

Appendix 3

Degree Programs

Appendix 3.1

Sample Meaning, Quality, and Integrity of Degree (MQID) Grid

Meaning of the Degree	Suggestions and References
<p>This section is about the structure of the degree, its components and its expectations.</p> <p>This section represents your program’s ambition:</p> <ul style="list-style-type: none"> • Describe the generic degree and what makes your degree at SSU distinct. • Describe how the degree aligns with the university vision, values, and outcomes. • Describe your entering students’ abilities and your graduates’ culminating skills. <p>Provide a link to your website where those interested can find additional information.</p>	
Quality of the Degree	
<p>This section is about the alignment of the degree program with the expectations.</p> <p>Describe how your program helps students engage and master the key learning outcomes that represent what your graduates take away from their study.</p> <p>Provide a link to your website where those interested can find information about curricular requirements, learning outcomes, and other aspects of your program.</p>	
Integrity of the Degree	
<p>This section is about the assurance that the degree is meeting the expectations.</p> <p>Describe how your faculty members know that their program effectively delivers what its designers promise. Give examples of recent learning outcome assessments, what they demonstrate, and how the department uses its assessment procedures to help students learn.</p> <p>Provide a link to your website where those interested can learn more about your assessment procedures, findings, and how your faculty use assessment to help students learn.</p>	

Appendix 3.2

Summary of MQID Grids

SCHOOL OF ARTS & HUMANITIES

Meaning of Degree

- Degrees at SSU are marked by a diversity of approaches to their fields, including multiple, interdisciplinary tracks.
- Balance of theoretical and practical studies of the disciplines makes students "effective practitioners" in their fields.
- Capstone projects and papers, as a summation and application of the degree experience, synthesize the modes of learning featured in degree programs.
- Students enter programs with a disparate levels of preparation and abilities, and are brought to appropriate levels through core courses that develop critical thinking, research and writing abilities.
- Students are prepared to enter graduate programs and/or work in a number of fields, typically business, law, government, advertising, and education.
- All programs seek to prepare students to function in the modern world.
- These characteristics align with Sonoma State University's overall vision and outcomes.

Quality of Degree

- Degree programs seek to prepare students for the rigor required in their disciplines, whether the students transition into graduate study or the workplace.
- Programs provide contact with professionals through visits from current practitioners or visits to workplaces.
- Programs prepare students for work after completing the degree through practical, hands-on experiences, opportunities to run campus media outlets and stage exhibitions, and involvement in their education as researchers and independent thinkers.
- Programs afford students opportunities to present their creative work and research.
- Provide students with the life-long skills of analysis, critical thinking, communication and cultural literacy.

Integrity of Degree

- Assessment of departmental learning outcomes are built into the core courses. Satisfactory completion of such courses indicates students have met learning objectives associated with that activity.
- Frequent writing assignments provide opportunities for assessment.
- Writing assignments are both formal and informal.
- Capstone or culminating thesis projects, courses or papers are advised by faculty members and are designed to enable assessment of multiple, specific learning outcomes.
- Exit surveys solicit feedback from students on department effectiveness at helping students reach objectives.

SCHOOL OF BUSINESS & ECONOMICS

Meaning of Degree

- The Economics department offers a traditional social science program where students are required to complete five core curriculum courses and six electives.
- Students entering the program meet SSU admission requirements.
- The Economics department has access to a wide range of student support resources from School of Business and Economics. Students have flexibility to explore options that prepare them for professional endeavors.
- Graduates of SSU Economics Department program work in various fields including consulting and research in government agencies, banking and finance, insurance, education, and management.
- SSU Department of Business Administration is AACSB-accredited.
- The Department offers a traditional Business Administration degree with six concentrations including Accounting, Finance, Financial Management, Management, Marketing, and Wine Business Strategies.
- Freshman and transferring students entering the program must meet the impaction requirements.
- Students should have developed a broad-based understanding of all of the functional areas of a business organization upon graduation.
- Graduates of SSU Department of Business Administration work in various fields including national / regional CPA firms, banking and finance, financial management, marketing and sales, wineries and related industry, operations and management.

Quality of Degree

- At SSU Economics Department, students are expected to develop their critical thinking skills through various course work
- Essay questions and objective exams
- Students are expected to understand economics theory and demonstrated an awareness of current and historic economic issues
- Students are expected to apply these learned concepts to identify subjective and objective aspects of economic policy and analyze social and economic issues using qualitative and quantitative reasoning.
- At SSU Department of Business Administration, students are expected to develop their understanding of business operations through five core curriculum courses and five concentration courses. The senior capstone seminar integrates core learnings through a major project.
- The department has concentration clubs that target students' interest and connect with potential employers.
- The department offers a Mentor Program that provides opportunities for students to explore professions, companies, and industries in the real world.
- Students are encouraged to do internships to gain real-world experience.

Integrity of Degree

- The department uses a wide range of evaluation devices and assessment tools to foster student growth
- Employ rubrics, portfolio analysis, and data analysis to monitor students' progress
- Conduct a qualitative analysis of alumni outcomes and experiences
- The department operates on a five-year program review and teaching faculty are asked to collect data based on appropriate assessment devices for the program review
- The department establishes measurable learning objectives that are reviewed twice across a five-year time period to ensure a level of consistency and quality in the student experience.
- Faculties evaluate student performance on each learning objective based on predefined standards. Related information are logged, analyzed, and disseminated.
- Under-performed LO are discussed in depth. Recommendation for improvement in learning outcomes includes a) faculty training; b) assignments / tests / in-class learning to target LO; c) new course development to effectively meet LO; and d) revising rubrics that are vague and interfering with the measurement.

SCHOOL OF EDUCATION

Meaning of Degree

- Preparation for a variety of careers working with children and families
- Graduates use theory and research to build foundation for effective practice
- Graduates are critical thinkers who value and contribute to social justice and advocacy efforts in their professions
- Preparation of educational leaders with critical and anti-bias perspectives
- Focus on social justice
- Graduates are critical consumers of research and able to carry out action research in their professional lives
- Graduates use theory and research to inform practice

Quality of Degree

- Curriculum in education concentration aligns with standards set by professional associations
- Curriculum allows for breadth outside of major
- All courses assess critical thinking and writing
- Coursework includes a variety of teaching methods and a variety of assessments
- Fieldwork integrated into key courses – strong relationships with a variety of community partners
- Intro to the Major course and handbook orient students and set expectations for courses/fieldwork
- Students have consistent access to advising, mentoring, and information about campus resources
- Graduates provide evidence (via graduate portfolio) of:
 - Breadth and depth of knowledge of educational research
 - Breadth and depth of knowledge in concentration area

- Synthesis of historical, philosophical, and theoretical perspectives in understanding educational issues
- Personal, intellectual, and professional growth
- Graduates complete a capstone project in concentration area

Integrity of Degree

- SLO's given to students throughout the program and assessed in senior portfolio
- SLO's measured in Exit Survey
- Senior Portfolio includes signature assignments from most of the required courses
- Reflection on value of GE in senior portfolio
- Yearly review of assessment data by department faculty
- Community advisory board that reviews assessment data and gives feedback on all aspects of the program
- Key assessments include:
 - Program portfolio
 - Advancement to candidacy meeting
 - Capstone project and presentation
 - Exit Survey – feedback on program goals and learning outcomes
- SoE graduate committee reviews exit survey data annually and holds an annual assessment colloquium with all school faculty
- Departments review program-specific data annually

SCHOOL OF EXTENDED & INTERNATIONAL EDUCATION

Meaning of Degree

- Practicum and internship opportunities with community organizations with exceptional support and guidance
- Small programs allowing for more student faculty interaction
- Professional preparation
- Curriculum recognized and accredited by professional organizations
- Unclear who is in charge of curricular oversight for off campus Liberal Studies programs
- Programs accommodate working adults

Quality of Degree

- Culminating experiences including projects, thesis and presentation
- Hands on practice
- Skills driven courses

Integrity of Degree

- Course embedded assessment and alumni surveys
- Assessment of student progress conducted on a continual basis

- Ongoing student feedback and assessment used to update program curriculum
- Formal presentation of culminating experience

SCHOOL OF SCIENCE & TECHNOLOGY

Meaning of Degree

- Distinctive experiential learning opportunities- facilities, preserves, research opportunities
- Building scholarly communities
- Focus on scientific processes, critical thinking, and developing problem solvers and life-long learners; creating well-rounded scientists that can become active contributors and leaders in their fields
- Liberal arts component connecting the fields to the surrounding world
- Broad exposure within the field and interdisciplinary connections
- Curriculum supported by professional organizations/accreditations/certifications within the field
- Curriculum builds from foundational coursework into breadth and specializations
- Focus on getting kids through the degree- advising with personalized attention, sometimes additional selection criteria to support success

Quality of Degree

- Core curriculums with additional elective options
- Hands-on learning experiences- in the lab and in the field
- Undergraduate research and research-based instruction methods; incorporation of technology and modern instructional methods
- Professional development focus- field based seminars that include guest speakers and networking opportunities; support for transition into the work-force or graduate programs (resume prep, interview skills, connecting classroom material to the real world);
- Close mentoring relationships with students
- Capstone experiences involving synthesis of learning and application of knowledge to real problems
- Focus on scientific communication methods via papers, presentations, posters, and attendance at conferences
- Active discipline based student clubs that interact with departments

Integrity of Degree

- Assessment of student work, particularly relevant hands-on skills: lab reports, research papers/posters, seminars, conferences
- Exit exams, interviews, surveys
- Consultations with employers for feedback; student tracking
- Focus on helping students at risk based on assessment data

SCHOOL OF SOCIAL SCIENCE

Meaning of Degree

- Broad preparation of students for understanding, analyzing, managing and solving social, environmental, ecological and issues of society related to diversity in lives and perspectives, sustainability, rapid social change, social justice, inequality, crime, genocide, technology, and globalization
- Foundation coursework is linked to disciplinary concentrations within major degree programs
- Intimate classroom environments with lower SFRs in core upper division classes
- Intellectual development of analytical and communication skills, critical thinking, and democratic citizenship through coursework and community engagement, both on campus and in outreach programs (Ukiah and Solano)
- Curricular core of program consistency with recommendations of professional societies, such as in Sociology, CCJS, History
- Preparation for ethical issues and decision making in jobs, research, and policy decisions
- Training in theory and methods, as well as application, using both qualitative and quantitative approaches
- Interdisciplinary connections between degree programs, which is notable in smaller (WGS, Anthropology, Geography) and larger departments (Psychology, Sociology, CCJS).
- Disciplinary integration with local, state, national and international communities through summits, conferences, and ongoing research and advisory capacities

Quality of Degree

- Early and continuing training through experiential and developmentally appropriate interdisciplinary coursework and mentoring in both quantitative and qualitative research through Sophomore Year Experience, McNair, and Koret Scholars programs
- Applied and intensive integration of students across disciplinary specialties with community and public organizations through required internships in ENSP and CCJS.
- Undergraduate contributions to scientific communication through team and individual work on campus and in the community, such as the annual campus research symposium, and student presentation of papers at local and national professional meetings in departments such as History, Sociology, CCJS, and WGS.
- Program level learning outcomes for core classes in curriculum across departments and programs
- Program and personnel reviews that examine both student learning and faculty performance, such as in History.

Integrity Degree

- Curricular alignment of courses with student learning objectives required of all departments
- Capstone course completion with required analytical, communication, group building, and presentation skills
- Assessment of student outcomes through project based capstone and community engagement coursework, exit exams and institutional data sources
- Placement of interns in community settings that are closely connected to labor force needs after graduation, such as in CCJS, Psychology, Sociology, and Political Science.

- Focused advisement practices linked to majors/minors, timely graduation, and labor force needs, including assigned advising in several departments
- Ongoing curriculum development through assessment, retreats, and review

GRADUATE PROGRAMS

Meaning of the degree

- **Multiple pathways** to the degree: concentrations, themes, tracks, options, or emphases; sometimes multidisciplinary (see CES or OD)
- **Intimate learning environments** with seminar-style classes and lower SFRs; contact with faculty
- **Community connections:** industry, community, non-profits, professionals in the discipline
- **Career preparation:** preparation for transformational leadership and personal development (see SOE MA, OD, or EMBA), careers, professional licensure (PSYC, NURS), doctoral work (HIST), or other professional degrees
- **Social responsibility:** social justice framework, cultural literacy, global learning, rural health care, engaged citizenship (HIST)

Quality of the degree

- **External disciplinary accreditation**
- **Qualifications of faculty:** faculty are often practitioners/industry experts or there are standardized criteria to guarantee appropriate qualifications; active in research (see BIOL)
- **Culminating projects:** Exam, Thesis, Project, Publications; public presentation or public defense of thesis or reading at end of degree
- **Focus on scholarship of discovery** (traditional research)
- **Focus on applied learning,** through action research (see OD), immersion experiences (see MBA, applied/creative projects, internships/industry experiences (see CES, HIST, or OD), or laboratory and field experiences, research opportunities (BIOL), work with non-profits (MPA), clinical experiences (FNP/MSN, COUN), creative publication (ENGL), and teaching assistantships (HIST)
- **Professional skill development:** critical thinking, collaboration, research skills, skills in the application of theory, problem-solving, scientific methodology, advanced analytical skills (data analysis and interpretation, case analysis, structural analysis, textual analysis), reading and writing skills, ethical reasoning, ability to formulate research problems or design projects independently, oral communication skills, strategic decision-making skills, interpersonal skills

Integrity of the degree

- **Direct** (course or project-embedded student performance; national certifying exams [FNP/MSN] or licensure exams [Counseling]) and **indirect** assessment (surveys: exit surveys, alumni surveys, surveys of employers or internship supervisors or preceptors [see FNP/MSN], assessment of participation in learning [OD])
- **Multiple measures** at various stages of the degree (e.g., reading exams at end of first year [ENGL], oral qualifying exams [BIOL], or advancement to candidacy meeting (SOE MA)
- **Closing the feedback loop:** curricular

UNDERGRADUATE GENERAL EDUCATION NARRATIVE

Meaning of Degree

The GE program builds upon the state mandated breadth (Communication and Critical Thinking, Natural Sciences and Mathematics, Humanities, Social Sciences, Integrated Person), U.S. History and Political Science requirements (<http://www.sonoma.edu/advising/ge/>). In addition, SSU requires an ethnic studies course which is a direct reflection of SSU's commitment to diversity. Transfer and upper division students must complete an additional 9 units of upper division courses. The current program, adopted in 1990, comprises three options;

1. the university wide option is a 51 unit program that meets the requirements listed above (65% of students follow this option, GE Internal Review, 2009),
2. the Hutchins School interdisciplinary option is a 60 unit program that involves four interdisciplinary lower division seminars, 9 units of upper division GE and 3 units of math (3% of students follow this pattern, GE Internal Review, 2009) and
3. a 48 unit transfer unit pattern designed for students entering SSU with at least 30 units (which requires one less social science class, 32% of students follow this pattern, GE Internal Review, 2009).

In 2003, Arts and Humanities introduced a variety of yearlong blended courses for first year students that covers communication and critical thinking GE requirements. During the last few years, Arts and Humanities has introduced SYRCE, a sophomore level course designed to cover Arts and Humanities requirement, and Social Sciences has introduced SSCI 299, a sophomore level course designed to cover the Integrated Person category.

Faculty members have articulated goals and objectives for the entire [GE program](#), each breadth [category and sub-category](#). Faculty who propose courses for GE certification must complete and present a course proposal to the GE subcommittee.

All students must complete the GE program, so entering English and Math placement scores offer the best representation of students' entering abilities. Some faculty view the GE lower division program as a basic foundation that provides the writing, oral, quantitative reasoning and information literacy skills that they build upon within individual majors. Therefore, graduates' skills should reflect both the major and GE program effectiveness.

Quality of Degree

The program is captured by handouts that can be downloaded from the [GE advising webpage](#). As noted in the 2009 external review, the SSU GE program includes four distinct characteristics. First, [the Hutchins School](#) offers four lower division seminars that satisfy all GE requirements but quantitative reasoning. Seminar instructors develop students' skills in reflection, complex reasoning and interdisciplinary perspectives that are documented in students' portfolios. Second, the Freshman Year Experience (and

with a slightly different format, the Freshman Learning Communities) offer first year students a yearlong blended course that covers the [oral communication and critical thinking requirements](#). The course combines faculty lectures to all FYE students, small seminars and peer mentors. Recent sophomore year experience seminars build and extend this developmental approach to student learning and engagement. Third, SSU requires an ethnic studies course that is designed to enable students to hear/read/experience voices from under-represented groups in the United States. Fourth, students take an additional science course (beyond the state requirements) that most interests them. In addition many of the GE Science courses integrate laboratory experiences designed to increase active experiential learning.

Integrity of the Degree

In 2009, the first program review was completed and a second program review is scheduled for this year. As part of the Freshman Year Experience program, faculty directly assess student learning (details can be found?), and in 2011, all instructors who taught Area B1 courses reviewed their syllabi (details can be found?) As part of the program review policy, individual departments are to review their GE courses, and the few individual course assessments of direct student learning included in program reviews suggest that students learn what the faculty intend. A few programs on campus also include GE reflection as part of their senior portfolios, and these GE reflections suggest that some GE courses and faculty really impact students' engagement, growth and learning.

Appendix 3.3

Two Case Studies of Undergraduate Program Assessment

Case Study A: Student Learning in Early Childhood Studies

At the undergraduate level, the Early Childhood Studies (ECS) major aligns its learning outcomes with the National Association for the Education of Young Children (NAEYC) accreditation standards. Required courses in the major include signature assignments that are aligned with NAEYC accreditation standards and the major's SLOs. The focus of the student learning outcomes is on child development theory, family-community relationships, diversity, child development, child observation, developmentally appropriate practices, advocacy and leadership, research, play, emotional development and health, physical development and health, children with special needs, social justice and critical thinking. In addition, all ECS faculty emphasize the need for students to produce high quality writing. Signature assignments are varied in nature and can include learning environment designs, child studies, parent interviews, design of integrated units, research papers, digital posters, infographics, oral presentations, and others. To ensure students understand the learning outcomes and expectations of the curriculum, all ECS students are oriented to the major in a one-unit introductory courses (EDEC 178). Students also receive an Information Packet and a Student Handbook that list the student learning outcomes. Each course syllabus lists the SLOs relevant to those particular courses. Student achievement in each SLO is measured through the ECS Senior Portfolio and an Exit Survey completed by all graduating seniors, thus ensuring that student learning is measured through direct and indirect assessment. ECS Faculty review the aggregated data from senior portfolios and the exit surveys every semester, and a community advisory board attached to the major reviews the exit survey results every year. Assessment results have been used to make revisions to the program, which include:

- Creating two concentrations (Early Childhood Development and Early Childhood Education)
- Making revisions to the SLOs to emphasize play and diversity
- Choosing topics for the special topics course (EDEC 490)
- Revising existing courses to better address SLOs

Case Study B: Student Learning in Women and Gender Studies

Like ECS in the School of Education, the Women and Gender Studies (WGS) major has learning outcomes that align closely with the institutional mission and with core competencies, as well as with programmatic goals. Through the MQID process and IEEI data, WGS faculty explain that their learning outcomes derive from an intersectional and interdisciplinary approach to women and gender studies evident in the departmental goals and objectives, and they note that the learning outcomes are derived from standards and trends in the discipline of Women's Studies, thus demonstrating an external validation of measures of quality. Learning outcomes for each course, aligned with program outcomes, are stated on all course syllabi. WGS faculty note that they particularly emphasize the core competency of oral communication in all upper-division core courses. Like ECS, WGS uses both direct and indirect assessment

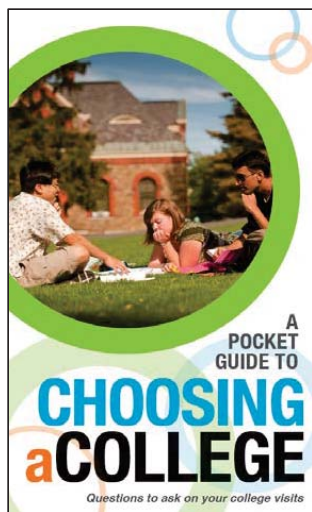
methods to measure student learning, with direct measures focused on a capstone assignment in the senior year and indirect measures focused on an exit survey. The capstone assignment is analyzed qualitatively, with faculty reporting that students are measurably demonstrating the intersectionality and interdisciplinary of curriculum. In addition, indirect assessment of internships in the major ask students to analyze the connections they have made between theory and practice, thus investigating one of the distinctive hallmarks of undergraduate education at Sonoma State. The department faculty have analyzed quantitative data from exit surveys to identify strengths and challenges in the curriculum. While students report high levels perceived learning for a number of outcomes, the faculty note an area of weakness in information literacy related to the Feminist Research Methods course (WGS 425). The department is currently exploring shifting course assignments to other courses in the major, so that students have the opportunity to apply feminist and queer research methodologies in multiple courses.

Appendix 3.4

A Pocket Guide to Choosing a College: NSSE 2016 Answers from Students



A Pocket Guide to Choosing a College: NSSE 2016 Answers from Students Using the Report



To focus public awareness on what constitutes quality in the college experience, NSSE developed *A Pocket Guide to Choosing a College*. This helpful brochure gives prospective students and their families key questions to ask during their campus visits, allowing them to actively consider student engagement during the college choice process.

Student responses to selected questions from the NSSE pocket guide are presented in a new report entitled *A Pocket Guide to Choosing a College: NSSE 2016 Answers from Students*, part of your *NSSE Institutional Report 2016*. This report replaces *The Student Experience in Brief* included in institutional reports through 2012.

Who can use this report?

A Pocket Guide to Choosing a College: NSSE 2016 Answers from Students is a summary of student engagement on your campus. It may be of special interest to admissions professionals, particularly those distributing the NSSE pocket guide to visiting students. The results can also be used as a resource for orientation staff, advisors, faculty, and others who work regularly with first-year students.

How can an institution customize and distribute results?

A Pocket Guide to Choosing a College: NSSE 2016 Answers from Students is designed for sharing NSSE results. The report is delivered in both PDF and Excel formats so that institutions can easily insert logos, campus photos, or additional information. Institutions are encouraged to post copies of the report and other results from their *NSSE Institutional Report 2016* on their websites.

How can I get a copy of this report for my institution?

Each participating institution designates a staff member to serve as the primary liaison for NSSE correspondence and reports. Known as the Campus Project Manager (CPM), the primary liaison may assist you in obtaining a copy. Contact NSSE for help identifying your CPM.



How can I get copies of the NSSE pocket guide?

College and university admissions officers may request up to 300 free NSSE pocket guides per year. Additional quantities are available for a small fee. A Spanish version of the NSSE pocket guide, *Una Guía de Bolsillo Para Escoger una Universidad: Preguntas a Hacer en Tus Visitas Universitarias*, is also available.



The QR code at left can be used to access a mobile version of the NSSE pocket guide. It is available on the NSSE website for institutions to include in their recruitment, college fair, and campus tour materials.

nsse.indiana.edu/html/pocket_guide.cfm

If you have questions about these resources, contact the NSSE Institute at nsse@indiana.edu or toll-free at 866-435-6773.

Appendix 3.5

Case Study of Graduate Program Assessment

The FNP/MSN is a graduate level nursing degree with a focus in the primary care of underserved populations in Northern California. The program is a rural distance program designed for working registered nurses in the community, so 90% of the didactic content of the degree is offered online. Practica are setup so that students remain in their communities and work with preceptors in a clinical setting. Faculty use observed simulation clinical experiences (OSCE) and electronic case study based simulation to support the content being presented in the core FNP courses. Students are trained in using evidence-based practice guidelines and are taught to apply relevant research findings in their daily practices. As part of the culminating semester, students apply learning to a patient scenario so that faculty can evaluate their readiness to practice as a Nurse Practitioner. The FNP/MSN is accredited through the Accredited Commission for Education in Nursing (ACEN) and the California Board of Nursing.

The program uses multiple measures of direct and indirect assessment to assess student learning. Some measures are externally validated, such as certification exam pass rates and NCLEX-RN exam pass rates. Other measures include program completion rates for full- and part-time students, graduate satisfaction, employer satisfaction rates, and job placement rates. The program utilizes an ongoing comprehensive systematic evaluation plan for individual students. Students have the opportunity to evaluate courses through end of course surveys and faculty through the Student Evaluation of Teacher Effectiveness (SETE) instrument. Students also do an end of program evaluation and a one-year post graduation satisfaction survey. They also have the opportunity to evaluate preceptors and clinical site. On all measures, the FNP/MSN faculty have set a benchmark of $\geq 90\%$ for meeting course and program objectives. Student pass rates on national certifying exams are above national averages. The department faculty gather all evaluative information for regular review, and the program updates the curriculum as a result of the review.

The FNP Program at SSU is in its 42nd year and has students in several of the 14 Building Health Communities, as designated by OSHPD. The FNP program has two distance sites. One is located in Turlock in Stanislaus County covering the northern area of the Central Valley and the foothills as well as the Delta area. The other is in Chico located in Butte County and covers the north-east portion of the state. The focus of the program is to provide an educational opportunity for working, frontier and rural baccalaureate prepared RNs wishing to become master's prepared NPs in primary care.

The FNP program graduates approximately 50 students each year some earning a master's degree in nursing with a two year fulltime option or a 3 year part time option and some students who already have a master's degree in nursing who earn a post masters certificate.

The FNP curriculum addresses the many social determinants that affect an individual and/or their family's health with a specific focus on the health needs of the underserved population in Northern California. The program's focus is across the lifespan understanding the importance of early childhood development as a predictor of future health.

FNP students rotate through the California Rural Indian Health Board (CRIHB) Head Start program at Lytton Rancheria Education Center where the program does vision and hearing screening on ethnically diverse 2-3 year old children.

The FNP program values the role of education as a social determinant of health and goes into local junior and high schools and talks to youth about the importance of pursuing a college education and provides information on career options in health care as well as the sciences in general. FNP faculty and students also participate in a university sponsored program that hosts local high schools to come to campus and explore careers in STEM. The program's outreach efforts encourage students to consider careers in nursing as RNs and then return to school for an education in the advanced practice role.

Another social determinant of health is access to health services. The program has a partnership with the Jewish Community Free Clinic in Sonoma County, MGM in Stanislaus County, and the Esplanade House in Butte County where students do a rotation for two semesters providing free care to the homeless, uninsured and often un- or underemployed populations in these communities. The JCFC is a free standing clinic and MGM is a clinic within a homeless shelter where students provide high quality care to those who are underserved. The Esplanade House is a homeless shelter for women and children and basic health screening and education is provided. The FNP program recently established a partnership with the Sam Jones Homeless Shelter in Santa Rosa and hopes to soon provide health screening and education to that community.

The mission of the FNP program as well as one of the admission criteria includes a desire to serve the underserved so the program recruits and mentors underrepresented populations from rural and frontier Northern California to be students who then remain in their community after graduation and provide care to those same underrepresented populations.

- 34 different languages are spoken by FNP students and 111 different students report speaking one of these languages with many students speaking several languages
- 63% of the time FNP students spend in clinical is serving the underserved
- A direct benefit of having clinical rotation in underserved settings is the report from the one-year post graduate students of 100% working some portion of their clinical practice in underserved areas.

Many of the students have clinical placements in federally qualified clinics throughout Northern California and the program has a long-standing relationship with the Santa Rosa Family Practice Residency program, which is part of the Santa Rosa Community Health Centers. In this setting students are able to function as part of a medical home in a multidisciplinary setting and train alongside NPs, medical students, residents, attending's both MDs and DOs as well as PAs and Social workers. The program continues the relationship with the Merced Family Health Center, which provides the students in the Central Valley a similar opportunity.

The FNP program has approximately 110 students and the program admitted 50 students for the 2016-2017 academic year. The program works hard to recruit underrepresented minorities with the hope of preparing them as skilled NPs who will then go back and provide excellent health care to these same underrepresented minorities in their communities. Efforts have been fruitful with 59% of our students reporting ethnic diversity and of those 25% are underrepresented minorities. Students often live 100s of miles from campus, and have a strong desire to remain in their communities to work as well as do their preceptorships. For that reason, seat time or actual time on campus is limited to intensive blocks where the program provides crucial content best delivered in a face-to-face format. The FNP program prides itself on providing the majority of the didactic content, approximately 95% completely online using a multitude of modalities. The program has received federal and state funding for the past 25 years, most recently a Song Brown Grant for \$185,000.

Appendix 3.6

Assessment of Information Literacy at the GE/Freshmen Level, Progress Report 2011-2012

Background/Contextual Information:

Currently, information literacy is one of five required GE learning objectives in SSU's freshman year composition (FYC) classes. In Spring of 2011, the Library participated in a holistic assessment of freshman research papers led by the Composition Director, Cathy Kroll. The holistic review showed that freshman composition students were focusing primarily on writing the paper, not engaging with research sources. We quickly realized that assessing information literacy with traditional research papers yields poor results. It wasn't clear that students were fully reading the outside sources, not to mention properly integrating the ideas of other authors, or evaluating websites for credibility. Too often students cited inappropriate sources or didn't cite them at all. Plagiarism or perhaps inadvertent copying from sources was widespread. The phenomenon of "looking for the right quote" is a widely known consequence of research paper assignments¹, and SSU students are no different. As a result of this initial assessment, Felicia Palsson, the new Library Instruction Coordinator, decided to work closely with the Composition instructors to pilot a new approach to information literacy curriculum for these classes.

Pilot Program 2011-2012: Curriculum and Common Assignment

Beginning in Fall 2011, we designed a new curriculum for freshman information literacy. It includes both a new way of teaching as well as a new method for assessment of student learning. In the new curriculum, information literacy is taught (and assessed) using a scaffolding process of deep engagement with sources. Students are introduced to the core concepts by meeting with a librarian. During the hands-on instruction session in the Library, students engage in a critical thinking exercise addressing conceptual elements of a source (e.g. not just "identify the author" but identifying *authority*). We are asking them not only to "find" information but specifically to evaluate information sources they find. They must compare Google search results to peer-reviewed journal articles, using structured criteria we provide. This framework challenges them to understand the purpose, the audience, and the credibility/authority of source material. The Library instruction is now consistently geared toward information literacy, taking a departure from traditional bibliographic instruction sessions, where librarians mostly taught about tools such as databases and catalogs. "Finding" is no longer our priority outcome for freshmen.² Instead, we want to provide students with a critical approach to research and an understanding of the correct use of outside source material.

They are also asked to write an elaborate annotated bibliography, rather than a research paper. This is key: Cathy Kroll and Felicia Palsson decided to use the

¹ I have research on this if a citation is appropriate for this document.

² Note that we believe the use of advanced bibliographic tools is still appropriate for upper-division and discipline-specific courses.

Assessment of Information Literacy at the GE/freshman level: Progress Report 2011-2012

annotated bibliography as a common assignment for freshman composition in order to collect artifacts for assessment that would require deeper engagement with source material. In October 2011, the Library introduced an information literacy rubric, and Cathy Kroll asked all FYC instructors to make a common assignment of the annotated bibliography. The assignment asks students to take ownership of their research selections on a deeper level than they have previously been asked to do. Instead of just “pulling a quote” they are required to demonstrate in their annotations that they can evaluate the source (according to the criteria we provided earlier such as authority, purpose, relevance, etc.). This is a departure from the traditional annotated bibliography, which focuses on summary.

Assessment Process: Challenges and Lessons Learned

In Spring 2012, Felicia Palsson and Carrie McDade (both instruction librarians who had been teaching the Library sessions) undertook the collection and review of the annotated bibliographies. We wanted to collect evidence that students were learning information literacy skills programmatically, across multiple sections of the same course. The Library instruction (by two librarians working as a team) was consistent. Students in all sections of FYC received Library instruction in critical thinking and evaluating sources. However, due to wide discrepancies in the way the FYC instructors’ prompts were written, the annotated bibliography assignment was not truly “common” – i.e., they were not sufficiently similar to measure them all with our rubric.

Here are some specific numbers (if desired): We collected and read 106 annotated bibliographies from 8 sections of ENG 100B. This represents about 22% of the students we taught in freshman composition Library instruction sessions during spring semester (from 36 sections of ENG 101 and ENG 100B altogether). Of these 8 sections we collected, only 3 groups had annotated bibliographies we could accurately score with our rubric. It is worth noting that, when we started off the semester, 17 sections out of a possible 36 (that is 47%) were signed up and willing to participate in the assessment pilot. What this means is that several sections failed to submit annotated bibliographies at the end of the semester, either for logistical reasons or because they diverged from the project at some point along the way. It also reveals weaknesses in our collaborative process.

This is a key point: Nearly all FYC instructors are graduate student TAs or adjunct faculty. We learned that coordinating a programmatic assessment with such a diverse body of instructors was very challenging, especially when many of them hold more than one job, and/or are not available on campus very often, and this particular class may not be their primary focus. We understand the challenges that graduate students and adjunct instructors face, in terms of the demands on their time and the resources available to them. However, given these mutual challenges, we were unable to collect accurate data about student learning last spring. Although

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the first year of the pilot did not result in usable data, it did reveal several factors to consider for the collaboration going forward.

Going Forward: Changes to the assessment for 2012/2013:

The pilot revealed the need for a “bottom up” approach to the common assignment. In particular, we discovered that graduate TAs who are brand new to teaching need closer guidance. All instructors must share in the design of the prompt and all must agree on the information literacy skills we want students to demonstrate. Going forward, all FYC instructors must write their prompts with these outcomes in mind. That is the only way to ensure a truly common assignment and collect artifacts that can be compared against the same rubric. In order to achieve this goal, for the 2012/13 academic year, we are planning a workshop with “all hands on deck” to build this assignment together, in a truly collaborative process.

We are also considering the possibility of a more strategic alignment of information literacy within the GE pattern. It will need to be widely discussed among faculty groups, but it’s possible that freshman composition is not the ideal course to attempt to achieve the information literacy objectives. Another possibility is to create “strands” of information literacy learning, which can be “woven” across the GE pattern in multiple courses. Felicia Palsson, as the Library Instruction Coordinator, is investigating these options with the cooperation of the GE committee at SSU.