minority student retention by assisting minority students as they adapt to college life. This office provides a wide range of personal and academic support programs including advising, personal assistance, free tutoring, and basic skills testing. SVSU offers many other support services, such as the Writing Center, Math Resource Center, Student Technology Center, and Career Planning and Placement, to assist students with their educational goals.

The Office of Residential Life also plays an important role in retention of minority students. They ensure that individuals hired on their staff that are representative of the make up of SVSU's residential population; offer staff training in diversity and multiculturalism; participate in university-wide initiatives such as the Saginaw County Youth Leadership Institute; develop specialized peer staff positions that focus on activities that nurture a sense of belonging and support for under-represented students who live on campus; and in cases of conflict, use the conflict resolution process to teach respect.

SVSU has applied for and received competitive state funding from the King/Chavez/Parks Select Student Support Services Program to assist academically and financially at-risk students to persist to graduation from 2003-2006. SVSU was recently awarded funding 2006-2009 from this program to continue student retention work.

Training

The Office of Diversity Programs offers training to faculty, students, and staff to increase awareness and understanding of prejudice, discrimination, and their consequences. These training opportunities provide educational tools for improving the campus climate. Training programs are offered regularly and can be requested by individuals or groups.

<u>Training</u>	<u>Frequency</u>	<u>Group</u>	<u>Topics</u>
National Coalition Building Institute Prejudice Reduction Workshops	Annually	Students, faculty, staff	Prejudice reduction
Diversity Circles	Two or three 6-week sessions/year	Small groups of faculty and staff, students, high school students	Race, gender and religious discrimination
Clowns	On request	Groups or individuals	Prejudice and discrimination
Diversity Advantage	On request	Groups or individuals	Positive economic advantages of diverse workforce
No Real Winners	On request	Group or individual	Gender issues and respect
EEOC Compliance training	On request	Faculty and staff	Labor laws
Winning Balance	On request	Faculty and staff	Changing faces of diversity

Multicultural Programming

As the SVSU campus continues to diversify, the need for multicultural programming grows. A vast array of multicultural experiences were developed to both enhance diversity on campus and to create an environment that is welcoming to under-represented groups. Since 2004, over 100 events aimed at diversifying the campus culture have been held, with a total attendance of well over 20,000 people. These events range from small group interactions to discuss diversity and its implication on campus to enormous crowds celebrating the poetry of Maya Angelou. These events have served the campus and local communities by increasing understanding of the issues faced by women, African Americans, Hispanic Americans, Asian Americans,

Over 20,000 people have attended multicultural programs at SVSU since 2004.

the International Community, Gays, and Lesbians. Multicultural programming also provides opportunities to celebrate the achievements of a diverse group of individuals. These multicultural events also strengthen the ties to the local communities and bring diverse perspectives and enrichment to the region. A full list of events in for 2004-2006 is included in the electronic archive.

In addition to the multicultural programming, several awards for diversity have been established and are given to further bring diversity into focus on the campus. In 2005, the Roosevelt Ruffin Diversity Award went to the Student Association for bringing Maya Angelou to campus and in 2006, the award went to Vice President Robert Yien and Amy Yien for their work recruiting international students and faculty and for establishing the King-Parks-Chavez programs at SVSU. The Roosevelt Ruffin Diversity Award is presented at the annual All-University Awards Banquet, an event that typically draws 400 people. In addition, the annual Martin Luther King Writing Contest and the Black History Month poster competitions provide award opportunities for students whose work focuses on diversity issues.

Diversity in the Curriculum

The representation of diversity in the curriculum has been a focus at SVSU for many years. A special task force created to explore the role of diversity on campus issued its report “Diversity and Curriculum: Interviews with Deans and Faculty” in April 2002. A faculty member in the Communications Department conducted interviews with 21 faculty members and 6 administrators to gain insight into how diversity is integrated into academic programs across the campus and in what ways students are exposed to diverse groups of people, perspectives, attitudes, and values. In general, the results indicate that most departments discuss diversity issues, although individual faculty, departments, and colleges vary in the degree and manner in which diversity is included in course content. Survey respondents highlighted specific courses related to diversity issues and identified readings, assignments, and lecture topics that focused on diversity. The report noted that various majors incorporate diversity, either formally in a designated course, or less formally as content within various courses.

Diversity in the curriculum is part of Academic Program and General Education Assessment.

Diversity in the curriculum continues to be addressed as part of academic program and General Education assessment. In the AY2005-2006 reports, most departments (80%) state that they consider diversity explicitly somewhere within their programs and nearly 60% incorporate human diversity directly in their program goals. Several departments and colleges are required by their accrediting agencies to include diversity in their curricula. Many professional degree programs require fieldwork components that offer students the opportunity to work with diverse populations.

Some programs offer specific courses on diversity but most integrate diversity throughout the curriculum.

Academic programs articulated a wide variety of ways in which diversity is embedded in their curriculum, their teaching styles, their student body and their departments.

Some departments offer a specific courses focusing on diversity, but most integrate diversity throughout the curriculum. Some specific examples include:

- The Communication Department addresses diversity throughout its curriculum in courses like Gender in Communication and Nonverbal Communication, which covers how nonverbal communication varies across cultures and how those differences can lead to conflict. Diversity is also integral in other courses such as Interpersonal Communications, Organizational Communication, Family Communications, and the General Education course Fundamentals of Communication.
- The Criminal Justice Program requires that all majors take Human Relations in Criminal Justice, a course that discusses a range of topics including Affirmative Action, the Civil Rights Act of 1964, personnel policies, profiling, and hiring. Students often read case studies that deconstruct events, such as prison riots or police brutality, to better understand the role of diversity in the field of Criminal Justice.
- A major goal of the History Department is that students will "understand the world as a richly diverse mix of social and cultural systems." To meet that goal, the department has diversified the faculty and offered more courses in African-American history, women's history and Asian history. The department seeks to increase offerings in Latin American, African and Middle Eastern history.

- Students electing a major in Modern Foreign Languages encounter diversity in every course in the curriculum as they address not only language, but the literature, culture and history of other nations.
- A proposal for a multidisciplinary minor in Black Studies was recently submitted to the curriculum committee for Winter 2007 ratification.
- The Sociology Department addresses diversity throughout its curriculum but also requires one of two specific courses in diversity: World-Societies or Social Inequality and Human Diversity Human Diversity. In addition, the department added a Diversity track in their major for students wishing to focus on diversity issues.
- Students majoring in professional programs in Social Work, Nursing, Education, and Occupational Therapy participate in field work experiences that serve diverse populations. Students in these programs have many opportunities to explore issues related to diverse cultures and backgrounds.
- The College of Education also emphasizes the importance of preparing future educators not only to teach students from diverse populations, but also to prepare teachers to interact with diverse families. Students have field placements in urban settings to increase their exposure to people of different backgrounds. The College of Education also has developed a minority mentoring program to connect students to leaders in the community, further increasing the diversity of their educational experience.
- The Urban Teacher Program, a partnership between SVSU and the Saginaw Public School District, prepares teachers, especially minority teachers, to work with diverse student populations and deal with complex social and cultural situations in urban school settings.

Some departments enhance the diversity of their curriculum by their choices of guest scholars or artists. For example, in November 2005, the Biology Department and the Office of Diversity Programs co-sponsored a seminar on brain research by Professor George Langford, an African-American scholar who served on the National Science Board from 1998-2004. Political Science incorporates diversity in scholarly symposia, this year considering religion and politics and next year military service and

civic participation. These types of events expose students to a variety of perspectives and bring the community on campus to consider topics. Departments also participate in international outreach. The Modern Foreign Languages department encourages student to take advantage of study abroad activities. The College of Business and Management recruits international students from the Middle East and Asia, and the Computer Science department has recruited Saudi Arabian students.

Diversity is a significant focus in General Education.

Diversity is addressed throughout the General Education curriculum. Students take thirty-five credit hours from ten broad categories of courses. Of the ten categories, seven have an explicit diversity component in the learning objectives. In terms of student credit hours, 60% of the General Education program includes a focus on diversity. Since each of these courses are assessed within the framework of the category goals and objectives, student learning in the areas of diversity and multiculturalism is assessed regularly. Even in courses without an explicit diversity objective, generally natural sciences and numerical understanding, efforts are made to include diversity, often by recognizing the contriguitions of women and minorities to the relevant discipline. Beginning in the Fall 2006 semester, the program-level General Education assessment questionnaires will survey the students' perceptions of diversity education within the General Education Program.

Conclusions

In sum, the university has demonstrated continuing commitment to the value of diversity by developing a series of specific diversity goals that are clearly articulated in the strategic plan, *Continuing Excellence: 2004-2006*. These goals have helped focus efforts to enhance the diversity of the campus community, including active recruitment of faculty and students who have traditionally been under-represented in much of academia. Furthermore, these goals reinforce the cultural and intellectual benefits associated with a diverse campus.

The university has committed significant human and financial resources to reaching its diversity goals. The well-supported Diversity Recruitment Plan allows more comprehensive access to faculty candidates from under-represented populations. The university has encouraged and supported recruiting students and staff from diverse and international populations. The university maintains a commitment to student and

faculty travel that supports access to peoples and ideas from all around the world. Well-integrated access to information about diverse populations and ideas can be found throughout the curriculum both in General Education courses as well as within the majority of majors on campus. Awareness of diversity issues has been increased through frequent multicultural events. Training opportunities for students, faculty, and staff are designed to encourage an open and welcoming environment for all members of the campus community. Finally, annual reports, such as the diversity scorecard, allow the university to track and monitor its progress toward reaching its diversity goals and to develop new initiatives as appropriate.

SUMMARY

This report has provided evidence that SVSU has made great progress towards addressing the concerns expressed at the time of the Higher Learning Commission site visit. Assessment is implemented widely and uniformly and has become part of the academic culture at SVSU. A sustainable process, linking assessment findings to planning and resource allocations has been developed and implemented. All academic majors assess their programs in terms of student-learning based outcomes. Many graduate programs have undergone major revisions in the last two years and the new programs will participate in the same assessment process as the other graduate and undergraduate programs. Archives of all assessment materials are maintained in the Office of Academic Affairs in both print and electronic form. A new methodology for assessing General Education goals is in place and is providing useful data on students' critical thinking, logical reasoning, and communication skills. Assessment of General Education and academic majors has revealed trends in student learning that are being addressed by faculty workshops and campus wide discussions. Diversity goals are an integral part of the SVSU strategic plan and the University has developed and maintained strong programs to achieve these goals. Diversity is emphasized in many academic programs including General Education. Progress towards meeting the diversity goals is tracked in annual reports and summarized on the diversity scorecard.