



Faculty Focus

PGCC and Faculty Together Support Student Mental Health

The staff of the Personal Growth and Counseling Center (PGCC) works behind the scenes to support our students in a number of ways throughout the year. With a mission to “promote the mental health of CSUMB students to improve the quality of their lives and aid them in achieving academic success,” PGCC is devoted to the development of the whole person: academic, personal, social, spiritual, and physical.

The staff of committed and professionally trained counselors, social workers, educators and psychologists provides high quality crisis intervention, counseling, consultation, educational outreach programs, support groups, and referrals. PGCC offers counseling, a peer counseling and peer education program, and has a collaborative relationship with CHOMP Community Hospital of the Monterey Peninsula) to ensure 24 hour availability and referrals for crisis situations.

Learning Lab for Multiculturalism and Diversity

PGCC also offers programs which display or encourage discussion around the uniqueness of students from

various cultures, students with disabilities, students with different sexual orientations, and the importance of gender-equitable education. PGCC is a Campus Affiliate of NCBI (The National Coalition Building Institute), a



Standing from left: Gary Rodriguez, Anton Prange, Mary Treasure, Julie Juarez, Lynne White-Dixon, Mary Lounsbury, and Shannon Riley. Seated from left: Mel Mason, Caroline Haskell, and Tim Ihssen. Not pictured: Melissa Harper, Stacey Jones, Tai Kang, and Diane Soriano

non-profit leadership training organization that works to eliminate prejudice and intergroup conflict in communities throughout the world. NCBI provides a way for staff, faculty and students to provide institutional responses to racism and other forms of oppression. A group of student leaders, administrators, staff, and faculty act as a leadership team that is fully empowered to take on tough campus issues.

Recognizing Student Signs of Distress

PGCC's most central support for students are the

counseling and peer counseling programs. Faculty members are often the first to notice signs of distress in students. The entire campus community bears responsibility for identifying students in need of assistance and ensuring that they are referred to the appropriate sources of support and assistance. And, by the very nature of the student-teacher relationship, faculty are among the best-placed individuals in the community to see the early signs of distress in their students.

One of the most difficult things for busy people to do is to intervene. When dealing with emotionally troubled students, important signals often go unnoticed. Yet, part of the function of the faculty-student relationship is to listen, express concern, and make referrals when distress is seen. Faculty's function is not to take on the role of a trained counselor.

What can faculty do?

PGCC offers easy to use handouts clearly defining a variety of common student distressors. The handouts provide patterns of indicators of each distressor and offer helpful “do’s” and “don’ts” for faculty. For instance, a student suffering from depression, beyond the situational depression common for students in response to life’s ups and downs, may come to your attention because you can see that depression affects the ability of the student in work, school

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Welcome New

We are blessed to have a small crowd of excellent new faculty members joining us this year. *Faculty Focus* is pleased to introduce you to those new faculty you may not yet have met. Photos and statements from brand new faculty, and statements from "not-so-new" faculty who attended New Faculty Orientation and who sent in statements are featured here. I think you will find what they say about their contribution to CSUMB and our Vision inspiring. Welcome to all of you. We are honored to have you join us in our work here at CSUMB. *Annette March, Editor.* ◇



New Faculty

Kia Lilly Caldwell (Assistant Professor, HCom)

I am excited to be a part of the CSUMB community. I bring to CSUMB and the University Vision a commitment to using education in the service of the community empowerment and social justice. I am deeply committed to anti-racist and feminist education, and to promoting alliance building among communities of color.

Faculty

New Faculty

Joanne Lieberman (Assistant Professor, IMSA)

I have worked with teachers and future teachers to improve mathematics education so that students who have been under-represented in advanced math can reach a high level of mathematics literacy and have access to the same future opportunities as others.

"Not So New" Faculty

David Reichard (Assistant Professor, HCom)

After a year sojourn at Sonoma State University, I return to CSUMB as full-time faculty member bringing back my strong commitment to working with all students (especially those who have been traditionally underserved), nurturing a multicultural and diverse learning community, and connecting students to local communities.

What's New in the Colleges?

Directors of institutes in the newly-named **College of Science, Media Arts, and Technology (SMART)**, now under the permanent leadership of **Dean Marsha Moroh**, are meeting this semester to create an interdisciplinary common organizational structure for the college. ESSP and Math are looking forward to moving into the new Science building in September. In the meantime, SMART is and has been fundraising, and 2 grants have recently been received by ESSP, from NOAA (The National Oceanic and Atmospheric Administration) and USDA, to establish an extensive student internship program.

The USDA will be used to create paid student internship positions with local agriculture and watershed conservation organizations, while the NOAA will be used to create paid internships with local coastal and marine organizations.

Both grants are Hispanic Serving Institutions grants whose goal is to provide increased opportunities for diverse students in the sciences. The program will be coupled with a marketing/recruiting effort to recruit diverse students into ESSP from local high schools and community colleges and to develop pathways from academic training to internships and on to graduation and successful science careers. ESSP has been working with 5 community colleges to

award paid internship opportunities for students through the NOAA and USDA, including Hartnell, Gavilan, Cabrillo, Evergreen Valley, and Monterey Peninsula College.

The newly-named **College of Professional Studies**, with programs in education, business, health, human services and policy, and health and wellness, is currently "working on goals that move us strategically towards becoming a true College of Professional Studies," explains **Dean Dorothy Lloyd**. "One of the goals is the review and revision of our mission statement so that it reflects what and who we are. Another is to develop a rationale and criteria for establishing 3 schools within the college."

The Institute for Community Collaborative Studies (ICCS) has just gained approval to offer an MA in Public Policy beginning Spring '03, in collaboration with the Leon and Sylvia Panetta Institute. The Institute for Management and International Entrepreneurship (IMIE) is currently proposing a name change to Business Administration, to increase name recognition for the institute. IMIE will hold its first annual Business Ethics and Responsibility lecture series on campus this spring. The college's Teacher Education Program is in the midst of a national search to hire a Director of Teacher Education who will oversee the 4 teacher credential programs in the college. The Liberal Studies Institute began offering a minor in child development this

Fall, and the Institute for Health and Wellness is offering new minors in health and wellness, outdoor education, and adaptive physical education.

The college is also beginning its first year of a new 3-year 1.12 million dollar Project Manzanita Grant focusing on students at Hartnell and Gavilan Community Colleges and Alisal and Hollister high school to create a pathway for "home-grown" teachers from the Tri-County area. The project will allow the college to continue the work of the just-completed Las Alianzas grant, which focused on teacher recruitment from the Salinas Valley and resulted in partnerships with 8 high schools and 2 community colleges.

Barbara Mossberg, new dean of **The College of Arts, Humanities, and Social Sciences** (AHSS) envisions realizing the University's Vision of integrating arts, humanities, social sciences, sciences, and technology. The College has embarked on a series of "open houses." "Some of us have been here since the university was founded, but we may take for granted what we think we know about each other. Approaching each other and ourselves as 'new', we can develop exciting ways to approach conversations, pedagogical and curricular strategies, team and collaborative projects, and the ethos of a learning community deeply engaged across disciplinary

lines," she said. The college responded with an extended series ("Opening our hearts and minds to who is here, what we know") to illustrate the interdisciplinary nature of the programs. All have featured music and performance by faculty, staff, and students, photographs of research and travel projects, student projects, faculty presentations on innovative pedagogies for various courses, faculty scholarship, art, food, and even raffles.

The College is continuing the development of interdisciplinary, regional-responsive programs which integrate the social and natural environment with skills and commitments for students to engage effectively; partnerships and collaborations with schools and various organizations; new faculty energies in lower division foundational courses. The college will also move towards more fundraising, outreach and lecture and symposium series, and "inventories" of University interest and capacity (history, international and global learning, environmental arts, and theater). "One of the most exciting things is working with the other deans and faculties on collaborative integrated projects in these areas. Our work now is to establish the infrastructure, capacity, and interests," said Dean Mossberg. ◇

Let Students Show What They Know

By Pamela den Ouden
Northern Lights College, British Columbia
pdenoudn@nlc.bc.ca

Current research on the brain suggests that the more ways concepts and skills are presented, the more likely it is that instructors will reach students with their diversity of learning styles in their classrooms. In addition, when a concept or skill is processed in a variety of ways, the opportunity for learning is greatly enhanced for all the students. Several researchers believe that

the novelty involved in a variety of strategies seems to engage the students with the material and thereby motivate them. Indeed, in an article in the August/September 2002 issue of *The Teaching Professor*, Roger Tesi and Peter Griswold laud the virtues of varied presentations to improve learning.

My own corollary involves giving students options for three major assignments in the course. Instead of the traditional five- or ten-page research paper assignment, I pro-

pose that students show me what they know, and that they do it in ways that use their natural inclinations and talents. All students must do a book, magazine, or movie critique so that at least one assignment in the course focuses explicitly on their writing and critical thinking skills. In addition, they choose two other projects.

To help students envision the possibilities, I developed the following list, which I used initially in a women's studies class and subsequently in an English literature class.

- book, magazine, or movie critique
- themed bulletin board display
- interview and write-up
- oral presentation
- posters (Many conferences have poster sessions, so this is good preparation for further academic work.)
- brochure design for a course (Students design a brochure advertising a course that they would like to see offered; for example, women in art, wilderness autobiography, history of childhood in Canada. The goal is two-fold: research a narrowly focused "course Offering" and decide what might be explored in such



New Faculty
Valerie Landau
(Assistant Professor, ICST)

I began my career in public television in the early nineties. My goal is to teach students and help faculty to create effective teaching and learning solutions using technology.

a course, and express these ideas artistically in a brochure format.)

- annotated bibliography
- composition and performance of an original song
- composition and presentation of an original dramatic monologue (Some students have used props to great advantage; some have simply sat cross-legged on a desk and addressed the audience.)
- creation of a website (There are several excellent, easy-to-use, free web page creation sites on the Internet, for example, www.tripod.lycos.com and www.angelfire.lycos.com. Many educational institutions also host student web pages on their servers.)
- collaborative project (Students work with one partner. They can propose an entirely different project, one I haven't thought of yet, or they may use one of the above projects as a steppingstone, but they must add something, some unique angle or twist, to make it their own.)

(Con't on page 5)

New Faculty
Murray Millson,
(Lecturer, IMIE)

I bring knowledge, experience & interest in the intersection of technology and business & in teaching students from a variety of countries, cultures, and socioeconomic backgrounds.



Ongoing Race in the Classroom Series

This semester TLA has been sponsoring a series of 5 Race Issues in the Classroom sessions coordinated by Annette March. At each session, 20-25 faculty, staff, and students have come together on Friday at noon to consider ways our identities impact teaching and learning in the classroom and to find concrete strategies for teaching about race.

Pam Motoike and **Deb Busman** led us off with an interactive and reflective session to consider the ways our own identities impact how we teach about race. Participants reflected on personal histories to discover "trigger" events that shape our work with students in the classroom and shared these with each other.

In the next session, **Christine Sleeter** and **Kia Caldwell** offered us specific strategies for framing issues about race for students. Instructors can provide students with conceptual tools

for understanding the different between institutionalized and individual racism, for understanding self as a cultural being, and for understanding social construction of race for making changes. They suggested that we create open forums and clear guidelines for discussion and be mindful about the variety of cultural construction students bring to the classroom.

In the third session, participants worked in groups of faculty of color and white faculty to explore the ways that faculty's own racial identities impact the classroom and to suggest strategies for addressing the issues that arise as a result of faculty racial identities. **Diana Garcia** facilitated the faculty of color group, and **Seth Pollack** and **Henrik Kibak** facilitated the white faculty group. The groups generated specific lists of issues and strategies and shared their lists, discussing some of the differences and similarities in these. A list of the issues and strategies generated by the groups can be found on the TLA website at <http://csumb.edu/academic/colleges/tla>.

Adrian Hull and **Gerald Shenk** led participants in the fourth session in an inquiry prompted by the questions: How do you know if the race of the faculty member is an issue? How does it affect the learning in the class? What should we do about the ways our identities affect the class? How does my own race affect teaching about race in the classroom? The group came to the conclusion that, whether or not we choose to state our own positionality, race is always present in teaching and learning and that the authority of a faculty member is positioned differently by race. A variety of useful strategies were offered by the participants.

The final session, facilitated by **Tomas Sandoval** and **Juan Gutierrez** is scheduled for Friday, November 22, noon to 1:30 in Bldg. 10. Please join us to consider together how we can integrate issues and historical contexts about race into our disciplines and already full course curriculums. ◇

One Step Closer to Initial Accreditation

By Salina Diirio (Wasc Analyst)

The campus recently hosted its Preparatory Review on October 16-18, completing the first phase of its Initial Accreditation Review under the new Western Association of Schools and Colleges (WASC) accreditation model. This new model calls for the Initial Accreditation Review to be split into two components: the Preparatory Review and the Educational Effectiveness Review. The Preparatory Review focused primarily on CSUMB's capacity to deliver, sustain, and grow its educational programs.

The campus hosted a team of four evaluators plus a representative from WASC: Judith Ramaley, Assistant Director of the National Science Foundation; Karen Maitland-Schilling, Chair and Professor of Psychology from Miami University, Ohio; James Hyatt, Vice Chancellor of Budget and Finance from UC Berkeley; Kathleen O'Brien, Vice President for Academic Affairs at Alverno College; and Gregory Scott from WASC.

The visiting team initially met with the campus Administrative Council to gather evidence on planning alignment, costing the model, and institutional effectiveness. They also met in a joint session with the Cabinet and the Academic Senate Executive Committee to discuss the evolution and process of decision-making and leadership at CSUMB.

The rest of the visit was organized through

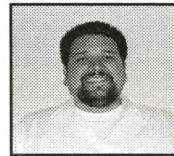
3 tracks – planning alignment, costing the model, and institutional effectiveness – with one or more team members leading a question and answer type format with small, representative campus groups.

The Educational Effectiveness Committee (composed primarily of faculty, with several administrators, a student and a staff representative) also had the opportunity to sit down with the visiting team to discuss the upcoming Educational Effectiveness Review in March. The visiting team seemed enthusiastic about the ideas faculty presented for making that visit highly innovative and interactive. The goal will be to make the Educational Effectiveness Review a mutually rewarding learning experience for both the campus and the review team.

By December, the campus should receive the visiting team's report with their feedback on CSUMB's written materials and the visit, along with their recommendations and an assessment of CSUMB's level of preparedness for undertaking the Educational Effectiveness Review. A letter from WASC will follow, indicating any issues CSUMB must address or additional evidence that must be produced prior to the March visit.

The Educational Effectiveness Re-

view (March 5-7, '03) will be focused on the effectiveness of CSUMB's educational programs and its quality improvement efforts throughout each division. Three team members will carry forward from the Preparatory Review: Judith Ramaley, Karen Maitland-Schilling, and Kathleen O'Brien. They will be joined by Patricia A. Hutchings, Vice President of the Carnegie Foundation for the Advancement of Teaching; Dennis Hengstler, Executive Director of the Office of Planning and Analysis at UC Berkeley; Robert G. Bringle, Chancellor's Professor at Indiana University – Purdue University Indianapolis; and Spencer A. Freund, Associate Vice President for Academic Affairs/Telcom at CSU Sacramento.



New Faculty
Tomas Sandoval
(Assistant Professor, Hcom)

Saludos! Greetings! I'm Tomas Sandoval, a new assistant professor of Chicana/o & Latina/o Studies here at CSUMB. My primary Academic interests are in the broad arena of Comparative Ethnic Studies. As a "vision background" student myself. I look forward to making CSUMB a place that can continue to build a more just and equitable society.

"Not So New" Faculty
Renee Perry
Director,
First Year Experience

I bring to CSUMB a commitment to student learning. I believe that this university's Vision of an egalitarian, comprehensive, and first-rate education is not a dream, but a future we continue to work towards.

(PGCC con't from page 1)
or social environment. The PGCC handout "The Depressed Student" offers a list of the pattern of indicators of depression, including:

- Tearfulness/general emotionality
- Markedly diminished performance
- Infrequent class attendance
- Lack of energy/motivation
- Increased anxiety (generalized, test, performance)
- Irritability
- Deterioration in personal hygiene
- Significant weight loss or gain
- Alcohol or drug use

Depressed students often respond well to small amounts of intervention, and early intervention increases the chances of a stu-

dent's return to previous performance. It is helpful for faculty to:

- Let the depressed student know you're aware s/he is feeling down and you would like to help
- Reach out more than halfway and encourage the student to discuss how s/he is feeling
- Offer options to further investigate/manage the symptoms of depressions

It is not helpful to

- Minimize the student's feelings (everything will be better tomorrow)
- Bombard the student with "fix it" solutions or advice
- Be afraid to ask whether the student is suicidal if you think s/he may be

Handouts providing straightforward advice, techniques, and suggestions are available to faculty for other common student distressors including anxiety, violence and/or verbal aggression, suicidal tendencies, influence of alcohol/drugs, undue suspicion, and poor contact with reality. PGCC is committed to assisting faculty to promote student mental health and early intervention. Handouts and assistance can be obtained by contacting the Personal Growth and Counseling Center at 582-3969, or Caroline Haskell directly at 582-3989. ◇

Read Faculty Focus Online

All issues of Faculty Focus (June 2001 to present) are available on the TLA website at <http://csumb.edu/academic/centers/tla>.

Formative and Summative Assessment as Learning

TLA hosted 2 assessment lunches this semester, focused on the formative and summative stages of assessment.

At the October 25, **Renee Perry** (Director, First Year Experience and ESSP faculty) engaged faculty in a constructivist inquiry to consider several questions. What do assessments tell us? How does evidence of learning inform and improve learning? How does it affect our pedagogies?

After discussing the role of assessment in teaching and learning, the group organized students' performances on assessment into three categories. Students can do well on assessments; they can perform "okay" (that is, they meet the minimum requirements for passing the assessment); or they can do poorly. When students do well, the teacher knows that whatever teaching strategies have been used are successful; students are gaining the expected skills and knowledge. However, when students are doing just okay or poorly, teachers have an indication that we need to examine and reconsider the assessment itself, the teaching and learning that led up to it, and our methods for conveying either course content or process.

For example, suppose that student responses to a writing assignment are thin, showing that students have answered the prompt questions instead of developing their ideas. An instructor has 2 ways to respond. First, s/he may be more explicit about what is expected in the assignment, making the assessment more prescriptive, and telling the students exactly what to do

(and not do). However, that solution does not encourage students to become independent learners, thinkers, or writers. Instead, an instructor might work up to an assignment by facilitating students through the process of idea generation and essay construction before the assessment assignment is made.

Students perform just okay or poorly on assessments for all sorts of reasons, many of which we cannot affect. However, there is one aspect of assessment that instructor controls: congruency. Students sometimes do just okay or poorly in some assessments because the target of the assessment does not correspond to the coursework that has let up to it. This is not to suggest that we should teach to our assessments the way that teachers in K-12 are being forced to teach to standardized tests. Still, students are set up to perform poorly when a writing assessment evaluates student grammar when the class time has been spent on idea generation or mathematical assessments evaluate problem solving when the bulk of the course has been spent exclusively on calculation.

The group found that assessment can tell us that the instructor is successfully conveying content and meaning, is explaining the



New Faculty
Hiro Konishi
(Assistant Professor, TAT)
I bring professionalism to CSUMB. My professional experience as a film/video director should help the students get ready for the real world.

course content well, and is providing context, examples and illustrations. Assessment can also show that we are effectively guiding, modeling, mentoring, and encouraging students. It can also show that we are stimulating student learning. Finally, assessment tells us that students have met course outcomes by gaining more skill and knowledge, improving their understanding, widening their perspectives, and applying their learning and reflecting on it.

Early Summative Assessment

On November 15, **Juan Gutierrez** (SBSI) continued the discussion about assessment, facilitating a session on "Early Summative Assessment: An Interactive Session." Faculty extend a great deal of time and effort in their assessments at the end of the semester to give students specific feedback on their work. But what really happens to the lengthy comments we write on those student portfolios at the end of the semester? Does learning come from our assessment feedback? Not particularly liking the answers he found to these questions, Juan developed an early summative assessment so that students could benefit from his feedback and more successfully meet the outcomes in the course.

Juan found that the effectiveness of his teaching dramatically improved by giving careful consideration to assessment as an integral part of the overall design of his course. He sets early deadlines for portfolios from his students (3 weeks or a month

(con't on page 8)

(Let Students Show con't from page 3)

Some semesters, I shorten the list slightly, removing some choices, depending on what I'm teaching and how well the ideas can be adapted to the subject matter, or how popular the choice was the previous semester. For instance, designing a brochure and the collaborative project are new choices, and if student's "vote" for them by choosing to do them, then I'll keep them on the list.

For each assignment alternative, I develop a grading rubric so students will know what is required of them. And some aspects of the assignment are "givens." For instance, each

piece of work must relate directly to one of the themes of the course. For some of the assignments, I produce samples throughout the semester. For example, a brochure advertising my course is available when students register for it, and at the first class of the semester, I greet students with a themed bulletin board display in the classroom where I teach. Every few weeks, I change the display so students get a good idea of what I expect. We usually mount some of the student bulletin boards in the hallways. These displays are eye-catching and provide a high profile for our course. Often we see other students, not involved in our course, discussing these thought-provoking displays.

I have seen students put tremendous effort into these assignments, each of which is worth 15 percent of their final grade. One student, who had no experience with web page design, put in more than 20 hours creating a very successful web page. Several students who chose to do the original dramatic monologue moved some of the class to tears with their powerful performances.

Knowledge can be demonstrated in many more ways than the ones we traditionally use. I have been pleased with the results when I let students shine by using their artistic, dramatic, and academic talents. ◇

Recent Faculty Scholarship

Kani Blackwell recently presented a session at the Fall 2002 Conference of the California Council on Teacher Education in San Diego as part of the Research and Best Practices sessions. Her presentation was entitled, "Advocacy for Teacher Education and Technology -- Learning from our Students". The paper was written based upon the research and studies from her past two year's experiences of teaching a hybrid-online course for teachers.

Jerry Endres (Community Director, ICCS) in collaboration with the Interprofessional Education Consortium of Universities published by the Stuart Foundation in San Francisco, has co-authored chapters in three recent manuals published for universities and their community partners. They contain outcome competencies,

forms developed at ICCS and program examples. "Defining the Knowledge Base for Interprofessional Education" (in Vol. 1) and "Evaluating Interprofessional Education" (in Vol. 2)



New Faculty
Elizabeth Meador
(Assistant Professor, IASE)

I bring an interest in developing teachers who believe that schools are an important place for disrupting racism, classism, and sexism. My previous research focused on ways that schools can include or marginalize new immigrants. I also bring an interest in teaching service learning, to involve more K-12 schools in service learning

appeared in 2001. In 2002, "Creating, Implementing and Sustaining Interprofessional Education Programs" appeared in Volume 3. Copies are available from Jerry.

Gerald Shenk (SBS) recently participated in an invitational presentation at the "Cross-Disciplinary Inquires into the Scholarship of Teaching and Learning" conference at Oxford College in Atlanta. Speaking on the topic, "Ethical problems in studying the effects of diversity in a multicultural history classroom," Gerald explored two research questions: 1. How do the diverse identities of the students and instructor influence students' learning in a

course on multicultural histories of the United States? 2. To what extent should I as the instructor consider the racial, ethnic, gender, sexual, and class positionalities of the students in making pedagogical choices in a course on multicultural histories of the United States? Gerald described his SBS 350 class, "Domination and Resistance: 20th Century U.S. Histories," explaining how this class generated these questions and what he believes are the particular ethical challenges in gathering evidence to answer these questions.

Amy Driscoll, Swarup Wood, and Annette March recently published a co-authored article in the Bulletin of the American Association of Higher Education. The article reports on preliminary findings of an ethnographic study they conducted at the AAHE National Conference held in Chicago in March of 2002, probing the effectiveness of recent changes in the conference's format and pedagogical approach



New Faculty
Pablo Leighton (Lecturer, TAT)

I came from Chile to USA looking for a place where education receives the attention it deserves and chose California for its reputation as a place with great ethnic and cultural diversity. I can give the students points of view to enhance that diversity even further, including processes of adaptation to new cultures and conservation of own identities. I can also help to develop alternative ways to represent those cultures and identities through



New Faculty
Ernie Stromberg
(Assistant Professor, HCom)

I bring a commitment to the study of writing as a means of access, expression, and intervention into systematic inequalities. My courses offer students the opportunity to explore the complex ways that language shapes and moves our world.

Your Scholarship New Faculty Focus invites you to send news of your recent publications, creative activities, pedagogical innovations and other scholarly work. Send to Annette.March@csumb.edu

How do Institutes Use Best Practices in Assessment for Student Learning? By Amy Driscoll

The previous WASC visiting team (2000) asked CSUMB, "Does the university use good practices in the assessment of student learning?" The Educational Effectiveness Committee welcomed the opportunity to respond to the question and began by studying the literature on assessment from 1990 to 2002. They assembled an extensive list of "best practices" in assessment, supported by research, expert recommendations, program models, and professional association guidelines. From this list, the committee created a set of survey questions to pose to the institutes about the major programs of study.

The interviews were conducted by members of the Ed. Effectiveness Committee at regularly scheduled institute meetings, so that as many faculty as possible could be involved. 110 faculty participated; 67 were tenure track or tenured and 43 were temporary (part-time or full-time) faculty. It was reported that the interview sessions were engaging, stimulating, and reflective.

All 13 institutes responded "yes" with rich descriptions of evidence for each of the first 5 questions about foundational practices: clear learning outcomes, common understanding of outcomes among faculty, opportunities for students to develop common understanding of outcomes, public and visible outcomes, and alignment of courses with major learning outcomes.

Answers to questions 6 through 10, which probed for greater sophistication in best practices of assessment, were not met unanimously. These included: processes for developing outcomes, systematic collection of student evidence, faculty collaboration in review/analysis of student work, using feedback from student work to improve programs, and dissemination of program reports of effectiveness. (con't on page 7)

Faculty Study Courses in Alignment Project

By Amy Driscoll

In Spring 02, 51 faculty studied their courses to examine the alignment between their teaching and learning activities and their course outcomes. Using their syllabi and other course planning materials and learning resources, faculty charted on a grid the relationship between their course activities and their course outcomes. As Trudy Banta (1996) noted, the use of simple matrices as tools can support faculty in their conceptualization of assessment using student outcomes.

80 courses were studied as faculty looked for alignment between their teaching and learning activities and their course outcomes.

Faculty from TAT, HWI, and WLC participated extensively with over half of the faculty involved.

Many faculty found strong connections between what they have planned for students in their class sessions and the outcomes they intend for students to achieve.

Karen Davis (TAT) wrote, "Thanks so much for this valuable opportunity—you

can bet that the syllabus shifted quite a bit since I aligned it according to the outcomes being met."

Doug Smith (ESSP) designed his syllabi using the alignment grid and made the alignment "public and visible" for students. For example, Doug's Outcome 8 carefully aligns the learning experiences and the assessments:

Course Learning Outcome 8 Basic Survey Techniques

Students will be able to perform a survey transect and accurately plot the results in a spreadsheet. Students will be able to use

Major Learning Outcomes (MLO) and Course Learning Outcomes (CLO)													
Learning Experience	week	MLO # 3	CLO #1	CLO #2	CLO #3	CLO #4	CLO #5	CLO #6	CLO #7	CLO #8	CLO #9	CLO #10	CLO #11
1. Overpopulation & Earth systems- lec	1	x							x				x
2. Topographic map- lab	1	x			x	x						x	
3. Earth structure & plate tectonics- lec	2	x	x	x								x	
4. field report #1 (Lover's point geology)	1	x	x	x			x	x					x

turning points to close a survey. Students will be able to take clear, standard survey notes during the survey. Students will be able to perform a "two peg" test of transit level precision.

Learning Experiences

1. Lecture, readings, demonstration
2. Samples of exemplary work
3. Field exercise in surveying techniques

4. Field experience requiring the use of surveying

Learning Assessment

1. Survey exercise
2. Field trip reports

The alignment project served as a reflective planning or study process for faculty, who also found a number of disconnections between their activities and their outcomes. They found:

- Outcomes that are not assessed in the course
- Some outcomes getting more attention (class sessions, assignments, readings, assessment) than intended or some getting less attention than intended
- Class sessions, assignments, readings, assessment, etc.

that are not directed to any outcome

Spring 02's alignment grid project followed the Spring 1999 study where 42 faculty participated. If you are interested in participating in the course alignment study, contact Amy Driscoll at the Center for Teaching, Learning, and Assessment.
◇

(Best Practice con't from page 6)

Some institutes have achieved those practices, some are in progress, and others have just begun to consider these practices.

The remainder of the questions addressed a blend of best practices integrated with our university core values and Vision: assess-



Center for Teaching, Learning and Assessment
 Director: Amy Driscoll
 Faculty Focus Editor: Annette March
 Faculty Focus Editorial Assist: Stacey Malone

"Not So New" Faculty

Daniel Shapiro (Assistant Professor, ESSP)

I bring to CSUMB and the Vision enthusiasm for teaching and learning with students about ways we can make the world a better place.

ment of learning with support for diverse learners, student involvement in development and review of assessment, assessment as opportunity for active and engaged learning, and kinds of feedback from assessment to support student learning and to prompt faculty reflection and action. All 13 institutes responded "yes" to the questions of diversity, active and engaged learning, and diverse kinds of feedback for students. The other best practices have been achieved by some institutes, are in progress for some, and have not been addressed by others.

Many of the best practices probed in the interviews require extensive time and expertise on the part of faculty, and as such are issues of institutional capacity. One question has critical significance for the sustainability of the best practices in assessment of student learning: Does the institute have sufficient resources to carry out

effective assessment? Only 4 of the institutes responded "yes" with 9 institutes responding "no." Faculty described the need for more faculty, more funding, changes in workload policy, and new resources.

The data from the surveys will be addressed at the next meeting of the institute directors. They will begin planning an ongoing process of review and assessment to promote ongoing self-assessment and reflection and to raise issues and challenges for institute collaboration.
◇



New Faculty
T. Aaron Hans
 (Lecturer, Freshman Proseminar)

I bring experience as a community organizer and educator, working for social justice as a white, middle class, butch identified transgender queer. I bring experience with inter-group dialogue, and value that practice for creating classrooms where "all learn and teach one another" becomes real.

Online Learning Program Discussed at TLTR

By Frauke Loewensen and Rafael Gomez

More than forty members of the CSUMB community participated last November 1 in a lively discussion on the issues of online and distributed learning program development. The event, organized by the Teaching, Learning and Technology Roundtable (TLTR), and facilitated by **Frauke Loewensen**, was the third in a series of gatherings aimed at encouraging dialogue between the different campus constituencies interested in the applications of technology to teaching and learning.

Betty McEady, Kani Blackwell, Rafael

Gomez and Terence Ahern opened the discussion by identifying important issues related to the topic under consideration. During the open forum that followed, eight major topics were identified: institutional, faculty and student support, course development and structure, teaching/learning process, evaluation and assessment, and intellectual property rights.

Participants chose four of these issues for immediate discussion: How can we share resources developed by online faculty among ourselves? How can we approach and support

research and assessment of online teaching and learning? How do we define and protect intellectual property rights in online teaching? And, how can we appropriately define and adequately support workload issues for faculty teaching online?

The 2-hour session closed with the decision to draft a policy document on institutional support for faculty involved in online course development and delivery at the next meeting. All faculty who wish to contribute to the drafting of this policy document are encouraged to attend the TLTR on Friday, Dec. 6 from 12:30 – 2:30 pm. ◇



**New Faculty
Joshua Harrower**

(Assistant Professor, Teacher Education)

Through my work in the Special Education Program, I feel that I am contributing to the CSUMB Vision by supporting continuing and prospective educators to effectively meet the needs of children and adults with developmental disabilities and/or challenging behavior inclusive to learning and living environments.



**New Faculty
Don Mautner
(Lecturer, ESSP)**

I'm delighted to be teaching ESSP 272, "Atmosphere." As a practicing meteorologist with 30 years experience as a navy weatherman and physical oceanographer, I will be emphasizing the importance of global interdependence on weather and climate.



**New Faculty
Tania Mitchell
(Faculty Coordinator, Service Learning)**

I bring experiences with social justice theory and education, commitment to working with students to develop their capacities as agents of change, and a belief that service learning can and should be a mechanism to foster activism for and commitment to social justice.



**New Faculty
Rachele Kanigel (Assistant Professor, HCom)**

I bring to CSUMB a passionate belief in journalism as a powerful tool for social action. I look forward to helping students make The Otter Realm a great newspaper that informs, entertains, enlightens, and perhaps even occasionally enrages the campus community.

(Assessment con't from page 5)

before the end of the semester) so that he can read, assess, and give feedback on them before the end of the semester. He reads the portfolios, gives written feedback electronically to students soon after the submissions, and then devotes class time to a discussion about what is expected of students in the assessment of the outcomes. He asks them to reflect on their learning thus far in the course and to develop an action plan for more successful completion of the outcomes.

Early summative assessment is a visible process of learning for both students and instructors, and Juan has found that it has several advantages. It provides an alternative practice for students to review their overall performance as an integral part of the course. It gives students a higher level of understanding of what a grade means. Students have further opportunity to apply what they have learned in the course. It also has the potential to improve the instructor's teaching effectiveness in the course, since the early summative assessment feedback provides valuable

information about the ways students are meeting or not meeting the outcomes. Most importantly, students themselves play the major role in this kind of assessment, since monitored self-assessment is integral to the process he has created.

Although Juan uses portfolios for early assessment in his SBS courses, early summative can take multiple forms, depending on the content of the course and the nature of the knowledge and skills or competencies to be tested. The key to the practice is to enable student reflection and an action plan and to carefully plan the timing of the early summative so that students on the one hand have completed most of the work, but on the other hand have ample time to work on action plans to more successfully meet the outcomes. Using this practice, Juan has found that the assessment load is not necessarily heavier, but is weighted differently in the course than is traditional summative assessment. ◇

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