CALIFORNIA STATE UNIVERSITY, HAYWARD

COMMITTEE ON ACADEMIC PLANNING AND RESOURCES

Approved as Corrected

Minutes of the Meeting of November 4, 1999

Members Present: Tom Acord-Chair, Asoke Basu, Michael Hedrick, Sandra Heisey, Jennifer Laherty, Jose Lopez, Jane Lopus, Bijan Mashaw, Susan Opp, Mary Timney

Guests: Bonnie Ho, Educational Psychology, Mike Clark, Chair Ethnic Studies, Keiko Tanaka, TESOL Option Coordinator.

Members Absent: Frank Martino

The meeting was called to order by Chair Tom Acord at 2:05 P.M. in the President's Conference Room.

1. Approval of Agenda: M/S/P

2. Approval of the minutes of the meeting of October 21, 1999: M/S/P
   Approved as amended.

3. Report of the Chair:

At the November 18 meeting, the Chair will have status reports on the Five Year Reviews for the following programs. Outside Reviewers should have been identified and contracted by that date.
   - Theatre
   - History
   - Mass Communication
   - Latin American Studies
   - School of Science Departments
   - International Studies

Professor Nancy Fegan, chair of Geology, has requested a one quarter extension of the Geology Five Year Review. The justification for this request is: 1) The outside reviewer that they originally identified has since declined to commit to the review; 2) The department currently consists of 4 regular members, one of which will be off-campus during Winter Quarter. The would leave 3 members, 2 of which will be handling the search for the new faculty member during Winter Quarter. The third member has only been with us for 2 years, and is not familiar with the review process; 3) The search for a new faculty member will be finalized by early Spring Quarter, 2000, and all 4 regular faculty members will be available.
   M/S/P [Yea 10, No 0, Abstentions 0]

Professor Norm Bowen, chair of International Studies, has been in communication with Dr. Philips, RE Five Year Review, and it is yet forthcoming.

A request from Dean Tontz has been made for CAPR to accept last year's Economic Program Review. CAPR will consider the Dean's request after consulting with the Department of Economics.

5. Committee A Report:

Basu highlighted points in the document, which emerged from an examination of old CAPR reports.

- Colleagues on CAPR had trouble with the criteria for program review and planning that were not accompanied by a framework. We need a context.
- CAPR wanted to see an evolutionary plan to target enrollment growth. (The goal of the Basu document.)
- CAPR wanted to see a porous but structured system in which university mission and goal guided school goals, which guided departments. But, at the same time, CAPR wanted the subculture of departments and schools to be kept alive.
- There should be flexibility within the strategic plan.

After drawing these conclusions from the CAPR reports, Basu went to the literature to determine what other campuses had done. The State of Pennsylvania Higher Education System, in the mid 1980's did an evolutionary plan to define "shift points", which evolved from surveys to track outcomes. Following a similar thought process, Basu used a factor analysis on available (aggregate) data to assess the "shift point" model's application to CSUH. Five major factor loadings emerged.

- Integrate Liberal undergraduate education in arts, letters, sciences, and social sciences with pre-teacher training.
- Attract students by developing applied programs, technologies, business, and sciences.
- Hire to enhance outreach potential for our local K-14 (high schools and community colleges.)
- Augment an Evening College unit for working adult learners.
- Recruit to integrate and align academic programs both academic programs across schools and within schools. One example of across schools would be Health and Human Services.

6. Request for Approval of Discontinuance of M.S. Education, Option in Educational & Psychological Studies:

Bonnie Ho relayed that though the Department of Educational Psychology and the School of Education would have liked to continue with the M.S. Education, Option in Educational & Psychological Studies, that is just wasn't feasible anymore given reduced resources. The program was surviving on the basis that one lecturer was leading the program. Also, there are more demands being made on the various credential programs. The Option in Educational & Psychological Studies did not lead to a credential or certificate. **M/S/P [Yea 10, No 0, Abstentions 0]**

CAPR members noted that more and more programs are jeopardized due to the fact that tenure track faculty are not being replaced when they leave the university and key courses and programs are being increasingly staffed by lecturers.

7. Five Year Program Review - Ethnic Studies:

Mike Clark spoke with CAPR regarding many matters concerning the Department of Ethnic Studies (DES). The department is currently examining the core courses taught in the major in preparing for revising those courses. A CAPR member noted that the department does an enormous job on- and off-campus in terms of activism for various ethnic groups.

Professor Clark indicated that there were approximately 25 majors and 100 minors in the department and that the number of minors continues to grow. The student faculty ratio is at about 22:1 now down
from about 35:1 several years ago. The DES gets a number of transfers from the local community colleges and some intradepartmental transfers which usually happens after a student takes one or two ethnic studies courses.

Professor Clark indicated that the department needs to do a study to see what courses throughout the University meet the cultural groups requirements and to examine if those courses are doing what they set out to do. He mentioned that faculty write the department newsletter and that it is coordinated by Barbara Paige. In the department, most faculty think teaching is the most important component to what they do and next comes research and third comes service.

Outcomes assessments need to be developed. A system for tracking their graduates also needs to be developed. Professor Clark indicated that the DES is now in a position to create some innovative changes.

The question was raised regarding a merger between the departments of Ethnic Studies and Women's Studies. The Chair of DES indicated that the departments had thought about in the past but that they aren't headed in that direction now. He also indicated that it was difficult to imagine what the major core of courses would look like if the departments were to merge. Finally, Professor Clark indicated that yes, the major includes a capstone course, DES 4000.

CAPR tabled the recommendation on the Ethnic Studies Five-Year Program Review. The Chair will meet with Professor Clark to develop further information that CAPR needs to complete the review.

8. Program Review - TESOL (Teaching English to Speakers of Other Languages): Professor Tanaka shared some information about the TESOL program with CAPR. She indicated that the program was not just about teaching English as a second language but that it is also concerned with the literacy development of multicultural populations. She told CAPR that the School of Education is mostly concerned with K-12 education whereas the TESOL program is training teachers to teach adult learners (18+ years of age). According to CSU regulations, the Schools of Education can not offer an M.A. in TESOL and so throughout the CSU, this function often falls upon the English or Linguistics departments. Though at one time, an education course taught by the School of Education & Allied Studies was offered in the TESOL Program, that course had to be removed and the English Department had to develop a new course.

CAPR had some questions regarding the availability of prerequisite courses that the students may need. Professor Tanaka said the students are allowed to take prerequisite courses concurrently with other courses. CAPR asked if that was a problem considering they are prerequisite courses. Professor Tanaka said that most of the prerequisite courses were needed for the second year courses and not the first year courses, so the students are OK.

The CSUH program draws a lot of students from the system and from UC Berkeley. A number of foreign students find out about the CSUH program from the Internet and there are students from Brazil, Pakistan, and Japan in our program. There are about 50 students currently enrolled, 25 first and 25 second year students. There have been about 200 graduates of the program in the last 5 years. Many of our state-side students are returning students looking for a second career. Many of our foreign students are here to get the degree and will go back to their home countries to teach English. Also, many of the students in the program teach remedial English classes to undergraduate students. Currently, Professor Tanaka keeps track of where the graduates go after they leave CSUH, but knows that there needs to be a better tracking system developed.
The TESOL program works closely with School of Education credential programs. CSUH TESOL graduates are highly hirable.

Motion to accept the TESOL Five Year Review without modification to the program. **M/S/P** [Yea 10, No 0, Abstentions 0]
Jose Lopez will write CAPR’s response to the review.

9. **Revision of Five Year Program Review Process:**
Susan Opp will chair the subcommittee.

10. **Motion to Adjourn:** **M/S/P**
The meeting was adjourned at 4:00 P.M.

Respectfully submitted,
Jennifer Laherty, Secretary