

**Chair/Department Questionnaire:  
Meaning, Quality, and Integrity of Degrees  
Due by Friday, April 28, 2017**

As part of the WASC re-accreditation process, the “Meaning, Quality and Integrity of Degree” essay for Cal State LA’s self-study provides an overview of degrees. We are seeking input from departments about the meaning, quality, and integrity of the undergraduate and graduate degrees they confer. The WASC process is designed to be inclusive, sparking conversations across the University. By contributing content to the self-study, your department members are important participants.

We are asking you, the department chair, to have a conversation with your faculty members about the meaning of your degrees and then to craft responses to the “Questions for Discussion” in **Part I** below and the “Process Summary” in **Part II** below. Because you are directly involved in departmental processes such as program review and assessment, you have an overview of your department curriculum. Input from your faculty members will provide additional feedback as to how your department views its degrees.

**Complete the following information**

**Department:**

**Degrees Offered**

Undergraduate

- 1.
- 2.

Graduate

- 1.
- 2.

**Please enter your answers to each question in the spaces below and email this document to your College Associate Dean by April 28, 2017.** Members of the MQID Essay writing group are also available to meet with you. Contact Michael Willard, [mwillar@calstatela.edu](mailto:mwillar@calstatela.edu) or Michele Dunbar [mdunbar3@calstatela.edu](mailto:mdunbar3@calstatela.edu)

**I. QUESTIONS FOR DISCUSSION**

- 1) Beyond the disciplinary value of the degree and its specific requirements, what is unique about a degree from your department that distinguishes it from the same degree at another university? What distinctive educational experience do your students have and what makes their investment in this experience worthwhile? What will students know and be able to do years after they graduate as a result of receiving a degree? You might consider:
  - the mission and vision of your department;
  - how the emphases, organization or sequencing of your courses relate to the use of the degree after college;
  - how signature assignments, activities, or capstone experiences provide distinctive learning opportunities.

As you consider these unique elements of the degrees your department confers, please think of them from a ‘forest-level’ view and through a holistic lens in order to stay focused on the *unique meaning* of the degree(s). For more on signature assignments see <https://www.aacu.org/sites/default/files/Signature-Assignment-Tool.pdf>

Undergraduate degree(s):

Graduate degree(s):

- 2) What other innovative programs or student experiences, not mentioned in your response above, does your department offer? Other partnerships in which your department participates?

Undergraduate degree(s):

Graduate degree(s):

- 3) How has your department responded to your alumni and professionals working in the field? Have changes in the field influenced your curriculum or how your department prepares its students for graduation?

Undergraduate degree(s):

Graduate degree(s):

- 4) If your department elected to do “conversion plus” when you converted your curriculum for semesters, what was the impact on your degree program(s)? Please describe how the experience of going through the “conversion plus” process impacted your department’s thinking (or re-thinking) about your degree(s)--beyond the revision of just the curriculum itself. Please discuss as many of the following that your department considered for “conversion plus:”

- Developing a mix of face-to-face, online, or hybrid (blended) courses;
- Infusing the use of educational technology in lower division courses, e.g., lecture capture, voice capture, clickers and/or Moodle, the campus Learning Management System (LMS), etc.;
- Integrating the high-impact practices (HIPs) of: service learning (community engagement), senior capstone, flipped instruction, learning community cohorts, or peer instruction;
- Facilitating the completion of remediation while enhancing transition to college-level courses;
- Streamlining curriculum, e.g., consolidating or reducing the number of undergraduate/graduate options, reducing units in the major, etc.);
- Other (Specify and explain).

Undergraduate degree(s):

Graduate degree(s):

**NOTE ON ASSESSMENT:** We are also interested in how your department assesses student learning: your assessment practices; if your department has an assessment committee; actions your department has taken based on assessment data. **We will collaborate with the the WASC Assessment Writing group and the College Assessment Coordinators who will be collecting this information from your department; please be sure to complete the forthcoming request from them for your Annual Assessment Report.**

## II. PROCESS SUMMARY

Please describe the process you followed to put together your department’s responses to these questions (e.g., special department meeting, a portion of a regular department meeting, multiple conversations with faculty members, email exchanges). How many faculty, in total, were involved in the conversation(s)?

**Thank you for participating in this important step toward Cal State LA’s re-accreditation.**