



UNIVERSITY OF SOUTHERN CALIFORNIA

Educational Effectiveness Review

to the Western Association of Schools and Colleges

JULY 20, 2010

Cover photo
RONALD TUTOR CAMPUS CENTER
(opening Fall 2010)
photo by Joel Zink

Opposite page
WIDNEY ALUMNI HOUSE
(first USC building erected 1880)
photo by Philip Channing



Table of Contents

Introduction	1
The USC Institutional Context	1
Approach to the Educational Effectiveness Review	2
Integrative Perspective on Capacity and Effectiveness	3
Structure of EER	5
Essay 1 – Interdisciplinary Learning: Minors and General Education	6
Rationale	6
Objectives	8
Evidence	9
A. Pursuing Interdisciplinary Study	9
B. Obstacles to Interdisciplinary Study	10
C. Benefits of Interdisciplinary Study	12
Challenges and Opportunities	15
Essay 2 – Assessment of Student Learning	16
Rationale	16
The USC College Critical Thinking Assessment Project	17
Rationale and Objectives	17
Evidence	17
Challenges and Opportunities	21

Examining the Impact of Diversity Courses on Student Learning	22
Rationale	22
Objectives	23
Evidence	24
Challenges and Opportunities	26
Essay 3 – Global Awareness and Engagement	28
Rationale	28
Objectives	30
Evidence	31
Challenges and Recommendations	40
Essay 4 – Academically-Centered Approaches to Student Success	41
Rationale	41
Objectives	43
Evidence	44
Challenges and Opportunities	49
Appendices	51



DOHENY MEMORIAL LIBRARY REFERENCE ROOM
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Introduction

The USC Institutional Context

Higher education is an indispensable part of the American social contract. Institutions like the University of Southern California (USC) enjoy high levels of support and public trust while expanding individual opportunities and contributing to the common good. A key element of this relationship is the public's expectation of accountability. The Western Association of Schools and Colleges (WASC) developed the idea of "educational effectiveness" to satisfy the expectation of accountability. USC's approach to educational effectiveness is keyed to student learning, student success, and institutional learning. USC has robust systems in place to improve student learning and keep it at the heart of its mission, raise student success in terms of retention and graduation, and develop systems of quality assurance that are appropriately aligned to its institutional context and academic values. The Educational Effectiveness Review (EER) describes this collective approach while examining student learning and success in USC's minors and general education programs, in efforts to raise global awareness and engagement, and through academically-centered services and systems that promote student success.

USC's institutional context has three parts. First, USC is a private research university consisting of a multidimensional and diverse liberal arts college, exceptional professional schools, and a remarkable mix of conservatory-quality arts schools. Second, the University is set in the heart of the global metropolis of Los Angeles, arguably the most diverse urban center in the world in terms of ethnicity, religion, languages, economics, artistic expression, national origin, and other key characteristics of urban centers. Third, USC's college and schools share a commitment to liberal education. That commitment is mirrored in its principal institutional mission, "...the development of human beings and society as a whole through the cultivation and enrichment of the human mind and spirit." These three realities are fundamental elements of the USC institutional context. They are reflected in almost every part of the University's makeup and history.

USC's academic culture is shaped by values that grow from its structure, urban location, and core academic mission. The unusual combination of a liberal arts college, professional units, and arts schools has produced a strong culture of faculty governance and makes USC a leader in promoting interdisciplinary teaching and

research that address societal needs. The University's institutional makeup and its location in Los Angeles (and on the Pacific Rim) have helped create a culture that rewards entrepreneurship, encourages global engagement, and values diversity. Finally, USC's belief in liberal education corresponds to its commitment to academic excellence and individualized, learner-centered education. Faculty governance, interdisciplinary education, entrepreneurship, internationalization, diversity, academic excellence, and a focus on effective student learning are part of USC's institutional DNA. These values are displayed prominently in the University's core documents, guide its educational practice, and play an essential role in its approach to educational effectiveness.

Approach to the Educational Effectiveness Review

USC's Institutional Proposal (2005) put forward two thematic areas: 1) spanning disciplinary and school boundaries to focus on problems of societal significance, and 2) development of learner-centered education. The Capacity and Preparatory Report (2007) further developed these themes, taking into account broader socio-historical contexts which the University has done much to address – contexts marked by greater diversity, increasing global interconnectedness, and rapid technological change. Recognizing the importance of these broader realities, USC's presentation to WASC also focuses on diversity, internationalization, and technology-enhanced learning.

During the site visit in October 2008, the WASC Visiting Team requested an outline of specific areas for examination in this EER. The outline sent to WASC and members of the Visiting Team listed USC's minors program, core general education, global awareness emphasis, and retention and graduation efforts as topics for focused analysis. Following their site visit, the Visiting Team identified three areas for greater focus: interdisciplinary learning, assessment, and general education. In a conference call in February 2009, the WASC Commission added undergraduate program review to the areas for focus identified by the Visiting Team. The essays in this report discuss these areas.

Several groups were convened for this review. The faculty University Accreditation Committee was charged with the responsibility for producing this EER. Its faculty co-chairs, Professors Eileen Crimmins and Edwin McCann, have guided the University through the reaccreditation process since submission of its Institutional Proposal in 2005. The Accreditation Committee was divided into three subgroups focusing on the following areas: minors and general education programs, global awareness and engagement, and retention and graduation. Besides the Accreditation Committee, USC's Academic Information Officer, who convenes a Data Team including professionals from Student Affairs, Enrollment Services, the Registrar, and the Graduate School, annually produce the University's Data Portfolio. Insight and resources from the Data Team have been invaluable in producing this report and providing material to the subcommittees.

In addition to the University Accreditation Committee and the Data Team, several other groups have contributed to this EER. Each year the Provost and USC's Academic Senate convene a joint Committee on Academic Programs and Teaching (CAPT) to investigate selected topics. Over the past five years, CAPT has focused on the following topics connected to this EER:

- Learner-Centered Education – 2005-2006
- Assessment of Student Learning – 2006-2007
- Minors Programs – 2008-2009
- Global Connections and Engagement – 2009-2010

As discussed in Essay 3 of this EER, the charge of this year's CAPT on Global Connections and Engagement included formulating a set of university-wide objectives for global learning. Their work was completed in May, 2010. The four committees' final reports are included in Appendix B.

In addition to the CAPT groups, a special General Education Review Committee worked through the 2008-2009 academic year. This endeavor proved complex and is going to require ongoing efforts. The first report of the committee has been carefully reviewed by a small task force of senior leadership from the Office of the Provost and USC College. The task force has made recommendations on what might be implemented in the short run, and what will require further discussion and consideration. The task force deliberations included several issues raised by the Visiting Team – i.e., the size of the GE program and the suggestion that the University consider specific areas of coverage.

Along with the review of General Education, two important studies of student learning – one on Critical Thinking and Writing, the other on Assessing the Impact of Diversity Courses on Student Learning – have also progressed and are detailed in Essay 2 of this EER. The first is a novel effort developed entirely by USC researcher-administrators to find evidence of critical thinking through systematic analysis of student writing. The second is a research project that examines the impact of Diversity curriculum on students' acquisition of higher order thinking skills.

Finally, a Retention and Graduation Task Force was formed in 2006 under the leadership of the Vice Provost for Enrollment Policy and Management. The Task Force has taken the lead in developing new systems and practices to raise student success rates. Members of the Task Force also helped craft this EER – their work is in Essay 4. Several members of the University Accreditation Committee have served on the committees described above. Numerous other campus groups and individuals reviewed drafts of this document.

Integrative Perspective on Capacity and Effectiveness

The process of reaccreditation, from the Institutional Proposal to this Educational Effectiveness Review, has presented unique opportunities for reflection and progress. The EER in particular has allowed the University to review processes designed to insure the quality and effectiveness of curricular and co-curricular programs and services. Following the 2008 site visit, the Visiting Team observed that discussion of assessment should “penetrate further into academic culture.” As a result, fostering discussion of assessment has been a priority as work on this EER progressed. Dialogue on assessment has traction and momentum on several fronts. It has taken place in departmental meetings as faculty reviewed program learning objectives. It has included those engaged in institutional research that will produce evidence to further assessment efforts. It has continued informally in offices, lounges, coffeehouses, and online as dedicated faculty work to develop new ways to prepare students to succeed in an increasingly complex and global world. How to evaluate student learning has emerged as a key topic of cross-campus dialogue, through many presentations, roundtables, forums, internal grant solicitations, and committee deliberations and reports.

Assessments of student learning by USC faculty, academic staff, and student service professionals are not always recognized as such if the language of the assessment movement is not used in the discussions. In preparing this EER, the Accreditation Committee recognized many examples of faculty evaluating evidence of student performance to judge program effectiveness and to make improvements in pedagogy and curriculum. These efforts are careful, sophisticated and widespread.

Within many of USC's schools and in the Division of Student Affairs, work and discussion of assessment is well-advanced. Within the past five years, several schools and programs – Music, Architecture, Engineering (Viterbi), Journalism, Medicine (Keck), Public Planning, and Social Work – have completed reaccreditation via their respective accrediting bodies. All conduct careful assessments and many are leaders in assessment of student learning, including the Rossier School of Education and the USC School of Social Work. In addition, many experts in Rossier actively consult on assessment in other USC units.

The Student Outcomes Research Office (http://www.usc.edu/student-affairs/student_surveys/) in the Division of Student Affairs employs multiple means of assessing learning, including surveys, interviews, analysis of administrative data and other resources. Indeed USC's annual Student Engagement Survey provided important data for this review. Following feedback from the WASC Visiting Team, USC's Academic Information Officer, Associate Dean of Students, and Accreditation Liaison Officer were asked to identify ways to develop additional sources of evidence of student learning. With support from the Vice President for Student Affairs, the Student Engagement Survey was revised to include questions on interdisciplinary and global learning, which bolstered the survey's academic focus. Results from the 2010 version of this survey are discussed in Essays 1 and 3 and will be shared broadly with academic units.

The Student Outcomes Research Office works closely with the Testing Bureau and Assessment Committee (<http://www.usc.edu/student-affairs/assess/>) as part of a new Center for Testing, Research, and Assessment in Student Affairs. In addition to their research on the effectiveness of co-curricular programs in the Division, they provide a wealth of evidence for university-wide initiatives and contribute valuable evidence that is shared with the academic units.

Faculty engagement in assessment in the liberal arts and sciences has also deepened considerably. Following the Visiting Team's suggestion that greater cooperation of faculty and department chairs be enlisted in assessment, the deans of USC College led an initiative to engage faculty in every department and program to revise and renew formal student learning objectives for all undergraduate degree programs. This initiative prompted faculty discussion of assessment and has provided a strong foundation for work to improve student learning. The College has moved expeditiously to schedule departments for Undergraduate Program Review (UPR) beginning in the Fall of 2010.

Finally, in USC's arts schools, colleagues found that many longstanding practices – portfolios, recitals, film and digital design projects, productions, concerts, models, etc. – represent a sophisticated approach to assess learning and evaluate educational effectiveness. For example, within USC's Thornton School of Music all performance majors are required to perform a live "jury" before a panel of faculty each semester. Further, these same students must perform an entire hour-long recital, again in front of a faculty panel, as a capstone experience during their final semester. These authentic evaluation experiences are graded, quantitatively and qualitatively, by the faculty panel. Results of these evaluations are used equally to evaluate student learning and curricular effectiveness. It is fair to say that robust practices of assessment are present at the University: we assess; we do so often; we do so carefully. We also recognize that we need to do so more systematically so our efforts can have a more positive effect on the learning environment. How shall we do this?

In accordance with the Western Association of Schools and Colleges (WASC) 2009 Handbook of Accreditation, the University has devised an approach to evaluating educational quality and effectiveness that

is consistent with its institutional context and values. The approach contains six specific benchmarks and practices.

1. Every degree program will have a clear set of learning objectives devised and approved by faculty in that program. These objectives will be regularly reviewed, discussed, and modified by the faculty with appropriate input from those who make up the community of stakeholders.
2. Program learning objectives will be publicized so students know the expectations of their faculty for what constitutes excellence in their programs.
3. Each program will gather evidence of quality and student learning from a variety of sources and assemble that evidence into regular portfolios and/or summaries. University-wide data and other forms of evidence will be made available to departments to support their efforts.
4. Faculty meetings and/or retreats will be held regularly to discuss program effectiveness and quality in light of available evidence. A culture of inclusion is encouraged for these gatherings. Faculty will decide how best to structure discussions and how best to provide opportunities for input.
5. Evidence of student learning and accounts from faculty gatherings will be included and evaluated as part of USC's new federated model of Undergraduate Program Review (UPR).
6. Each unit will develop a feedback loop whereby results of program review and evidence of student learning are made available to faculty and student service professionals who are in positions to improve quality, effectiveness, and student success.

Each of USC's academic units will determine how to meet these commitments in ways that correspond best to their unique academic cultures and objectives. All units will devise systems of undergraduate program review consistent with USC's new Undergraduate Program Review (UPR) guidelines (Appendix A – Response to Visiting Team Recommendations).

Structure of EER

Faculty and staff approached the Educational Effectiveness Review as an opportunity to introduce greater coherence into the University's systems of assessment. The following four essays illustrate efforts to strengthen USC's culture of self-improvement. In accordance with the WASC Educational Effectiveness Framework, this review demonstrates USC's commitment to student learning and student success, as well as institutional learning, by documenting how USC: 1) gathers and reviews evidence of student learning and success; 2) attunes the educational environment to learning, success and other goals; and, 3) ensures that evidence of learning and success is shared with faculty and staff, is used to improve quality, encourages innovation, and improves educational practice for the sake of students.

The four essays that follow examine educational effectiveness in the following areas: USC's minors and the Core/General Education program; two studies on student learning; university-wide efforts to raise global awareness and promote engagement; and, university-wide efforts to improve student retention and graduation rates. Each of these essays fits within the two themes the University set out in its 2005 Institutional Proposal – interdisciplinarity and learner-centered education. In preparing the essays, members of the University Accreditation Committee considered the rationale for each topic area, discussed objectives in terms of student learning and success, analyzed direct and indirect evidence of learning and effectiveness, and identified challenges and opportunities. Essays are organized around these headings.



Students Cody MacLake, Lauren Estella, and Jessie Burr
at the JOINT EDUCATION PROJECT (JEP) HOUSE
photo by Philip Channing

Essay 1 – Interdisciplinary Learning: Minors and General Education

Rationale

This essay deals with the heart of USC's identity as a place that combines opportunities for breadth and depth in pursuit of liberal learning. USC's minors and general education programs have together advanced the University's Renaissance ideal of interdisciplinary learning to encourage breadth and depth. The combination of a liberal arts college, professional schools, and arts schools makes USC the perfect environment for a culture of interdisciplinarity to take hold. Changes to the GE program in 1997, increases in the number of minors offered, and the ethos of the Renaissance ideal have led to noticeable changes in students' academic choices. From 1998 to 2009, the percentage of undergraduates completing multiple degrees, double majors, or major-minor combinations more than doubled, from 16% to 34%. For students who matriculated as freshmen rather than as transfer students, the percentage completing multiple degrees is 43%.

In 1997 the University created what is known as the "USC Core" which has three parts:

- General Education: a six-course, 24-unit GE program
- Writing: a two-course, 8-unit writing curriculum
- Diversity: a one-course, 4-unit diversity requirement

Together, these elements comprise just over a quarter of a student's undergraduate studies. The creation of the USC Core signaled a significant shift in the University's strategic approach to undergraduate education. Unlike the old system, the current plan established six GE categories required of all students regardless of major – every student completes one course in each of the six categories. In addition, students complete a two-course Writing Program and a one-course Diversity requirement – writing and diversity are discussed extensively in Essay 2 of this EER. The Writing and Diversity requirements are the same for all undergraduates and cannot be waived with AP exams.

Under the previous program, general education requirements ranged from four to eleven courses depending on a student's declared major. When students changed majors, their GE requirements often changed as well. This Byzantine system made it difficult for students to change and/or add programs without the help of advisement experts. Because faculty rarely knew all the ancillary GE rules, few were able to usefully counsel students without passing them off to professional advisors. A change of degree objective from, for example, the BS to the BA in Biological Sciences would add GE requirements which might delay a student's graduation. In addition, the size of GE often made it difficult for students to pursue a *second emphasis* (i.e., multiple degrees, a second major, or a minor). The system proved cumbersome and got in the way of promoting the Renaissance ideal and of widening students' educational apertures.

The current more streamlined USC Core program makes it easier for students to plan their programs. With more electives, students can map out broader, more interesting programs of study. To provide options for using these added electives, the University increased the number of minors. Students have almost 150 minors from which to choose. Under the current USC Core program and with so many available minors, faculty are more able, once again, to advise and mentor students.

The 1997 creation of the USC Core simplified requirements and, on average, reduced the size of the GE program so more students could pursue a second emphasis. However, noting that only about a third of our students pursue a second major or minor, the Visiting Team asked the question: "Is this bargain justified?" They recommended a clearer articulation of the rationale for our system of majors and minors and of the Renaissance model of undergraduate education. These questions informed the charges of both the Minors and GE Review committees.

The rationale for USC's system of majors and minors rests on two pillars: one a belief; the other a reality. First is the belief that interdisciplinary breadth is inherently worthwhile on academic grounds. Breadth of studies provides exposure to a broader range of topics and prompts more reflection on the part of students regarding modes of inquiry across disciplines. The value of adding perspective through breadth to complement specialized study reflects a longstanding consensus of the USC faculty. Evidence presented later in this essay supports the value of pursuing a second emphasis in the form of a second major or a minor. Second is the fact that the bachelor's degree is no longer the terminal degree for most students. About two-thirds of USC's graduates expect to or do continue their studies beyond the bachelor's level. The rapid rate of social and technological change, the process of globalization, and new and emerging career opportunities makes advanced study and workforce mobility increasingly important. Given this reality, academic breadth will be important to graduates' later successes.

Under this rationale, the University set out to distinguish itself as a place where students have the flexibility, curricular freedom, resources, and encouragement to combine disparate fields of study. An important parallel goal of the University's longstanding emphasis on interdisciplinary learning is to encourage students to become active participants in charting their educational paths, and to make choices in an intellectually self-conscious fashion, keyed to their academic, creative, and professional interests and curiosities. As they construct their programs, students consider why they do or do not choose to add a second emphasis. Students' pursuit of interdisciplinary learning may take any of three forms:

- Emphasis on greater breadth: Selecting a second emphasis that is far removed from the concepts, subject areas, or modes of inquiry of the first. Under this approach, a second major or minor is

declared and appears on the transcript.

- Emphasis on greater depth: Selecting a second major or a minor that adds depth and exposure to the concepts, subject areas, or modes of inquiry similar to the first. Under this approach, a second major or minor is declared and appears on the transcript.
- Cross-disciplinary exploration: Not selecting a second major or minor emphasis, and pursuing greater breadth or depth through a more individualized selection of courses. Under this approach, no second emphasis appears on the transcript though the goal of interdisciplinary learning is pursued.

The three approaches fit well within the Renaissance ideal. The first two lead to credentialing on the transcript, adding to a student's educational profile from within a recognizable disciplinary or professional frame. The third represents interdisciplinary exploration without regard to earning a transcript credential, thus allowing students to chart more individualized paths. In all these cases, students must balance the breadth and depth aspects of the Renaissance ideal while deciding whether they wish to combine programs that represent their academic or intellectual passions, prepare them for future professional education, help them explore an area of social significance or activism, develop their creativity, add skills to prepare for a career, etc. Which approach students choose is the product of discussion with faculty, advisors, and other students.

Objectives

USC's GE and minors programs are curricular elements that function together to allow students to take full advantage of the resources and opportunities the University has to offer by facilitating major/minor combinations students wish to pursue. While they function together, they have separate objectives.

The University's General Education program is structured to provide a coherent, integrated introduction to the breadth of knowledge each student will need to be considered a generally well-educated person. In 2005 a faculty committee identified five principal learning goals for the program as a whole:

- To teach students the skills needed for critical thinking, writing and reading.
- To teach these skills in a specific context, i.e., social issues, cultures and traditions, science and society.
- To teach students how to apply these skills so that they can find, evaluate, and use the vast amount of information now available via the media, the internet, new technologies, and traditional forms of knowledge.
- To teach students to discern and assess the values that underlie various critical positions, and to articulate their own with coherence and integrity.
- To encourage a passion for learning.

Learning objectives have been identified as well for each of the six categories in the General Education program.

The six-course curricular program is divided into two parts: the first part, called "Foundations," presents courses that give student's the "big picture" about (I) the development of Western European and American culture, as well as (II) alternative cultural traditions, and (III) the basic principles animating scientific inquiry. The second part, called "Case Studies," provides particular opportunities for students to sharpen their critical

intelligence by considering (IV) specific applications of science and technology, (V) works of literature, philosophy and art, and (VI) contemporary social issues of urgency and importance. In addition, all students must satisfy writing and diversity requirements to complete the USC Core.

The freshman-level writing courses are co-registered with classes in the Social Issues category and include a speaker series. Together, these curricular features provide a common academic experience which helps build intellectual community and enrich learning.

The approach to effectiveness in GE includes four elements. First, a clear set of learning objectives have been devised by the faculty. Second, every GE course includes formative and summative evaluations by students that assess the fit between the particular course in which they are enrolled and the category of GE which the course satisfies. Administered by the GE Office and reviewed by the faculty and the Vice Dean of Academic Programs, these evaluations are an important indicator of alignment with the aims of the GE program and a way to reinforce GE learning objectives with students. Third, courses also include assessment of student learning which is collected in departments. Fourth, the Academic Information Officer provides the GE Office with relevant findings from student and alumni surveys. These are foundational elements of the evaluation process that have informed every subsequent GE review and revision.

USC's range of minors is central to the goal of interdisciplinary learning and engagement. The remainder of this essay deals with three related questions:

- A. What is the evidence that students pursue interdisciplinary studies?
- B. What obstacles are there to pursuing interdisciplinary studies?
- C. What are the learning benefits of interdisciplinary study for students?

Evidence

A. Pursuing Interdisciplinary Study

There have been significant gains in the proportion of students pursuing interdisciplinary learning to add breadth and depth to their studies. As noted earlier, the percentage of students graduating with a second emphasis (i.e., multiple degree, second major, or minor) has grown from 16% to 34% from 1998-2009. Looking solely at freshmen entrants, the percentage of students graduating with a second emphasis in 2009 is 43%; the percentage for transfer students is 18%. Over the same time period, quality indicators for incoming freshmen have improved, as has the six-year graduation rate, rising from 70% to 88% from 1998-2009. The combination of these upward trends – academic breadth, student quality, graduation – demonstrates a pattern of both increasing graduation rates and increasingly demanding academic combinations. The university community is proud of this trend.

An analysis was conducted of the University's 4,069 class-of-2009 graduates to distinguish those earning multiple degrees or double majors that were closely-connected – e.g., psychology and sociology – versus those that were widely-separated – e.g., psychology and theatre (i.e., the “Emphasis on Greater Breadth” and “Emphasis on Greater Depth” approaches: pages 7-8). The Classification of Instructional Program (CIP) taxonomy, (http://nces.ed.gov/pubs2002/2002165_3.pdf) was used to determine how closely related two degrees or majors are to one another. If the two-digit CIP code is different, they are considered disparate as opposed to where the CIP codes are the same. The results were examined for freshmen and transfer students. Freshmen combine programs that are widely separated 60% of the time and programs that are closely

connected 40% of the time. For transfers, who are less likely to attempt multiple degrees or double majors, those rates are 48% and 52%.

What about students who pursue interdisciplinary learning in more individualized ways (i.e., “Cross-Disciplinary Exploration”: page 8)? The challenge is how to quantify curricular breadth where there is no specified curriculum to track. We have collected evidence by analyzing academic records of recent graduates who did not complete a second major or degree or a minor. The analysis focuses on seven academic majors with relatively large enrollments and few or no requirements from other USC schools (other than prerequisites). The majors include: Cinematic Arts-Critical Studies; Cinematic Arts-Production, Political Science, Psychology, Biological Sciences (BA), Communication, and Business Administration. The records of over 2,500 recent graduates in these majors were examined to identify groups of at least three courses in a department other than the student’s major. Table 1.1 shows the results. Excluding Business Administration majors, 67% of graduates completed at least one group of three courses outside their major and just over 25% completed two or more groups.¹

Table 1.1: Single Major Students

Number of groups of three courses taken in a department outside the major

Number of groups	Cinematic Arts-Critical Studies	Cinematic Arts-Production	Political Science	Psychology	Biological Sciences	Communication	Business	Total	All but Business
None	36.3%	41.9%	25.2%	27.6%	46.4%	29.8%	75.5%	59.2%	33.0%
One	45.1%	35.0%	41.5%	43.1%	41.1%	38.4%	21.2%	28.6%	40.6%
Two	18.7%	23.1%	33.3%	29.3%	12.5%	31.8%	3.4%	12.2%	26.4%
One or more	63.7%	58.1%	74.8%	72.4%	53.6%	70.2%	24.5%	40.8%	67.0%
# of students:	193	160	135	181	56	255	1577	2557	980

B. Obstacles to Interdisciplinary Study

Are there obstacles beyond academic factors that negatively impact the ability of students to add a second emphasis into their studies? USC’s CAPT Minors Committee (2008-2009) examined this issue for students who pursue minors. The Accreditation Committee expanded the analysis to any second emphasis. Since interdisciplinary learning is deemed desirable, it is important that barriers to seeking greater breadth and depth be identified, understood, and removed. USC conducted an analysis of economic and non-economic factors for its 4,069 class-of-2009 graduates. Areas examined included family economic status, scholarships,

¹ The business curriculum is unique in that overseas study is strongly encouraged. Students can take their concentration courses overseas (<http://www.marshall.usc.edu/undergradprogram/international/iec/outgoing-students.htm>) and a variety of other opportunities for overseas study exist (<http://www.marshall.usc.edu/undergradprogram/international/iec/international-opportunities.htm>). As a result, over half of the business students in this study reported global travel for academic purposes compared to less than 25% of students in the other majors. Another way that the business education is unique is the prevalence of internship experiences. In USC’s most recent alumni survey, 83% of business graduates reported completing at least one internship during their studies, compared to 63% of students graduating in other disciplines. USC is planning a more systematic analysis of the coursework patterns of students in all majors, pending necessary programming that is required in our Student Information System.

and loan debt. Non-economic areas included major choice, ethnicity, and gender. The results were examined for freshmen and transfer entrants. Statistical results are displayed in Table 1.3 and Charts 1.1-1.5 below. Further study is ongoing of several of the factors connected to the findings below.

Economic Status: The concern is that economically disadvantaged students will be less able to seek a second academic emphasis. Pell Grant designation is generally accepted as a proxy for low-income status because of its eligibility requirements. Overall, 22.4% of graduates received at least some Pell grant money, including 31% of transfers and 18% of freshmen. Students who received need-based aid were actually slightly *more* likely to seek a second emphasis. (Virtually all of this positive effect, about 3%, occurred for transfer students). Thus, it appears that low economic status is not an impediment to completing a second emphasis.

Scholarships: USC awards a variety of scholarships (merit aid) to both freshmen and entering transfer students based on their academic ability and talent.² Considerably more freshmen entrants who graduated in 2009 qualified for merit aid than transfer entrants (49.8% vs. 20.6%). The assumption was that students receiving merit aid would be more inclined to complete a second emphasis due to academic ability and because the scholarship would offset the need to find employment while enrolled. There was in fact a positive effect associated with merit aid but it was modest and almost exclusively for freshmen (about 6%) and not found for transfer students.

Loan Debt: Do students assume greater debt in order to earn a second emphasis? Table 1.2 below shows the average debt for all graduates with at least one loan (need-based or non-need-based) is actually lower for those who pursue a second emphasis. Surprisingly, the average total loan debt of students who earned a second emphasis is actually *lower* than it is for students who earned a single bachelors degree, especially for freshmen.³ It is reassuring to know that overall, financial issues do not appear to impede students from broadening their studies.

Table 1.2: Average total loan debt by student and degree type

Student Type	2 nd Emphasis	Single Degree	Difference
Freshmen	\$49,601	\$52,331	(\$2,730)
Transfers	\$45,019	\$45,593	(\$574)

Major Choice: Because bachelor's degree requirements at USC vary substantially from major to major, it is not surprising to see substantial variations in the percentage of students earning a second option. The programs of study in Engineering and Business leave little room for electives, and Architecture is a five-year program. The greatest concentration of students completing a second emphasis is in the College with almost 70% of freshmen and over 30% of transfers doing so. Not far behind is the Annenberg School for Communication and Journalism at 65% and just under 30%, respectively.

Ethnicity: Latinos pursue second emphases at the highest rates for both freshmen and transfers. White students have the second highest overall rate, but only the fourth highest among transfers, behind African-

² Merit-based aid includes Trustee, Presidential, and Dean's scholarships that vary from a few thousand dollars to full remission of tuition and fees.

³ However, the picture varies when need-based and non-need-based loans are examined separately.

American, Asian-American, and Latino students. International students have the lowest overall rate, most likely because a relatively low proportion have access to any form of financial aid and their disproportionate enrollment in professional programs which have fewer electives.

Gender: Women are much more likely to seek a second emphasis than men, especially among transfer students where the disparity is more than 2 to 1. The large disparity parallels national trends with regard to gender and higher education. In part, this may reflect the fact that women are more likely to enroll in liberal arts majors and less likely to major in Business and Engineering.

Unknown factors: Student interest in interdisciplinary learning is higher than reflected by the indicator of second emphasis. In addition to the 34% of students who completed a second emphasis in 2009, an additional 8.5% of students began work on a minor but did not complete it prior to graduation. Further study is planned to understand what may be preventing students from achieving their initial goals for greater academic breadth and depth.

C. **Benefits of Interdisciplinary Study**

USC's commitment to encouraging interdisciplinary study is longstanding. An important source of evidence validating this commitment comes from student and alumni surveys that measure engagement, satisfaction, and perceived gains from their educational experience. The results of survey data are corroborated and often validated when cross-tabulated with academic performance data from the Registrar.

Findings indicate that students who seek interdisciplinary study immerse themselves in the curriculum at a deeper level than students who only seek a single bachelor's degree. For example, a recent alumni survey revealed that degree recipients who earned a minor or second major were 12.4% more likely to work with a faculty member on a research project than those who earned a single bachelors degree.⁴ When the analysis is limited to those who graduated less than ten years ago – that is those who graduated under the revised USC General Education program and increased funding for student research – the percentage was even higher.

A recent survey of current undergraduates suggests other ways in which interdisciplinary study is associated with greater immersion in the curriculum.⁵ For example, students who completed a second emphasis reported contributing to class discussions more often and, when doing so, were more likely to bring up ideas or concepts from a different course. They also reported making significantly more progress in areas directly related to interdisciplinarity:

- Appreciating the value of insights from others outside their primary field(s) of study.
- Drawing connections between academic disciplines and approaches when examining issues of societal significance.
- Acquiring knowledge and skills to communicate with others in different areas of study.

Table 1.3 and Charts 1.1-1.5 on the following page show frequencies for single-major versus second-emphasis students for the University's 4,069 class-of-2009 graduates.

⁴ The survey, which was conducted in October 2009, included all bachelor's degree recipients from one year, five years, and ten years prior to the survey. The response rate was 21% overall and 30% for the one-year cohort.

⁵ Results are from a census of the undergraduate student population conducted Spring 2010. Response rate was 22.7%. More detail on the survey and its representativeness is reported in the Appendices to Essays 1 and 3. For the results reported here, only Juniors and Seniors were included. Key results described replicate results found in a similar student survey administered one year earlier.

Table 1.3 and Charts 1.1 – 1.5: Frequency of earning a second emphasis (adding a minor or second major) by student status (freshman/transfer) and ethnicity, aid status, and discipline

Table 1.3: Student Status by Second Emphasis

Population	Total	Second Emphasis		Single Major	
		Count	%	Count	%
Freshmen	2662	1141	43%	1521	57%
Transfers	1407	246	17%	1161	83%
All Graduates	4069	1387	34%	2682	66%

Chart 1.1: Ethnicity by Student Status

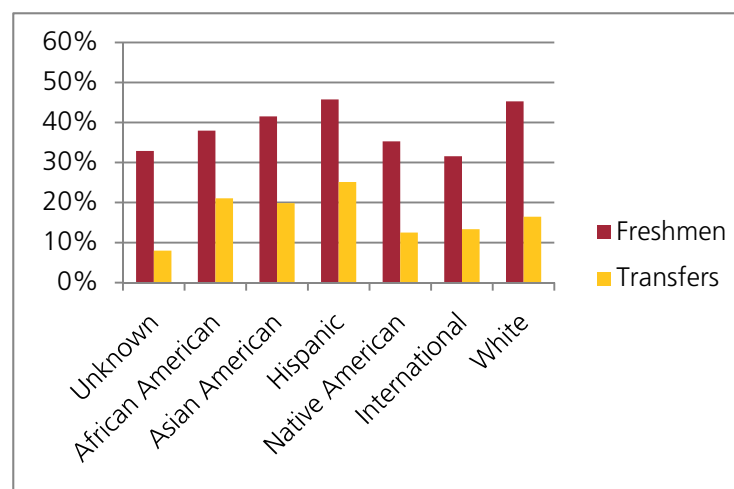


Chart 1.2: Gender by Student Status

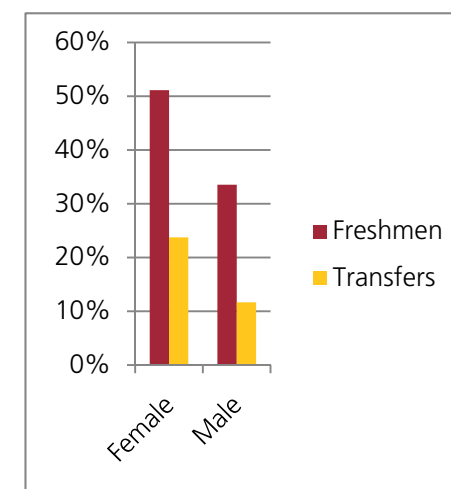


Chart 1.3: Merit Aid by Student Status

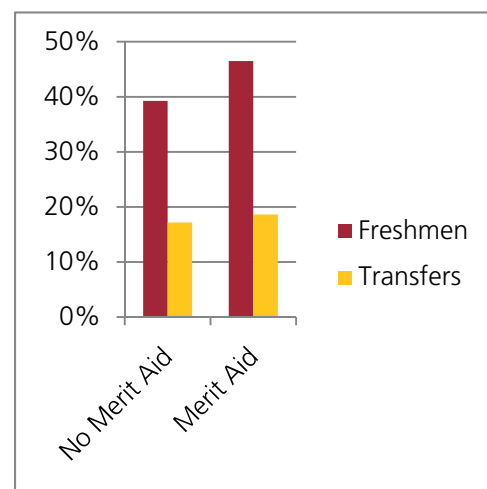


Chart 1.4: Need-based aid by Student Status

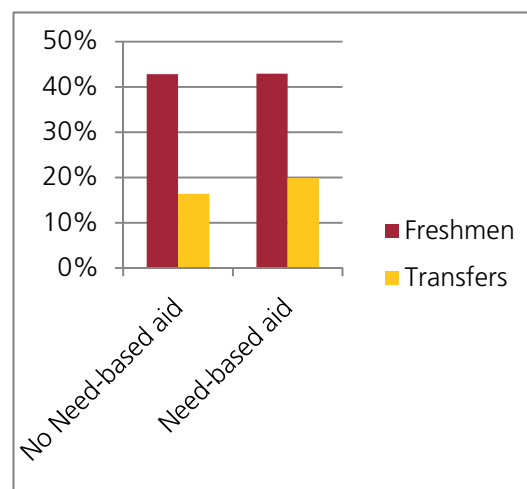
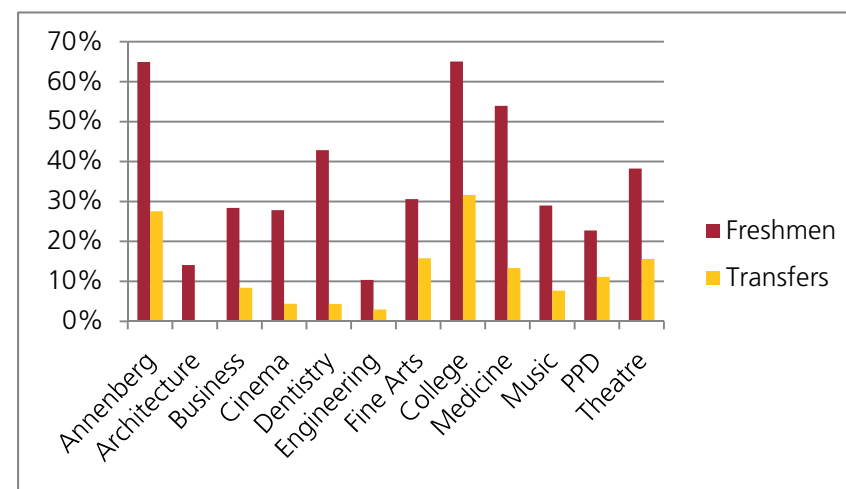


Chart 1.5: Owning Unit by Student Status



Note: The above results reflect the 4069 students who received a bachelor's degree in the 2009 academic year (Fall 2008, Spring 2009, and Summer 2009 terms). A full statistical breakdown of this population is provided in Appendix B.

Interdisciplinary experiences also seemed to have a benefit for one's primary academic field: students with a second emphasis reported greater progress in understanding their primary field and in the ability to critique research studies in that field.

Second emphasis students also were more active learners outside the classroom. For example, compared to single bachelors seekers, they:

- Participated in more activities, events, or groups outside of class that had a global focus.
- Attended more non-required cultural or art-related events.
- Engaged in more non-required community service projects.

Chart 1.6: Comparisons of single bachelors seekers and second emphasis seekers on reported behavior

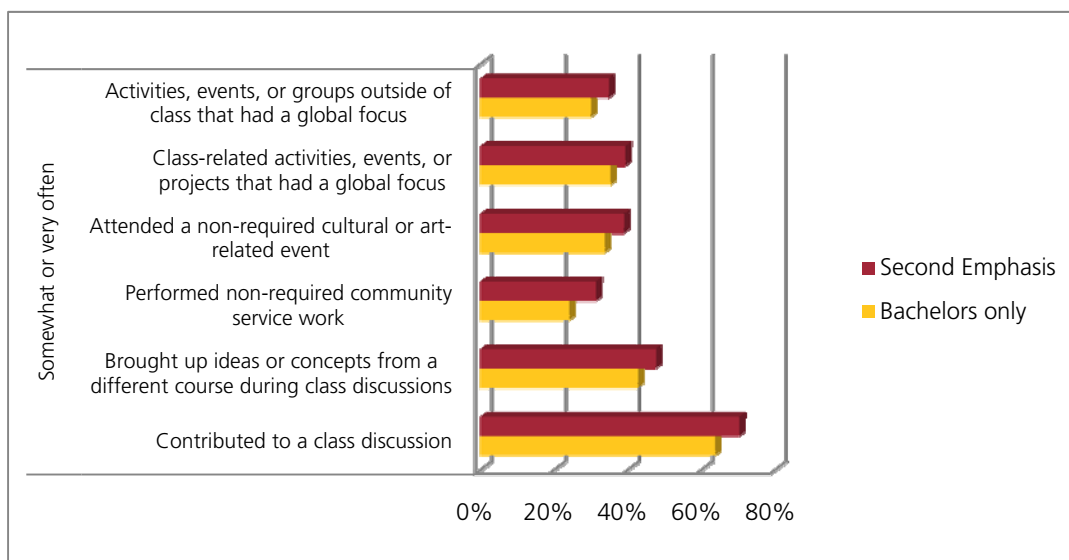
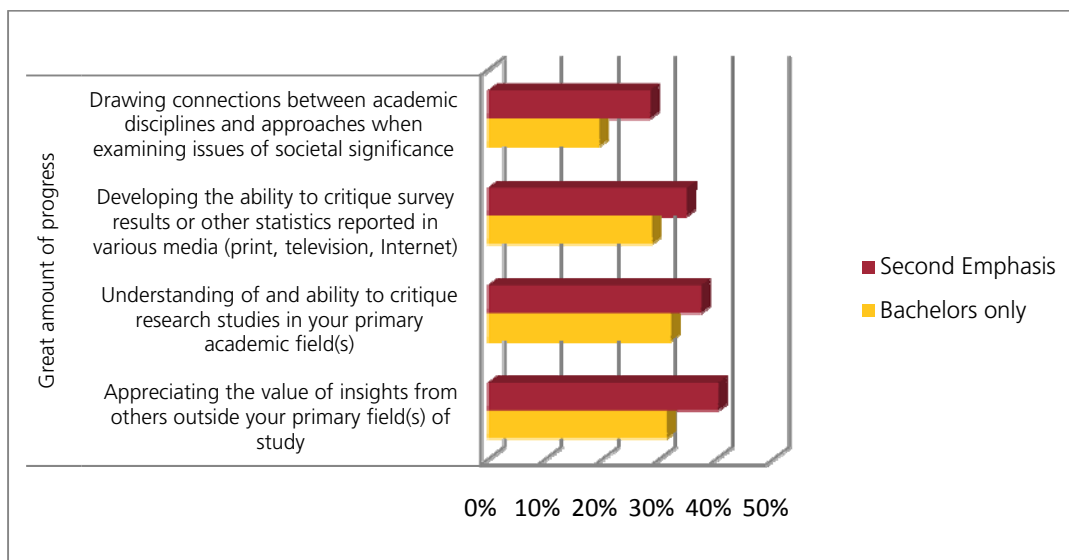


Chart 1.7: Comparisons of single bachelors seekers and second emphasis seekers on perceived progress in selected areas



These results are displayed on Charts 1.6 and 1.7 on the previous page. No claim is made of a causal relationship between interdisciplinary learning and other learning activities in and out of the classroom. However, the correlation suggests that students pursuing interdisciplinary studies are likely to seek other types of engagement that enrich learning and that faculty want to foster.

Challenges and Opportunities

Interdisciplinary learning has been the hallmark of the USC educational experience since the creation of the Renaissance Scholar program in 2000. It calls for a more integrative model of education that serves as a hedge against overspecialization. Interdisciplinary study may help resist orthodoxy, promote creative thought, and develop more discerning academic sensibilities. At the same time, the University remains committed to disciplinary knowledge. As is frequently noted by faculty, the University's interdisciplinary programs are only as strong as its disciplines. Strong disciplines are the foundation for interdisciplinary work. Even so, the Renaissance ideal of breadth and depth adds to the University's distinctiveness and appeal to prospective students and their families. More can be done to build on this:

1. Obstacles to interdisciplinary education continue to exist. The University is committed to removing such obstacles in terms of, for example, approval of new programs and course proposals. It has been observed that interdisciplinary majors and minors move more successfully through USC's decentralized system with Provost involvement so additional ways to provide leadership are being considered. The University continues to assess such concerns and fix problems as they are identified.
2. How might the University extend opportunities for interdisciplinary studies to students for whom options are not as readily available? Professional schools should identify the potential benefits of interdisciplinary perspectives for their students and ask themselves how more options can be made available without diluting preparation and practice. USC's new Academic Achievement Awards provide high performing students extra units with no additional cost to those pursuing a second emphasis. This will help mitigate the cost of pursuing a second emphasis. The University will investigate whether these new awards will reach students who are "high-need" financially.
3. There should be more study of some of the correlations between students' breadth of studies and increased likelihood that they will engage in, for example, research. Is this a causal relation or does the promise of interdisciplinary flexibility attract a certain type of student to USC who is more inclined to engage in these other activities to begin with? Is there evidence that encouraging breadth is beneficial to students after they graduate? The University has committed to more regular surveys of its alumni so sources of evidence can be further developed and programs crafted to meet this need.
4. What is the next frontier for adding interdisciplinary elements into the USC educational experience? There should be faculty-driven discussions concerning dimensions of interdisciplinarity that stretch conventional understandings centered on disciplines and curricula – i.e., residential colleges, the co-curriculum, international travel for academic study, internships, community service, online communities, innovation/invention, activism, etc. Are there unforeseen tensions between pursuing a second emphasis and participation in other activities that the University would like to encourage – for example, community service and study abroad? USC's faculty and student leaders will encourage discussion of these topics over the coming years.



Students Nick Yee and Seong-Ah Kim
rehearse in NEWMAN RECITAL HALL
photo by Philip Channing

Essay 2 – Assessment of Student Learning

Rationale

This essay encompasses two important student learning studies conducted by USC researchers. The first examines Critical Thinking and Writing and is referred to on campus as the “Critical Thinking Assessment Project.” This project was developed by two USC researcher-administrators to examine the development of critical thinking from the freshman year to the junior year as demonstrated through the change in students’ ability to write clearly and analytically. Over the course of the project’s development, faculty members from different disciplines have come together to help formulate rubrics used for assessment, the Center for Scholarly Technology has contributed systems support, and deans and others have participated in discussions on the project’s utility for assessing critical thinking across the curriculum. A principal theoretical claim underlying this project is that writing is not just an artifact of learning evidenced in one course context; writing reflects a kind of thinking that informs much of what students are expected to learn in the Core curriculum.

The second study on Assessing the Impact of Diversity Courses on Student Learning is the brainchild of two faculty members from USC’s Rossier School of Education. The focus of their research is on understanding the process of learning in the context of diversity courses. Their work examines the impact of diversity courses on students’ acquisition of “higher order thinking skills” (HOTS) and their understanding of the social conditions that create diversity. Direct evidence validating the central hypothesis has not, as yet, been gathered, but collaborations between the Principal Investigators and a number of faculty members from different departments who teach courses that satisfy USC’s Diversity Requirement have been made. Several doctoral candidates have also participated, conducting research related to the study as part of their doctoral dissertations. More partnerships with faculty are expected as the study continues.

Both of these studies have generated campus-wide dialogue about learning and assessment over the past semesters and debate about diversity, critical thinking, general education, and pedagogy. Both are ongoing and have secured significant grant support from the Teagle Foundation.

The content for the remainder of this essay is drawn primarily from the researchers themselves, who provided summaries of their work. Members of the University Accreditation Committee are grateful for their participation and invaluable contributions to the EER process.

The USC College Critical Thinking Assessment Project

Rationale and Objectives

Central to the learning objectives of the USC General Education Program is the ability to think critically. Because facility in critical thinking is also a central learning objective of the Writing Program, that program and the GE office collaborated in creating the USC College Critical Thinking Assessment Project. Developed by researcher-administrators Richard Fliegel and John Holland, the project is an attempt to create a system to gather direct evidence of student learning.

A primary assessment instrument is standardized testing to measure student learning. An often cited challenge with tests such as the Collegiate Learning Assessment (CLA) is whether students will take them seriously as a regular part of their curriculum, endorsed by their faculty, in order to elicit their best performances. This concern is often addressed in the literature with “embedded” means of assessment, but the metaphor inadvertently captures the problem associated with any assessment method extrinsic to the course, inserted into the faculty member’s original course requirements.

This project was designed to solve the problem by relying on student work elicited by faculty as a regular part of their class assignments, not by “embedding” a tool but assessing the critical thinking skills displayed in the essays students are already writing for their courses. One theme that runs through much of the literature is skepticism regarding the judgment of classroom faculty charged with assessing their own students’ abilities, because those teachers would be assessing their own effectiveness. The Critical Thinking Assessment Project began with the opposite perspective, that trained faculty are the only people with the expertise to make informed judgments, provided the research design avoids such conflicts of interest – that is, they would not be assessing the work of their particular students.

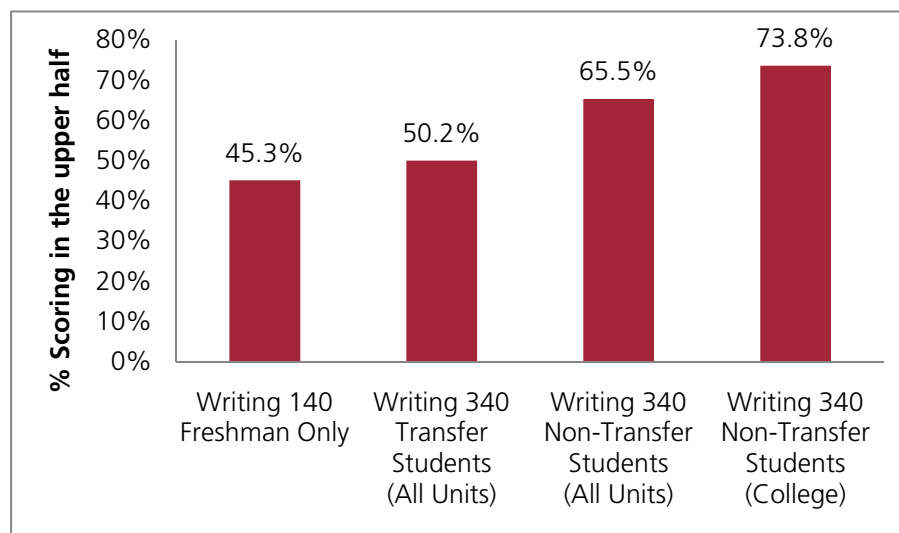
Evidence

The First Holistic Reading, 2005-2006: With support provided by the Provost, the Writing Program and General Education Office conducted a preliminary study in 2005-2006, in which specific writing prompts were assigned to students in classes at two different points in the curriculum. Volunteers were solicited among instructors of Writing 140, *Writing and Critical Reasoning*, a class enrolling primarily freshmen, and Writing 340, *Advanced Writing*, enrolling only juniors and seniors. Students in each class were given the same time in which to write their essays; the essays from both classes were mixed together; and a trained cohort of writing faculty scored them, using a holistic scoring rubric designed by Peter and Noreen Facione⁶ to measure critical thinking.

⁶ Facione, P.A, Facione, N.C., & Measured Reasons LLC (1994, 2009©) *Holistic Critical Thinking Scoring Rubric (HCTSR)*. Milbrae, CA: California Academic Press. (<http://www.insightassessment.com/9HCTSR.html>)

The results were encouraging. When tracking the scores and comparing those that fell in the upper-half and lower-half of the rating spectrum, those that had been written in Writing 140 by freshmen scored dramatically lower than those that had been written in Writing 340 by juniors and seniors, pointing to improvement of critical thinking as exposure to university curriculum grew. The results are on Chart 2.1.

Chart 2.1: Results from 2005-2006 Critical Thinking Study



Earning Credibility among Other Faculty: The same set of essays that were used to train scorers were given to a second group of readers: nine tenure-track faculty at USC, drawn from disciplines across the humanities and social sciences. These individuals were asked simply to rank order eight essays, without prior discussion of points of agreement. They were asked to use whatever criteria they normally used in assessing the work their students produced for their classes.

No two faculty members among the nine respondents produced the same rank order of essays. However, the average scores of those faculty members matched the sequence assigned to the essays by scorers in the trained cohort of writing instructors. That is, the essays judged “upper half” by the original trained scorers received average rankings 3.56 and 3.44 (on a 4.0 scale) from the faculty, while the essays judged “lower half” by the original trained scorers received average rankings of 1.89 and 1.11 from the faculty using their own criteria. Together, the faculty rated the relative critical thinking evidenced in the essays in the same sequence as was determined in the experimental scoring.

While interesting differences in scoring over time and between disciplines were observed, the primary summative goal was achieved: to demonstrate that the trained scorers were reading for the same sense of critical thinking the faculty were teaching in their classes, without defining precisely what that was.

The 2009-2010 Study: The 2005 experiment relied upon a writing prompt provided to the classroom instructors in a timed writing situation. Because most writing in the real world is not written in response to any formal prompt, an attempt was made to design rubrics that would not depend upon knowledge of the prompts used to elicit the essays. The researchers repeated the exercise with new rubrics of their own design, using essays written in response to the classroom faculty’s own assignments.

With continued encouragement from the Provost Office and support from the Teagle and Spencer Foundations, two original rubrics were designed, one using a six-point scale and a second using a four-point

scale. Six-point scales are more common in holistic readings of student writing and allow finer distinctions along the parameters of the rubric. Six-point rubrics are important in differentiating the relative achievements of individual students in a class in order to assign grades.

The research team decided that a four-point scale might be less time-consuming and would simplify training and implementation, especially at institutions without prior experience in holistic scoring. The study also compared groups of students at different points in their academic careers, rather than one student to another for the purpose of a grade. The researchers had used the four-point scale by Peter and Noreen Facione in earlier readings and were confident they could design an original four-point rubric that incorporated a different conception of critical thinking.

USC's Information Technology Services' Center for Scholarly Technology provided valuable support by creating software that allowed the researchers to upload student essays into Blackboard, USC's learning management system, and then retrieve them from a large number of writing classes, at the 100- and 300-levels. The USC College's Instructional Technology staff contributed by creating software that enabled bringing up individual student essays anonymously for scoring.

Two large-scale readings were done of 300-500 essays written by freshmen, juniors, and seniors during the Fall 2008 and Spring 2009. These essays were not written to a prescribed prompt in timed environments, but drawn randomly from portfolios assembled as part of the regular coursework in Writing 140 and Writing 340 courses. Table 2.2 captures the results for each rubric.

Table 2.2: Preliminary Summary of Critical Thinking Study Findings*

		6-Point Rubric		4-Point Rubric	
		N	%	N	%
Writing 140 essays (lower division)	Essays				
	Upper Half	91	35.1%	54	32.5%
	Lower Half	168	64.9%	112	67.5%
	Total	259		166	
	Statistic	Mean	s.d.	Mean	s.d.
	Total score**	9.46	0.53	6.55	0.55
	Avg. per reader	3.15		2.18	
Writing 340 essays (upper division)		6-Point Rubric		4-Point Rubric	
	Essays	N	%	N	%
	Upper Half	185	70.9%	107	68.2%
	Lower Half	76	29.1%	50	31.8%
	Total	261		157	
	Statistic	Mean	s.d.	Mean	s.d.
	Total score**	11.94	0.66	8.59	0.72
	Avg. per reader	3.98		2.86	

*Note: Based on second reading, 2010

**Represents the sum of the scores of three readers

Randomly selected student essays from Writing 140 and Writing 340 were read at least three times each by a cohort of trained scorers, in 1,560 readings on the six-point rubric and 969 readings on the four-point rubric.

In both readings, essays written by juniors and seniors in Writing 340 *Advanced Writing* scored substantially higher than those written by freshmen in the Writing 140 *Writing and Critical Reasoning* classes. For example, 35.1% of the essays by freshmen scored in the upper half of the six-point scale, while 70.9% of the

essays written by juniors and seniors scored in the upper half of that scale. When the four-point rubric was used, 32.5% of freshmen essays scored in the upper half, while 68.2% of the essays written by juniors and seniors scored in the upper half of that scale.

Even a preliminary scrutiny of the data suggests that the summative goal was achieved of quantifying the difference in critical thinking skills demonstrated by freshman (in Writing 140) and juniors or seniors (in Writing 340) at USC.

It will be important to refine the process and conduct a longitudinal study of the same students, to determine whether the contrast between two different groups of students at one time is comparable to the change that takes place within a group of students over time. However, institutional effects of the study have already been felt as the experience of participants has begun to inform their subsequent practice, both programmatically and as individual instructors.

Closing the Circle: Learning about Teaching: Results from the 2010 reading are still being analyzed, as the researchers prepare for the next round of essays, but some positive effects of the project on the teaching of critical thinking at USC are already apparent.

The first has to do with discussions among the College writing faculty about the nature of critical thinking, which developed in the process of creating a new six-point rubric. All of the writing instructors in the USC College were invited to a colloquium on critical thinking that also included faculty from Philosophy, Political Science, the University Writing Committee, the USC libraries, and the Provost's office. Sidney Harman, former CEO of Harman International, Deputy Secretary of Commerce in the Carter Administration, and the Judge Widney Professor of Business in the Marshall School, attended, bringing a perspective on critical thinking from Washington and Wall Street.

At the start of the colloquium, each participant was asked to write on an index card his or her response to the question, "When you read a piece of writing that demonstrates good critical thinking, to what in the essay are you responding?" That is, what features of an essay lead you to respect its critical thinking?

The answers emphasized elements of critical thinking that are often overlooked by assessments that favor more readily quantifiable criteria. On their cards, participants reported responding to an original idea, something to make them want to continue reading, an "aha moment." In thinking through the rubrics, conveners tried to capture this sense of personal insight as an important constituent of critical thinking. At the same time, the participants carried this renewed attention to originality back to their classrooms.

Writing instructors were also invited to participate as paid scorers in the holistic readings of the project. Since the essays were not written in response to a single prompt, but responses to different assignments by different instructors, the rubric had to capture commonalities in instances of critical thinking that were not specific to the instructions of any particular assignment. Scorers were not given any prompts, but were asked to make judgments about the critical thinking demonstrated in an essay without respect to the assignment.

Nonetheless, it soon became apparent that some prompts elicited more thoughtful critical responses from students, or allowed students more easily to engage in critical reflection and reasoning. This immersion in the work produced by their colleague's students, and discussion about the features of the most productive writing

prompts, led to thoughtful comments about prompts and assignments in the scorers' own classes. This is considered another positive result of the critical thinking project as an instance of formative assessment.

Perhaps the most significant programmatic outcomes of the project as a formative assessment tool took place within the College Writing Program, thanks to the support of Assistant Director Jack Blum, who was instrumental in designing the project's six-point rubric. Finally, under the guidance of Associate Professor of Teaching Practice Geoffrey Middlebrook, the Writing Program has developed a blog interface for the online publication of student essays collected for this project. This interface allows collaborative work in the class, creates readers for the essays beyond the classroom, and motivates students and faculty to participate in the institutional assessment project.

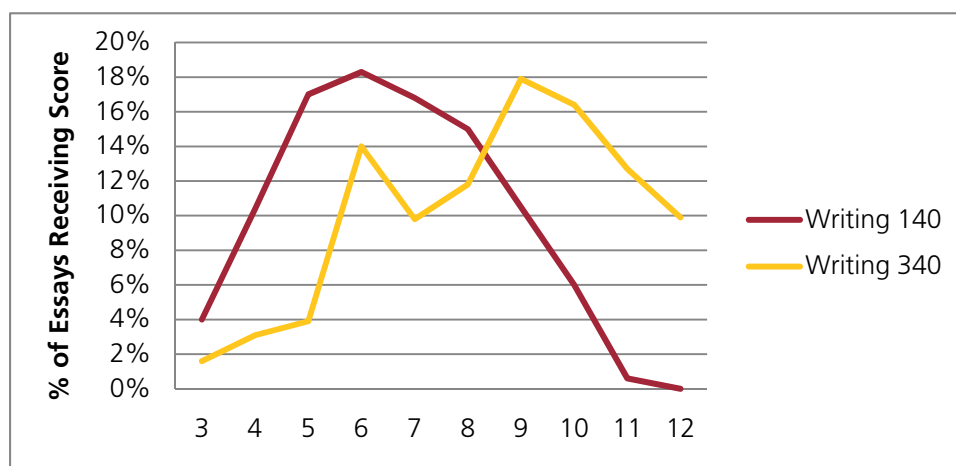
Challenges and Opportunities

This study is in the middle of the second year of a three-year grant from the Teagle and Spencer Foundations. In the third year we hope to capture the critical thinking demonstrated in the essays of students in Writing 340 whose earlier essays were previously scored in Writing 140. This longitudinal element of the project will make it possible to determine if comparisons between different groups of freshmen, juniors and seniors are comparable to differences in the essays of the same students over time.

The study's institutional systems are not yet sustainable. The customized software written for retrieving essays collected in Blackboard, is not scalable or standardized for future uses. The readings depend upon funding from the Teagle and Spencer Foundations. Finally, the scoring rubrics and training protocols need further refinement as instruments for assessing critical thinking skills. For example, consider the following results on Chart 2.2.

Chart 2.2: Scores of Essays from Writing 140 and Writing 340 Students

Note: Based on 4-point rubric used on essays from 166 Writing 140 students and 157



The differences between freshmen in Writing 140 and juniors and seniors in Writing 340 is sharply represented, but what is that spike at point six on the scale of 340 essays? It could result from a strong level of agreement among scorers, that a certain set of essays earned ratings of 2-2-2 in three readings, rather than, say 1-2-2 or 2-2-3 for a total score of five or seven.

Or it might represent a point of difficulty, at which a number of students need help in improving their critical thinking skills. There needs to be a review of the essays at that point to determine whether this is an anomaly of the scoring system or a phenomenon among students.

In conclusion, while there is still work to do, it is believed the four-point rubric is sufficient to conclude that juniors and seniors have demonstrated a higher degree of critical thinking in their actual class work than our freshmen. This difference has not been attributed to any particular class or program but to the undergraduate experience as a whole. If comparable results from a longitudinal study of the same students' work are obtained, it would be argued that the rubrics and system of holistic scoring enable a school to take a "snapshot" of its effectiveness in teaching students to think critically, by systematically assessing essays written by freshmen and seniors as a regular part of their coursework.

The expectation is that the six-point rubric will prove more effective at formative assessment – for example, to study the skills of critical thinking differentiating student essays at liminal points on the scale. This can help faculty better understand what they should be emphasizing to improve the critical thinking of lower-scoring students. The introduction of either rubric at other institutions should instigate conversations about critical thinking and its pedagogy that have already begun to improve the USC classes of participants in this study.

Examining the Impact of Diversity Courses on Student Learning

Rationale

The contemporary liberal arts curriculum requires students to study differences between people of different races, sexes, religions, abilities, sexual orientations, and other differential human experiences. Many institutions accomplish this through Diversity requirements which are part of the curriculum at 63% of all four-year colleges. According to research in this area, diversity courses make a significant contribution in reducing racial prejudice, but no study has attempted to address what happens to students' understanding of the human conditions that create diversity or examined the impact of such courses on broader student learning outcomes. The purpose of this study was to explore the impact of diversity courses on students' values, attitudes and beliefs, in a specific environment – namely the USC Core diversity requirement.

The expectation was that enrolling in diversity courses will increase students' respect for those different from themselves, while improving their cognitive skills. But does this really happen? How can learning outcomes such as higher order thinking skills be correlated to students' experiences in diversity courses particularly given that: 1) students generally enroll in only one course to meet the requirement; 2) students can choose from a variety of "diversity" courses; 3) multiple instructors teach those courses; and, 4) students can fulfill the requirement at any point during their undergraduate career? Professors Darnell Cole and Melora Sundt of USC's Rossier School of Education devised this study as a systematic effort to answer these questions and to do so in a way that can be replicated in other institutional settings. A Typology of Diversity Courses (Cole & Sundt, 2008; Appendix B) was used to compare student outcomes across all required diversity courses.

While an emerging body of literature has begun examining how college students benefit as a result of racially/ethnically diverse college campuses, research specific to what Gurin and her colleagues describe as

‘classroom diversity’ is limited (Gurin, Dey, Hurtado, & Gurin, 2002⁷). Moreover, many assessments of diversity courses focus on their contribution to increasing tolerance and reducing prejudice towards other groups, not the contribution to students’ higher order thinking skills – which are arguably the skills set that are essential to the mission of liberal arts education. Classroom diversity, as defined by Gurin, et. al., is contained within the structure of a course and includes both content knowledge about diverse groups of people, as well as the interracial interactions between classroom peers. According to the Association of American Colleges and Universities (AACU), a diversity course is one that examines stereotypes, belief systems, the nature of prejudice, and the advantages and challenges of a multicultural society. Institutions, however, vary widely in how such courses are defined and the objectives necessary in order for a course to be designated a university requirement.

Through a Teagle Grant, the researchers designed methodologies, identified measures, and conducted several studies that assess the impact of diversity courses on students’ higher order thinking skills and other salient educational outcomes. The findings from these studies are expected to spark discussion about diversity course objectives and approvals, and to influence directly the kinds of learning activities, pedagogical approaches, and assessments faculty use in these courses. In fact, the Principal Investigators on this project have already assisted liberal arts institutions like Whittier College and St. Lawrence University with similar assessment efforts and seek to extend this work nationwide through a variety of funding sources.

Objectives

Higher order thinking skills (HOTS) as defined by the Collegiate Learning Assessment (CLA) – designed by the Council for Aid to Education (<http://www.cae.org/>) – includes four categories: critical thinking, analytical reasoning, problem solving, and written communication. The assessment rubric uses a six-point scale ranging from emerging to mastery skills level. On other survey instruments used in the project, HOTS is often reduced to critical thinking skills because of the questions available on the survey instrument which rely on one or more questions regarding students’ perception of their critical thinking skills, engagement, and growth. While content analysis and qualitative inquiry methods are also used, HOTS in this case is defined by the material or individuals under examination.

Currently no formal learning objectives exist across diversity courses at USC. There are, however, five guidelines used to determine whether courses are approved as diversity courses:

1. A Diversity Course must examine two or more dimensions of human diversity and must consider these dimensions in terms of their social and/or cultural consequences.
2. As a rule, at least one third of the course should be addressed to these issues, and this should be proportionately reflected in the assigned readings, lectures, and topics for papers, quizzes, tests, or other graded formal course requirements.
3. Each course should give students the opportunity for personal reflection on the formation of their own attitudes toward other groups and the effect of those attitudes on the institutions (e.g., cultural, professional, political).

⁷ Gurin, P., Dey, E.L., Hurtado, S., & Gurin G. (2002). Diversity and higher education: Theory and impact on educational outcomes. *Harvard Educational Review*, 72(3), 330-367.

4. All syllabi are expected to show how the topics addressed related to issues facing students in a contemporary U.S. social context.
5. Each course encourages comparative and analytical thinking about issues of diversity.

The findings unearthed within this project suggest that critical thinking might be a useful formal learning objective across diversity courses as it is also embedded in the guidelines for required diversity courses. Further study, however, is still needed to determine the utility and benefit of formal learning objectives across diversity courses.

Evidence

While the data included in these studies are drawn from a moderate to small subset of students attending USC, the findings suggest that diversity courses have an important and salient impact on students' self-perceptions of higher order thinking skills (HOTS – critical thinking, analytical reasoning, problem solving, and written communication). Students were consistent in reporting an enhanced and critical lens used toward understanding human differences and the complexity of those differences within social structures. Primarily through the kinds of cross-racial interactions as a result of taking diversity courses, students were able to re-evaluate both the information used to understand diverse groups, as well as learn to accept diverse viewpoints and take on another's perspective. Such perspective-taking is an important aspect of critical thinking, analytical reasoning, and problem-solving. Preliminary findings that use more objective measures in studies not discussed in this report also support the direction of these findings and indicate that students' written communications are also enhanced through the combination of diversity courses and students' volunteer experiences tied to those courses.

Figure 2.1 below provides an overview of the impact of diversity courses on students' educational experiences and outcomes. Essentially, there are four areas of diversity course impact that have been identified across each of the studies referenced in this section: 1) critical thinking used to understand human difference; 2) challenge existing views of those different from oneself; 3) change in perceptions, attitudes, values, and beliefs; and 4) cross-racial interactions. A more detailed summary of four specific studies is provided in Appendix B. Each of the four studies was conducted by USC doctoral candidates under the supervision of Dr. Darnell Cole. For the purpose of this EER, a summary of findings is presented in Table 2.3 below.

Figure 2.1: Overview of Impact of Diversity Courses on Students' Educational Outcomes (N= 4 Studies)



Table 2.3: Data Source, Analyses, and Intended Outcomes

Data Source	Analyses	Outcomes
1. Syllabi from 110 Diversity Courses	Content Analysis	Typology of Diversity Courses (4 types)
2. Typology of Diversity Courses	Mean & Standard Deviation	Identify types of Diversity Courses
3. Faculty Data and Course Survey Data	Mean, Standard Deviation, Correlational Analysis	Identify perceived differences in courses and instructors
4. Faculty Interviews	Comparative Analysis & Theme Development	Pedagogical impact of impact of Diversity Courses
5. Student Focus-Group interviews	Comparative Analysis & Theme Development	Experiential impact of Diversity Courses
6. Institutional Surveys (CIRP, Senior Survey, Transcript & Admissions Data)	Mean, Standard Deviation, Correlational & Regression Analysis	Impact of engagement on students' higher order thinking skills
7. Collegiate Learning Assessment	Mean, Standard Deviation, & Regression Analysis	Growth in higher order thinking skills by cohort/institution
8. CLA in the Classroom	Essay Evaluation & Rubric Scoring	Growth in higher order thinking skills by student/ diversity course(s)
9. Diversity Survey	Mean, Standard Deviation, & Analysis of Variance	Relationship between students' pre-college experience and reason for taking a diversity course

One study led by USC doctoral candidate Matthew Nelson, titled “Assessing the impact of diversity courses on students’ attitudes, values and beliefs” suggests that there is a significant impact of diversity courses on students’ values, attitudes and beliefs: 1) there is a general liberalizing effect as well as a decrease in materialism and an increase in humanism; 2) diversity courses taken by the end of students’ first year in college have the most impact; and 3) there appears to be little significant difference in effect across majors or types of diversity courses taken. Results are shown in Table 2.4.

Table 2.4: Regression Coefficients for Humanism, Materialistic, Artistic, and Individualism (N=553).

	Humanism	Materialistic	Artistic	Individualism
Independent Variables*	β	β	β	β
Student's Gender (Female)	0.065	-0.028	.075*	0.058
White/Caucasian	-.112**	-0.032	.039	-0.04
CIRP Humanism	.294***	.447***	.405**	.309***
R²	0.151	0.229	0.315	0.144
Diversity courses taken by the end of their 4 th year	.127**	-.098**	0.065	0.009
Adjusted R²	0.131	0.207	0.292	0.109
R²	0.166	0.238	0.319	0.144

*Note: Parental education and college major are not shown due to lack of significance

*p<.05; **p<.01; ***p<.001

Another study led by USC doctoral candidate Emily Caviglia, titled “Collaborative Leaders: Perspectives of Underrepresented Students in Diversity Courses and Relational Leadership” shows how the environment of the diversity classroom impacts underrepresented students' leadership identity development. Four themes were identified: 1) understanding differences; 2) traditional leadership; 3) relational leadership; and,

4) classroom interactions (Appendix B). In other words, diversity courses enhance the critical lens students use to understand differences. Students' traditional definitions of leadership were reinforced while cross-racial experiences exposed students to relational leadership, although the concept was rarely discussed directly. And while classroom participation and interactions with peers and faculty increased students' cognitive dissonance and subsequent learning, there were several instances of tokenism for these minority students when enrolling in diversity courses. Implications of the study may result in suggestions for diversity course curricular reform, as well as a better understanding for environments that promote leadership identity development in underrepresented students.

A third study led by USC doctoral candidate Sonja Daniels, titled "The Effect of Diversity Courses on International Students from China and Hong Kong: A Focus on Intergroup Peer Relationships," demonstrates that diversity courses, particularly for international students: 1) raised students' consciousness regarding social issues affecting the status of various groups in society; 2) offered a counterbalance and critique to the knowledge construction about diverse groups of people garnered from mass media (i.e. TV, movies, etc.); and, 3) enhanced students' cross-racial interactions primarily through discussion section by which international students were able to change their sometimes negative views about certain racial/ethnic groups. This study contributes to the body of knowledge on international students in the U.S., particularly how they experience diversity on U.S. campuses and how outcomes for international students may be similar to or differ from domestic students. (See Appendix B)

A fourth study led by USC doctoral candidate Wendy Stewart, titled "Measuring the Impact of Diversity Courses and Service-Learning On Student's Cross-Racial Interactions," unearthed six themes: 1) the relevance of diversity course requirements; 2) the ideal environment for classroom interactions; 3) changes in student perceptions; 4) service-learning and diversity, a matched pair; 5) service learning, the 'real' context of diversity; and, 6) the city and its impact on student perceptions. While students reported benefitting from diversity courses in their perceptions of others, the service-learning experience optimized and made real the otherwise abstract or intellectual content learned in class. Students also indicated that they probably would not have taken advantage of it without its being a requirement. Overall, this study has policy implications regarding how institutions can utilize diversity courses as a tool for student development as well as the relevance of diversity in an increasingly diversified American society and workforce. (See Appendix B)

These research studies have deepened understanding of the value of diversity courses and have broadened discussion of assessment among USC educators. As research continues, faculty and graduate students will have access to evidence that shows:

1. The impact of diversity courses on students' values, attitudes, and beliefs.
2. Their impact on underrepresented students' leadership identity development.
3. Their differential impact on international students.
4. The impact of service-learning experiences on the effectiveness of diversity curriculum.

Challenges and Opportunities

One of the most important challenges to conducting this sort of research is recruiting and maintaining faculty participation. While faculty involvement within the various aspects of the project was obtained, faculty involvement remains a critical challenge. To date the following types of faculty participation from about 110

approved diversity courses have been obtained: 20 faculty were interviewed; seven faculty participated in CLA in the classroom training; and, two faculty designed assessment instruments specifically for their courses to study their impact on higher order thinking skills (HOTS). Of the faculty involved at the classroom level, four are tenured, five are faculty of color, and six are female.

Recommendations to obtain significant levels of faculty involvement include: 1) financial support for classroom-level assessment projects; 2) department, school, and university-level support and recognition for faculty participation; 3) teaching awards linked to participation; and, 4) rewards for participation in the promotion and tenure process.



VON KLEINSMID CENTER
photo by Philip Channing

Essay 3 – Global Awareness and Engagement

Rationale

This essay reflects USC's aspiration to raise our students' global awareness, promote global engagement, and to be recognized as a premier global institution of higher learning. The University enrolled 6,585 international students in 2009-2010 from 112 nations – the largest number of any university in the nation. USC has many institutes focusing on global issues and regions, as well as international offices in Hong Kong, Taipei, Tokyo, Shanghai, Mexico City, Seoul, and Mumbai. USC houses the third oldest School of International Relations in the world. Academic units and Student Affairs offer an array of language and study abroad programs, funded research opportunities, academic travel options, independent studies, special events, and a themed residential college to help students integrate global learning into their studies. In addition, USC has just announced the appointment of Kenneth J. McGillivray as Vice Provost for Global Initiatives, effective September 1, 2010. Dr. McGillivray is currently the Secretary General of the Association of Pacific Rim Universities (APRU). He has an exceptionally strong background in senior university administration and extensive experience in the internationalization of academic, research, advancement, and business development portfolios. He has worked with many universities on transforming their academic and administrative environments through the integration of global knowledge, skills, and perspectives. Dr. McGillivray will lead the University's efforts in the area of global awareness and engagement.

Why global perspective is important should be clear. Today's social, environmental, scientific, economic, and political challenges are global in scope: from climate change, malnutrition, and political violence to world health and poverty. At the same time, rapid technological change and advances in communications promote the perception that, in the words of Thomas Friedman, *the world is flat* and shrinking in ways that close the putative gap between global and local spheres. Today's students must demonstrate greater awareness of international challenges, understand the imperatives of addressing them, attempt to integrate global perspectives into their studies, and learn to navigate an increasingly interdependent global community.

Global awareness and engagement are signature features of the USC educational experience. The University's approach has been to encourage students to pursue global learning in ways that fit best their personal goals and programs of study. Examples include a neuroscience student who traveled with her classmates for two weeks in Brazil (Summer 2009) after completing a course on *The Global Performance of Healing*, to learn about followers of the Spiritualist religion who travel for physical healing offered at a Spiritualist center there. And a team of 11 students who traveled to Mali over the 2009-2010 winter recess to work on a bridge project giving villagers access to a medical center, middle school, and market, and making possible a community garden (some students earning unit credit, others not). And a group of 20 students who spent their spring break volunteering at the Navajo Nation in Utah to promote awareness of the Navajo culture through hands-on experience and did so for no academic credit. The University's approach has been for faculty and advisors to counsel students on the many available options, but prior to 2010 there were no stated rationales and/or learning objectives to guide students as they planned their programs.

On the positive side, this variety of opportunities often leads to a wider array of interpretations of globalization. Those interpretations are even richer and more complex given the diversity of the student body. Where students are asked to assume greater agency in mapping their educational paths, this too is a positive. But this approach may also appear unclear or vague in terms of an institutional rationale for pursuing global learning. In this vein, the Visiting Team wrote that, "...the meaning of globalization is defined independently by each academic unit" and recommended that, "...additional attention be given to developing a shared definition of globalization." (Report of the WASC Visiting Team, 2008: page 12)

Based on this suggestion, USC decided it would develop a unified (not uniform) vision of global learning that would also preserve program variety in areas as diverse as theatre, environmental studies, journalism, engineering, comparative literature, and business. Preparations for this EER set the University on a new course to develop a set of university-wide objectives for global learning, which would, in turn, augment the effectiveness of the current approach. The 2009-2010 Committee on Academic Programs and Teaching (CAPT) was charged with devising student learning objectives for Global Awareness and Engagement. Those learning objectives will be announced to the university community in Fall 2010.

Global learning objectives will be publicized initially through: 1) USC's academic units; 2) the USC Global Scholars program; and, 3) General Education. As learning objectives for Global Awareness and Engagement are announced, school deans will be asked to devise outcomes for their units. It is noteworthy that, as CAPT began meeting, the USC Marshall School of Business had already begun to revise its curriculum to more fully integrate global learning into their students' educational programs. In addition to work within academic units, the Global Scholars program was identified as a good way to circulate objectives across academic units. Created in 2007, Global Scholars was designed to promote work on international issues, encourage greater engagement, enhance cultural understanding and personal development, and expand awareness of responsible citizenship in a global context. As one of three major USC scholar programs – along with the Renaissance and Discovery Scholar programs – students who meet established criteria can earn a special transcript designation: *Global Honors*. In addition, up to ten exemplary students are selected annually by a faculty committee to receive \$10,000 awards to support graduate studies. It is hoped that these incentives will encourage students to pursue global learning. Global learning objectives will also be promulgated through General Education. The General Education Committee will distribute global learning objectives to all faculty teaching or proposing courses for Category II, "Alternative Cultural Traditions," to inform course learning

outcomes. Their use in General Education will help insure that all students will be familiar with the objectives so they can use them to integrate global learning into their studies. Together, these efforts will provide students greater clarity and help them make more intentional choices to integrate international activities into their academic plans.

In addition to providing a clearer picture of global learning, the new objectives are important for three other reasons. First, they were formulated by faculty and are, therefore, a statement of what the faculty deem valuable. Where faculty are the key movers in defining institutional learning objectives, they will be more inclined to participate in assessment and to view the results as valid and useful. Second, this is a way to engage faculty in discussion of student learning and assessment in their own academic programs. Involving faculty in dialogue on assessment was a recommendation of the WASC Visiting Team. Third, learning objectives bring students into conversation with their faculty, advisors, and other mentors about global learning and how to integrate it into their studies. The expectation is that articulating a vision of global learning will prompt students to engage in conversation with faculty, advisors, and their peers.

Objectives

In May 2010, the Committee on Academic Programs and Teaching (CAPT) issued its report and recommended six student learning objectives for Global Awareness and Engagement. It was understood that these objectives would also serve as the basis for evaluating student learning and educational effectiveness. The committee recommended a set of learning objectives that are intended to convey a coherent vision for global learning while remaining flexible enough for units to identify many different kinds of outcomes most relevant to their specific academic contexts.

Publicizing the global learning objectives will help the Global Scholars program as well. The Global Scholars program has proven the most challenging of the three scholar programs in terms of developing clear criteria for excellence, so faculty quickly understood that the program would benefit from the new global learning objectives. From 2008-2010, only 18 graduates were selected by the faculty to receive the 30 available \$10,000 awards. Another 81 graduates earned the *Global Honors* designation on their transcripts in 2008, 2009, and 2010 combined. Over the same period, the combined number of students earning *Discovery Honors* through the Discovery Scholars program (begun in the same year as Global Scholars) was 178.

These numbers are low considering how many students integrate international experiences into their studies. Each year, over 80% of freshmen in the Marshall School of Business pursue some kind of international experience through options like the Global Leadership Program (GLP). The recent major revision of the business curriculum (effective Fall 2010) calls for all undergraduates to have an international experience integrated into their business studies, matching the full participation of Marshall's MBA students. From 2000 to 2010, the number of study abroad programs offered through USC College grew from 38 to 53, and the total number of students participating grew from 250 to 519, annually. *Problems without Passports* (PWP), a new College program formed in 2009, connects problem-based learning through summer travel to special summer courses. There were three PWP options offered in 2009 and nine offered in 2010. In the Viterbi School of Engineering, the number of applications for summer programs doubled from 2008 to 2010, and a growing number of students now participate in *Engineering without Borders* and *Engineering World Health*. Finally, participation in international programs offered through the Annenberg School for Communication and Journalism grew from 128 to 180 students from 2004 to 2009 and the number of programs increased by

six. The fact that the Global Scholars faculty selection committee has chosen not to award the full allotment of prizes for Global Scholars in the face of growing student participation in international programs suggests that clearer criteria for global learning are needed.

The learning objectives for Global Engagement and Awareness have three parts: engagement, knowledge, and perspective. USC students are encouraged to pursue learning that increases their understanding of the process of globalization, deepens their awareness of their roles as citizens in a global society, and focuses collective attention on each individual's obligations to the broader human community. The learning objectives are as follows:

- Engage in international activities: Participate in curricular and co-curricular activities that provide exposure to patterns of life and ways of thinking that are different from your own—different cultures, religions, languages and literatures, political systems, economies, scientific practices, and uses of technology.
- Raise your global literacy: Become more knowledgeable about “the state of the world,” current global conditions and political issues, especially as related to the environment, natural resources, health pandemics, poverty, genocides, human rights, population migrations, and regional and international conflicts. Raise your awareness of the presence of global realities in everyday local life.
- Increase your intercultural competence: Explore the rich variability of perspectives and cultural practices, especially as expressed in different value systems, family structures, gender relations, symbol systems, and tastes related to music, art, clothing, food, and shelter.
- Expand your awareness of global interdependence: Raise your consciousness of the interconnectedness of life and our existence within a complex biological, planetary, social, and moral ecosystem in which we are linked together, dependent on others, and responsible for one another. You should be able to distinguish between seeing the world as a global system versus a collection of nations.
- Critique knowledge from a global perspective: Ask yourself whether interpretations offered by “authoritative” sources, especially those in your program(s) of study, are valid from a global vantage point. Let this shift in perspective guide you to new insights, fresh knowledge, critiques, original inventions, and better ways to structure human relationships, both politically and economically.
- Develop your own global perspective: Re-examine the basis of your ethical judgments, and the impact you can have in making life more just, equitable, joyful, and creative. Weigh the implications of your personal choices in terms of your obligations to others and ask yourself what citizenship in a global context means to you.

The remainder of this essay examines two areas: 1) a review of preliminary evidence of student learning in terms of the new global learning objectives; and, 2) an analysis of the experiences of USC's international student population and the challenges they face.

Evidence

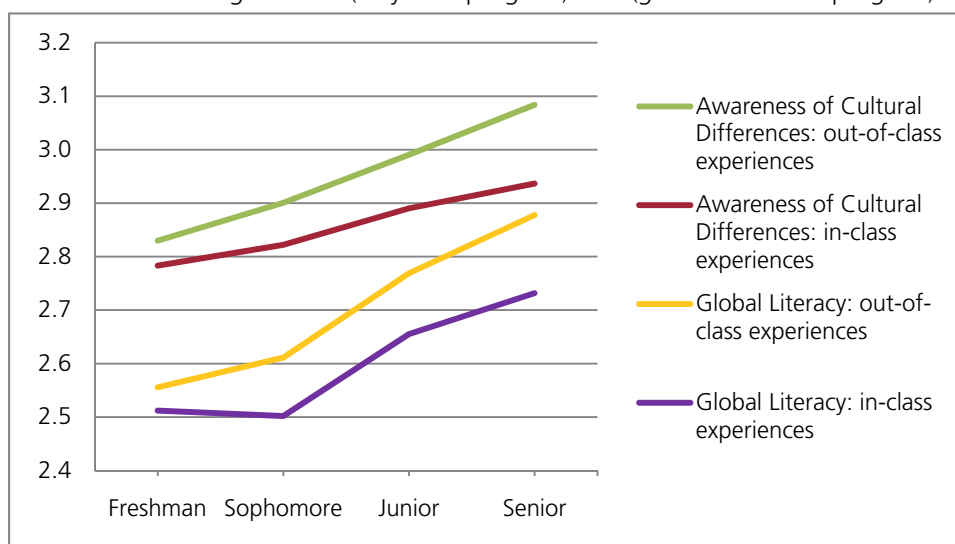
The University already has collected evidence in the 2010 Student Engagement Survey related to student engagement, knowledge, and perspective with regard to international experience and global learning. The analysis focused on overall “perceived progress” with regard to global learning over time (i.e., from students' freshmen through seniors years) and what forms of student “engagement” or behaviors were most positively

associated with global learning. Two behaviors were identified as most efficacious in spurring global learning: 1) international travel conducted for an academic purpose; and, 2) engagement in activities, events, or groups outside of class that had a global focus.

Global learning over time: This year's Student Engagement Survey incorporated a variety of new items including some on "perceived progress" in *awareness of cultural differences* and *global literacy* with regard to both in-class and out-of-class experiences. On each of these measures there was a significant difference in the responses of freshmen, sophomores, juniors and seniors with seniors always reporting the greatest gain.⁸ The results are displayed on Chart 3.1:

Chart 3.1: Perceived progress in global-related outcomes

Note: Scores range from 1 (very little progress) to 4 (great amount of progress)



The improvement on these outcomes is a positive sign of the impact of student learning experiences inside and outside of the classroom. Improvement over time is an indicator of the vitality and efficacy of the campus learning environment. Most striking is that the greatest gains in *global literacy* and *awareness of cultural differences* were reported for out-of-class experiences, underscoring the value of learning beyond the classroom and of the co-curriculum in general.

A similar pattern was found for several additional "engagement" items that were added to the 2010 Student Engagement Survey. Chart 3.2 below displays survey result items on global-related activities or conversations. These results generally paralleled those for the global literacy and cultural awareness outcome measures described above in that there were significant differences by class level for each measure.⁹

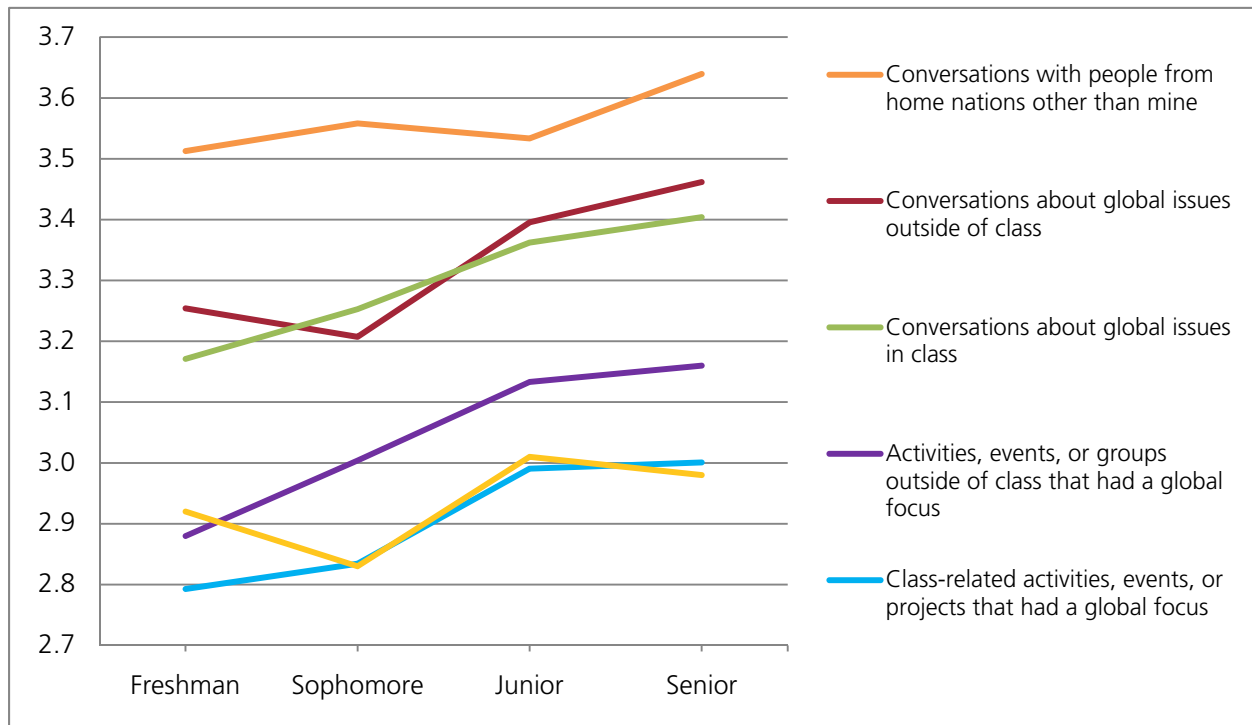
⁸ On each of the four measures, the difference in means by class level was significant at the .001 level or below as determined by one way analyses of variance. The linear contrast was also highly significant in each case, confirming the higher levels of perceived progress by each subsequent class level. In these analyses, class level was modified so that all first time freshmen were classified as freshmen even if they had accumulated enough hours (via AP credits, etc.) to qualify for sophomore status at the time the survey was administered (i.e., March to May 2010).

⁹ Means between class levels were tested via one way analysis of variance; all significance levels were .001 or lower except for the first item, which was significant at the .03 level. That item was also the only one for which the linear contrast (showing increased engagement by class level) was not significant at the .001 level. The significance level for that contrast was marginal (.08).

While not *causal* evidence, the fact that the pattern of these engagement results closely parallels the results on measures of perceived progress suggests a strong association between what students participate in and the benefits that result.

Chart 3.2: Engagement in global activities in and out of class

Note: Scores could range from 1(never) to 5 (very often)



The significance level of one of the engagement measures, “Conversations with people (faculty, students, staff) from home nations other than mine” was not as strong as the others ($p < .05$). In retrospect, one would not expect strong differences on such a measure when all students are included in the analysis because almost two-thirds of them have not had the opportunity to travel internationally. On the other hand, the responses on that measure for students who had travelled internationally for an academic purpose were significantly higher ($p < .001$) than those who had not, confirming the experiential value of international travel.

Academic Travel and Participation in Global Activities and Events: Structured learning experiences through international travel and participation in global-related activities and events can have transformative effects on student learning. Overall, 52% of Survey respondents reported travelling internationally for an academic purpose or participating in global-related groups, activities, and events, or participating in both.

Table 3.1: Participation in International Travel for an Academic Purpose by School and Student Type

School	Annenberg	Architecture	Business	Cinema	Engineering	Fine Arts	College	Medicine	Music	PPD	Theatre	Other	Total
Freshmen Entrants	39%	37%	67%	21%	24%	30%	39%	45%	31%	41%	22%	23%	40%
Transfer Entrants	29%	32%	22%	13%	10%	20%	20%	17%	7%	11%	27%	19%	20%
Total	34%	36%	52%	20%	22%	27%	35%	41%	25%	26%	23%	21%	35%

Of juniors and seniors, 35% reported traveling overseas for an academic purpose – i.e., to study, conduct research, attend conferences, or participate in a USC or non-USC sponsored program. As Table 3.1 above shows, participation among students entering as freshmen was twice as high as those who transferred to USC, and there was also significant variation by major.

The Survey also asked students to describe their participation in groups, activities, and events that have a global focus. Of juniors and seniors, 32% (and 30% overall) reported participating often in groups, activities, and events that had a global focus. USC students have access to an extensive array of options outside the classroom (on campus and off) to further global learning. Many of USC's 600+ recognized student groups have a global focus (<http://web-app.usc.edu/scampus/student-organizations/>). Examples include: Falun Gong at USC, European Student Association, Global Business Leaders, GlobeMed at USC, Jain Student Association, MTO Sufi Association, and Student Coalition for Independent Research Abroad. Additionally, many campus activities and events have global themes. Notably, USC's Visions & Voices Arts and Humanities Initiative (www.usc.edu/visionsandvoices) includes dozens of events with an international or global focus. Some of the events for 2009-2010 included: *An evening with Isabel Allende*, *Artist Rafael Lozano-Hemmer*, *Filmmakers respond to genocide*, *Vietnamese Filmmakers Move from War to Reconciliation*, and *Kourtrajme - a new wave in French Urban Cinema*.

In order to make additional empirical connections between global learning and the specific out-of-class and international travel experiences discussed above, the responses of three groups were compared: 1) juniors and seniors who had traveled overseas for an academic purpose and had often attended relevant out-of-class events; 2) those who engaged in only one of those two activities; and, 3) those who participated in neither. It was expected that the benefits of the two types of activities would be additive and that they would show a positive effect on the ten measures of in-class and out-of-class engagement experiences and perceived progress discussed above (see Charts 3.1 and 3.2). On each of those ten measures, a strong significant ($p < .001$) effect of activity level confirmed the expectation that globally-connected academic travel and on-campus experiences combine to produce a variety of positive learning outcomes (see Charts 3.3 and 3.4).¹⁰

One additional analysis was conducted to explore the connection between student engagement and positive outcomes with regard to global issues. A question on the Survey asked students to assess their progress toward: "Making an impact on the global community." The engagement measures most highly correlated with perceived progress on making an impact on the global community included a growing number of USC

¹⁰ A one way analysis of variance on each factor was significant at the .001 level, as was the linear contrast that indicated increased activity is associated with higher levels of engagement and perceived progress. One outcome that did not meet our expectation was that international travel for academic purposes had a weaker rather than stronger effect on self-reported related behaviors and on areas of perceived progress. Three plausible explanations for this result include: First, many students who did not travel internationally for academic purposes did travel for personal reasons, and it could be that considerable learning occurred on those trips. However, analyses of covariance that took personal travel into account failed to alter the pattern of results observed. Second, it may be important to quantify the intensity and duration of international travel experiences. Those that last a semester, for example, are likely to have a more profound effect than those lasting a week or two. A third explanation involves some degree of a halo-type bias in the survey responses. Respondents who report high degrees of behaviors on one dimension also tend to give similar responses on other behavioral dimensions, as well as on items that measure perceived progress, satisfaction and other dimensions where the implicit expectation of the survey administrators is "more is better." Granting that this bias is present in the data to some degree does not, however, invalidate the results as presented because the benefits of the two types of behavior are in fact cumulative, and both types have significant positive effects when considered separately.

students expressing concern for environmental sustainability and participating in class discussions and events centered on groundbreaking ideas and innovative solutions to societal or global problems; the former being an area that can be addressed by living “green” right on campus. The results are shown below in Table 3.2.

Chart 3.3: Effect of international travel and frequent attendance at global-themed campus activities on relevant behavior

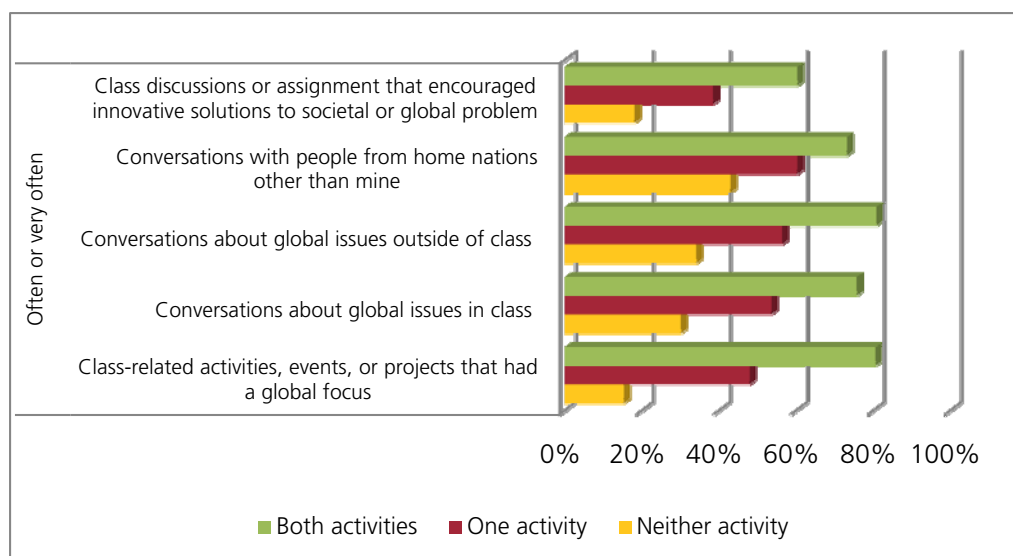


Chart 3.4: Effect of international travel and frequent attendance at global-themed campus activities on perceived progress in related areas

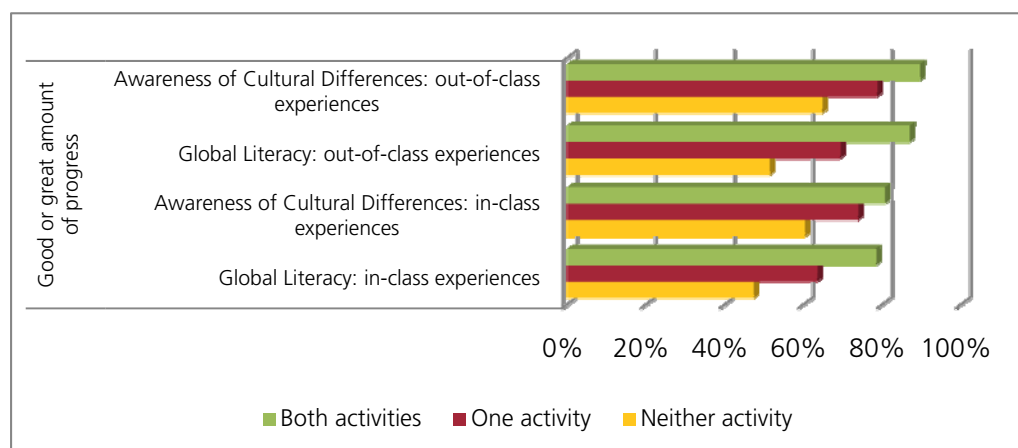


Table 3.2: Engagement measure correlations with perceived progress on making an impact on the global community

Measure	Correlation
Class discussions that related course content to the issue of environmental sustainability	.35
Class discussions or assignment that encouraged innovative solutions to societal or global problem	.44
Programs designed to promote and contribute to sustainability	.39
Campus lectures or events in which groundbreaking and innovative ideas were shared	.43

In summary, results from the 2010 Student Engagement Survey show that 1) USC students as a population improve their global literacy and intercultural competence in their years at USC and 2) global learning is enhanced by specific experiences that are offered and encouraged. On the other hand, these same results show that almost half (48%) of students do not participate in these activities and report global-related outcomes at a much more modest level. Classroom activities and discussions were two areas where students reported the least frequent engagement, suggesting differences by major¹¹ but, in general, results reveal there is much room for improvement in terms of adding more global-related groups, activities, and events to foster more international dialogue and exchange.

USC International Students: In his 2008 conference call with Visiting Team chair Professor Derek Bok and WASC President Ralph Wolff, President Steven B. Sample stated that USC takes pride in the number of international students it enrolls. This population enriches USC's educational environment, exposing all students to international cultures, social conventions, religious traditions, etc. But President Sample also stated that the University ought to learn more about the experience of international students at USC. One sign of USC's commitment to this population is that their percentage as part of the incoming undergraduate class rose from 6% in 2008 (166 students) to 11% in 2009 (316 students).

Much assessment work is done on international students, including an annual International Student Enrollment Report from the Office of International Students (OIS), updates on admission data from the Enrollment Services Division, periodic surveys by the Division of Student Affairs, and other reports such as an International Student Report (2009) by the Office of Residential Education and the National College Health Assessment (NCHA) survey (http://www.usc.edu/student-affairs/Health_Center/hpps.ncha.shtml) conducted jointly by the University Park Health Center and OIS focused on the International Student population. Results from these studies are shared widely with individuals who work closely with this population. In addition, USC offers a number of formal support structures and programs for international students. This web of services allows the University to support international students in relevant campus contexts. Among those:

- USC Viterbi School of Engineering: Of all of the schools and departments at USC, Viterbi has the highest number and highest percentage of international students. Just over 40% of Viterbi's 6,100 students are international students – (internationals make up 54.5% of all graduate and 9.7% of all undergraduate students). Viterbi offers considerable institutional support for international students and is a campus leader in terms of understanding and addressing the unique challenges international students face at USC.
- Office of International Students: The Office of International Students (OIS) in the Division of Student Affairs provides support services in the immigration and legal domain for USC's diverse international population. OIS advises students on their legal documents, and they also process essential student documents relating to their immigration status. In addition, OIS provides advice and services for those internationals transitioning into employment from student status. Along with legal services, OIS hosts a number of acculturation workshops throughout the year on such topics as mind-body stress reduction, American culture, and religion.

¹¹ These differences were confirmed via significant analyses of variances ($p < .001$) on all measures of classroom activity and conversation.

- Student Affairs: In addition to their general programs, divisions, and opportunities that support the entire student community, Student Affairs also has a number of resources specifically designed to support the international student community. The two major resources offered through Student Affairs are the annual International Student Orientation and the International Student Assembly – the latter is comprised of the many international student groups on campus. Indeed, many of the social opportunities that international students enjoy at USC are created and hosted by the International Student Assembly and its constituent groups. Over the last year, the International Student Assembly offered the following programs: Graduate Involvement Fair, Welcome Mixer 2009, Discover LA Tour, International Food Fair, Holi – The Festival of Colors, Chinese New Year, Literacy Day, World Cup, and International Film Week.
- Office of Religious Life: The Office of Religious Life (ORL) oversees more student religious groups and more campus religious directors than any other university in the U.S. A number of those groups and directors exclusively serve and support international students. More than any other physical space on campus, the University Religious Center (URC) is a de facto international student center as well. Each week, hundreds of international students and their families come through the URC, and on any given night at the URC, Indian students will be drinking tea together, Chinese students will be cooking together, Korean students will be singing together, and students from all over the Muslim world will be praying together. These groups function as “cultural” groups as well as religious ones, and they collectively offer international students opportunities such as home stays, field trips, acculturation workshops, spousal support groups, community service, English language training, movie nights, and group dinners. Within the nurturing setting of the Office of Religious Life, the Dean serves the university community as a bellwether, alerting colleagues to concerns from students that may be aired there first.

A fresh source of information about USC’s international students came from new questions that were added to the 2010 Student Engagement Survey with input from the Executive Director of the Office of International Services. Nine questions were formulated specially for international students. The results, which are still being analyzed, include issues such as: "What resources, offices, and/or people have helped you adjust to USC and life in the United States" "Do you have close American friends?" and "What have been some barriers or challenges in making friends or socializing here at USC?" Another set of questions asked international students to report frequency with which students join selected student organizations. Eighty percent of international students have joined at least one student organization. The participation rates by class level are shown in Table 3.3:

Table 3.3: Participation of international students in campus organizations

Type of Organization:	Freshman or Sophomore (n=99)	Junior or Senior (n=147)
Academic clubs	49%	59%
Nationality clubs	37%	37%
Sports and Recreation	33%	23%
Fraternities/Sororities	16%	9%
Religious clubs	9%	14%
Other	4%	7%

Based on past surveys and reports from Student Affairs, the popularity of academic clubs and relative unpopularity of sports and recreation clubs highlights one of the major differences between international and domestic students.

Another way that the 2010 Student Engagement Survey is helping to increase understanding of international students is by comparing their responses to those of domestic students on measures of engagement, perceived progress, and satisfaction. Beginning with classroom experiences, 52% of the international respondents said they contribute to class discussions at least somewhat often compared to 66% for domestic students. Fewer international students also reported that a professor learned their name (56% vs. 76%). On the other hand, international students were slightly more likely to discuss course content with professors after class (33% vs. 29%). Finally, 27% reported attending events or performances at least somewhat often whereas 36% of domestic students reported doing this.

The survey also reveals that international and domestic students report different frequencies of engagement on a range of activities (see Charts 3.5 and 3.6 on the next page). Behaviors that international undergraduates report engaging in significantly more often was using technology, including the internet, Blackboard, cell phones, instant messaging, and email. In addition, they travel more, spend more time in prayer or meditation, spend more time reading for pleasure, and engage more often in activities, events, or groups that have a global focus. In terms of interpersonal behaviors, the only survey item that international students engage in more often is tutoring other college students. In contrast, they are less likely to speak up in class and less likely to discuss course content with other students outside of class. They are relatively less satisfied with the nature of their interactions with other students and that no doubt plays a role in their lower level of satisfaction with their USC experience (see Chart 3.7).

Turning to global learning, international students engage in more global-related activities than domestic students both in-class and out-of-class despite their tendency to talk less about those issues to other students and to faculty (Chart 3.5). A major factor in the degree to which international students learn about global issues at USC, and indeed how much they get out of their entire USC experience, is fitting into the USC culture (i.e., acculturation and socialization). About 20% report socializing mostly with other international students, 20% report socializing mostly with American students, and about 51% report socializing with the two groups about equally. It is the latter group that reports significantly higher levels of global literacy, awareness of cultural differences, and overall satisfaction with their USC experience.

Chart 3.5: Comparing International and Domestic Students on Reported Behavior

Note: Scores could range from 1 (Never) to 5 (very often)

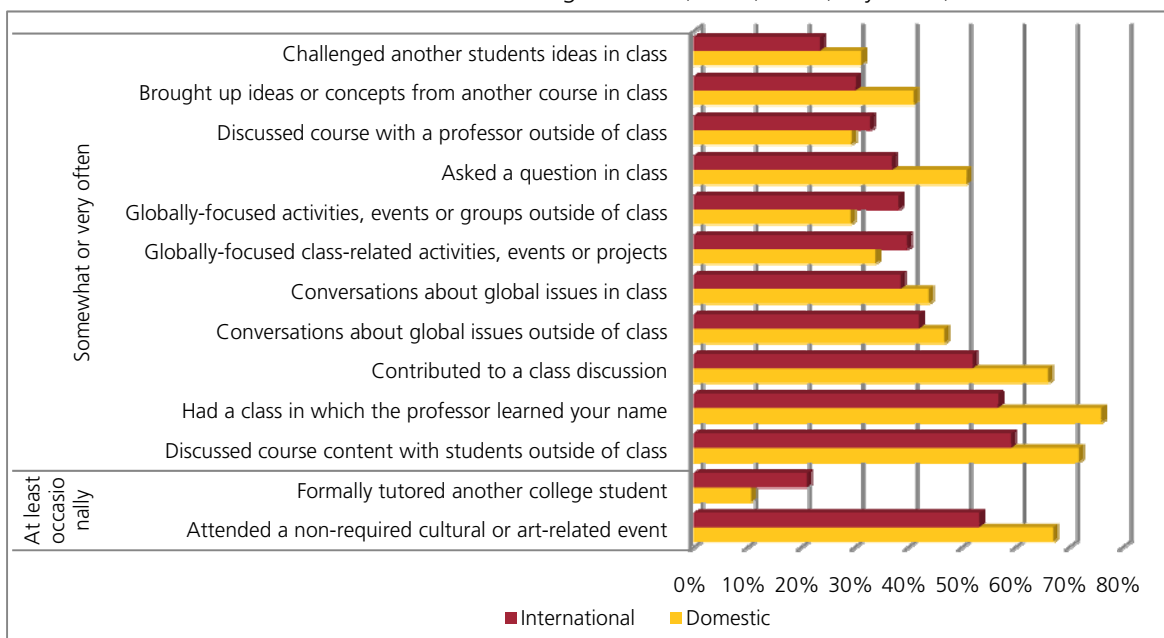


Chart 3.6: Comparing International and Domestic Students on Time Allocation per Week

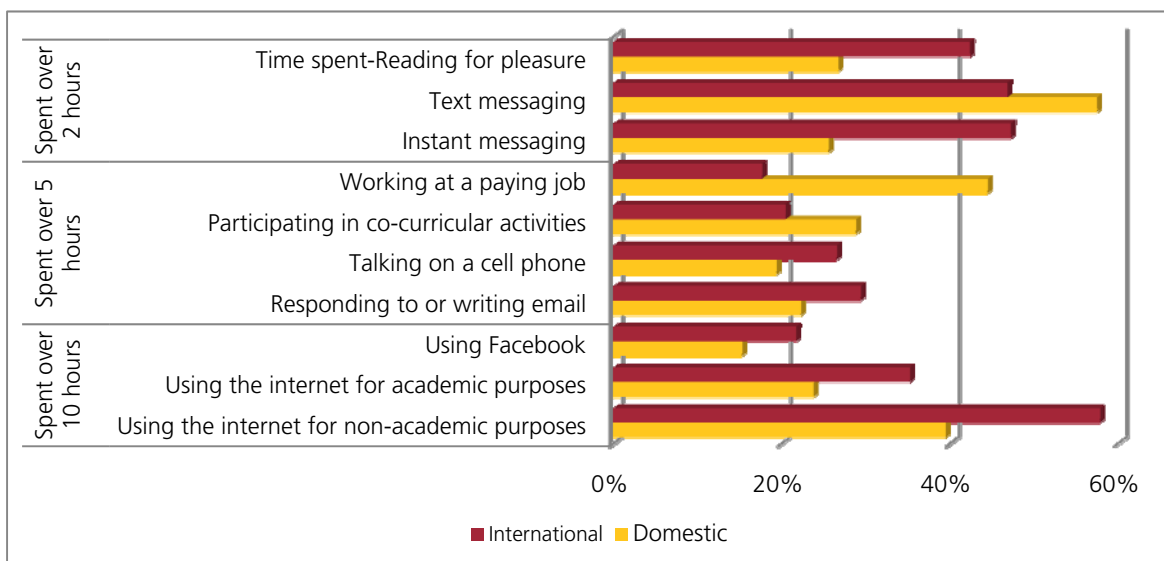
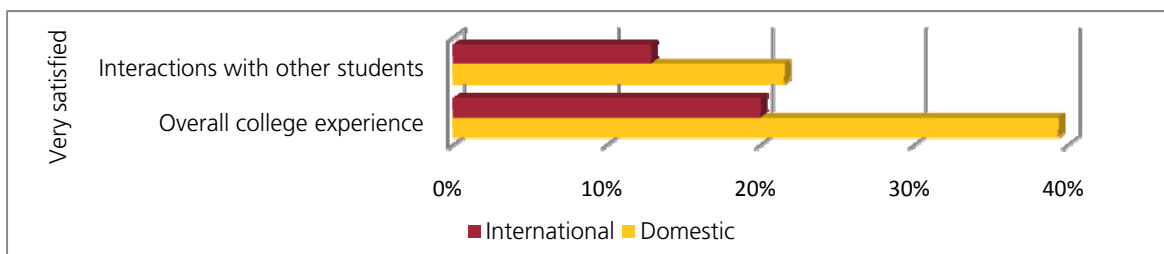


Chart 3.7: Comparing International and Domestic Students on Satisfaction

Note: Scores range from 1 (very dissatisfied) to 5 (very satisfied)



Challenges and Recommendations

USC offers hundreds of options for international studies and engagement and has developed a set of student learning objectives for global learning. Faculty members are engaged, curricular options and programs are rich, support is available, and students are eager for international experience. The student body is diverse, including the largest number of international students of any university in the nation. With these resources come challenges – in particular:

1. Students will follow the lead of their faculty. Where global perspectives, topics, and issues are reflected in what professors teach, students will be more apt to pursue global learning. It is important that faculty take the lead in developing further an academically rich vision of global learning aligned to the new learning objectives. This should prompt faculty to review their courses in order to integrate global topics where appropriate. In this vein, the 2010 CAPT report recommended development of a Global Studies major – a recommendation that should be discussed in the context of all USC majors/minors dealing with global studies.
2. Students will also follow the lead of admission counselors, student service mentors, and academic advisors. Everyone who works with students in curricular, co-curricular, and extra-curricular settings needs to show similar awareness and commitment to global perspectives. Student service professionals should review and rethink how they pursue their missions from the perspective of education in a global context.
3. For the foreseeable future, the Global Scholars program will need to be the focal point for advancing USC's global learning objectives. This program will play an important role in promulgating USC's global learning objectives. Students applying for the Global Scholars award and the *Global Honors* designation need clearer criteria for global scholarship.
4. Increasing visibility for the myriad of international options and opportunities will be a challenge. Is there a way for students to get comprehensive information on these options from one place, virtual or otherwise? The CAPT report recommended greater central oversight in this area. USC's incoming Vice Provost for Global Initiatives will lead this effort.
5. International students have special needs to which faculty and staff must be sensitive. USC's desire to grow this population carries responsibility to respond to their needs. Should there be an International Center on campus where students can meet? Is USC's internationally-themed Residential College at Parkside achieving its mission; how might its effectiveness be enhanced? What about the needs of international students to find off-campus housing; to adjust to new academic conventions and contexts; to find work during and after enrollment; and, to enjoy full and fulfilling social lives? How might the University more effectively address those needs, both physically and virtually?



Students Katherine Goar & Sidney Hopson
in ALUMNI PARK
photo by Philip Channing

Essay 4 – Academically-Centered Approaches to Student Success

Rationale

This essay deals with institutional efforts to improve retention and graduation rates. USC has developed an “academically-centered” approach to student success over the past 12 years, the main thrust of which is to deal with retention and graduation as educational issues that require intervention by those with whom students interact in academic contexts. Problems are addressed first by faculty, advisors, and student service professionals as opposed to individuals from offices far removed or disconnected from students’ academic lives. The more student success issues are addressed in academic settings, the more likely they will be positively resolved. Six-year graduation rates rose from 70% in 1998 to 88% in 2008 and 2009. The University has just confirmed a graduation rate of 89% for 2010.

Chart 4.1: Six year freshman graduation rates 1998-2009: USC vs. AAU Average

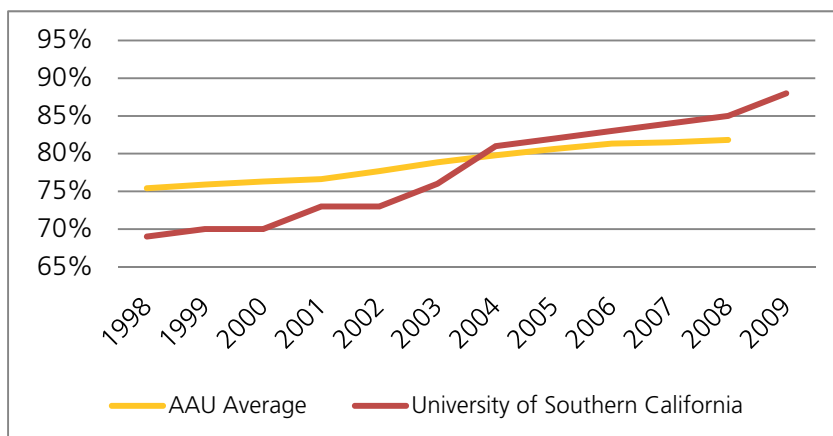


Chart 4.2: First-time academic probation and academic disqualification

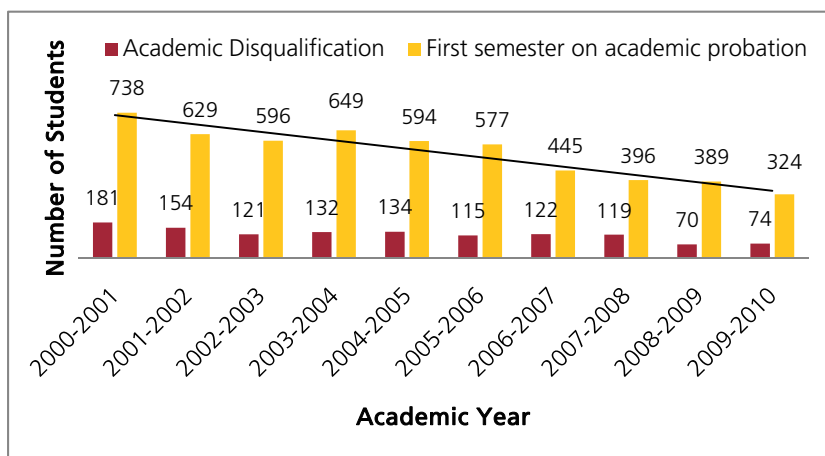


Chart 4.1 displays USC's six-year graduation rate compared to that average for all AAU's from 1998-2009. Chart 4.2 shows the drop in the numbers of students on first-time probation and academically disqualified from 2000-2010. Together, these charts provide context for USC's efforts with student success.

After more than a year of study of contemporary student retention and graduation literature as well as local factors that contribute to student retention and student attrition, the Provost convened a Retention and Graduation Task Force in 2006 and charged it to identify ways to increase graduation rates to 90% or higher. The Task Force has primary responsibility for planning initiatives, distributing data to units, and monitoring the progress of all undergraduates including transfer students. It performs an essential feedback role by getting relevant data in the hands of people who can use it. The Vice Provost for Enrollment Policy and Management chairs the Task Force. It meets monthly during the academic year and includes key representatives from academic units.

Over the past decade, USC has created a strong culture of accountability across academic units and administrative levels. Long before student success became a national headline, USC saw retention and graduation as key parts of educational effectiveness, and as prime areas where public accountability must be demonstrated. The origins of this culture can be traced back to 1998 (the last year USC was reaccruited) when the Provost appointed a Director of Retention. Within a year that position was renamed Director of Undergraduate Programs, a change that marked a shift in philosophy to a more academically-centered approach. More recently, the position was vested with expanded responsibilities and elevated to the Vice Provost level.

From 1998-2004, retention efforts funded by the Provost included Learning Communities (USC College), Freshman Mentoring (Viterbi), and Freshman Cohorts (Marshall). Other initiatives not funded by the Provost included expanded academic advising in the Annenberg School. During that time, the University also established mandatory training for academic advisors across the University and new tracking protocols for reporting and following up with continuing students not registered for a subsequent term. The reporting protocols assigned primary responsibility for student success to individual schools and departments.

For over ten years, the University has carefully tracked persistence and graduation by semester. The Provost sets annual targets for the University and for each individual school. The chair of the Retention and Graduation Task Force and the Vice Provost for Undergraduate Programs interact regularly with leaders in

academic units, sharing data with people who work directly with students. In turn, individuals in academic units provide valuable insight back through the Task Force from their vantage points. New resources are added as needed. This level of coordination and feedback insures that what is learned is targeted and shared quickly with people who can best help USC students.

The University is proud of its success in this area. In 1998, the six-year graduation rate stood at 70% and the retention rate of that year's returning freshmen class was 94.7%. Within five years, the six-year graduation rate climbed to 80% while the retention of 2002 freshmen into the second year remained steady at 94.7%. By 2008 and 2009 the six-year graduation rate had advanced to 88% and reached 89% this year, marking additional considerable gains. The rate of freshmen returning in 2008 also improved to 96.6%. More promising, the first-semester retention rate for the Fall 2009 freshman cohort is 99.4%; meaning only 18 students out of 2,867 did not register for the Spring 2010 semester. The first-year retention rate for the 2009 cohort will be available by the time of the WASC accreditation team's site visit.

Three related improvements in student success are worth noting as well. First, time to degree has improved. The average time it takes a USC undergraduate to earn a bachelor's degree dropped from 4.1 years for students graduating in 2003 to 4.0 years in 2008. This is significant given the overall increase in students completing more than one major (see Essay 1) over the last several years. Second, the four-year graduation rate for transfer students matriculating to USC with junior status stands at 87%. Transfer students make up a significant portion of the USC student body – about one-third of graduates annually. Providing excellent service to transfer students is good for those students, the University, and society. This will continue as a top priority. Finally, for the 2003 freshmen cohort, the USC "extended graduation rate," which takes into account students who leave the University and graduate elsewhere within six years, is at least 90%. While the University does not like to see students leave, each year some ask for help in applying elsewhere. When a student decides to continue her/his studies at another college, the focus becomes helping that student reach those goals. That includes providing recommendations and extra information to help explain curriculum to the new institution.

Objectives

The University is committed to reaching and sustaining a graduation rate more than 90% in the near future and is on the threshold of meeting that goal. Efforts will not stop there. There is still much to learn and achieve. Changes to the student body will require flexible thinking and more nimble approaches as new challenges arise. USC continues to enroll significant numbers of underrepresented minority students (20-23% of the incoming freshman class for each of the past four years), first-generation students (10-12% of the incoming freshman class over the same period), and international students. The freshman international student population has seen remarkable growth, rising from 6% to 11% of the incoming freshman class from 2008 to 2009 – from 166 to 316 freshmen students in one year. The Retention and Graduation Task Force looks closely at this group and will continue to coordinate student success initiatives as USC's student body changes.

Success will depend on understanding what does and does not work. The focus on retention and graduation starts with each student's educational goals. Continued progress rests on three underpinnings: 1) outstanding faculty, curriculum, and educational programs; 2) improvement in the quality of USC's incoming classes; and, 3) systems of quality assurance that guarantee students receive the support they need to succeed. The first,

academic excellence has been the focus throughout much of USC's reaccreditation, and need not be reviewed further here. The second, the quality of incoming classes, is the top priority of the Office of Admission. Admission counselors work closely with faculty in academic units, which has led to a remarkable rise in the quality of USC's incoming classes and higher yield rates. Increased interest from prospective students and more applications have translated into lower admission rates. Improvements in the academic preparedness and the diversity of the University's incoming classes provide the groundwork for future success.

The remainder of this essay examines the third foundation – systems of quality assurance that guarantee USC students receive support when facing challenges. A key tool in these efforts is a new web-based Advisement Database which provides advisors with up-to-date information enabling them to assist students more effectively than ever before. The Database was developed by the Office of Undergraduate Programs with input from advisors across campus and went into operation in August 2007. This system provides advisors with access to every undergraduate student's academic profile, course enrollment history, current enrollment, record of advisor interactions, academic review and program status, scholarship information, grade point average, and photograph. The Database has an email function that allows advisors to communicate easily with students and allows students to make appointments online. Advisors can also run reports on their students – for example, students entering their fourth year who have not completed a general education or foreign language skill-level requirement, or a list of students deemed “at-risk” in a course during the current term. Training sessions are required for all university advisors, and, as system use has grown, advisor feedback has led to ongoing improvements to the system. The Advisement Database is an efficient and flexible tool that has allowed USC to develop and implement several new ways to help students succeed.

The University has developed four strategies to improve success of all freshman-entry and transfer students. Three utilize the Advisement Database; the other is the product of a joint venture between academic units and Student Affairs. They are:

- Course plans for students
- Checking-in with “at-risk” students
- Checking-in with international students
- Contacting students who do not re-register

Evidence

An extensive data portfolio on retention and graduation is attached as part of Appendix C. Data are disaggregated by academic unit, class level, and gender and ethnicity. Transfer graduation rates are also tracked as are rates for international students and other special admits through the Structured Curriculum Program (SCP), which includes students who show promise in some specialized realm but may need enhanced support. The closer USC has moved to reaching the 90% six-year graduation rate threshold, the clearer it is that surpassing that mark will depend on more individualized involvement by advisors, faculty, and other student mentors. Continued success will require identifying students who might be at risk of not graduating because of inadequate course planning, poor performance in class, feeling disconnected and/or isolated, or not seeking help when needed. Strategies put into place to address student success issues have reinforced USC's culture of accountability – the collective commitment to help all students achieve their goals.

Course plans for students: Following the introduction of the Advisement Database, all academic units and departments were asked to produce multiyear course plans for their students. A course plan is a simple semester-by-semester list of a student's remaining requirements for an intended program of study. It provides an academic "roadmap" to ensure that students are aware of their remaining requirements and that the proposed program of study can be completed in a timely manner.

Advisors are required to update course plans following the third and fifth semesters of each student's enrollment at USC – two points when one might expect a student to select or change majors. The records of all freshman and transfer admits are audited. Requirements for general education, majors, and minors are plotted into a student's remaining semesters to graduation. Course plans also highlight issues an advisor thinks may affect a student's progress (i.e., changing majors or degree objectives, staying on track in a curricular sequence). Course plans are available on the Advisement Database and can be updated by any advisor a student chooses to meet with. Once completed, students are emailed a copy so they can check the information themselves, including the expected date of graduation. Students may also view the most recent course plan online. This process is repeated each time a student's course plan is updated. This helps keep students informed of their progress and keep track of those that change or add programs.

This process was introduced in Spring 2008. As of Fall 2009, all USC undergraduate records, including those of transfer students, had been audited. Progress to completing student audits of this kind is monitored centrally. Each unit must submit a report showing how many students were audited, how many of those students have not declared a major, students who are not enrolled for the subsequent term, and any student for whom a course plan was not completed. The report also lists expected graduation terms for the whole population. The reports serve an important function in strengthening the culture of accountability within academic units. The performance of each academic unit is monitored. Some are exemplary – the Annenberg School, Theatre, and small humanities programs are recent examples; others receive feedback detailing deficiencies.

By the end of the Fall 2009 semester, every one of USC's over 16,000 undergraduates had a course plan on file which could be viewed by students' departmental advisors and other advisors if students add a second emphasis or otherwise decide to change or add to their program of study. While there is little by way of direct evidence of a causal link between course plans and graduation rates, constructing course plans encourages good advisement practice, prompts essential dialogue between students and advisors, and serves as an important monitoring tool.

"At-risk" students – mid-semester progress reports: Faculty are asked to provide mid-semester progress reports to help identify students who are "at-risk" of doing poorly in their classes by the middle of each term. The "at-risk" designation is listed on the Advisement Database and can be viewed by academic advisors so they can follow-up with students. The label does not become part of a student's permanent record.

Various constituencies within the University have tried for over a decade to monitor student performance during the term – i.e., athletics, Structured Curriculum, and various units. The University also requires that every student be informed of their status by midterm. These efforts were largely uncoordinated and painstaking until the introduction of the Advisement Database and a central electronic Grading and Roster System. Now faculty can login and place notations by students who are "at-risk" or "not-at-risk." They also enter the "midterm percent" (representing the proportion of coursework completed to that point) and have

the option of adding a “midterm comment” (for example, “failed midterm exam”). This information is updated and displayed on each student’s course history, providing faculty and staff advisors with up-to-date information on student performance. Some factors determining how advisors follow-up with students include whether poor performance in a particular course might impede graduation or whether multiple courses have “at-risk” notations.

This new protocol provides an effective early warning that is critical in efforts to intervene with students who need help. Advisors try to identify problems at an early stage, so they can offer academic and counseling support. Midterm progress reports are an important tool, since they allow advisors to identify individual students who may be struggling in one or more classes in a term. Early contact allows students to get back on track before the end of the term.

As Table 4.1 below illustrates, this new practice is gaining wide faculty acceptance. Midterm grade notices were received for over 70% of undergraduates during the Fall 2009 and Spring 2010 terms, more than double the response rate from Fall 2008 when the practice began.

Table 4.1: USC Undergraduate Mid-Semester Standing Reporting

	Course Sections	Sections with Grades Reported	Percentage of Sections with Grades Reported	Individual Grades Expected	Individual Grades Reported	Percentage of Expected Individual Grades Reported
Fall 2008	2,108	875	41.5%	62,214	24,559	39.5%
Spring 2009	2,639	1,453	55.1%	69,359	38,771	55.9%
Fall 2009	2,810	1,946	69.3%	78,023	55,874	71.6%
Spring 2010	2,763	1,974	71.4%	72,597	52,472	72.3%

Mid-semester Progress Reports are relatively new but seem to be having a strong positive impact. From Fall 2008 to Fall 2009, the number of students landing on first-time probation dropped by 25%. Use of the Advisement Database for reporting midterm performance began in Fall 2008 with a 30% faculty response rate. The response rate jumped to 55% by Spring 2009. The response rate for Fall 2009 and Spring 2010 was over 70%. Similar improvements are hoped for next term.

Monitoring progress for international students: International students face special challenges adjusting to college. They comprise 11% of the 2009 incoming freshman class – 316 students. USC enrolled 1,672 international undergraduates this year. Faculty and staff check in with international students in classes, during advisement sessions or personal conferences, and in residence halls to see if they are adjusting to their new surroundings. The University recognizes that the decision to enroll more international students carries with it the responsibility to address their unique needs. It is important to be sensitive to these factors and to keep contact with these students. Coordination with Student Affairs and Residential Life is vital since professionals in residence halls are able to meet with these students more frequently and in more informal contexts.

International students face a number of challenges at USC which sometimes negatively impact their overall experience. They face academic, cultural, language, and other challenges that can put them at greater risk for not graduating. The Student Engagement Survey conducted by Student Affairs often shows a lower degree of satisfaction with the USC experience for international students compared to domestic students. Almost all USC's peer institutions report similar discrepancies in overall satisfaction rates, so USC is not unique in this regard. Even so, the University is committed to making additional progress in this area.

An ongoing challenge for international students is that of acculturation and socialization. There are a number of acculturation courses and workshops offered by various departments and schools across campus, most notably the Center for Academic Support's course, "The United States: An American Culture Series," which was lauded by the *Los Angeles Times* as a national model for supporting international students. Nonetheless, acculturation remains a difficult process, compounded by the fact that many international students have struggled with socialization even in their home countries, as they have been intensely focused on academics from a young age. Subsequently, even though there are many opportunities for international students to engage with domestic students (classes, residence halls, cafeterias, arts and sporting events, clubs, extracurricular and online activities), it can be challenging for international students to make American friends, and they often end up spending their time with students from their home countries.

In addition to the social and cultural challenges, there are also significant academic challenges, similar to the challenges reported at benchmark universities. For many students from China, Korea, and Taiwan, English language proficiency is their biggest obstacle to academic success. The level of English language that students encounter in their USC classes is often higher than anything they have experienced before. For students struggling with English language proficiency, USC offers the USC Language Academy, which meets daily at the University Religious Center. There are also issues connected with academic integrity, especially plagiarism, as students may find that their traditional mode of operation constitutes unethical behavior in an American academic context. International students also express concern with the labor-intensive nature of the coursework and the quicker pace of courses compared to their home countries. The academic push for interdisciplinary pedagogy can also cause stress, since international students often come from education systems emphasizing greater specialization in specific disciplines.

To mitigate the impact of these challenges, the Retention and Graduation Task Force asked that all international students in USC residences be contacted by a Resident Advisor (RA) to check in and see how they were adjusting. USC's Office of Residential Education partnered with the Office of International Students to create a "discussion script" focusing on five areas. RAs were provided with questions to prompt conversation in each area. The five areas include:

- Integration: Questions address the move-in experience, integration into the residential community, and ability to navigate campus.
- Health and Wellness: Questions address culture shock, homesickness, dietary needs, and activities to alleviate stress.
- Academics: Questions address successes, challenges, language barriers, etc.
- Support Systems: Questions address on/off campus support systems and holiday plans.
- Student Involvement: Questions address hobbies/interests and involvement on campus.

After their meetings with students, RAs are asked to input their findings into a database to identify patterns of concern which might be addressed on a larger scale. The findings can be helpful in revealing unanticipated needs and meeting them proactively. Whenever RAs interact with students and identify a need for additional support and/or resources, they assist those students right away in responding to these needs.

For Fall 2009, 273 students were interviewed. One question asked students how they relieve stress. Answers receiving over 40% positive response included: listening to music (56%), working out (45%), surfing the internet (44%), and talking to family (42%). Asked about support systems both on and off-campus, responses included: family (67%), resident advisors (66%), on-campus friends from the U.S. (63%), roommates (58%), on-campus friends from other countries or from their home country (47% and 59%, respectively), and friends off campus (42%). The 2010 Student Engagement Survey shows that 72% of international students report having close American friends. While there is more work to do to lessen stress and increase support, the variety of positive responses is encouraging.

The 2009 group of new international undergraduates reported a high degree of satisfaction with their move-in experience and their relationships with roommates, neighbors, and other students in the community, with 91% saying they were *satisfied* or *extremely satisfied* with their move-in experience and 91% reporting the same with regard to their relationships with roommates, neighbors, and other students. These types of check-ins will continue next Fall.

Contacting students who do not re-register: For over 10 years, the University has compiled lists of enrolled students not registered for a subsequent semester and distributed them to academic units for follow-up. Some of the reasons students fail to re-enroll include technical trouble registering, changed family or individual financial circumstances, advisement or academic holds, collections holds, or more personal issues. Advisors were asked to contact these non-registered students to ascertain what has prevented them from continuing their studies and to help counsel students about their options – for example, take an official leave of absence, request additional financial aid, or lift a collections hold on their registration, etc. Much of this follow-up was facilitated by distributing long lists which did not contain the most current information (i.e., whether a student registered or dropped all courses after the lists were generated).

With the introduction of the Advisement Database in August 2007, the process has become more efficient by allowing advisors to have real-time information on a student's status. The Advisement Database can be used to identify continuing students who do not re-enroll in a subsequent semester which enables advisors to assist those students in a timely manner. With the information provided to academic units, advisors contact students, monitor their circumstances, and report information back centrally. Advisors help students weigh their options, provide referrals to appropriate departments, and continue to monitor students until they have registered or their status is otherwise "cleared." Quite often the Retention and Graduation Task Force has been able to address student needs with extra financial help, interventions with collections, and counseling support. Other refinements over the past two years make it possible to track the final status of students who do not re-register but might otherwise be on track to graduate.

With the help of the Advisement Database during the three semester transitions in the 2008-2010 academic years, academic advisors and other professional staff were able to collect information and determine the status of over 99% of the more than 16,000 undergraduates each term. That includes direct advisor contacts each term with nearly 2,000 students who, at some point, were in the unregistered pool. For each of those

semester transitions re-enrollments exceeded those of the same term from the previous year. This is noteworthy given economic challenges that many families faced during the past two years.

As an example, for the transition from Fall 2009 to Spring 2010, 1,977 undergraduates who were enrolled in the Fall term did not register initially for the Spring (excluding students who did not re-register because they graduated). Attempts were made to contact every one of these students to offer assistance – help with petitions, counseling, resources, etc. Of the 1,977, USC was able to “clear” the status of 1,669 students:

- 1,399 (70.8%) eventually registered
- 196 (9.9%) ultimately graduated at the end of the Fall 2009 term
- 30 (1.5%) enrolled at another institution to complete the final requirement for graduation
- 44 (2.2%) were academically disqualified

The status of another 248 was deemed known but in some way “pending” – i.e., submitted a request for leave of absence (195 – 9.9%) or decided to transfer to another institution (32 – 1.6%); had financial difficulties that could not be addressed (16 – 0.8%); left for professional sports (4 – 0.2%); or, were suspended or expelled (1). The final status of the remaining 60 students (3.0%) was deemed “unknown.” The Retention and Graduation Task Force is already busy tracking students who have not re-registered for the Fall 2010 semester. This updated process allows central tracking and more detailed understanding of obstacles to student persistence which may include institutional practice or other elements that can be addressed and improved. Additional data regarding these efforts is included in Appendix B.

Challenges and Opportunities

Early on in the University’s efforts to improve retention and graduation, major gains were readily achieved, as evidenced by quick improvements in graduation rates from 1998 to 2004 (from 70% to 82%). Confidence exists university-wide that a 90% graduation rate will be reached. The University will continue to be aggressive once that threshold is passed. It will take much effort to achieve smaller but very significant gains for students, their families, and the university community. What are the challenges USC faces?

1. The development of a strong culture of accountability and student support described in this essay will thrive to the extent that collaboration between units and offices grows. It will be important to avoid the kind of “silo” mentality that sometimes exists in large institutions. A balance must be found between priorities within units and focus on the common good.
2. A large transfer population is in some quarters considered anathema to the goals of private research universities. USC sees its transfer class as a mark of distinction and a point of pride both academically and socially. The University’s concern and level of service for all students must continue to move toward parity regardless of whether students enroll as freshmen or transfer into USC.
3. The introduction of the Advisement Database brought about changes in how advisors are trained. This provides an opportunity to build on best practices in individual units and provide an important feedback loop as advisors share insights that might help improve the system.
4. Targeted interventions and collaboration made possible by the Advisement Database raise the ante in terms of expectations for advisors, particularly with regard to the level of academic immersion and engagement. The role of advisement is critical to students. Advising students well includes three cardinal duties: 1) to provide students with timely and accurate information; 2) to counsel students

when concerns arise and to help them make sense of their experience; and, 3) to actively connect students to faculty and the academic sphere. Significant improvement has been made in each of these areas, much of it facilitated by the advent of the Advisement Database. But more can and should be done to bolster the third area where advisors serve an important liaison role, linking students to academic programs and faculty. Explicitly connecting these dedicated advisors and student mentors to the heart of the academic mission and connecting faculty to work done in the co-curriculum can be a national mark of distinction for the University.



The Trojan Family Room
RONALD TUTOR CAMPUS CENTER
photo by Joel Zink

Appendices

APPENDIX A – Response to Team and Best Practices

Response to Visiting Team Recommendations	A-1
Division of Student Affairs: Best Practices in Assessment	A-12

APPENDIX B – Data Supporting Report Text

Introduction	B-2
Interdisciplinary Learning	B-50
Learning Assessment	B-57
Global Awareness and Engagement	B-62
Approaches to Student Success	B-72

APPENDIX C – Institutional Data Portfolio

Admissions and Student Preparation	C-1
Student Enrollments	C-14
Degrees Awarded	C-17
Faculty and Staff Composition	C-29
Institutional and Operating Efficiency	C-32
Educational Effectiveness Indicators	C-33
Concurrent Accreditation and Key Performance Indicators	C-138
Summary Data Form	C-159



SCHOOL OF CINEMATIC ARTS COMPLEX
(opened Spring 2009)

Appendix A: Response to Team and Best Practices

Response to Visiting Team's Recommendations

For the convenience of the Visiting Team and the WASC Commission, we have summarized the University's responses to the Team's 2008 recommendations and the WASC Commission's recommendations in this appendix. Much of what is written here is discussed in more detail in the EER.

In their December 2008 report, the Visiting Team identified three main areas for greater focus: interdisciplinary learning, assessment, and general education. In their March 2009 letter to USC, the WASC Commission added undergraduate program review – a principal mechanism for insuring academic quality and effectiveness – to the areas for focus identified by the WASC Reaccreditation Visiting Team. All four areas are addressed below.

Interdisciplinary Learning

While noting that USC has been successful in breaking down many barriers to interdisciplinary activities, the WASC Visiting Team recommended more attention to addressing administrative impediments that inhibit achieving interdisciplinary engagement by faculty and students. Areas of concern included reducing bureaucratic obstacles in the curriculum process, issues related to teaching loads within and across academic units, and easing restrictions for students engaged in interdisciplinary studies.

Curriculum: There has been significant change in the curriculum review process beginning in 2006–2007. The primary goal was to streamline the process, remove obstacles to interdisciplinary curriculum development, and empower departments to innovate. We have done this by reducing the number of subcommittees and shifting much of the responsibility for curricular decisions to faculty in the academic programs with expertise in the subject area. We recognize that our systems must be flexible and must evolve as departments and academic units become more innovative. Prior to the 2008 WASC site visit additional changes were made – for example, making it easier for departments to cross-list interdisciplinary courses and

developing Progressive Degree options that allow high-achieving undergraduates to transition to master's level studies as they complete their senior years. Memos describing these changes are included in this Appendix.

We continue to hear, however, that faculty and departments still find aspects of the curriculum process to be cumbersome. Sometimes those concerns are the product of misinformation; sometimes they reflect processes that need additional review. We continue to respond to these concerns by changing and updating procedures. For example, sign-offs from departments and/or units for interdisciplinary course proposals have been reduced; and, chairs of curriculum subcommittees are now able to expedite requests for routine changes to existing curriculum.

Teaching: Teaching loads and assignments for faculty teaching in interdisciplinary programs are determined in the academic units according to standards and practices set by the deans and approved by the Provost. Given the decentralized nature of the University and different expectations across units in terms of the ratio of teaching to research, the use of clinical faculty in professional and arts schools, and enrollment needs of students, this is a difficult area to address uniformly. Our academic units are in the best position to judge student and curricular needs and faculty resources. Even so, it is important to understand faculty perceptions and assessments of team teaching. Most differentiate between different types of interdisciplinary team teaching – for example, “serial” teaching in which faculty have responsibility for specific sections of a course versus truly interdisciplinary course development and integrated delivery that requires active participation throughout the course. Most faculty say that the latter type takes more time than teaching a course alone.

In the spirit of hearing directly from faculty on this topic, interdisciplinary teaching and learning were main areas of discussion at an Academic Senate and Office of the Provost sponsored a two-day retreat in February 2010 under the theme of “The Living University.” One of the four major topic areas was entitled, “USC as a Culturally Vibrant Intellectual Community.” Many ideas were discussed, including the possibility of funding to encourage team teaching across schools and academic areas. The Vice Provost for Faculty Affairs and the Academic Senate remain in close consultation on this area.

Student participation: Minors programs are an important medium by which students pursue interdisciplinary studies. The 2009 Committee on Academic Policies and Teaching on minors discussed easing curricular rules that are not serving an important educational purpose. For example, rules limiting use of General Education courses to also satisfy major and minor requirements. Such rules will be reviewed by the Committee on Academic Policies and Programs (CAPP) this fall. In addition, the restriction that not more than 25% of a student's major or minor requirements may be earned by approved substitutions from other departments is applied much more liberally to students pursuing interdisciplinary studies. We are also discussing rules within academic units, notably the requirement that a student earning Bachelor of Arts degree must have at least 104 of their total 128 units in College curriculum. The Vice Provost for Undergraduate Programs has also recommended review of this rule. There is concern that the requirement, while intended to insure academic breadth in the liberal arts, may be hindering breadth and, in many instances, delaying students' graduation.

As recommended by the Visiting Team, we examined breadth of studies among students who choose to pursue only one major. The goal was to assess whether these students receive sufficient interdisciplinary exposure compared to students who pursue a second major or a minor. An analysis of single-major students

in seven of USC's largest majors was conducted by our Academic Information Officer. The analysis looked at courses taken outside these students' majors in another area of study – for example, three or more Classics courses taken by a Biological Sciences or Political Science major. The results are reported Essay 1 of this EER on Interdisciplinary Learning. The table below provides preliminary findings for several of our largest major programs for about 1000 non-Business students. It shows that 67% of single-major students in six large majors complete at least one group of three courses in an area outside their major. And 26.7% completed two such groupings.

This exercise proved very valuable. We are adjusting our systems so we can more easily count the number of upper-division courses enrolled in that do not satisfy major or minor requirements so we can gather this kind of data for students in all majors. In consultation with the Registrar's Office, the Academic Information Officer is developing a new approach to more effectively monitor interdisciplinary exposure for students who choose not to pursue a second emphasis.

Table 1.2: SINGLE-MAJOR STUDENTS

Number of groups of three courses taken outside the major

Number of groups	Cinematic Arts-Critical Studies	Cinematic Arts-Production	Political Science	Psychology	Biological Sciences	Communication	Business	Total	All but Business
None	36.3%	41.9%	25.2%	27.6%	46.4%	29.8%	75.5%	59.2%	33.0%
One	45.1%	35.0%	41.5%	43.1%	41.1%	38.4%	21.2%	28.6%	40.6%
Two	18.7%	23.1%	33.3%	29.3%	12.5%	31.8%	3.4%	12.2%	26.4%
One or more	63.7%	58.1%	74.8%	72.4%	53.6%	70.2%	24.5%	40.8%	67.0%
# of students:	193	160	135	181	56	255	1577	2557	980

The University Accreditation Committee also learned that from 1998 to 2008 the percentage of undergraduates completing multiple degrees, double-majors, or major-minor combinations more than doubled, from 16% to 34%. Among students who entered USC as freshmen, the percentage is 43%.

Assessment

During the USC site visit in 2008, the Team reported their belief that the USC administration and faculty did not necessarily share the same understanding of assessment. The Team recommended that the University put a priority on developing systematic methods of assessment and enlisting the cooperation of faculty and department chairs to analyze and use evidence to improve educational effectiveness. The report singled out General Education and the liberal arts for special emphasis.

The approach to assessment of effectiveness in GE includes four elements. First, a clear set of learning objectives have been devised by the faculty (see Appendix to Addendum). Second, every GE course includes formative and summative evaluations by students that assess the fit between the particular course in which they are enrolled and the category of GE which the course satisfies. These evaluations are administered by the GE Office and reviewed by the faculty and the Vice Dean of Academic Programs. These evaluations are an important indicator of alignment with the aims of the GE program and a way to reinforce GE learning

objectives with students. Third, courses also include assessment of student learning which is collected in departments. Fourth, the Academic Information Officer provides the GE Office with relevant findings from student and alumni surveys. While the process of evaluation is continually refined, these foundational elements have informed every subsequent GE review and revision.

At the undergraduate program level, faculty engagement in assessment in the liberal arts and sciences has also grown considerably. Following the Visiting Team's recommendations, the deans of USC College led an initiative to engage faculty in every department and program to revise and renew formal program learning objectives for all undergraduate degree programs. Every department responded with new program learning objectives. This initiative prompted discussion of assessment and has provided a strong foundation for work to improve teaching and student learning. Indeed, one of the by-products was to prompt discussion of assessment among faculty as the Team recommended. In connection with the University's new Guidelines for Undergraduate Program Review, departments have been asked to identify outcomes based on the updated objectives and to find evidence of student learning. The evidence developed will be reviewed as part of Undergraduate Program Review (see below).

In addition to what is currently done in the formal General Education curriculum, two studies of student learning were examined in Essay 2: one on critical thinking as demonstrated in student writing and the other on acquisition of higher order thinking skills in diversity courses. These efforts round out our approach to insure educational effectiveness in the USC Core (i.e., General Education, Writing, and Diversity).

Finally, this year's CAPT (Committee on Academic Programs and Teaching), which focused on Global Connections and Engagement, was asked to develop university-wide student learning objectives for Global Awareness and Engagement. Committee members drafted, discussed, and refined six broad objectives, which are included in Essay 3 and the Appendix to Addendum. Their development and publication across campus will broaden discussion and further deepen understanding of learning assessment. Though not connected to a curricular requirement, the objectives will provide a framework for students to organize their studies and help focus them on areas of global learning.

Renewed discussion of program learning objectives is an important mechanism to engage faculty in assessment efforts as opposed to having it dealt with from afar by administrators and information officers. When faculty redefine learning objectives in their disciplinary language, they take ownership of the process. Similarly, when they form university-wide global learning objectives, this too spurs greater commitment. Prompting this dialogue is part of our strategy to strengthen faculty engagement, student participation, and assessment activities in general.

General Education

Members of the Team indicated their sense that the University's required General Education curriculum was modest in size and scope and recommended that the University review its General Education curriculum and give particular attention to evaluating the breadth and depth of learning by students who take the minimum 32 units without a minor. The University did begin a review of General Education and addressed the two specific points raised by the Visiting Team: first, suggested content areas for the General Education curriculum (i.e., moral and quantitative reasoning); second, clarifying criteria used to approve courses for USC's Diversity requirement.

For the sake of clarity, USC's General Education, Writing, and Diversity curricula constitute the USC Core Program which all students must satisfy. The minimum number of units required for all three elements of the USC Core is 40-44 units as opposed to 32.

The Curriculum: The WASC Visiting Team's suggestion that The University consider two additional requirements for its General Education Program (in quantitative and moral reasoning) engendered a good deal of thoughtful discussion among our faculty.

The strongest support for a new quantitative reasoning requirement came from faculty members who view skills in quantitative analysis as necessary or relevant to their disciplinary learning objectives and already require quantitative coursework for their students. Scholars in other disciplines were less supportive and preferred instead to add requirements in other areas, when additional categories are to be considered. Each department's faculty thought themselves best positioned to determine the quantitative skills to be required of their students. No faculty members supported a university-wide requirement that would supplant the specific requirements in mathematics or economics they have instituted for their own students.

It was pointed out that until 1992 USC had a requirement in mathematical skills for all undergraduates, which proved both unpopular and ineffective; and that the guidelines for General Education Category IV, *Investigations in Science and Technology*, include a stipulation under *Analytic Techniques and Methodologies*, that all courses in that category should teach students "to think critically about scientific problems, using quantitative reasoning to analyze data and the methodologies employed by natural scientists."

The General Education Review Committee appointed by the Provost last year discussed at length the idea of adding a requirement in moral reasoning. Members of the committee differentiated between moral reflection and action guided by ethical principles, and preferred the latter as more consistent with the goals articulated in the University's Strategic Plan and USC's commitment to service learning in the community.

The committee discussed how the Diversity Requirement might be reconfigured to insure that all students have at least some experience of civic engagement. While part of the USC Core, the Diversity Requirement is not strictly part of the General Education Program; in consequence it is not overseen by the College of Letters, Arts and Sciences, nor limited to College faculty. By incorporating civic engagement into the Diversity Requirement, the committee intended to allow faculty in the professional schools to create opportunities for students to engage ethical questions across a wide variety of community and professional settings.

Many of the improvements in our academic program over the last decade and a half were made possible by the development of a single common core for all undergraduates, comprising the General Education, Writing, and Diversity Requirements. To define a set of requirements for undergraduates in all schools and programs, the number of General Education categories was increased for some programs and reduced for others. Students in programs that had required only three G.E. courses were now responsible for six courses (plus Writing and a Diversity course). Programs that had required eleven G.E. courses were told that only six could be part of the University-wide core. Adjustments to other aspects of their curricula were difficult for some units, but necessary to allow students to add majors and/or minors and to move between programs.

Adding new categories to the core presents particular challenges for programs with extensive major requirements, from music performance to science and engineering. We are weighing the trade-off in

educational value added between extensive major and additional core requirements, but there are multiple stakeholders in that conversation, including accrediting agencies in the professional schools.

The Diversity Requirement: As part of our curriculum structure, the Diversity Requirement Committee (DRC) is charged with insuring coherence of the University's diversity offerings. During the 2009-2010 academic year, the Committee reviewed and revised criteria for all Diversity courses. Five guidelines are used to determine whether courses will be approved for the Diversity Requirement:

1. A Diversity Course must examine two or more dimensions of human diversity and must consider these dimensions in terms of their social and/or cultural consequences;
2. As a rule, at least one third of the course should be addressed to these issues, and this should be proportionately reflected in the assigned readings, lectures, and topics for papers, quizzes, tests, or other graded formal course requirements;
3. Each course should give students the opportunity for personal reflection on the formation of their own attitudes toward other groups and the effect of those attitudes on the institutions (e.g., cultural, professional, political);
4. All syllabi are expected to show how the topics addressed related to issues facing students in a contemporary U.S. social context; and,
5. Course encourages comparative and analytical thinking about issues of diversity.

Beyond our formal Diversity Requirement, the University continuously explores ways to enrich students' experience with diversity in terms of ethnicity, religion, and national origins among others. For example, multiple offices within the Division of Student Affairs offer special funding to student groups to co-sponsor events that bring diverse populations together, and the Office of Religious Life which offers similar funding opportunities and sponsors several events that promote exploration of religious and (frequently) international diversity.

Program Review

The WASC Commission places special emphasis on the program review process as a means of insuring quality within institutions for curricular and co-curricular programs. USC has a robust system of program review, known as APR – Academic Program Review. The effort is guided by the University Committee on Academic Review (UCAR). UCAR is a permanent, standing university committee composed of senior faculty that provides oversight for all reviews and assesses the reports of the Review Committees before transmitting them to Provost. During the first wave of program review (UCAR I – 1999-2006), a total of 62 programs representing nearly every unit at USC were reviewed. Based on a self-study, a subcommittee of UCAR consulted with several stakeholders, including deans and department chairs, to revise procedures. The result was a second wave of program review which began in Spring 2007 (UCAR II) – a total of 22 programs have been reviewed through Spring 2010.

Based on the Visiting Team's report, the Commission noted that APR's primary focus has become "improving the ranking and quality of graduate programs," and noted that it would be the responsibility of the University to develop a system of undergraduate program review that incorporates attention to the achievement of qualitative and quantitative learning outcomes for each discipline and General Education. While we do not agree with the assessment that our Academic Program Review is only focused on

“improving the rankings and quality of graduate programs,” the University has worked to address this concern. Within the year, new guidelines for undergraduate program review were devised and reviewed informally by several deans. They were then reviewed and endorsed by the Academic Senate, the University-wide Committee on Academic Programs and Policies, and several deans. The first reviews will begin in the liberal arts. The College has moved quickly and will schedule two reviews for Undergraduate Program Review (UPR) beginning in the Fall of 2010.

The University is committed to high-quality, ongoing review of undergraduate degree programs. The primary purpose of program review is to ensure academic excellence and improve quality at the program level. Additional goals are to further raise the quality of teaching and learning; improve co-curricular programs and offerings; and, provide guidance for administrative decisions to ensure educational effectiveness.

USC uses a decentralized model of undergraduate program review that is consistent with its institutional context – i.e., its broad range of academic offerings and faculty governance based in separate academic units. The review process combines a set of university-wide guidelines with academic unit-level implementation and oversight of all reviews. This ensures consistency in the standards for review across the university while allowing academic units latitude to structure the process in ways that are responsive to their particular circumstances. (The sole exception is review of General Education which, as a university-wide curricular program, is reviewed separately). The aim of this model is to produce reports and findings that have maximum relevance to the undergraduate programs under review.

The memo announcing Undergraduate Program Review (UPR) and the guidelines that academic units will work use appear in the following sections.



MEMORANDUM

To: Academic Deans

From: Jean Morrison *gm*
Vice Provost for Academic Affairs and Graduate Programs

Date: March 22, 2010

Subject: Guidelines for Undergraduate Program Review at USC

Office of the Provost

Jean Morrison
Vice Provost for Academic
Affairs and
Graduate Programs

Professor of
Earth Sciences

Ongoing assessment of the quality and effectiveness of our undergraduate academic programs to ensure that they are outstanding is a critically important process to which we are all committed. In addition, the way in which we assess the effectiveness of our undergraduate academic programs is an important issue in the university's accreditation under WASC (Western Association of Schools and Colleges). The existing system of academic program review overseen by the University Committee on Academic Review (UCAR) focuses attention primarily on the research enterprise and graduate programs. Thus, we have developed guidelines for undergraduate program review at USC which articulate a core set of goals and expectations, but which also provide the academic units appropriate flexibility to develop review processes that best suit their academic circumstances and continuing efforts.

These guidelines have been approved by the Provost and were developed in consultation with the Academic Senate Executive Board, the Committee on Academic Procedures and Policies (CAPP), and the University Accreditation Committee.

The guidelines for undergraduate program review are attached for your review. We expect implementation of this process to begin in Fall 2010, so schools should commence development of internal systems that are responsive to the goals and expectations set forth in the guidelines in anticipation of this start date.

cc: C. L. Max Nikias
Elizabeth Garrett
Alex Capron
Eileen Crimmins
Ed McCann
Sally Pratt
Gene Bickers
Nicole Hawkes
Robin Romans

Guidelines for Undergraduate Program Review (UPR) at USC

March 2010

The University of Southern California is committed to high-quality, ongoing review of all undergraduate degree programs. The guidelines described in this document grow from the USC faculty's longstanding and deeply held commitment to academic quality and learning. The primary purpose of undergraduate program review is to ensure academic excellence and improve quality at the program level. Additional goals are to further raise the quality of teaching and learning; improve co-curricular programs and offerings; and, provide guidance for administrative decisions to ensure educational effectiveness.

USC uses a decentralized model of undergraduate program review that is consistent with its institutional context – i.e., its broad range of academic offerings and faculty governance based in separate academic units. The review process combines a set of university-wide guidelines with academic unit-level implementation and oversight of all reviews. This ensures consistency in the standards for review across the university while allowing academic units latitude to structure the process in ways that are responsive to their particular circumstances. (The sole exception is review of General Education which, as a university-wide curricular program, is reviewed separately.) The aim of this model is to produce reports and findings that have maximum relevance to the undergraduate programs under review. Academic units will develop implementation plans that make the most sense for their academic contexts.

All programs should be reviewed at least once every eight to ten years. The reviews conducted by all USC academic units offering undergraduate instruction should follow the core guidelines outlined in this document, which has been developed by the Office of the Provost and has included consultation with the Academic Senate Executive Board and the Committee on Academic Policies and Procedures.

UNIVERSITY-WIDE CORE GUIDELINES FOR UNDERGRADUATE PROGRAM REVIEW

A. PRINCIPAL CHARACTERISTICS OF UNDERGRADUATE PROGRAM REVIEW:

1. Provides a concise, honest appraisal of a unit's strengths and weaknesses.
2. Incorporates assessment of student learning using quantitative and qualitative evidence.
3. Is evaluative, not just descriptive.
4. Is forward-looking and provides recommendations for improvement.

While undergraduate program reviews should be independent of any other type of review, units that are separately accredited may request that the UPR occur at a time most convenient to the accreditation cycle and/or Academic Program Review.

B. COMPONENTS OF THE REVIEW PROCESS:

1. A self-assessment (typically 8-10 pages) of the strengths and weaknesses of the program(s) under review. Wherever possible and appropriate, the process should provide students with opportunities to participate in the review process. When completed, the self-assessment should be transmitted to the dean of the relevant academic unit and to the Vice Provost for Undergraduate Programs.
2. The Dean and the Vice Provost for Undergraduate Programs will share with each other their responses to this report and deliver them to the chair of the program under review.
3. The chair will share the self-assessment and responses with the faculty who teach in the program so they may discuss the findings and adjust their teaching objectives and practices as appropriate.

C. CORE AREAS FOR REVIEW: Reviews must include evaluation of the following areas.

1. Quality of curricular offerings.
2. Quality of teaching.
3. Evidence of student learning.

Where appropriate, reviews may also include the quality and effectiveness of co-curricular offerings and student services. Academic units may add to these areas for review upon the recommendation of their faculty and approval of their deans.

D. PROTOCOL FOR ASSESSMENT OF STUDENT LEARNING: Reviews will ensure that all programs satisfy the following requirements.

1. Departments and programs have established 4-7 programmatic learning objectives for each of their degree programs.
2. Learning objectives are made available to students, preferably on department and/or academic unit websites.
3. Departments have developed a plan to gather qualitative and quantitative evidence of student learning.
4. Evidence gathered is compiled and shared with the faculty.

In addition to formal UPRs, departments and programs should hold periodic faculty meetings to discuss the state of their degree programs, during which they should regularly evaluate evidence of student learning.

- E. RECOMMENDED SOURCES OF EVIDENCE: Reviews should include evidence drawn from multiple sources such as those outlined below. Wherever possible, evidence should be supplied by the academic unit with the cooperation of central University offices. In addition to data provided centrally, departments and programs will need to develop some evidence of teaching effectiveness and student work (see 4 & 5 below).
1. Student quality data. (Office of Admission)
 2. Student performance data. (Office of the Registrar)
 3. Data on persistence and graduation. (Office of the Registrar)
 4. Evidence of teaching effectiveness drawn principally from student evaluations. The latter should not include names of individual instructors. (Department/program)
 5. Direct evidence of student work. (Department/program)
 6. Surveys of USC freshmen, continuing students, and graduating seniors reporting measures of student engagement, satisfaction, perceived gains, and future plans. (Student Affairs)
 7. Surveys of alumni reporting measures of satisfaction, preparedness, and achievements. (Academic Information Officer)
- F. PROGRAM-SPECIFIC OPERATIONAL DOCUMENTS: All other features of program reviews not enumerated here will be determined by the academic units and set forth in operational documents shared in advance with the Vice Provost for Undergraduate Programs.

Division of Student Affairs: Best Practices in Assessment

The main body of the EER focuses on curricular programs in the academic units which leaves little opportunity to examine the wealth of programs in USC's Division of Student Affairs. Student Affairs conducts surveys and assessments that serve the whole university community. Indeed, the University Accreditation Committee drew much evidence from the Division for this EER. The Committee offered colleagues in the Division of Student Affairs the opportunity to add this appendix on assessment practices within several of their programs, including the Structured Curriculum Program (SCP), the Summer Bridge Program, Disability Services and Programs, the Office of Residential Education, and Orientation Programs. These areas are important centers for student learning. They work closely with academic units, collaborating with and enlisting the support of faculty and other professionals there. It was important to highlight the critical work of the Division and to represent the scope of assessment activities across the University.

Structured Curriculum Program (SCP)

Rationale

The Structured Curriculum Program (SCP) is designed to assist academically at-risk students admitted to USC. The program was developed in 1999 by a committee of faculty and administrators from Student Affairs, College of Letters, Arts and Sciences, the Office of Admission, and the Office of the Provost. Potential participants for the SCP program are selected by the Office of Admission and the major academic units each year.

Objectives

SCP staff meet with students regularly (two to three times per semester) and provide semester progress counseling and monitoring, assistance with balancing academic and personal lives, and help in accessing assistance from faculty, staff, and other campus resources. The office ensures that students have received the help that they need.

Because SCP is designed specifically to address gaps that may exist in academic preparedness and adjustment to university life, keeping students enrolled at USC and maintaining retention and graduation rates for SCP students that are comparable to the general USC undergraduate population are key objectives.

Evidence

Compared to other students, SCP students enter USC with slightly lower academic credentials, as measured by SAT and high school GPA. Because of this, it is reasonable to expect that their retention and graduation percentages at an academically competitive institution like USC might be lower. Average SAT scores for SCP students tend to be around 80% of the average for those regularly admitted into USC (1675 to 2075 as an example) and average adjusted high school GPA for SCP students is usually around 85% (3.4 to 4.0) by similar comparison.

In the last four fall terms, there have been between 209 and 241 entering SCP students. Between 93% and 95% of these students return for their second year; this is slightly lower than the overall USC rates ranging from 95% to 97%. For specific years, gaps range from 1% to 3%, with the most recent one year retention gap (fall 2008 to fall 2009) being 1% (95% for SCP compared to 96% for USC overall).

When looking at the difference in six-year graduation rates between SCP students and the rest of the USC population, the gaps for the first two SCP cohorts (fall 1999 and fall 2000) were 15% and 18%, respectively. For students entering in 1999, 69% of SCP students graduated in six years, compared to 84% for other undergraduates. For the 2000 cohort, the rates were 67% and 85%. This considerable gap has been narrowed when looking at the two most recent cohorts for which six-year data are available: for students entering in 2002, the gap was only 8%, with 80% of SCP students graduating in six years compared to 88% of others. For the 2003 cohort, the numbers were nearly the same: 80% for SCP and 89% for others.

To improve educational effectiveness, the SCP assessment findings are shared among the offices that first developed the program: Student Affairs, the College of Letters, Arts and Sciences, other academic units, the Office of Undergraduate Admission, and the Office of the Provost. Some of the data help inform the Office of Admission and the major academic units when they select SCP participants in subsequent years.

Challenges and Recommendations

Closing this gap, as well as the annual retention differences continues to be a goal of SCP. The improvement in retention and graduation rates since 1999 have been proportionally higher for SCP students than for the rest of the USC population and have played an important part in the gains USC has shown in overall graduation rate. Still, a gap exists, and SCP staff continue to diligently monitor the progress of students and ensure that individual attention is given, from year-one forward.

Summer Bridge Program

Rationale and Objectives

The Summer Bridge Program began in 2006 to improve retention of potentially at-risk students entering USC as freshman. Invited students include: (a) SCP students (Structured Curriculum Program which includes some student athletes), (b) NAI (Neighborhood Academic Initiative program), and (c) Caldwell Scholars. The Summer Bridge Program is held during the last six weeks of the summer semester prior to entering USC, and includes both academic coursework and social/acclimation events. The program objective is to provide students with an academic head start, facilitate connection to USC, and assist with student transition into the University. Approximately 40 students, 33% of them being athletes, participate in the program each year.

Coursework includes EDPT 110 (Motivation and Learning Strategies, 4 units), Writing 120 (Introduction to College Writing, 4 units), and a Friday Workshop series introducing students to resources on campus. Social events include weekend outings, beach trips, movies, and outings to local attractions in Los Angeles. Students live in on-campus residential housing for the semester.

Evidence

Athletes differ significantly in terms of academic performance, preparedness, and Summer Bridge attendance. For this reason, data are presented separately for athletes and non-athletes.

Student evaluation of the Summer Bridge Program is conducted at the conclusion of each Summer Bridge session. In 2009, 100% of non-athletes and 93% of athletes said they would recommend the program to a friend. This was an improvement from 2006, when 82% of non-athletes and 40% of athletes said they would recommend the program. Nearly all students (97% of non-athletes and 100% of athletes) said the program

aided personal adjustment; the same was true for aiding academic adjustment (100% of non-athletes and 93% of athletes). For these adjustment areas, the numbers in 2006 were much lower.

Summer Bridge athletes had a higher average cumulative GPA than comparison non-participant athletes (2.26 vs. 2.10). In addition, a higher percentage of Summer Bridge athletes had a GPA of 2.0 or above, compared to non-Summer Bridge athletes (86% vs. 69%). Summer Bridge non-athletes had a higher average cumulative GPA than comparable non-participant non-athletes (2.96 vs. 2.69). Academic standing was acceptable for a slightly higher percentage of Summer Bridge than comparable non-Summer Bridge athletes (91% vs. 88%).

A greater proportion of Summer Bridge versus non-Summer Bridge students successfully completed Writing 140. Among athletes, the Writing 140 completion rate was 93% for Summer Bridge students and 75% for non-Summer Bridge students. Among non-athletes, the Writing 140 completion rate was 93% for Summer Bridge students and 81% for non-Summer Bridge students.

To improve educational effectiveness, Summer Bridge assessment findings are shared with USC's Structured Curriculum Program (SCP) and Neighborhood Academic Initiative (NAI), the Office of Admission, and the Provost's office. The evidence collected is useful in outreach to local schools with students interested in USC.

Challenges and Recommendations

Student evaluation should be incorporated continually into subsequent program formats. It will be important to begin measuring graduation rates, as the first cohort of Summer Bridge students were scheduled to graduate in 2010. A follow-up survey is recommended to measure post graduation objectives.

Disability Services and Programs

Rationale and Objectives

Disability Services and Programs (DSP) provides support services to students with physical, psychiatric, learning, visual, hearing, and chronic disabilities. Emphasis is placed on enabling students to perform to their maximum academic potential while working toward an independent lifestyle. Accommodations are matched to students' area of need and include: (a) assistance in providing tutors, learning assistants, readers, scribes, note takers and/or interpreters, (b) advocacy with faculty, (c) special accommodations for test taking needs, (d) assistance with architectural barriers, (e) assistive technology, (f) auxiliary aid equipment loans, and (g) support for individual needs that are unique to a student's disability. DSP has been in place since 1991, in conjunction with passage of the Americans with Disabilities Act (1990). Student registration with DSP has increased substantially from Fall 1991 to the present, and trend analysis indicates Attention Deficit Hyperactivity Disorder (ADHD) and psychiatric disabilities may continue to increase over the next five years. Approximately 650 students were registered with DSP in Spring 2010.

Evidence

DSP conducts on-going assessment of students registered with Disability Services and Programs. Assessment includes analysis of student factors such as disability, accommodations, and use of accommodations with outcome data such as GPA, retention, and graduation. Current sample size is approximately 5,000. DSP has been following students from 1990 to the present. Student information is drawn from the DSP data base. Outcome information is drawn from the Office of the Registrar. Summary findings include:

Testing accommodations: Between 2005 and 2007, undergraduate students who used testing accommodations achieved a higher cumulative GPA than students who did not. Beginning in 2008, students were no longer tested at DSP offices. Rather, students arranged for testing and for accommodations with the academic units. For this reason, data addressing use of accommodations and GPA is not available after 2007.

Cumulative Grade Point Average for undergraduate DSP students recommended for accommodations.

Exam count is number of tests students completed at DSP:

	4+ exams	1-3 exams	No exams	# of students
Fall 2005	3.11	3.05	2.87	354
Spring 2006	3.14	3.03	2.79	322
Fall 2006	3.24	3.01	2.84	393
Spring 2007	3.42	3.03	2.90	363
Fall 2007	3.27	3.21	2.93	331

GPA with and without DSP: Based on data collected between 1990 and 2009, average GPA while registered with DSP was significantly higher than averages prior to DSP registration for undergraduate (2.87 vs. 2.80) and graduate students (3.48 vs. 3.27) with a learning disability, physical disability, ADHD, visual disability, hearing disability, or chronic disease/illness. Students with a learning disability or combination of learning disability/ADHD in particular had a significantly lower GPA prior to DSP registration than when registered with DSP (2.81 vs. 2.66). While not significant, there was a trend for students with a psychiatric disability to obtain a lower GPA while registered with DSP than when not (2.95 vs. 2.74). It is possible that, unlike the more steady disabilities, students presenting with a psychiatric disability seek DSP assistance when they are most in need of support.

Graduation rate: Averaging across all entering cohorts between 1990 and 2003, the overall graduation rate for undergraduate students registered with DSP was 85%, allowing students eight years to complete graduation requirements. The graduation rate varied by disability: approximately 90% for visual disability, 88% for learning disability, and 70% for psychiatric disability.

To improve educational effectiveness, DSP assessment outcome information is used to inform DSP policy and intervention. Findings are also shared within the Division of Student Affairs, conferences, publications, and as part of outreach programs at local high schools with an interest in USC.

Challenges and Recommendations

Findings are used to inform policy and intervention. To meet the needs of an increasing population of students with ADHD and psychiatric disabilities, the occupational therapist and psychology post-doc positions have increased from half-time to full-time. To continue meeting the learning needs of students, learning assistants specifically trained to work with students with learning disabilities will be added starting Fall 2010. Students perform well once registered with DSP. To increase registration and DSP campus wide visibility, standardized wording is included on all University syllabi, access to the DSP website is now available through the myUSC portal, and outreach to students, faculty, and academic units continues to increase.

The lower graduation rate and increase in registration of students with psychiatric disabilities present, in particular, as a challenge. Ongoing assessment and increase in support resources are needed to best serve this population.

Office of Residential Education (Resident Advisors study)

Rationale and Objectives

Resident Advisors interact with peers, administrators, and faculty, and gain training in diversity, counseling, and leadership. The majority of assessment about RAs to this point has focused on satisfaction. Here, a broader range of RA learning outcomes are considered in terms of training and development of RAs as student leaders.

Resident Advisors (RAs) are perhaps the best known of the undergraduate student positions available on a college campus. Students holding these positions take on many roles: leader, mentor, counselor, tutor, friend, policy enforcer, and, most importantly, a builder of community. As a peer influence, RAs significantly impact the experiences of undergraduates that live in student housing. Additionally, many resources are invested in Resident Advisors through time, energy, compensation, selection, and training. However, there is a dearth of literature examining the learning outcomes of RAs; instead, many assessments address satisfaction alone.

The RA position is unique in that it combines many experiences that, according to the literature, positively impact one's college experience. These experiences include peer teaching, activity planning, interacting with faculty, discussing racial/ethnic issues, and having a part-time on-campus job. RA's are hypothesized to have a positive effect on the development of critical thinking and cognitive skills, affective growth, and gains in general knowledge.

The objectives of the study include a general demonstration of these skills, in terms of development and use, as evidence by qualitative data analysis of RA personal narratives. Also, a quantitative analysis addressed the more specific research question of whether RAs gained skills to mediate conflict and gather information from a variety of sources in order to make a decision.

Evidence

From a qualitative analysis of self-reported narratives from 111 RAs, several themes emerged that addressed the development and use of personal skills: the appreciation of different viewpoints and perspectives; the development and strengthening of new forms of communication; the ability to adapt to new styles of communication; time management; and the ability to think quickly and respond effectively.

There is a positive correlation between the reported ability to gather information from a variety of sources and the ability to mediate conflict, with significant positive correlations for new RAs and female RAs.

In order to improve educational effectiveness, the findings from this assessment have been shared with the following: Residential Education, Office of the Provost, Housing, Undergraduate Student Government, and relevant faculty and staff in the academic units.

Challenges and Recommendations

Regarding the evidence collected so far, it is recommended that RA training incorporates directions and activities on how to collect information from a variety of sources to make decisions while mediating conflicts.

Also, this information should especially be provided to new RAs. One data collection challenge is the high number of missing or incomplete RA self-report narratives, with only 111 of the 169 being appropriate for analysis.

Orientation Programs

Rationale and Objectives

Orientation Programs are designed to meet the needs of incoming students – freshman, transfer and graduate. During orientation, the university community comes together to support students' success and assist students as they transition to college life. In terms of student development, more specific goals include:

- Helping students succeed academically by providing wide-ranging resources and information on academic requirements, course offerings, and USC's academic climate
- Assisting students in making valuable connections with faculty, staff, and students
- Supporting students in their personal and social development

Evidence

At the conclusion of orientation, freshmen and transfer students are surveyed on several aspects of their orientation experience. After orientation sessions for entering fall 2009 students, freshmen reported a strong connection to the Trojan family (4.45 on a 5-point scale), understanding of academic expectations (4.42), and connections to resources and services (4.39). Transfer students gave slightly lower but still very positive ratings in these three areas (4.31, 4.31, and 4.25, respectively).

Student retention is another key outcome. If the bulleted goals above are met during the orientation process, then it would be expected that students participating in orientation would return to USC in subsequent years. The most recent cohort for which year 1 to year 2 retention data are available is the entering cohort of fall 2008.

In fall 2008, 94.3% of incoming freshmen attended orientation. This number does not include international students. Of the fall 2008 freshmen attending orientation, 95.4% returned in fall 2009 for their second year. Of the fall 2008 freshmen not attending orientation, 93.1% returned in fall 2009. This number may seem small but consider it in terms of an attrition (leaving) rate: 6.9% of non-attendees left USC by their second year; compared to 4.6% of attendees. This means that, while leaving was still an unlikely event, non-attendees were 50% more likely to do so.

In fall 2008, 71.8% of transfer students attended orientation. Of these students, 96.6% of fall 2008 transfer orientation attendees returned for their second year at USC. This compares positively to the retention rate of 93.1% for non-attendees.

According to student engagement survey data collected in spring 2009, orientation attendees reported higher levels of satisfaction with their sense of belonging on campus (71%) than non-attendees (61%). Also, orientation attendees reported higher levels of satisfaction with being part of the Trojan family (76%, including 36% being "very satisfied") than did non-attendees (73%, including 26% being "very satisfied").

To improve educational effectiveness, orientation assessment findings are shared with USC's academic departments, Office of the Provost, Office of Admissions, Division of Student Affairs, Office of International Services, and Greek and Residential Life programs.

Challenges and Recommendations

There may be other explanations for these differences: students not attending orientation may have been different in terms of geographical location, academic preparedness, commitment to USC, etc. Additional analysis is needed.

One key difference between freshmen and transfers is the rate of students actually attending orientation: 94.3% of freshmen vs. 71.8% of transfers. In fall 2008, there were approximately twice as many entering freshmen (2,520) as entering transfers (1,284), yet the number of non-attendees was higher for transfers (362) than freshmen (144). If students attending orientation are more likely to return, it makes sense that efforts are made to increase transfer attendance.



UNIVERSITY PARK CAMPUS & DOWNTOWN LOS ANGELES
photo by Philip Channing

Appendix B: Data Supporting Report Text

Introduction

Committee on Academic Programs and Teaching (CAPT) Reports

2006 – Learner-centered Teaching and Education at USC	B-2
2007 – Student Learning Assessment at USC	B-11
2009 – Minor Programs at USC	B-33
2010 – Global Connections and Engagement	B-43

Interdisciplinary Learning

2010 USC Student Engagement Survey	B-50
2009 USC Baccalaureate Alumni Survey	B-52
2009 Bachelors Recipients	B-55
Additional Survey Results	B-56

Learning Assessment

Typology of Diversity Courses	B-57
The Impact of Diversity Courses on Minority Students' Relational Leadership	B-58
Diversity Courses on International Students from China and Hong Kong	B-59
The Impact of Diversity Courses & Service-Learning on Cross-Racial Interactions	B-60

Global Awareness and Engagement

2010 USC Student Engagement Survey	B-62
2009 USC Baccalaureate Alumni Survey	B-64
Engagement in global focused activities	B-67
Additional Student Engagement Survey results	B-71

Approaches to Student Success

Academic Probation and Disqualification	B-72
Mid-semester Progress Reports	B-73
Continuing Students Not Registered for the Next Term	B-74

Learner-centered Teaching and Education at USC: A Resource for Faculty

**Provided by the
Committee on Academic Programs and Teaching (CAPT)
Learner-Centered Task Force
2005-2006**

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An Education Paradigm Shift in University Teaching

Learner-centered education has roots in K-12 education in the 1990's, where the term "student-centered" was more commonly used. It was grafted onto the assessment movement of the 1980's and hailed as a new paradigm by educational theorists, regional accrediting agencies, and national organizations. Its pedagogy appeals to teachers committed to student learning, while its emphasis on assessment appeals to those concerned with accountability.

Many of our USC colleagues first became acquainted with the concept when it appeared in early drafts of the university's 2004 Strategic Plan. During this time, faculty assemblies convened to discuss and make recommendations regarding the draft document, including the topic of learner-centered education in a research university. After the usual iterative process of review and revision, the University's 2004 Strategic Plan was adopted with learner-centered education as a significant part of USC's new vision for increasing academic excellence.

This committee was formed as part of the process of further implementing the Strategic Plan. During our investigation, we were pleased to find that the practice of learner-centered teaching is well embedded in units across the university, in response to the emerging pedagogy in this area nationwide and in keeping with faculty interest at USC in improving our efforts on behalf of our students. For reference, we refer to the committee's document "*Inventory of Learner-Centered Teaching at USC.*"

What is Learner-centered Teaching?

The term, "learner-centered" describes a concept and a practice in which students and professors learn from one another. It proposes a global shift away from instruction that is fundamentally teacher-centered, at times glibly termed "sage on the stage," focusing instead on learning outcomes. It is not intended to diminish the importance of the instructional side of the classroom experience. Instead, instruction is broadened to include other activities that produce desirable learning outcomes. Learner-centered teachers articulate what we expect our students to learn, design educational experiences to advance their learning, and provide opportunities for them to demonstrate their success in achieving those expectations.

A learner-centered environment grows out of curricular decisions and in-class strategies which encourage students' interaction with the content, with one another and the teacher, and with the learning process. It encourages students' reflection, dialogue, and engagement, and requires a reliable assessment of their content mastery.

Conventional wisdom has been that if faculty teach well and offer insightful, clear, rigorous, challenging, and even enjoyable lectures, our students will learn. Learner-centered pedagogy questions this assumption, given differences in how students learn. The emergence of learner-centered instruction arises from the quest to have all students achieve more success in their educational enterprise.

Interestingly some students and faculty have resisted the change. There are students who thrive in teacher-centered instruction and many claim to prefer the experience. Weimer (2002) suggests this is because as it makes less demands upon them, until the evening before an exam, whereas learner-centered pedagogy requires a more active role in the classroom experience. For faculty, it can mean a shift of some level of responsibility to students, which may feel like a loss of control.

In the course of our discussions, other possibilities have also been examined. There is evidence to suggest, for example, that learner-centered pedagogy does not raise the desirability of an institution in terms of admissions applications. Zemsky, Wegner, and Massy (2005) argue that students are not always motivated to maximize their learning; students choose schools on the basis of the "competitive advantage" they expect the school to provide after graduation. The fact that students bring other motivations to bear on their choice of educational environments presents other complications for a pedagogic strategy based on student-learning preferences.

To be effective, a change toward learner-centered teaching may require a re-centering of assessment practices to include more and different evaluations of the learning experience. In many cases, this may mean substantial revision of mid-semester and end-semester class evaluations to include questions regarding the learning experience. The committee also felt strongly that longer-termed assessments need to be implemented, including some at graduation and at post-graduate intervals among our alumni.

Through considerable study and often engaging debate, members of our committee, like the larger faculty, have embraced learner-centered pedagogic practices and have expressed enthusiasm for making these learning strategies more widely available at USC.

Two Myths Regarding Learner-centered Teaching

In our investigation, the committee found two common misconceptions regarding learner-centered teaching, including:

1. Learner-centered teaching removes the central role of teacher as a prime mover of the educational experience. For USC, the committee determined that the role of the “sage on stage” should, where appropriate, remain a positive factor in any classroom experience. Although there are many writings on the subject that posit a lesser role for the teacher (e.g., Weimer’s *Learner-Centered Teaching*), the committee’s view is that for USC, the faculty instructor must remain the central authority and have full responsibility for the learning outcome of a class. Obviously, for some classes, there is also the expectation of increased student responsibility, which can happen regardless of class size, depending on the nature of the curriculum.
2. Learner-centered education is essentially a technology-centered initiative leading to increased forms of distributive- and distance-learning, and an abandonment of classroom-based instruction. Our committee found no basis or support for this view. Learner-centered teaching offers challenges to both faculty and students to share mutually in the responsibility for the learning experience. To enhance the learning experience, it has always been important that classes seek means to accomplish learning goals. This can mean improved utilization of technology and opportunities beyond the conventional classroom, but it does not mean that older, successful teaching practices have a diminished role. In many ways, they are more important than ever.

Implementing Learner-centered Teaching

We are in an emerging era of “classrooms without walls” and the academic paradigm shift from teaching to learning, and thus, it becomes ever more important that faculty find new and creative ways to engage students. Moreover, as methods to teach and learn continue to expand into greater usage of varied forms of technology, it is imperative that students and teachers continue to connect, through currently successful and evolving means.

This is not particularly new. Over eight years ago, the Academic Senate endorsed a resolution (**Resolution 97/98-02**), which stated “Therefore, it is resolved that faculty and administrators should work together to better enable faculty to increase their day to day availability to students and create opportunities for timely and individualized interactions by increasing their time on campus and/or by establishing and using alternative electronic means of communication.”

The shift toward learner-centered teaching is a change in emphasis that will cause faculty to rethink how we teach and assess our teaching toward the goal of realistic appraisal of student learning. To inform our discussions, committee members were invited to review a range of current literature regarding learner-centered teaching. In summary, we found several publications particularly helpful.

In his book, *What the Best College Teachers Do* (Harvard University Press, 2004), Ken Bain offers several characteristics of faculty who embrace learner-centered instruction. They touch the lives of their students; they place a strong emphasis on student learning and outcomes through varied forms of assessment; and to achieve these goals, they may even plan their courses backward. Bain's research also led to the conclusion that these faculty, regardless of university or college setting, know their subject material extremely well, are active and accomplished scholars, and value critical thinking, problem solving, and creativity. Bain further concluded that these faculty value teaching and consider it as demanding as their research and scholarship; that they seek to create a critical learning environment and aspire to challenge students to confront important problems. According to Bain, they have a strong trust in students, believe that students want to learn, systematically collect feedback on teaching, readily assess outcomes, and make appropriate changes. These faculty work to create a safe learning environment which allows students to try, fail, and try again. Bain's findings also conclude that these faculty have a great faith in student ability and offer students ownership of class objectives. Perhaps the ultimate conclusion of Bain's study is that learner-centered teachers view teaching as beginning with the student and appreciate the individual value of each student. In his words, "They don't teach a class. They teach a student."

Maryellen Weimer in her book *Learner-Centered Teaching* (Wiley Co., San Francisco, 2002) offers a parallel assessment but also one perhaps built for small college and university classes where the student is challenged to have ownership in the learning experience, including design of the curriculum, responsibility for some levels of instruction, and peer review. Her research indicates that the change is not always initially welcomed by students who often prefer passive learning ("sage on stage") but who, in the end, find the experience far superior as a consequence of their ownership of the learning experience. Such does involve a reallocation of power in the classroom although it is clear that the ultimate control still remains with the faculty instructor. Her research concludes that student learning becomes even more effective when students are teaching students and involved in subsequent evaluation.

Barbara McCombs has also published extensively on the topic of learner-centered teaching (McCombs, 1997, 1999, 2000). Her work emphasizes the role of positive feedback between student and instructor and the importance of an encouraging climate of learning both in and outside the classroom. Her work also found significant value in our better understanding the individual student's perspective on the learning experience and having diverse approaches that allow all students to be better invested in their learning experience.

Parker Palmer's *The Courage to Teach* eloquently addresses the paradox of teaching-versus learning-centered education practices. His view is that if we separate teaching from learning, the result is "teachers who talk but do not listen and students who listen but do not talk".

Role of New Technology in Learner-centered Teaching

The opportunity to bring new technological advances into the classroom continues to expand and it offers many diverse and creative means to further our educational mission. From the committee's perspective, this has led to a rapid era of change in the nature of classroom instruction. Mixed media forms of instruction (PowerPoint, jpeg images, mpg, mov, mp3 files, and the internet) have spread widely across the campus, as have the utilization of distributive and distance learning formats. As in any experiment in teaching, the results can go badly, but in turn, we can revise and seek new ways to gain the anticipated outcome of improved learning. For example, recent news articles have reported on situations where university class lectures, once posted on-line, led to significant loss of class attendance. The issue has become common in some universities and needs vital attention.

Many of us post our class materials on class websites and we should vigorously confront the issue if it leads to a loss of interaction between students and faculty at USC. Learner-centered education requires a focus on student learning, but we also know that not all learners are equally invested. Regardless of how we teach and what technology we bring into the classroom or outside the classroom, we need to be proactive in our quest to assess through various forms of feedback the extent to which our investment is working and meeting our goals.

Web-based instruction can be a powerful means of enhancing the learning experience, including the posting of on-line quizzes and links to other websites for further enrichment. It also provides a means for video streaming of lectures, pod-casting, and interactive (live) linking between classes at different and very distant institutions. A large number of classes at USC have experienced student-led creation of class blogs, wikis, and other websites allowing independent student interaction regarding varied aspects of class-related studies, including exam review. Likewise, the web-based Totale's Blackboard learning system has been made available to all USC courses and provides a range of utilization, including maintenance of course grades and student access to grade scores, posting of student contributions (such as term papers and PowerPoint files), and a site for students to share their work, when it fits the goals of the class. Blackboard can be cumbersome to use but also provides considerable utility.

The widespread use of Microsoft's PowerPoint is a good example of how new technology has successively gained a widespread foothold in the classroom. For the same level of content, faculty have found that it provides a significant means of broadening the student's exposure to a subject through incorporation of diverse visual information. A PowerPoint file can also be posted on-line so that students can return to a lecture for further review and students find that PowerPoint allows an excellent means of giving their class presentations. Our experience is that they enjoy exploring the new dimensions it provides for giving an effective lecture. For those faculty who have chosen to use PowerPoint, it has usually replaced use of slides and overheads, but interestingly, it has not always replaced the chalkboard (or marker board). Depending on the nature of the course, many USC faculty continue to use the chalkboard, in concert with PowerPoint images and others forms of media, to slow the pace of the lecture and help students take notes, a time-earned means of keeping students engaged and aiding the learning process.

A growing number of classes at USC have taken advantage of public response systems (PRS or “Clickers”) to evaluate learning on a real-time basis. The utility of this new technology is addressed in the next section.

Assessment of Teaching and Learning

The national discourse on assessment proved to be the most contentious part of our discussion of learner-centered education. Committee members agreed upon the central purposes of assessment: to answer the question posed by then Provost Lloyd Armstrong, “How do we know our students are learning what we think we are teaching them?” and to improve our educational programs so that they learn more, more effectively. There are, however, consequences of assessment models typically associated with learner-centered education that deserve critical scrutiny in defining the term at USC.

In privileging learning outcomes that lend themselves most easily to assessment, the national discourse on learner-centeredness emphasizes know-how over knowledge; education that cannot be easily quantified is disparaged compared to skills that can be. “Education for lifelong learning,” for example, has been criticized because it does not lend itself to readily demonstrable outcomes. However, many of the most important learning objectives identified in the Strategic Plan share this character. Committee members believe that the methods of assessment should not dictate learning objectives at USC, but rather reflect those academic goals identified by the faculty.

The national discourse on assessment also discounts the perceptions of faculty and students (the kind of scores and comments recorded on student evaluation forms) in favor of direct assessments of student work. However, students will often do their best work only when it is evaluated by their instructors; the strategy of “embedding” means of assessment into classes suggests even by its implicit metaphor that assessment is often extraneous to the class content. A concern was expressed by committee members that the assessment model should not be allowed to convert our curriculum into a social science research project. How to assess the accomplishments of our students and effectiveness of our programs without imposing on class time or the pedagogic relationship within the classroom is a challenge that should be addressed carefully at USC. The committee has more confidence in faculty and student perceptions than is typical in the literature and pointed to the relationship between those perceptions and student engagement – which is always considered a key determinant of successful learning outcomes.

The current practice of assessment of teaching at USC is through mid-course and end-of-semester student evaluations. These evaluations have clear value but need to be modified to include revised questions regarding the learning experience. As indicated earlier, we also need a longer-termed assessment process at various times subsequent to the class. The committee recommended that students be permitted to keep their USC email accounts after graduation, if they agree to complete an electronic survey from time to time. These results may prove to be a critical assessment of student achievement.

The committee endorsed strategies associated with creating diverse learning environments for students with different preferences and learning styles. But assessing programs on the basis of student preference is problematic. As pointed out by Zemsky and his colleagues (2005), students do not choose learning environments entirely to maximize their learning; other factors also influence their decisions. Students are very concerned about entrance to graduate and professional schools, and their educational choices also reflect their desire to maintain a competitive academic record. Expanding the range of educational opportunities we make available, through service learning, research, and collaborative learning should be important priorities at USC; but we should not presume an idealized student in assessing those programs. There are students who make their academic decisions in order to maximize their learning, but those students will thrive under any educational model.

Current technology has also provided a new means of assessment of learning which can be accurately characterized as continuous and real time. The PRS (public response system), also termed “clickers”, is a real-time polling technology. For example, the instructor can post a question (such as multiple choice) on a slide during the lecture and each student has a “clicker” with which she/he submits a response. The results from the entire class are then collected in real time and displayed. The implications of this technology are huge. We, as faculty can guess what students are learning until exams. But with PRS we can judge learning during class time and make appropriate adjustments in how we teach and how our students learn. There are many features of PRS-enabled teaching that are more learner-centered from a conventional lecture, including the following:

1. A Personal Response System provides continuous real-time assessment during class
2. Allows agility in teaching and immediate response to the needs of the class, as well as minimize wasted class time
3. Engages students in active learning during class – students become true participants in the learning process
4. In addition to assessment, questions can be used to provoke thinking, correct and challenge students' misconceptions
5. Questions serve as launching pads for peer instructions
6. Facilitates a more concept-based rather than skill-based course

Engaging Students in Learner-Centered Instruction

Regardless of instructional format, our foremost recommendation is that faculty must continue to seek means to remain engaged with their students. This has always been important to classroom instruction, but in these times of pedagogical change, it is even more relevant. The means are well traveled and proven to be substantial to the learning experience of students. The following is a distillation from a recent workshop offered by USC’s Center for Excellence in Teaching, “Engaging Students in a Learner-Centered Classroom”, which is available on-line in both PowerPoint and video format:

1. Know your students. Depending on the size of the class, this could mean knowing their names, majors, and backgrounds. But foremost, it means that you know a student is in your

class, and hopefully more. Most students relish this recognition and it empowers their engagement to learn.

2. Style of instruction. Faculty are encouraged to keep the class interactive. One aspect of learner-centered instruction is providing students the opportunity to teach their peers. It also serves to further student responsibility or ownership of class objectives, including the learning process. The time-honored Socratic method of teaching continues to be a vital means of engaging students.

3. Make the course relevant. Many students have clear educational and/or career goals or may simply ask, “Why learn this?” We are encouraged to relate the class to historical or societal issues where appropriate, or students’ future goals. The learning goals of the class need to be perceived as relevant to the student’s aspirations or experience. In some classes, this can mean the use of current topics or case studies extended to problem-based learning.

4. Active teaching. This is as important as ever, including the role of humor and even story telling. Faculty are encouraged share their passion regarding the subject and to feel free to get personal by offering their own anecdotes. The use of eye contact, variation in voice volume and tone, provocative questions, and the long entrusted pause to wait for answers continue to be important methods for drawing students into the learning process. In large classrooms, one can leave the podium and walk the aisles to further involve students in the new learning mode. Once they have it, let them explore. This is when we need to give full rein.

5. Faculty availability to students. In any research university such as USC, our work often competes with time devoted to students. All of us post “office hours,” which can often be underutilized by our students until the times of midterms and final exams. Some of us have office hours at redundant times during the week, which can be an impediment to student access. Faculty are encouraged to stagger posted times of availability. Many USC faculty have augmented office hours with stated times of “open door” availability. E-mail correspondence has also aided access and should continue to be encouraged.

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Weimer, Maryellen. *Learner-Centered Teaching*. (Wiley Co., San Francisco, 2002).

Zemsky, Robert, Gregory R. Wegner and William F. Massy. *Remaking the American University: Market-Smart and Mission-Centered*. (Rutgers University Press, 2005).

Useful USC Links:

Center for Excellence in Teaching

<http://www.usc.edu/programs/cet/resources/>

Center for Scholarly Technology

<http://www.usc.edu/cst>

<http://www.usc.edu/clickers>

REPORT OF THE 2006-2007 COMMITTEE ON ACADEMIC PROGRAMS AND TEACHING (May, 2007)

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Table of Contents

Roster	1
Table of Contents	2
Executive Summary	3
Overview	5
Purpose	5
Organization of the Report	6
The Context for the Report	6
Components of Effective Assessment	7
Ways in Which Faculty Use Assessment to Improve Instruction	9
Recommendations of the Committee	11
Appendices	14

Executive Summary

The Committee was jointly appointed by the Provost's Office and the Academic Senate and charged to accomplish the following:

- Building on the inventory of learner-centered courses and programs assembled by the Learner-Centered Task Force during the past year, consider how to determine the educational effectiveness of the learner-centered curriculum.
- In response to the Task Force's emphasis on the need for "realistic appraisal of student learning," examine, and bring to the attention of the campus community in the form of a report to the Provost:
 - (a) the components of effective assessment at the departmental or disciplinary level;
 - (b) ways in which how the faculty uses that evidence to improve instruction
 - (c) how to gain more systematic engagement of faculty and students with improving the learning process.

In considering the components of effective assessment, the committee focused on former Provost Lloyd Armstrong's question, "How do we know our students are learning what we think we are teaching them?" This draws attention to the central purpose underlying diverse types of assessment. While we acknowledge that there may be as many answers to the question of "how we know" as there are majors and minors in the University, the committee believes that the process of assessment is basically the same across domains. We present one general model of the components of assessment discussed by Barbara Wright, Associate Director of WASC (Wright, April 14, 2006), and analyze how it applies to USC at the course, program and institutional level.

Our discussion of ways in which USC faculty uses evidence of learning led us to examine several programs at the University that have explicitly addressed the use of evidence of student learning in the process of improving instruction. We present two case studies as examples of the range of programs already in place at USC, one from Chemical Engineering and one based on the USC Writing Program.

Finally, we make a series of recommendations for ways in which USC can engender more systematic engagement of faculty and students with the improvement of the learning process. These recommendations are organized at three levels:

- Cluster of Faculty Level (e.g., faculty who teach similar courses in a program)
- Academic Departments/Units Level
- Campuswide/Institutional Capacity Level

Clusters of Faculty Level

1. USC should launch a set of at least 20 competitively funded innovation/demonstration projects that focus on better assessment and related faculty collaboration in learner-centered education. Projects need to propose appropriate clarity about learning

outcomes, significant advances in assessment, and creative strategies for reflection and improvement based on the assessments.

2. USC should create support strategies that will allow many faculty to work in informal clusters to promote clarification of intended learning, better use of assessment, and better faculty collaboration in using the assessment to promote student learning. These support mechanisms can be housed in a number of places at USC, such as the Provost's Office, the School of Education, etc.

Department/School Level

1. USC should ask the Associate Deans' Council to coordinate the development of plans at the individual department/academic unit that are designed to enhance a stronger focus on learning processes and outcomes, better assessment, and better collaborative use of this information for instructional improvement. The plans at the academic unit/department level should commit funds from the academic unit to improve teaching, learning and assessment, as well as collaboration.
2. USC should promote enhanced coordination between the Academic Unit/Department and the APR review process so that the review includes a focus on the ways the specific academic unit has focused on learning and learning outcomes, assessment, linkage of institutional and program data to learning, etc.
3. USC should create and fund 3 academic unit/department demonstrations of extensive assessment and collaboration regarding learning. The goal is to have institutional leadership, linkage across major programs, deeper impact on learning, and greater sustainability of the demonstrations. The 3 demonstrations would be expected to play a key role in the WASC accreditation, and have plans for sharing their innovation with others across campus.

Campuswide/Institutional Capacity for Improvement of Assessment and Collaboration in Learner-Center Education

1. USC should have an ongoing task force to coordinate the gathering and utilization of information/data that will support assessment and collaboration in learner-centered education. The task force will need to prepare recommendations for the two levels of the WASC report, and help academic units complete their plans. The task force would be chaired jointly by senior academic programs and innovation/technology leadership.
2. USC should launch a robust look for external strategic partners and funding. Become a national model of such work. The partnerships should deeply influence and be connected with the demonstration projects and technical support efforts described above. Partners should link assessment/reflection tools, use of distance-learning and the web, institutional data and follow-up studies with graduates and employers of our graduates, and a robust collaborative evaluation of the entire learner-centered effort.

Report

Overview

USC's central mission is "the development of human beings and society as a whole through the cultivation and enrichment of the mind and spirit." The University community cares deeply about young people – their dreams, hopes and potential; and the University believes in the pivotal importance of educated citizens to the world's stability, prosperity, and progress.

Spurred by the 1994 Strategic Initiative on Undergraduate Education, USC has assembled a rich and multi-faceted set of learning opportunities, including orientation programs, Freshman Seminars, Thematic Option, Renaissance Scholarships, the USC Core curriculum, Honors Program in Multimedia Literacy, multimedia literacy in the core curriculum, diversity in the curriculum, the Arts and Humanities Initiative, the Festival of Scholarly and Creative Work, Undergraduate Research Opportunities, JEP and community service opportunities, Global Outreach, and International Fellowships. USC continues to enhance undergraduate education through research opportunities in communications, the life sciences, the arts, and the urban paradigm. These critical pathways touch many of our academic programs and provide an academically rich coherence that makes undergraduate education at USC truly distinctive.

In the midst of this extraordinary richness of opportunities for students, the Learner-Centered Task Force of 2005-2006 encouraged the Committee on Academic Programs and Teaching (CAPT) to conduct a "realistic appraisal of student learning." The special charge to CAPT this year has been to think about means by which faculty and students could improve the learning process and explore the ways of determining the results of students' learning. CAPT has:

1. **Considered** strategies for enhancing the effectiveness of undergraduate learning which have been built into USC's rich programs and might usefully be shared and expanded; and
2. Suggests that it would be useful to share with the USC community ways of investigating the results of an effective education.

It is the committee's hope that faculty and students will use these insights to enrich discussion of educational effectiveness at several levels, including individual courses, degree programs in departments and/or schools, and campus-wide initiatives.

Purpose of The CAPT Report

The Charge to CAPT. The Committee was jointly appointed by the Provost's Office and the Academic Senate and charged to accomplish the following:

- Building on the inventory of learner-centered courses and programs assembled by the Learner-Centered Task Force during the past year, consider how to determine the educational effectiveness of the learner-centered curriculum.

- In response to the Task Force's emphasis on the need for "realistic appraisal of student learning," CAPT will examine, and bring to the attention of the campus community in the form of a report to the Provost:
 - (a) the components of effective assessment at the departmental or disciplinary level;
 - (b) ways in which how the faculty uses that evidence to improve instruction
 - (c) how to gain more systematic engagement of faculty and students with improving the learning process.

Organization of this Report

We have had many productive discussions within the committee and with other colleagues about the charge given us, and have organized our report as follows:

- A view of curriculum, teaching and learning for USC where we emphasize some themes about examining the educational effectiveness of the learner-centered curriculum and explore the components of effective assessment at the departmental or disciplinary level
- Two scenarios that illustrate the range of program contexts in which the assessment model can apply and illuminates what the components of the Learning Assessment Model would look like in widely varying program contexts at USC.
- How to gain more systematic engagement of faculty and students with improving the learning process. We address this important topic by proposing a set of recommendations to encourage faculty and programs to enhance learning and the assessment of learning at USC.

Our report emphasizes respect for the substantial work done to date and for USC's talented and hard-working faculty as key players in a better approach to assessing student learning.

The Context for the Report

In a learner-centered university, the faculty's role is to help each student foster his or her intellectual curiosity and self-directed creativity, expand inquiry skills of investigation, analysis, and problem-solving, experience and treasure the diversity of the local and the global neighborhood, examine one's own values and build core skills of linguistic and technological literacy, teamwork, and leadership.

A year ago, the Provost's Office and the Academic Senate appointed a special task force on Learner-Centered Education. The task force, chaired by professor Lawford Anderson, developed an important report that made several major contributions:

- clarified the meaning of "learner centered"
- identified positive examples at USC
- proposed a focus on assessment of learner-centered education
- emphasized the value of collaboration among faculty

The work of our Committee was also influenced by several external forces in higher education. The first is the forthcoming WASC inspection of USC. It is clear that WASC has shifted its focus to student learning as the core of its focus on accreditation. For USC, the WASC accreditation site visit will happen in two stages:

- Focus on institutional capacity for assessing student learning in 2008
- Focus on student learning outcomes & evidence of assessment and faculty collaboration in 2010

Within the CAPT Committee, we saw the WASC accreditation as an enhancement of the directions USC had already established.

The upcoming accreditation prompted us to remember several things: evidence of student learning is important and likely to attract increasing attention from the public and the federal government. At USC we have an opportunity to create important changes in teaching and learning while also “staying ahead of the curve” vis a vis any external pressure to describe and assess student learning.

The first charge to the CAPT committee was to analyze the components of effective assessment at the departmental or disciplinary level.

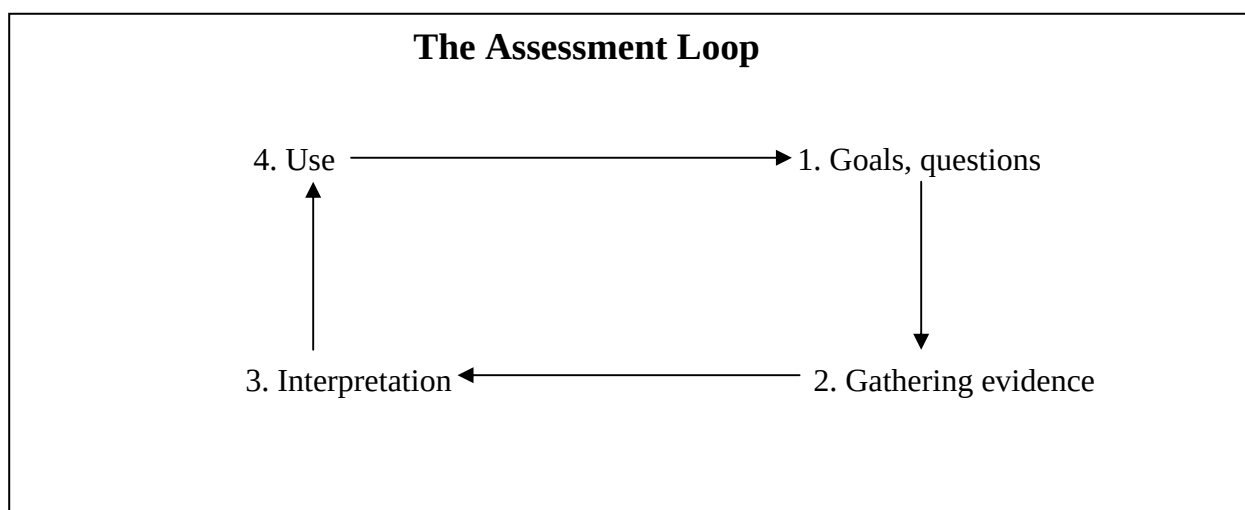
Assessing Educational Effectiveness at USC

The extraordinary diversity and richness of the learning community at USC makes it challenging to propose a single model for how educational effectiveness can be gauged. The Report of the Learner-Centered Task Force in 2006 warned against overly simplistic schemes of assessing learning, and pointed out that even a very widely agreed-upon assessment model might fail to capture the complexity of learning at USC. A partial list of the types of assessments typically used in classrooms and programs at USC makes this complexity obvious:

- objective examination
- essay examination
- oral examination
- individual oral presentation
- team or group presentation
- individual written project
- team or group written project
- evaluation of community service by community experts (e.g., teachers)
- evaluation of internship experiences by supervisors
- peer evaluation, critique and review (of written work, performance, etc.)
- written responses on readings or case studies
- oral or written reports of field projects
- senior thesis
- portfolio of writing or other creative work
- judgement by experts of a performance
- self-directed computer assignments

- multimedia presentation
- in-class debates

The 2005-2006 Task Force reached a consensus that former Provost Lloyd Armstrong's question, "How do we know our students are learning what we think we are teaching them?" hits upon the central purpose underlying these diverse types of assessment. While we acknowledge that there may be as many answers to the question of "how we know" as there are majors and minors in the University, the committee believes that the process of assessment is basically the same across domains. We found one general model of the components of assessment discussed by Barbara Wright, Associate Director of WASC (Wright, April 14, 2006) to be quite useful. It is depicted in the diagram below.



The process is easily recognizable to faculty, program directors and administrators who have evaluated a teaching and learning experience more than once.

Let's illustrate it with the familiar example of an instructor revamping his or her course for the nth time. The course we envision here might be a typical humanities, social science, communications, business, or general education course. The instructor has goals or questions that frame the inquiry in the class. These goals may be explicit in the syllabus, or they may be set out as principles to be fleshed out by student-initiated learning. The students and faculty member set out on their passionate exploration of these goals or questions. Along the way, certain evidence of student explorations collects (in portfolios, presentations, papers, etc.). Many courses at USC employ a mid-semester evaluation, and USC instructors and administrators generally have a great deal of respect for the usefulness of this evaluation. The faculty member interprets the evidence (student products and student evaluations) and decides whether the course of learning needs to be altered. For example, the instructor may change the format of assignments, or introduce new readings or points for discussion. This process continues to iterate until the course is over. Final evidence is collected in the form of overall metrics of student performance, student evaluations, student comments about the course, and possibly

reactions of faculty colleagues to the course. When the instructor teaches the course again, this evidence is sifted, interpreted and put to use in revamping the course, even if only slightly.

There are many variations on the types of goals and questions, methods of gathering evidence and interpretations and implementations of that evidence. Consider for example, how different the forms of the questions and evidence would be for an artistic performance class and a physical science class. However, the basic steps in the process are similar across disciplines.

The model of assessment also applies quite well at the level of the program or major, and even at the school and institutional level. For example, when choosing to make changes to a major, or introducing a new sub-specialty within that discipline, faculty, administrators and supervisory committees such as the Committee on Academic Policies and Procedures (CAPP) will enter into the process of assessment at various points, and will rely on it to monitor the effectiveness of the changes. It is also the case that outside pressures, such as the job market facing their students, may lead a program to pose new goals for learning, as illustrated in one of the scenarios we include later in this report, from Chemical Engineering. Outside accrediting agencies, such as ABET (the accreditor for college and university programs in applied science, computing, engineering, and technology), AACSB (the accrediting agency for bachelor's, master's and doctoral degree programs in business administration and accounting), or the California Commission on Teacher Credentialing, may demand that the evidence and interpretation of evidence be made quite explicit.

The elements of the assessment cycle are not always made explicit, but one can argue that they are always there in any effective teaching and learning process. The committee has a great deal of respect for our talented, passionate and hard-working faculty. We believe that they, individually as well as collectively, are the best arbiters of the assessment process. Likewise, we have a great deal of respect for USC's highly motivated and talented student body. They are the eager and ambitious learners who provide the basic evidence of their learning that drives the entire assessment process.

Thus, one answer to the question of how we know that our students are learning what we think they are learning, is that the knowledge lies in what we can discern about the process of assessment and refinement at all levels of the university. One clear way to answer the "how do we know" question is to look at examples of this process at USC.

Ways in Which Faculty Use Evidence to Improve Instruction

The second charge to the CAPT committee was to consider how the faculty uses the evidence of prior assessments of learning and teaching to improve instruction.

We focused our lens at the level of teams of faculty, or disciplines, rather than at the individual course level. Some programs have been through the assessment cycle many times and some only a single time. Some have been very explicit about each step in the process, and some have engaged implicitly in the assessment process. But it is clear there are many examples of outstanding programs at USC. In our committee deliberations, several such programs were discussed, including the Dentistry program, the revision of medical teaching at the Keck school, the teacher credentialing program at the Rossier School of Education, the College's Language Center Program, the Professoriate program of the Center for Excellence in Teaching, Multimedia Literacy Assessment in the Core Multimedia Program, the evaluation of distance learning in the school of Engineering, the utilization of teams of faculty and business professionals to evaluate

student capstone projects in the Marshall and Viterbi Schools, and the use of faculty and industry professionals to evaluate student final performances in the Schools of Music, Fine Arts and Cinema-Television. In the end, we chose two examples to describe in depth, illustrating some of the diversity that exists at USC.

These examples were chosen because they were familiar to committee members, or committee members had participated actively in these programs, and because they represent some of the diversity in assessment and evaluation that exists at USC.

Appendices 1-2 are brief descriptions of each of two projects. Our purpose in describing these projects is that this will hopefully initiate a process of reflection among faculty about their own programs.

Example 1: A Degree-Project Approach to Engineering Education (by Richard Lee) (see Appendix No. 1)

Chemical Engineering (ChE) education is at a crossroads. There is a disconnect between the *curriculum* (which is largely focused on macroscopic “unit operations”, e.g., heat exchangers and distillation columns) and faculty *research* (which has recently emphasized nano- and bio-technology). At USC, Chemical Engineering has developed a unique approach to this challenge, namely the use of laboratory research experiences as an integral part of the undergraduate experience. We have recently begun modernizing our curriculum by including bio and nano laboratories in each ChE course, with the goal of creating cohesive 4-year “*degree projects*” (see Appendix 1).

As the name implies, degree projects span the entire four years of a student’s undergraduate education, consisting of *research/laboratory module associated with each undergraduate course*. The chemical engineering approach is boldly experimental, and it is uncertain how it will turn out. However, it is a good example of the assessment process for several reasons, most notably the clarity in the statement of goals, the use of multiple kinds of evidence to assess student learning, and the openness of the program to using evidence of student learning to evaluate the experiment. This type of assessment process may be particularly relevant to more technically oriented professional programs, and possibly to physical and life sciences programs within the College.

Example 2: The General Education Critical Thinking Assessment Project (by Richard Fliegel and John Holland) (see Appendix No. 2)

The General Education Critical Thinking Project was designed to use the critical thinking skills discernible in student writing to assess change over their time at USC. The project assumes that the entire college experience, in the classroom and out of it, contributes to a student’s development of critical thinking, so that the value added is not a result specifically of their General Education classes or their curriculum in its entirety. Instead, it compares the critical thinking skills demonstrated in student papers written by students at various points in their college careers (see appendix 2 for details).

The Critical Thinking Assessment Project is an excellent illustration of how the goals of an academic program lead logically to an assessment method. The assessment method has

validity as a means of examining critical thinking and can be adapted by other institutions. As the project moves into its next phase, it will be interesting to determine whether the judgements of experienced faculty correlate with the Facione scoring criteria. This is an important step, as it will indicate that the goals of the course and the standard assessment practices embedded in the course are closely aligned. In this case, the interpretation of the assessment evidence (the third step in the assessment process) would be that no changes need to be made in the writing program. However, if the faculty scoring criteria differ from the Facione scoring criteria, the Writing program faculty might want to discuss whether changes need to be made to standard instructional or assessment practices.

To conclude this section of the report, the committee was impressed by the variety and depth of thinking about assessment at USC. Many of our colleagues are obviously thinking deeply about how to evaluate the effectiveness of student learning. It is important to disseminate the efforts of faculty and administrators in one discipline to people in other disciplines as a catalyst for thinking about student learning and assessment.

In the final section of the report we address the third charge to CAPT, how to gain more systematic engagement of faculty and students with improving the learning process.

Recommendations for Next Steps

Although many groups of faculty and many disciplines are actively engaged in the process of improving and assessing student learning, there is a great deal of untapped potential. Faculty members are busy with research, teaching and service, and they sometimes need incentives to initiate change. We propose several incentives in the section below.

Our recommendations are organized under three organizational levels. We list each of the levels along with a rationale for having this focus in our report:

- The Cluster of Faculty Level recognizes faculty who teach similar courses in a program. At the cluster level, the assessment could most clearly build on prior work of innovative teams. These teams might have come together for many possible reasons; multiple faculty teach a common course or set of related courses within a department or within a general education requirement, for example. The Cluster of Faculty approach is highly respectful of faculty initiative and leadership in curriculum improvement, and is the most flexible and “natural” of the three levels. The Cluster of Faculty approach is also closest to the classroom, where the real teaching and learning occurs.
- The Academic Departments/Unit Level recognizes the ongoing strategic planning, the formal organizational structure for academic leadership, and the link of resources to instructional improvement. For many academic units, accreditation requires a strong focus on student learning and assessment of professional competence for licensure. We want to encourage improvements at this level as well.

- The Campuswide/Institutional Capacity Level. The WASC accreditation recognizes an essential truth: institution wide capacity and the enhancement of student learning are two dimensions of the same imperative to improve both our instruction and our reflective collaboration for instructional improvement.

Clusters of Faculty Level

Recommendations:

1. USC should launch a set of at least 20 innovation/demonstration projects that focus on better assessment and related faculty collaboration in learner-centered education. The Provost's Office should coordinate solicitation, funding and networking between these projects. Projects should be awarded by competitive bid at approximately 5-20k per year for two years, with half the funding coming from the relevant academic unit. Projects should be awarded with concern about a range of disciplines and a range of types of learning being facilitated. Projects need to propose appropriate clarity about learning outcomes, significant advances in assessment, and creative strategies for reflection and improvement based on the assessments.
1. USC should create support strategies that will allow many other faculty to work in informal clusters to promote clarification of intended learning, better use of assessment, and better faculty collaboration in using the assessment to promote student learning. These support mechanisms can be housed in a number of places at USC, such as the Provost's Office (i.e., under the auspices of the Center for Excellence in Teaching), the School of Education, etc.

Department/Academic Unit Level

Recommendations:

1. Ask the Associate Deans' Council to coordinate the development of plans at the individual department/academic unit that are designed to enhance a stronger focus on learning processes and outcomes, better assessment, and better collaborative use of this information for instructional improvement. Academic units in professional schools are often working on these topics as part of professional accreditation, and their extensive work to date should be shared widely across campus as facilitated by the Associate Dean's Council. The plans at the academic unit/department level should commit funds from the academic unit to improve teaching, learning and assessment, as well as collaboration.
2. Coordinate between the Academic Unit/Department and the APR review process so that the review includes a focus on the ways the specific academic unit has focused on learning and learning outcomes, assessment, linkage of institutional and program data to learning, etc.

3. Create and fund 3 academic unit/department demonstrations of extensive assessment and collaboration regarding learning. The goal is to have institutional leadership, linkage across major programs, deeper impact on learning, and greater sustainability of the demonstrations. The 3 demonstrations would be expected to play a key role in the WASC accreditation, and have plans for sharing their innovation with others across campus.

Campuswide/Institutional Capacity for Improvement of Assessment and Collaboration in Learner-Center Education

Recommendations:

1. Create an ongoing task force to coordinate the gathering and utilization of information/data that will support assessment and collaboration in learner-centered education. The task force will need to prepare recommendations for the two levels of the WASC report, and help academic units complete their plans. The task force would be chaired jointly by senior academic programs and innovation/technology leadership.
2. Launch a robust look for external strategic partners and funding. Become a national model of such work. The partnerships should deeply influence and be connected with the demonstration projects and technical support efforts described above. Partners should link assessment/reflection tools, use of distance-learning and the web, institutional data and follow-up studies with graduates and employers of our graduates, and a robust collaborative evaluation of the entire learner-centered effort.

Appendix 1

Example 1: A Degree-Project Approach to Engineering Education Department: Chemical Engineering and Materials Science

Goals/Questions

Chemical Engineering (ChE) education is at a crossroads. There is a disconnect between the *curriculum* (which is largely focused on macroscopic “unit operations”, e.g., heat exchangers and distillation columns) and faculty *research* (which has recently emphasized nano- and biotechnology). Furthermore, there is a disparity between the courses students take and the diversity of industries they will serve (only about 25% of graduates go to work in the chemical industry, while the biotech, food, fuels, and electronics industries continue to aggressively hire ChE graduates. So how then can faculty continue to prepare highly-qualified students for today’s rapidly changing workplace?

This question was posed by a NSF-sponsored, cross-departmental *Frontiers in Chemical Engineering Education* initiative, recommending a paradigm shift in ChE education by moving away from the macroscopic, unit-operations approach to instead teach from the molecular point of view in a bottom-up fashion. While this will allow our students to be uniquely prepared for 21st century jobs in emerging bionano fields, the challenge is to continue to prepare students for the more conventional chemical and petroleum industries.

At USC we have developed a unique approach to this challenge, namely the use laboratory research experiences as an integral part of the undergraduate experience. We have recently begun modernizing our curriculum by including bio and nano laboratories in each ChE course, with the goal of creating cohesive 4-year “*degree projects*”, as shown in Figure 1.

Gathering Evidence

As the name implies, degree projects span the entire four years of a student’s undergraduate education, consisting of *research/laboratory module associated with each undergraduate course*. As seen in Figure 1, two possible degree-project tracks exist depending on a student’s interest: biotechnology and nanotechnology. Each of these degree projects is discussed briefly below.

Degree Project #1: “Nanoparticles”

Beginning in their freshman year *CHE 120 Introduction to Chemical Engineering* course (i.e., mass & energy balances), the students will synthesize nanoparticles in the Undergraduate Research Laboratory and investigate whether a mass balance indeed holds, namely if “mass of raw materials in” = “mass of nanoparticles out”. In the sophomore year *CHE 330 Thermodynamics* course, the students will work with the nanoparticles they produced in *CHE 120* to investigate nanoparticle interactions via packing of a monolayer of nanoparticles on a surface. Here the students will find that the polydisperse size distribution of the nanoparticles they created will prevent regular packing (just as a collection of golf balls will form more regularly packed structures than a mixture of golf balls and baseballs. This will then lead them to *CHE 350 Separations*, where they will fractionate nanoparticles based on size in order to obtain monodisperse samples. Then in *CHE 442 Kinetics*, the students will use these fractions of monodisperse samples (i.e., a single radius for all nanoparticles) as nanoparticle catalyst in order

Appendix 2

Example 2: The USC General Education Critical Thinking Assessment Project

--by Richard Fliegel, Director of General Education, and
John Holland, Director of the Writing Program, both of USC College --

The first learning objective of the USC General Education Program is “to teach students the skills needed for critical thinking, writing and reading.” This is an objective shared in similar terms by any liberal arts college or university that promises to prepare generally well educated graduates. However, assessing the effectiveness of an educational program designed to accomplish this goal has proven to be challenging, particularly at an AAU research university, where faculty support and student engagement are essential elements in any meaningful evaluation of intellectual growth. Students take their cues from the faculty: for students to take an assessment seriously and do their best work, faculty must believe that the method of assessment in fact measures what they teach, i.e., that the assessment of critical thinking reflects their academic values and accurately quantifies the right set of skills.

The literature on “embedded” assessment reveals in its metaphor one problem: that assessment is understood as something external to the class material that needs to be carefully inserted into the curriculum. It responds to a perception that assessment is intrusive of class time and the pedagogic relationship that prevails between students and their faculty. The literature also implies that faculty judgments concerning their students’ progress are unreliable, since, from the perspective of program effectiveness, the faculty are assessing their own performance as educators.

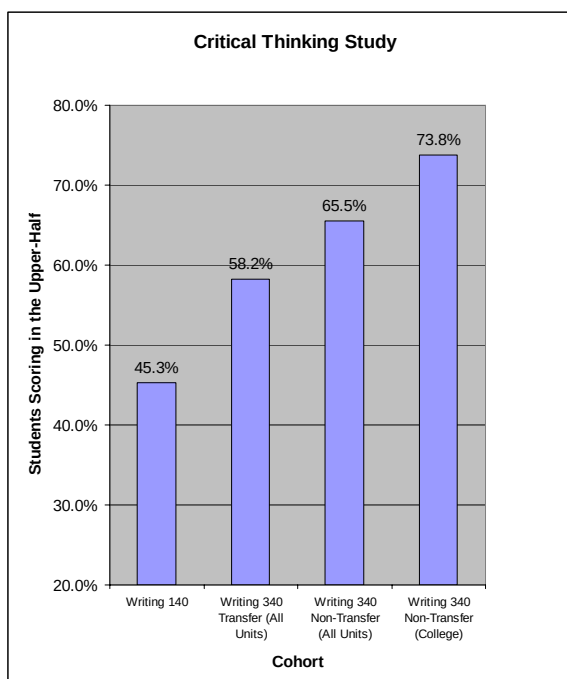
The General Education Critical Thinking Project was designed to address these issues, by using the critical thinking skills discernible in student writing to assess change over their time at USC. The project assumes that the entire college experience, in the classroom and out of it, contributes to a student’s development of critical thinking, so that the value added is not a result specifically of their General Education classes or their curriculum in its entirety. Instead, it compares the critical thinking skills demonstrated in student papers written by students at various points in their college careers.

To do so, samples of student writing were evaluated by trained readers, using a Holistic Critical Thinking Rubric developed by Peter and Noreen Facione. Peter Facione, currently Professor of Philosophy and Provost of Loyola University in Chicago, has had a long career in the field of critical thinking, including the design of a standardized fill-in-the-blanks test of critical thinking skills. Tests of that kind were once popular, but they are viewed as extrinsic if not intrusive to the classroom learning experience; they do not elicit a student’s best thinking; and they are often resisted by faculty as testing something accessible to testing but different from what the faculty “mean to teach.”

A group of writing instructors at USC were trained to use the Faciones’ holistic scoring rubric with samples of student writing taken from a freshman class (Writing 140, Writing and Critical Reasoning) and an upper-division class (Writing 340, Advanced Writing). These papers were written in response to one of two specified prompts, in a timed-writing context. The source

of each paper was recorded and then the papers were mixed together, so that a reader could not know the class level of its author. Each reader was asked to assign a score on a four-point scale, reflecting only the critical thinking content evident in the paper, using the Facione rubric. This was often a different score than the reader might have given the same sample as a grade on a writing assignment. A reader was told to scan the paper briefly and to decide whether it fell into the upper half of the pool or the lower half, and then the top or bottom quartile.

When 475 papers had been scored three times each, the results were matched against their authors. The chart below shows the upper-half versus lower-half differentiation: Students in the freshman course, Writing 140, scored significantly lower than students in the junior and senior level course, Writing 340: only 45.3 percent of the Writing 140 students scored in the upper half of the scale, compared to 58.2 percent of all students in Writing 340. Those students in Writing 340 who had also taken Writing 140 at USC scored higher (65.5) than those who had transferred in an equivalent freshman course; and those in the College's Writing 340 courses who had also taken Writing 140 at USC scored highest of all, with 73.8 percent scoring in the upper half.



The two next steps in the project will be 1) a comparable study, using samples written in response to different prompts, designed by the individual instructors using guidelines established by the Writing Program; and 2) a study in which experienced faculty members who have not been trained in the Facione rubric are asked to rank-order six writing samples scored in the original reading. The intent of the first follow-up study is to determine if the rubric can be used as effectively with samples that were not written in a timed-writing environment with specified prompts. The intent of the second follow-up study is to determine whether the results produced by trained readers using the Facione rubric in fact replicate what experienced faculty member view as critical thinking in their own usage and judgment. Positive results in each of these

studies would help us move closer to the use of actual class assignments to assess critical thinking as part of a method recognized by faculty as measuring what they teach.

One assumption underlying our approach to the assessment of critical thinking is that faculty members are in fact the best evaluators of their students' intellectual progress, when trained in a method that allows impartial assessment. A second assumption is that work assigned as part of the faculty's curriculum will elicit the best efforts of students engaged in their own learning. The structure of the USC undergraduate curriculum, with required writing classes at two different points in a student's academic career, enables the method we have developed for assessing the change over time in their critical thinking skills. However, the use we have made of the Facione rubric should be adaptable by any institution focused on developing those skills through student writing.

Example 3: Assessment of Portfolios in Cinema-Television (adapted from an e-mail by Gary Goldsmith)

In Cinema-Television the faculty has had many discussions of better ways to assess student performance than the blunt letter grade system, which seems so questionable when we're trying to nurture creativity. If we consider the total assessment system in most production classes, the grade is the least important part. The constant oral and written critiques from peers and faculty give each student a stream of feedback which is an essential part of the learning. We switched CATV 507 from a letter- grade to a credit- no credit course when we started the all-division version, because we worried about the conflict between urging students to experiment and then grading them down if the experiment failed.

We've been intrigued for some time by the Harvard School of Education research, under Project Zero, in terms of their assessment in the arts. Unfortunately for us, the project concentrated on elementary and middle school classes, but the principles are much the same at any level of arts education. At their website, www.pz.harvard.edu/Research/APPLE.htm, they describe their project as:

"The APPLE (Assessing Projects and Portfolios for LEarning) Project was a research and development effort focused on answering three key questions: 1) What are effective ways of assessing student performances and project work? 2) How can a child's work on a series of projects be documented and assessed fairly? 3) What is required to implement portfolio assessment in a school so that it will "take root" and serve as an ongoing tool for the evaluation of programs as well as children?"

Their term, "portfolio assessment" is a good description of what we do in classes such as 290, 310, and 480, only the portfolio consists of movies. I think it would be fascinating to convene a small group of faculty from USC's arts schools to investigate the same 3 questions that APPLE did, but at our level.

To conclude this section of the report, the committee was impressed by the variety and depth of thinking about assessment at USC. Many of our colleagues are obviously thinking deeply about how to evaluate the effectiveness of student learning. It is important to disseminate the efforts of faculty and administrators in one discipline to people in other disciplines as a catalyst for thinking about student learning and assessment.

As an illustration of what the dissemination of this information can engender, one of the CAPT committee chairs (Frank Manis) will chair the Undergraduate Committee in the Psychology department next year. The psychology faculty has begun to think about how to revise the major to enhance student learning. Dr. Manis plans to engage the psychology faculty and psychology undergraduate students in a discussion of what psychology students ought to learn, how to more actively engage them in that learning process, how to assess their learning, and how to use the results of the assessment for ongoing fine-tuning of the major. Elements of what other programs are doing will undoubtedly be examined in an effort to improve student learning, most notably, the reliance on laboratory experience in the Chemical Engineering program, the collection of portfolios of written work, a technique used in several programs at the University, and methods of evaluating capstone assignments, also found in several disciplines at USC.

Recommendations for Next Steps

Although many groups of faculty and many disciplines are actively engaged in the process of improving and assessing student learning, there is a great deal of untapped potential. Faculty members are busy with research, teaching and service, and they sometimes need incentives to initiate change. We propose several incentives in the section below.

Our Recommendations are organized under three organizational levels. We list each of the levels along with a rationale for having this focus in our report:

- The Cluster of Faculty Level recognizes faculty who teach similar courses in a program. At the cluster level, the assessment could most clearly build on prior work of innovative teams. These teams might have come together for many possible reasons; multiple faculty teach a common course or set of related courses within a department or within a general education requirement, for example. The Cluster of Faculty approach is highly respectful of faculty initiative and leadership in curriculum improvement, and is the most flexible and “natural” of the three levels. The Cluster of Faculty approach is also closest to the classroom, where the real teaching and learning occurs.
- The Academic Departments/Unit Level recognizes the ongoing strategic planning, the formal organizational structure for academic leadership, and the link of resources to instructional improvement. For many academic units, accreditation requires a strong focus on student learning and assessment of professional competence for licensure. We want to encourage improvements at this level as well.

- The Campuswide/Institutional Capacity Level. The WASC accreditation recognizes an essential truth: institution wide capacity and the enhancement of student learning are two dimensions of the same imperative to improve both our instruction and our reflective collaboration for instructional improvement.

Clusters of Faculty Level

Recommendations:

1. USC should launch a set of at least 20 innovation/demonstration projects that focus on better assessment and related faculty collaboration in learner-centered education. The Provost's Office should coordinate solicitation, funding and networking between these projects. Projects should be awarded by competitive bid at approximately 5-20k per year for two years, with half the funding coming from the relevant academic unit. Projects should be awarded with concern about a range of disciplines and a range of types of learning being facilitated. Projects need to propose appropriate clarity about learning outcomes, significant advances in assessment, and creative strategies for reflection and improvement based on the assessments.
2. USC should create support strategies that will allow many other faculty to work in informal clusters to promote clarification of intended learning, better use of assessment, and better faculty collaboration in using the assessment to promote student learning. These support mechanisms should be added to the portfolio of CET, which already provides workshops, web-based links and support, and models/tools for enhancing assessment and collaboration. Since the agenda of the CET with a learner outcomes/assessment component will be demanding, funding at the level of a hundred thousand per year will be required for that new aspect of the CET. The CET will need an assessment advisory committee, and several graduate assistants capable of supporting assessment efforts.

3.

Department/Academic Unit Level

Recommendations:

3. Ask the Associate Deans' Council to coordinate the development of plans at the individual department/academic unit that are designed to enhance a stronger focus on learning processes and outcomes, better assessment, and better collaborative use of this information for instructional improvement. Academic units in professional schools are often working on these topics as part of professional accreditation, and their extensive

work to date should be shared widely across campus as facilitated by the Associate Dean's Council. The plans at the academic unit/department level should commit funds from the academic unit to improve teaching, learning and assessment, as well as collaboration.

4. Coordinate between the Academic Unit/Department and the APR review process so that the review includes a focus on the ways the specific academic unit has focused on learning and learning outcomes, assessment, linkage of institutional and program data to learning, etc.
5. Create and fund 3 academic unit/department demonstrations of extensive assessment and collaboration regarding learning. The goal is to have institutional leadership, linkage across major programs, deeper impact on learning, and greater sustainability of the demonstrations. The 3 demonstrations would be expected to play a key role in the WASC accreditation, and have plans for sharing their innovation with others across campus.

Campuswide/Institutional Capacity for Improvement of Assessment and Collaboration in Learner-Center Education

Recommendations:

6. Create an ongoing task force to coordinate the gathering and utilization of information/data that will support assessment and collaboration in learner-centered education. The task force will need to prepare recommendations for the two levels of the WASC report, and help academic units complete their plans. The task force would be chaired jointly by senior academic programs and innovation/technology leadership.
7. Launch a robust look for external strategic partners and funding. USC itself is unlikely to have sufficient expertise/tools and funding. Become a national model of such work. The partnerships should deeply influence and be connected with the demonstration projects and technical support efforts described above. Partners should link assessment/reflection tools, use of distance-learning and the web, institutional data and follow-up studies with graduates and employers of our graduates, and a robust collaborative evaluation of the entire learner-centered effort.

USC Committee on Academic Programs and Teaching (CAPT) report on the Minor's Program at USC.

2008-2009 CAPT Committee

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This report was made possible through the efforts of members of the 2008-2009 CAPT and USC's Department of Academic Records & Registrar headed by Dean Ken Servis. We would like to recognize in particular, Mr. Ray Gonzales for his effort in assembling the demographic data used to describe enrollment trends in this report.

Vice-president Beth Garrett assembled the CAPT committee in December of 2008 with the charge of evaluating USC's Minors Program. The importance of this exercise was highlighted by outcomes from the WASC Accreditation site visit, where the site visit team honed in on our Minors Program. The WASC site visit team wanted USC to justify the offering of minor's as many Schools have moved away from the minors/double majors' model.

What are the objectives of the minors?

The undergraduate degree is no longer the terminal degree for most of our students, which means we as faculty need to adapt the way we think about the structure of their undergraduate course of study. A major goal of USC's Minor's Program was to create "breadth with depth" and the Renaissance Scholars serves as a very successful implementation of this model. The question of how is this goal is best achieved was raised, and the view was there was not a single recipe, but that interdisciplinary minors have inherent breadth created by taking a minor far away from the major field of study. This being said, another equally important goal of the minor can be to deepen the major study or the training for a profession. Examples of this trajectory would be communication and psychology or business and foreign language.

Are we achieving the goal of "breadth"?

To address this question we examined data from Department of Academic Records & Registrar. 150 minors are listed each semester at USC. In data obtained for the spring semester of 2009 there were a total of 1294 different minor-major pairings. Thus, on the surface, the opportunity for breadth is enormous. However, many of the minors offered are not pursued, which raises an important issue of how to assess our minor offerings as a university? Do we have too many on the books and can we create a method by which each program assesses the need to keep minors on the books? When we eliminated participation of 2 students or less in possible major-minor pairings for the spring 2009 data set we found the number of pairings was reduced to 230 (3 or more students participating). Again, a number like 230 different major-minor pairings suggests opportunity for breadth is being achieved. By far, the most sought out minor, irrespective

of the student's major was the minor in Business. Table 1 below ranks the enrollment in minors from most popular to least popular during Fall 2008. Only the top 39 of the total of 150 minors offered are shown in Table 1. Again, the reality is many minors are on the books, but some have never had students enrolled. CAPT addressed this issue of non-enrollment and suggested an agency like the Department of Academic Records & Registrar develop a form letter to be sent to the school or department asking the program to evaluate whether they want to continue to offer the minor.

TABLE 1 MOST POPULAR MINORS AT USC (by enrollment)

Minor Enrollmnt (2008)	150 minors offered at USC (2008)
238	Business
127	Spanish
109	Psychology
103	Music Industry
95	Cinema-Television
84	Communication and the Entertainment Industry
75	East Asian Languages and Cultures
72	Entrepreneurship
70	Marketing
66	Advertising
64	Business Law
62	International Relations
60	Natural Science
58	Communication Design
57	French
55	Economics
55	Theatre
51	Forensics and Criminality
48	Art History
46	News Media and Society
45	Musical Studies
40	Psychology and Law
38	Sociology
37	Political Science
34	Architecture
31	Music Recording
30	Philosophy
28	Musical Theatre
25	Mathematical Finance
24	Video Game Design and Management
23	Consumer Behavior
23	Gender Studies
23	Law and Society
22	Screenwriting
22	Classics
22	German
22	Biotechnology
21	Accounting
20	Peace and Conflict Studies

TABLE 2 RANK BY SCHOOL FOR MINOR PARTICIPATION (#'s)

MINORS (ranked by #s) - 2009	total # of minors in each school	
		% of total
LAS-Social Sci	558	20.3
Marshall - Business	486	17.7
LAS Humanities	461	16.7
School of Music	251	9.1
LAS-Natural Sci/Math	195	7
Annenberg	189	6.9
Roski - Fine Arts	116	4.2
School of Cinema Arts	115	4.2
School of Engineering	91	3.3
School of Theatre	81	2.9
PPD	80	2.9
Keck	58	2.1
School of Architecture	32	1.2
Social Work	14	0.5
LAS-other	13	0.5
Gerontology	8	0.3
Rosier - Education	4	0.17
Dentistry	1	0.03
		100
total minors	2753	
LAS total	1227	44.6

Examination of the top 15 minors selected by students in Table 1 suggests undergraduates at USC, in general, use a calculated approach where they select a minor based on its applied use in society. Consequently, it is no big surprise that the business minor is the most popular minor. Further examination of the most popular minors at USC suggests that many undergraduates may choose a minor based upon factors unique to the Southern California community. Our community has a very large Hispanic and Asian-American population and minors related to these communities are very popular and of course, USC's proximity to the entertainment industry coupled with its strong programs in this specialty area likely explains the popularity of entertainment-related minors. Table 2 ranks programs and or schools by their enrollment of minors, with the college broken down into social science, humanities and natural science/math. A quick review of table 2

reveals that two programs, The College of Letters, Arts and Sciences (LAS) and The Marshall School of Business lead the way in terms of total number of students enrolled in minors. The lure of business as a minor is obvious, but what has the college done to attract so many minors? The analysis of CAPT as well as input from USC's Council on Academic Advising (CAA) identified a couple a key reasons likely contributing to the success seen by the college.

TABLE 3 - ENROLLMENT OF ALL USC STUDENTS IN MINORS (freshman-senior) AND % OF STUDENTS STAYING IN MAJOR SCHOOL FOR MINOR

2009	Total # of students taking Minors	Total # of majors enr for sp 2009 as of 1/9/09	% of students taking minors by school	% of students take minors in major school
SCHOOLS				
Annenberg School for Communication	423	1263	33.5%	34%
College (LAS) - Total	1183	5953	19.9%	45%
College (LAS) - Humanities	210	907	23.2%	39% LAS, 0% LAS Humanities
College (LAS) - Natural Science & Math	318	1448	22.0%	52% in LAS, 26% in LAS Sci/Math
College (LAS) - Social Science	639	2662	24.0%	48% in LAS, 29% in LAS Social Sci
College (LAS) - other	16	936	1.7%	85% in LAS
KECK - Health Promotion?	67	259	25.9%	0%
Gerontology	8	30	26.7%	0%
Leventhal - Accounting	40	404	9.9%	?
Marshall Business	397	2835	14.0%	0%
Roski Fine Arts	38	243	15.6%	0%
Rossier School of Education	4	8	50.0%	0%
School of Architecture	41	501	8.2%	0%
School of Cinematic Arts	142	871	16.3%	0%
School of Dentistry	2	88	2.3%	?
School of Pharmacy*	1	709	0.1%	?
School of Policy, Planning & Development	74	338	21.9%	0%
School of Theatre	78	432	18.1%	0%
Thorton School of Music	86	488	17.6%	0%
Viterbi School of Engineering	169	1701	9.9%	26%
Total USC students	2753	16123	17.1%	

First, the College houses a vast number of programs and multiple minors within each of these programs and or departments. In total, the College offers 77 different minors. Thus, students can achieve “breadth” or “depth” without going outside the college. Second, the College is ahead of the rest of the university in its web page design and its use of a “luring” icon for undergraduates to investigate minors offered within the college. Clicking on this “minors” icon sends the student to an easily navigated page for learning about the 77 college minors (see <http://college.usc.edu/admission/> & <http://college.usc.edu/cf/majors-and-minors/majors-and-minors.cfm>). Third, College advisors communicate across programs and an “organizational” culture exists within the College that translates into advisors encouraging undergraduates to seek breadth in their education. Lastly, undergraduates majoring in programs found within the college are required to graduate with 104 units from the college that are in fulfillment of the major (of the 128 required graduation total for a USC degree). If you minor in any program at USC, that number is reduced to 96 units creating an incentive to seek a minor offering courses outside those required for your college major. A disproportionate number of college students stay within the college when selecting a minor. Table 3 illustrates this trend, with 45% of “college” majors who enroll in the minors program choosing to stay within the college for their minor (Table 3). Again, with 77 minor offerings “breadth” can be achieved by staying within the college to minor. Closer examination of the data indicates that roughly 20% of college students who minor stay within their own major specialty when they minor (Humanities, Social Science, Natural Science & Math), suggesting these students are seeking “depth” within their major when selecting a minor (Table 3).

This trend of staying within your major school when selecting a minor is also seen for Annenberg School of Communication majors (34%) and Viterbi School of

Engineering Majors (26%). In contrast to the college, Annenberg offers only 3 minors and Viterbi offers 14 minors. Thus, these Annenberg and Viterbi minors are more likely to be seeking “depth” within their specialty area of education when choosing a minor. The minor’s data shown in Table 3 is for Spring 2009 and for all classes (Freshman through Seniors).

Another measure of success: Overall participation by USC undergraduates in the minors program.

To address the issue of how many students seek to graduate from USC with a minor we studied data on the graduating class of 2008 supplied to CAPT by USC’s Department of Academic Records & Registrar (Table 4). Graduating senior data (Table 4) is preferable to the entire student population (Table 3)(freshman through senior) as students add the minor at different stages in their academic career. Looking in the middle column of table 4, you can see that 29% of the 2008 graduating class graduated from USC with a minor. We highlighted high participation schools in **blue** and low participation schools in **red**. We already addressed reasons likely contributing to high participation in the college (web site, diversity of offerings, unit incentive). The highest participation rate, however, is found in graduates of the Annenberg School of Communication, with 53% of graduating seniors successfully completing a minor while attending USC. As indicated above, 34% of Annenberg students choose to minor in programs found within the Annenberg School of Communication. So an obvious question is what is different about the Annenberg program such that so many of their majors elect to minor while at USC. The Annenberg School of Communication does not have an extensive web page developed for their minors program and the Annenberg School of Communication offers only 3 minors, thus these two factors, which appear to be important for the college, are not a major factor operating at the Annenberg School of Communication. Discussions with academic advisors from the student services office at Annenberg revealed that advisors take a leading role in encouraging students to minor. The advisors hold “minor’s information sessions” and they ask each student they advise during one on one sessions if they have ever considered at minor at USC. A similar culture exists for College advisors, as mentioned previously, which likely translates into increased participation.

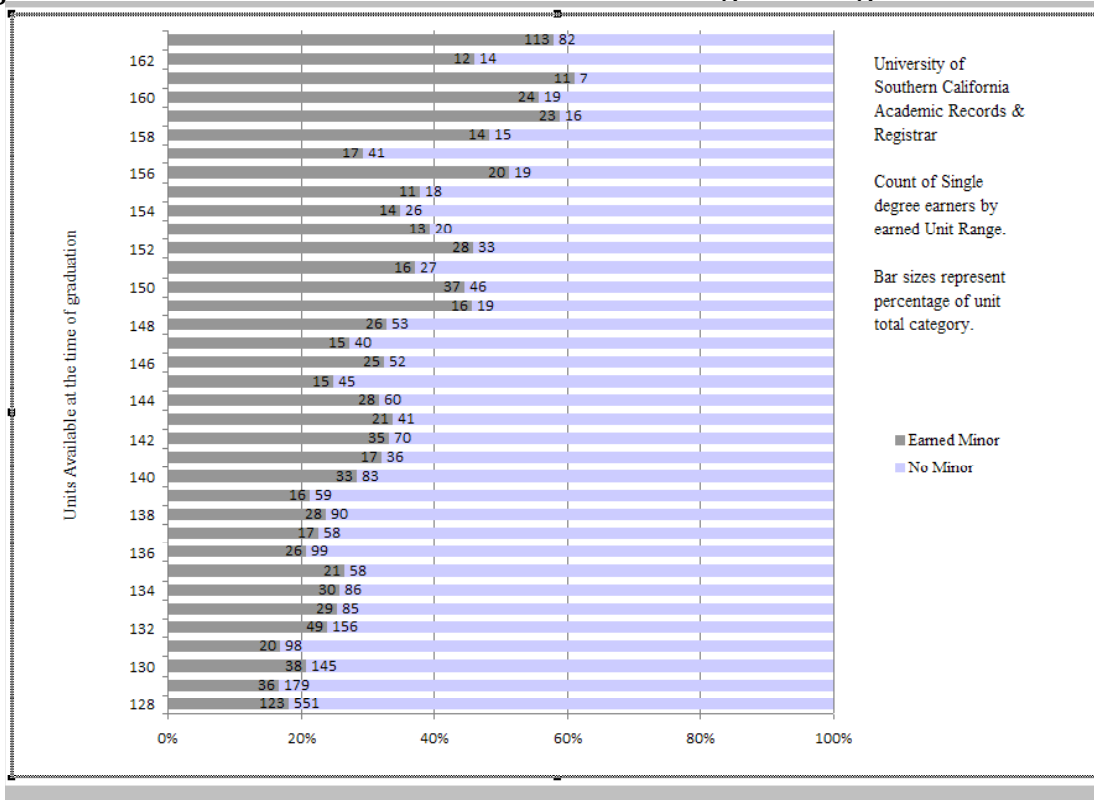
TABLE 4 - % OF USC STUDENTS GRADUATING WITH A MINOR & UNIT DISPARITY

2008 graduating class	% graduating with minor		Ave. extra units needed for minor
All USC Graduates	3,563	29%	18.2
Annenberg School of Communication	343	53%	28.1
LAS - Humanities	264	42%	13.3
LAS - Natural Science/Math	265	38%	17.9
Las - Social Science	724	40%	13.9
Keck	90	40%	15.1
Leventhal - Accounting	149	4%	38.8
Marshall - Business	874	17%	28.4
Roski - Fine Arts	47	23%	22.2
School of Cinema	192	29%	21.8
Policy, Planning and Development	99	25%	15.9
Theatre	57	33%	23.9
Thorton School of Music	71	24%	12.7
Viterbi - Engineering	318	10%	26.5

An equally important outcome of the analysis is the relatively low participation found at two of USC’s largest schools, The Marshall School of Business (17%) and the Viterbi School of Engineering (10%) as well as the Leventhal School of Accounting (4%). CAPT

had representatives from these two programs, which enlightened the committee to factors operating at these two schools to limit participation in USC's minors program. Beginning with the Viterbi School of Engineering, Steve Bucher indicated the course requirements for students majoring in the School of Engineering is significant and it reflects the limitation inherent to being an ABET accredited School. ABET, Inc., is the recognized accreditor for college and university programs in applied science, computing, engineering, and technology that is made up of a federation of 30 professional and technical societies representing these fields. ABET accreditation is assurance that a college or university program meets the quality standards established by the profession for which it prepares its students. Sandra Chrystal from the Marshall School of Business indicated a different situation exists at the Marshall School of Business. All students majoring in Business are recommended to complete a 16-unit "concentration" that provides them with a "specialty certificate" in addition to their diploma when they graduate from the business school. The concentration program is very individualized and it includes opportunities to include courses from USC's overseas program (institutions abroad). While, the business school offers 11 different minors, those students who major in business are only eligible to complete one minor from this selection, the "consumer behavior" minor. Thus Marshall undergraduates obtain the depth in a specialty via the "concentrations" program and not through their minors program, which is in contrast to the often-pursued depth through minors seen in the Annenberg School of Communication. The business major has only 20 units of electives so students need to plan very carefully in order to complete a minor. Leventhal Accounting majors have even less free units (14 units) and many accounting majors double major in business. Thus similar factors exist in Accounting, Business and Engineering: 1) Not many free units exist for pursuing a minor and 2) students are very focused and they usually elect to take as many courses as possible within their fields (business and engineering) as possible. Academic Advisors indicate GE courses are, for the most part, the source of breadth in these programs.

Figure 1 – Number of units taken versus % of Students graduating with a minor at USC



CAPT built upon this theme of “unit limitations” and examined data supplied by USC’s Department of Academic Records & Registrar and found, indeed, irrespective of the home school where the student majored, undergraduates who seek a minor, on average, take significantly more units than those who elect not to minor. The right hand column in Table 4 lists the average disparity in units at the time of graduation between undergraduates who only major versus undergraduates who major and minor while at USC. The numbers are quite dramatic. An even more amazing illustration can be found by looking at a graph compiled by USC’s Department of Academic Records & Registrar, which clearly illustrates the number of units acquired at the time of graduation versus the likelihood of graduating with a minor (Figure 1).

In figure 1, the grey bars represent the % of students graduating with a minor (the number of students in the bin are indicated). The light blue bars represent the % of students graduating without a minor for that unit bin group (raw numbers are indicated).

The association between the number of units taken and the successful completion of a minor at USC lead CAPT to ask the question of whether cost becomes an issue for students to take a minor? We were able to gather a quantitative measure of the answer to this question by asking USC’s Office of Financial Aid and USC’s Department of Academic Records & Registrar to provide us with data on students who receive scholarship support at USC and whether this kind of support changes the likelihood of pursuing a minor at USC.

USC’s Department of Academic Records & Registrar started with 3 questions:

1. Are needy students (Pell grant recipients) disproportionately represented in the population of minor earners compared to those without minors?
2. Do students who earn minors finish with more debt than students without minors?
3. Are students receiving gift merit aid (e.g., Trustees, Presidential, Dean's scholarships) disproportionately represented in the population of minor earners compared to those without minors?

The financial aid data for single-degree students graduating in Fall 2007, Spring 2008, or Summer 2008 were analyzed.

1. Are needy students (Pell grant recipients) disproportionately represented in the population of minor earners compared to those without minors?

Table 5		Minor	No Minor	Total
Any Pell \$?	NO	821	1928	2749
	% of No	30%	70%	
	YES	196	618	814
	% of Yes	24%	76%	
All Students	Total	1017	2546	3563
		29%	71%	

The Pell Grant designation is generally accepted as a proxy for low-income status because of the eligibility requirements associated with the grant. Of the 3563 students earning a single bachelors degree, 814 (23%) received at least \$1 of Pell Grant money at some point during their academic career at

USC. When a student is low income, there is a 24% chance they will earn a minor upon

graduation. If a student is not low income, there is a 30% chance of earning a minor, suggesting that low-income students are under-represented in the population of earned minors.

2. Do students who earn minors finish with more debt than students without minors?

Table 6		Minor	No Minor	Total	Loan information is divided into two categories, need-based and non-need based. 1841 (52%) of 3563 single degree-earning students finished having to borrow at least \$1 during their time at USC. 43% (1542/3563) of graduates had to take a need-based loan; while 39% (1391/3563) of graduates took non-need based loan money. Students earning a minor are a little more likely to take a loan than students not earning a minor (54% of graduates earning a minor compared to 51% of graduates with no minor). When students do take a minor, they generally will borrow more than students without a minor, particularly when the money is not need-based. Collectively, students graduating with a minor are more likely to borrow, and borrow more money than students without a minor.
Need Based Loan	Count	449	1093	1542	
	Average Debt	\$16,422	\$16,069		
Non-need Based Loan	Count	385	1006	1391	
	Average Debt	\$48,763	\$42,622		
Students w/ Loan	Total	548	1293	1841	
	% of All Students	54%	51%		
All Students	Total	1017	2546	3563	

(1542/3563) of graduates had to take a need-based loan; while 39% (1391/3563) of graduates took non-need based loan money. Students earning a minor are a little more likely to take a loan than students not earning a minor (54% of graduates earning a minor compared to 51% of graduates with no minor). When students do take a minor, they generally will borrow more than students without a minor, particularly when the money is not need-based. **Collectively, students graduating with a minor are more likely to borrow, and borrow more money than students without a minor.**

3. Are students receiving gift merit aid (e.g., Trustees, Presidential, Dean's scholarships) disproportionately represented in the population of minor earners compared to those without minors?

Table 7		Minor	No Minor	Total	Merit Aid encompasses institutional awards based on merit. Of the 3563 students earning a single bachelors degree, 1234 (35%) received at least \$1 of non-athletics-related merit-based aid at some point during their academic career. When a student receives merit-based aid, there is a 37% chance they will earn a minor when they graduate. If a student receives no merit-based aid, there is a 24% chance of earning a minor. Merit aid students are 13% more likely to earn a minor than students not receiving a merit-based award. Students with merit-based aid are disproportionately represented in the population of earned minors.
Merit Aid?	NO	565	1764	2329	
	% of No	24%	76%		
	YES	452	782	1234	
	% of Yes	37%	63%		
All Students	Total	1017	2546	3563	
		29%	71%		

chance they will earn a minor when they graduate. **If a student receives no merit-based aid, there is a 24% chance of earning a minor. Merit aid students are 13% more likely to earn a minor than students not receiving a merit-based award. **Students with merit-based aid are disproportionately represented in the population of earned minors.**** CAPT noted that students receiving merit awards might be disproportionately represented in the population of students receiving minors because, as a group, they may be intellectually more motivated to pursue a minor.

CAPT recommendations for increasing undergraduate participation in USC's minors program

IMMEDIATE ACTION STEPS:

1. **Improve USC's website for minors.**
 - (a) CAPT recommends that USC modify the university website to make the Minors Program more prominent, and also to make the navigation simpler and more informative. Undergraduates have to hunt for the information about minors, and ultimately they are directed to the USC catalogue (click on academics, click on undergraduate programs, click on minors, click on the minor and then end up at the USC catalogue). The catalogue destination is thick with detail, and each program's minor is lost within the larger description of that school or department's entire undergraduate program. The College's website is an excellent model, and the university should adopt its structure. UCLA's website for its Minors Program, which mirrors what the College has done, is another good model.
(<http://www.admissions.ucla.edu/prospect/Majors/lsminor.htm>).
 - (b) CAPT also suggests that the new minors web page could illustrate some best practices for clustering of majors and minors. We recommend that USC divide the demonstration into two categories of 1) Renaissance Scholar (a more personal pursuit of a minor) and 2) practical application in selecting a minor and the perceived advantage gained by this practice in the job world. CAPT suggests that each program review the description of their minors to ensure that the learning objective and/or skill sets to be acquired are clearly articulated (and possibly contrast this information with majors in the program).
2. **Hold a university-wide minors fair.** The current practice is that the College has its own minors fair, and then a separate non-College minors fair is done at a later date. The comment was that the College fair is well attended, while the non-College fair is not.
3. **Include the Minors Program in "Welcome Week".**
4. **Institute Minors Program training for academic advisors.** One of CAPT's findings is that training for academic advisors does not include a session on USC's Minors Program. CAPT recommends USC provide Minors Program training for all academic advisors. This recommendation is extremely important as a survey of students from each CAPT member's home department revealed that students, in general, rely on advice from academic advisors when choosing a minor.

5. **Create a web-based student discussion board on minors.** Word of mouth is also an important venue for student decisions on minors. This type of venue would also provide formative assessment information for faculty and administrators overseeing minors in their program.
6. **Student assessment of USC's Minors Program.** Ultimately, success of USC's Minors Program should translate into satisfaction experienced by the student. CAPT recommends that USC assess the success of its Minors Program by asking questions about the Minors Program during exit interviews (via email), and then performing a long-term follow-up survey with USC graduates via USC email accounts. Students keep their USC email accounts for 5 years after graduation, and this provides the opportunity for a long-term longitudinal follow-up.

CHANGES IN CURRICULUM

1. **Changes in General Education:**

- (a) **Allow use of General Education (GE) courses to fulfill minor requirements.**

CAPT recommends that programs across the USC campus include GE courses as part of their course requirements for completing a minor. This practice will create a unit-incentive for students to consider minors at USC. CAPT has found through an analysis of university practices across the country that the double counting between programs is common, and believes that the adoption of this practice will not dilute the educational experience at USC. The Interdisciplinary Minor in Forensics and Criminality and The Minor in Photography and Social Change are two examples where this policy is practiced at USC, but many more are needed.

- (b) **Allow faculty from programs outside the College to teach GE courses.** CAPT believes this step might increase "breadth" into the GE course experience through the unique perspective brought by faculty from programs outside the College and provide exposure of GE students to a variety of minor programs across the campus. Dean's from participating schools would need to reach an agreement for faculty outside the college to participate in this program.

An underlying principle of the GE transition was that students would seek breadth by taking minors outside the College. Consequently, schools would be able to make up the difference in enrollment or in the recruitment of students into their programs via the minors program. CAPT felt that this was not occurring enough and we suggest the recommendations indicated above may help students to consider the breadth that is built into USC's minors program.

2. **Create a community service or community involvement minor.** Steve Lamy (Vice Dean for Academic Programs in the College) suggests adoption of a community service or community involvement minor, and CAPT concurs with his recommendation. Existing models for this type of program are present at other universities, and should be studied (HAAS Center at Stanford)

<http://haas.stanford.edu/>; Hesburgh Program in Public Service, Notre Dame, <http://www.nd.edu/~hesprg/>).

3. **Include Engineering's Technical electives as a requirement for a minor.** CAPT recommends that the Viterbi School of Engineering consider allowing "technical electives" to be allowed to count for not only obtaining a major in engineering, but also towards successful completion of a minor. This change in policy would create an incentive for pursuing a minor by allowing the technical elective to count towards a minor in any of the 14 minors offered by Viterbi or some other related program. This kind of program may help raise the minor participation rate from the low 10% rate presently seen at Viterbi. The College already practices this kind of policy, where the "104 College units" required to graduate with a major from the College is reduced to 96 units if the student minors. It is a policy that appears to work based on the 40% participation rate seen in the College. A similar approach could be applied to the Marshall School of Business. Business Major's are required to complete unit-heavy concentrations in Business and CAPT recommends the Marshall School consider allowing some of the units go toward completion of a minor.
4. **Create more unit space in each program for students to minor.** CAPT's findings suggest that there may be potential financial barriers to completion of a minor at USC. CAPT recommends further study of the possible reduction of the number of units required to complete a major. This would allow room for students to pursue a minor without incurring extra costs for additional years of study. CAPT notes that the potential financial barriers may create inequity in the educational pursuit of a minor across different demographic groups, as suggested by Tables 5-7. CAPT also notes that students may be unwilling to incur the financial cost of pursuing a minor when as an alternative those students could obtain a progressive Master's Degree with the same number of units.

CAPT Report on Global Connections and Engagement

May 2010

Overview

The CAPT committee on Global Connections and Engagement was charged with developing a specific set of goals and strategies for implementing the University's global ambitions in the area of undergraduate and graduate education, and to propose a set of student learning objectives for global awareness and engagement. The committee was instructed to address both curricular and co-curricular activities in its report, responding directly to this statement in USC's 2004 Strategic Plan: "[we] will create a significant global presence that will increase international visibility, reach, and impact of our research, scholarship, art, education, and service."

During the fall semester a "briefing book" was compiled by Robin Romans of various programs at USC related to global programs. Student "testimonies" were solicited from undergraduates who had traveled internationally as part of a USC program. In addition, the briefing book contained documents regarding international student enrollment, various international programs sponsored by individual schools and units within the university, and examples of what other universities are doing related to global programs. And the chair of the committee, Donald Miller, met with representatives of different units at USC that sponsor international research and student internships.

Based on the committee's research during the fall semester, it is apparent that USC has numerous and wide-ranging programs related to globalization.¹ Many of these are listed on the excellent website that has been developed under the leadership of Vice Provost for Globalization Adam Powell (<http://globalization.usc.edu/>) which enables one to search programs by school, country, or region. In addition, the website lists various study abroad programs and has an ever-evolving list of global research projects by USC faculty. The website also lists community service programs that have a global reach. When viewed collectively, these various listings are extremely impressive.

The difficulty with these far-reaching programs, which are in units as diverse as the College, Engineering, Business, and the Medical School, is that USC lacks a student oriented office where information, advisement, and funding opportunities are available. Instead, USC's decentralized approach to management at the school level has produced a variety of entrepreneurial programs that, when viewed as a whole, have little coherence or interrelationship. The Office of Globalization has catalogued these programs, but the next step needs to be taken to create synergy among all these diverse programs, and make this information available to students.

¹ The committee realizes that the term "globalization" is contested in many circles and subject to multiple political interpretations. For the purpose of this report, globalization should be understood as referring to the global flows and interconnectedness of peoples, ideas, technology, finances, and culture. Our recommendations are based on the premise that there is a profound interconnection and interdependence of communities and nations, and that the local, national and global are deeply intertwined.

Therefore, a key recommendation of the CAPT committee is for more coordination between programmatic offerings, especially at the undergraduate level. There needs to be a single “student friendly” location where students can access information and participate in USC’s ambition to be a global university. There are currently a number of different studies centers (East Asian Studies Center, Korea Studies Institute, Center for International Studies, and the new Center for Transpacific Studies) that operate completely separate from each other. Furthermore, vast areas of the world (Latin America, Africa, South and Southeast Asia, and the Middle East) have no “center” on campus, and there is no location where students can do one-stop shopping for study abroad opportunities, courses with regional and global content, internships, and research options.

If USC’s educational objective is to increase global literacy, intercultural competence, awareness of global interdependence, and development of a global perspective, then students would be well served by the creation of a single center that both coordinates USC’s global efforts and also connects students to the rich learning opportunities that exist. This center could operate organizationally under the Office for Globalization or it could have a separate mission, focused more specifically on curricular and co-curricular activities. What the committee wishes to emphasize is the current lack of coordination in achieving USC’s educational mission to provide students with a global perspective—one that involves an array of course offerings, funded research opportunities, language programs, special events, independent studies, and study abroad options , especially in developing countries.

The committee also spent considerable time reflecting on the rich resource that USC has because of the number of international students studying on campus. Currently 12% of undergraduate students are from countries other than the United States. This is the highest in USC’s history—an 11% increase over last year. We need to make certain that our international students have an unsurpassed experience at USC and that they become fully incorporated within the Trojan Family, realizing the benefits as well as responsibilities of this identity. The presence of these students provides USC with an opportunity for our international students to inform domestic students about the culture, politics, and economics of their countries. Furthermore, since many of these students will be returning to the fastest growing economies in the world, they may also create unparalleled outreach and fundraising opportunities in the future. International students can also provide connections for all students who can benefit from the dramatic innovation that is occurring in China, India, and elsewhere in the developing world. In the view of the committee, international student services should be fully integrated into the newly created office that would oversee student oriented global programs.

Use of advanced technology is an essential component of USC providing leadership in the area of global education. Students who are traveling internationally should be able to blog with fellow students about their experience and participate in social networking forums; faculty members should take greater advantage of the opportunity to invite scholars from other countries into their classrooms through digital means; and USC should support the development, administration, and marketing of high quality distance educational programs, both tuition-based and open source. Use of these technologies is currently distributed very unevenly across the USC campus, with Engineering being the most visible. We believe the university would be well served if the Provost appointed a task force that made

recommendations regarding the use of technology in order to position USC as a leader in global educational innovation.

Attempting to model itself after Stanford, Princeton, Yale, and other Ivy-League schools may be appropriate in the short-term. For the long-term, USC should recognize that the world is being transformed fundamentally by developing economies that, in turn, are transforming educational and research opportunities. According to a recent feature article in the *Economist Magazine* (April 17-23, 2010), “The number of companies from Brazil, India, China or Russia on the *Financial Times* 500 list more than quadrupled in 2006-08, from 15 to 62.” China produces 75,000 graduates a year with higher degrees in engineering or computer science, followed by 60,000 in India. This same article states, “The world’s biggest multinationals are becoming increasingly happy to do their research and development in emerging markets. “ For example, Cisco is spending \$1 billion on Cisco East in Bangalore; and Microsoft’s largest R & D center outside of its Redmond headquarters is in Beijing.

It is one thing for USC to attract a few thousand students from these emerging economies; it is another thing for USC to participate in full-bodied partnerships with these countries. While “bricks and mortar” alumni and recruiting offices in Asia are important, there are enormous opportunities for distance learning, “virtual” exchanges of faculty, and educational experiences that transcend national and geographic boundaries. USC is positioned to exert leadership in this area because of the “human” capital represented by the number of international students who have studied on our campus, providing linkage to their countries. In addition, the developing economies of Asia and the oil-rich economies of the Gulf States are ideal locations for fundraising among the thousands of students who have graduated from USC. Many of these students are in positions of leadership within their countries, both political and corporate. Hence, as we extend our global reach educationally, we need to also cultivate our donor base in these countries. Energy needs to be put into the cultivation and development of alumni groups that become partners with us in developing international programs. After all, who knows the educational opportunities in their countries better than the USC alumni who live there? If USC is going to leap-frog its domestic competition, it needs to take full advantage of its technological and human assets, especially in key locations on the Pacific Rim and in the Middle East.

Specific Recommendations

In the Senate’s charge to the committee, there was a request that we identify specific metrics for evaluating the successful implementation of our recommendations. To this end, we are listing below ten recommendations and metrics for evaluation. These recommendations are elaborated in three sub-committee reports that are attached to this overview report.

1. We recommend that a student-oriented office be created, preferably in the new Student Center, which would provide information related to all programs related to globalization: courses, study abroad, research opportunities, lectures, service opportunities with NGOs, etc. This office would also house information and services for international students, and would serve as a bridge for connecting international and domestic students—both at USC and in their home countries. In addition, the office would seek synergy among all the various units of the

university that have international and/or global programs related to students. ***Metric of success: Creation of this office by May 2011.***

2. We propose that at least one-half of all USC students have some international experience during the course of their education at USC. Some schools have more than met this goal, such as the Marshall School of Business, where 80% of undergraduates participate in an internship in Asia, a significant proportion doing so during spring break. Other schools, such as the College, offer funding for summer research projects in other countries through programs like *Problems without Passports*. And the Viterbi School of Engineering offers summer overseas programs that allow students to stay on track while studying abroad. However, international experience needs to be a distinguishing element of a USC degree, regardless of school. The office envisioned in the first recommendation would be the hub for information about international travel, research, and study abroad programs. ***Metric of success: By 2014, at least one-half of all USC students would have an international experience during their period of study at USC.***
3. We recommend developing a Global Studies Major at USC. This major would provide a framework for regional specialization (in Latin American Studies, Middle East Studies, Southeast Asian Studies, etc.). Students could also pursue a thematic focus that crosses national and geographical boundaries (related to public health, environmental issues, refugees and migration, etc.) The major would not require hiring new faculty, although new administrative staff might be needed to resource this major; many existing courses could be utilized from various departments, with new capstone courses being developed for some of the emphases. This would be an “elite” major with a senior thesis requirement. ***Metric of success: Launching the Global Studies Major by Fall 2011.***
4. We recommend that the university develop an online Global News Center and Forum (GNCF) that would be coordinated by students and faculty associated with the Global Studies Major. The GNCF would become the hub for campus discussions about global issues, events on campus, and student experiences traveling abroad. International students would be encouraged to contribute cultural, political, and economic news related to their country. Faculty and staff from all units of the university would be invited to participate in this online forum. ***Metric of success: Launching of the GNCF concurrent with the new major in Global Studies.***
5. We recommend developing a series of high profile university events with global themes, modeled in part on the highly successful “Visions and Voices” program. Speakers would include Nobel Prize winners, political, cultural, and business leaders from a number of different countries, as well as films, panel discussions, debates and dialogues that are designed to build a global perspective among *all* USC students. Currently many units of the university bring high profile speakers to campus, but they often do not attract an audience beyond the specific discipline. Our recommendation is to “package” these speakers under a university rubric, or as

part of Vision and Voices, that reflects USC’s commitment to be a global university. Funding for this program is available through the Provost Distinguished Visitor Program, although it would undoubtedly need to be augmented as well as planned in collaboration with USC’s numerous centers and institutes—which currently have virtually no synergy or coordination. ***Metric of success: Development of a global speaker’s series in Fall 2010.***

6. Since international students are one of our greatest resources, we recommend that USC create a new position of Dean of International Students (or similar high level position). This individual would be responsible for a) ensuring that international students receive adequate housing, b) develop mechanisms whereby students studying abroad can connect with international students or their families, c) facilitate employment opportunities for international students, both domestically and with members of the Trojan Family in their home country, d) develop databases that catalog the contact information for our international alumni, e) develop programs for USC graduates in their home country that keep them connected to the university, and f) work with USC’s development offices in facilitating donor relationships with graduates. ***Metric of success: Appointment of a Dean of International Students by Fall 2011.***

7. We recommend that USC develop a high profile program of university sponsored opportunities to assist students and faculty to gain fluency with new forms of digital communication. Given the technological capacity to link faculty and students to their peers in other countries, and the ability to import and disseminate information at a fraction of the cost of traditional modes of social interaction, it is extremely important that students and faculty become fluent in the use of these new, and rapidly evolving, technologies. We see digital literacy as an essential tool to giving USC students and faculty a competitive edge in a global world. ***Metric of success: At least one-third of USC’s faculty and students would avail themselves of digital literacy training within a two-year period.***

8. We recommend that the Provost appoint a task force to explore distance learning education as a major element of USC’s long-term educational strategy. It is very possible that “bricks and mortar” based education will be largely outmoded in 20 years—at least in the developing world. It is important for USC to anticipate the future, especially in its partnerships and relationships with Pacific Rim universities and corporations. While USC has made dramatic strides in the last 20 years, the present model of delivering education could become obsolete if we do not adjust to the technological and global opportunities that will shape education in the future. ***Metric of success: In Fall 2010, form a high-level task force of individuals knowledgeable about digital technology and educational trends—especially in the developing world.***

9. The committee recommends that USC enhance its relationship with our southern neighbor, Mexico, as well as other rapidly developing countries in Latin America, such as Brazil. Currently, USC’s Mexico office is the weakest international office by any metric. Los Angeles is an incredibly vibrant megacity, populated by large numbers of immigrants from south of our

border. A largely exclusive focus on Asian countries ignores the resource for global connections at our doorstep. USC's leadership in the City of Los Angeles requires that we expand intercultural competence, as well as build international partnerships, with the largest minority population in Southern California, Latin Americans. We have a number of faculty members whose teaching and research interests focus on Latin America; they should be part of a strategic planning effort next year to make specific recommendations for implementation in Fall 2011. ***Metric of success: Enhance the capacity of USC's office in Mexico and make plans to develop strategic offices in other parts of Latin America.***

10. The committee had an extended conversation about the USC "brand." While we can appreciate the sentiment behind "fight on," we would like to recommend that the provost give serious consideration to USC's identity as a global university that simultaneously is committed to its local roots in Los Angeles, and especially its reputation as a university with a moral vision for its surrounding neighborhood—and to the world. ***Metric of success: A refined image of the university that reflects the Strategic Plan's commitment to USC being a global leader in our research, scholarship, art, education, and service.***

Proposed Set of Learning Objectives

The charge to the committee explicitly asked that we develop a set of "student learning objectives" that might be pursued by both undergraduates and graduates in ways that are appropriate for their academic programs. After considerable discussion, the committee proposes that every USC student consider the following challenges as essential to their educational experience. We have written these objectives as personal benchmarks that each student, individually, should consider in mapping their course of study and co-curricular activities at USC.

- **Engage in international activities:** Participate in curricular and co-curricular activities that expose you to patterns of life and ways of thinking that are different than your own—different cultures, religions, languages and literatures, political systems, economies, and uses of science and technology.
- **Raise your global literacy:** Become more knowledgeable about "the state of the world," current global conditions and political issues, especially related to the environment, natural resources, health pandemics, poverty, genocides, human rights, population migrations, and regional and international conflicts. Raise your awareness of the presence of global realities in everyday local life.
- **Increase your intercultural competence:** Explore the rich variability of perspectives and cultural practices, especially as expressed in different value systems, family structures, gender relations, symbol systems, and tastes related to music, art, clothing, food, and shelter.
- **Expand your awareness of global interdependence:** Raise your consciousness of the interconnectedness of life and our existence within a complex biological, planetary, social, and moral ecosystem in which we are linked together, dependent on others, and yet responsible for one another. You should be able to distinguish between seeing the world as a global system versus a collection of nations.

- Critique knowledge from a global perspective: Ask yourself whether interpretations offered by “authoritative” sources, especially those in your program(s) of study, are valid from a global vantage point. Let this shift in perspective guide you to new insights, fresh knowledge, critiques, original inventions, and better ways to structure human relationships, both politically and economically.
- Develop your own global perspective: Re-examine the basis of your ethical judgments, and the impact you can have in making life more just, equitable, joyful and creative. Weigh the implications of your personal choices in terms of your obligations to others and ask yourself what citizenship in a global context means to you.

The Committee supports the idea of publicizing these learning objectives through the Global Scholars Program administered by the Office for Undergraduate Programs, plus various programs at the graduate level. The Committee does not recommend creating a new curricular requirement related to globalization, preferring instead that students pursue global learning as they see fit and with support from faculty, advisors, and other mentors.

The committee did not discuss learning objectives for faculty, although this might be an appropriate topic for another committee. We cannot presume that all faculty have a global perspective.

Concluding Note

This report is a brief summary of key points that the committee wishes to bring to the attention of the Faculty Senate and the Provost. Many of the recommendations are elaborated in the attached reports written by subcommittees. In addition, the larger context for our recommendations can be found in the briefing book (also attached) and the website on globalization.

Committee Members:

Donald E. Miller (chair), Center for Religion and Civic Culture & School of Religion
 Macarena Gomez Barris, Sociology
 Janet Hoskins, Anthropology
 Daniel Lynch, International Relations
 Leonard Mitchell, School of Policy, Planning, and Development
 Cauligi Raghavendra, Viterbi School of Engineering
 Stephen Smith, USC Shoah Foundation Institute
 Varun Soni, Dean of Religious Life
 Guofu Tan, Economics
 Francisco Valero-Cuevas, Biomedical Engineering, Viterbi School of Engineering
 Heather Wipfli, Preventive Medicine, Keck School of Medicine

Ex-Officio:

Gene Bickers, Physics and Astronomy
 Adam Clayton Powell, Globalization
 Robin Romans, Associate Provost for Undergraduate Programs

Appendix to Essay 1: Interdisciplinary Learning

The Alumni Survey was conducted in Fall 2009. The target population was bachelors degree recipients one year ago (Summer 2008 to Spring 2009), five years ago (Summer 2004 to Spring 2005) and ten years ago (Summer 1999 to Spring 2000). Contact information was available for virtually the entire one year cohort, 80% of the five year cohort, and 55% of the ten year cohort. The initial invitation was sent via email (where available). Postcards with a link to the survey web site were sent to non-respondents and those who did not have email addresses in the alumni database but did have a valid mailing address. The overall response rate was 21.2%, a rate considered above average for alumni surveys. Representativeness was generally good with the typical higher responses from females and alumni who had higher grade point averages. The representativeness of the survey and the response rate is broken down below.

The Student Engagement Survey was conducted via the internet in Spring 2010. The target population was all degree-seeking undergraduate students who were in at least their second semester at USC. Invitations were sent by email. The overall response rate was 22.7%. Despite the relatively low response rate, representativeness was acceptable with a pattern similar to that observed on the alumni survey: higher responses from females and from students who earned higher grade point averages. A relatively low response rate from sophomores was also observed. The representativeness of the survey and the response rate are broken down below. For analytic purposes, the class level of first-time freshmen was reset to include first-year college students even if such students had earned enough credits (i.e., through Advanced Placement) to be classified as a sophomore when the survey was conducted.

2010 USC Student Engagement Survey representativeness and response rate by GPA, gender, ethnicity and school

Cumulative GPA	Population 3.23		Survey respondents 3.34		
	Population		Survey respondents		Response rate
Class level	N	%	N	%	
Freshman	2888	18.9%	881	25.3%	30.5%
Sophomore	1653	10.8%	253	7.3%	15.3%
Junior	4487	29.4%	1068	30.7%	23.8%
Senior	6240	40.9%	1282	36.8%	20.5%
Total	15268		3484	100.0	22.8%
Gender	Population		Survey respondents		Response rate
	N	%	N	%	
Female	7742	50.5%	2129	61.1%	27.5%
Male	7579	49.5%	1355	38.9%	17.9%
Total	15321	100.0%	3484	100.0%	22.7%
Ethnicity	Population		Survey respondents		Response rate
	N	%	N	%	
Native American	141	0.9%	39	1.1%	27.7%
Asian-American	3701	24.2%	935	26.8%	25.3%
African-American	853	5.6%	154	4.4%	18.1%
Hispanic	1974	12.9%	493	14.2%	25.0%
International	1514	9.9%	246	7.1%	16.2%
Unknown	189	1.2%	34	1.0%	18.0%
White	6949	45.4%	1583	45.4%	22.8%
Total	15321	100.0%	3484	100.0%	22.7%
School	Population		Survey respondents		Response rate
	N	%	N	%	
Annenberg	1227	8.0%	272	7.8%	22.2%
Architecture	504	3.3%	111	3.2%	22.0%
Business	3298	21.5%	648	18.6%	19.6%
Cinematic Arts	826	5.4%	185	5.3%	22.4%
Dentistry	118	0.8%	21	0.6%	17.8%
Engineering	1828	11.9%	461	13.2%	25.2%
Fine Arts	238	1.6%	52	1.5%	21.8%
Gerontology	27	0.2%	9	0.3%	33.3%
College	5746	37.5%	1403	40.3%	24.4%
Medicine	227	1.5%	50	1.4%	22.0%
Music	501	3.3%	97	2.8%	19.4%
PPD	356	2.3%	65	1.9%	18.3%
Theatre	425	2.8%	109	3.1%	25.6%
Total	15321	100.0%	3483	100.0%	22.7%

2009 USC Baccalaureate Alumni Survey representativeness and response rate by GPA, gender, ethnicity and school

Cumulative undergraduate GPA		Population		Invited		Survey respondents	
		N	Mean	N	Mean	N	Mean
Cohort	One year	4101	3.23	3804	3.25	1171	3.35
	Five year	4052	3.19	2960	3.23	478	3.31
	Ten year	3774	3.08	2490	3.13	314	3.21
	All three	11927	3.17	9254	3.21	1963	3.32

Gender		Population		Invited		Survey respondents		Response rate
		N	%	N	%	N	%	
One year cohort	Female	2108	51.4%	1990	52.3%	667	57.0%	33.5%
	Male	1993	48.6%	1814	47.7%	504	43.0%	27.8%
	Total	4101	100%	3804	100%	1171	100%	30.8%
Five year cohort	Female	2092	51.6%	1564	52.8%	279	58.4%	17.8%
	Male	1962	48.4%	1396	47.2%	199	41.6%	14.3%
	Total	4054	100%	2960	100%	478	100%	16.1%
Ten year cohort	Female	1916	50.7%	1173	47.1%	161	51.3%	13.7%
	Male	1860	49.3%	1317	52.9%	153	48.7%	11.6%
	Total	3776	100%	2490	100%	314	100%	12.6%
All three cohorts	Female	6116	51.3%	4727	51.1%	1107	56.4%	23.4%
	Male	5815	48.7%	4527	48.9%	856	43.6%	18.9%
	Total	11931	100%	9254	100%	1963	100%	21.2%

Ethnicity		Population		Invited		Survey respondents		Response rate
		N	%	N	%	N	%	
One year cohort	Asian	894	21.8%	840	22.1%	293	25.0%	34.9%
	Black	195	4.8%	189	5.0%	44	3.8%	23.3%
	Hispanic	506	12.3%	472	12.4%	158	13.5%	33.5%
	Native American	24	0.6%	24	0.6%	11	0.9%	45.8%
	International	339	8.3%	312	8.2%	55	4.7%	17.6%
	Unknown	180	4.4%	112	2.9%	30	2.6%	26.8%
	White	1963	47.9%	1855	48.8%	580	49.5%	31.3%
	Total	4101	100%	3804	100%	1171	100%	30.8%
Five year cohort	Asian	821	20.3%	644	21.8%	111	23.2%	17.2%
	Black	195	4.8%	148	5.0%	29	6.1%	19.6%
	Hispanic	474	11.7%	383	12.9%	71	14.9%	18.5%
	Native American	27	0.7%	20	0.7%	5	1.0%	25.0%
	International	342	8.4%	211	7.1%	24	5.0%	11.4%
	Unknown	457	11.3%	213	7.2%	26	5.4%	12.2%
	White	1738	42.9%	1341	45.3%	212	44.4%	15.8%
	Total	4054	100%	2960	100%	478	100%	16.1%

Note: Ethnicity data for the ten year cohort is unavailable at this time

School		Graduated		Invited		Responded		Response rate
<u>One year cohort</u>	Annenberg	369	8.7%	362	9.5%	114	9.7%	31.5%
	Architecture	100	2.4%	97	2.6%	28	2.4%	28.9%
	Business	1122	26.5%	961	25.3%	284	24.3%	29.6%
	Cinema	235	5.6%	214	5.6%	73	6.2%	34.1%
	College	1431	33.8%	1294	34.0%	395	33.7%	30.5%
	Dentistry/IHP	59	1.4%	54	1.4%	10	0.9%	18.5%
	Education	9	0.2%	8	0.2%	4	0.3%	50.0%
	Engineering	402	9.5%	366	9.6%	133	11.4%	36.3%
	Fine Arts	73	1.7%	70	1.8%	18	1.5%	25.7%
	Gerontology	6	0.1%	4	0.1%	0	0.0%	0.0%
	Medicine	89	2.1%	83	2.2%	36	3.1%	43.4%
	Music	152	3.6%	135	3.5%	32	2.7%	23.7%
	PPD	89	2.1%	69	1.8%	20	1.7%	29.0%
	Theatre	93	2.2%	86	2.3%	24	2.0%	27.9%
	Total	4229	100%	3803	100%	1171	100%	30.8%
<u>Five year cohort</u>	Annenberg	357	8.6%	267	9.0%	57	11.9%	21.3%
	Architecture	76	1.8%	56	1.9%	12	2.5%	21.4%
	Business	1056	25.4%	779	26.3%	120	25.2%	15.4%
	Cinema	276	6.6%	204	6.9%	30	6.3%	14.7%
	College	1436	34.6%	966	32.6%	162	34.0%	16.8%
	Dentistry/IHP	61	1.5%	46	1.6%	6	1.3%	13.0%
	Education	24	0.6%	19	0.6%	1	0.2%	5.3%
	Engineering	384	9.2%	293	9.9%	45	9.4%	15.4%
	Fine Arts	76	1.8%	58	2.0%	5	1.0%	8.6%
	Gerontology	7	0.2%	3	0.1%	0	0.0%	0.0%
	Medicine	45	1.1%	29	1.0%	4	0.8%	13.8%
	Music	163	3.9%	101	3.4%	13	2.7%	12.9%
	PPD	98	2.4%	68	2.3%	12	2.5%	17.6%
	Theatre	96	2.3%	70	2.4%	10	2.1%	14.3%
	Total	4155	100%	2959	100%	477	100%	16.1%
<u>Ten year cohort</u>	Annenberg	317	8.3%	215	8.6%	34	10.8%	15.8%
	Architecture	86	2.3%	55	2.2%	6	1.9%	10.9%
	Business	1102	28.9%	681	27.3%	79	25.1%	11.6%
	Cinema	224	5.9%	184	7.4%	27	8.6%	14.7%
	College	1065	27.9%	650	26.1%	83	26.3%	12.8%
	Dentistry/IHP	161	4.2%	102	4.1%	13	4.1%	12.7%
	Education	63	1.7%	50	2.0%	5	1.6%	10.0%
	Engineering	363	9.5%	294	11.8%	36	11.4%	12.2%
	Fine Arts	39	1.0%	20	0.8%	0	0.0%	0.0%
	Gerontology	25	0.7%	20	0.8%	3	1.0%	15.0%
	Medicine	68	1.8%	31	1.2%	1	0.3%	0.0%
	Music	113	3.0%	74	3.0%	12	3.8%	16.2%
	PPD	96	2.5%	57	2.3%	11	3.5%	19.3%
	Theatre	91	2.4%	58	2.3%	5	1.6%	8.6%
	Total	3813	100%	2491	100%	315	100%	12.6%

School		Graduated		Invited		Responded		Response rate
<u>All cohorts combined</u>	Annenberg	1043	8.6%	844	9.1%	205	10.4%	24.3%
	Architecture	262	2.1%	208	2.2%	46	2.3%	22.1%
	Business	3280	26.9%	2421	26.2%	483	24.6%	20.0%
	Cinema	735	6.0%	602	6.5%	130	6.6%	21.6%
	College	3932	32.2%	2910	31.4%	640	32.6%	22.0%
	Dentistry	281	2.3%	202	2.2%	29	1.5%	14.4%
	Education	96	0.8%	77	0.8%	10	0.5%	13.0%
	Engineering	1149	9.4%	953	10.3%	214	10.9%	22.5%
	Fine Arts	188	1.5%	148	1.6%	23	1.2%	15.5%
	Gerontology	38	0.3%	27	0.3%	3	0.2%	11.1%
	Medicine	202	1.7%	143	1.5%	41	2.1%	28.7%
	Music	428	3.5%	310	3.4%	57	2.9%	18.4%
	PPD	283	2.3%	194	2.1%	43	2.2%	22.2%
	Theatre	280	2.3%	214	2.3%	39	2.0%	18.2%
	Total	12197	100%	9253	100%	1963	100%	21.2%

Statistical breakdown of bachelors recipients in the 2009 Academic Year*

Factor	Group	Freshman entrants		Transfer entrants		All graduates	
		N	%	N	%	N	%
Gender	Female	1,410	53.0%	678	48.2%	2,088	51.3%
	Male	1,252	47.0%	728	51.7%	1,980	48.7%
	Unknown	0	.0%	1	.1%	1	.0%
Ethnicity	African American	129	4.8%	57	4.1%	186	4.6%
	Asian American	592	22.2%	282	20.0%	874	21.5%
	Hispanic	319	12.0%	187	13.3%	506	12.4%
	Native American	17	.6%	8	.6%	25	.6%
	International	171	6.4%	165	11.7%	336	8.3%
	White	1,358	51.0%	608	43.2%	1,966	48.3%
	Unknown	76	2.9%	100	7.1%	176	4.3%
Economic Status**	Low income	475	17.8%	438	31.1%	913	22.4%
	Not low income	2,187	82.2%	969	68.9%	3,156	77.6%
Academic Year of First Enrollment	Before 1998-1999	0	.0%	57	4.2%	57	1.4%
	1998-1999	5	0.2%	4	0.3%	9	0.2%
	1999-2000	7	0.3%	4	0.3%	11	0.3%
	2000-2001	8	0.3%	6	0.4%	14	0.3%
	2001-2002	8	0.3%	4	0.3%	12	0.3%
	2002-2003	21	0.8%	10	0.7%	31	0.8%
	2003-2004	68	2.6%	21	1.6%	89	2.2%
	2004-2005	453	17.0%	64	4.7%	517	12.9%
	2005-2006	2,003	75.2%	253	18.7%	2,256	56.2%
	2006-2007	89	3.3%	700	51.9%	789	19.7%
	2007-2008	0	0.0%	284	21.0%	284	7.1%
	Total	2,662	100.0%	1,350	100.0%	4,012	100.0%
Owning unit	Annenberg	251	9.4%	127	9.0%	378	9.3%
	Architecture	78	2.9%	18	1.3%	96	2.4%
	Business	609	22.9%	417	29.6%	1,026	25.2%
	Cinematic Arts	169	6.3%	68	4.8%	237	5.8%
	College	911	34.2%	474	33.7%	1,385	34.0%
	Dentistry	7	.3%	46	3.3%	53	1.3%
	Education	5	.2%	3	.2%	8	.2%
	Engineering	299	11.2%	101	7.2%	400	9.8%
	Fine Arts	49	1.8%	19	1.4%	68	1.7%
	Gerontology	2	.1%	3	.2%	5	.1%
	Medicine	63	2.4%	15	1.1%	78	1.9%
	Music	107	4.0%	39	2.8%	146	3.6%
	PPD	44	1.7%	45	3.2%	89	2.2%
	Theatre	68	2.6%	32	2.3%	100	2.5%
Total		2,662	100.0%	1,407	100.0%	4,069	100.0%

*Note: Includes bachelors degrees awarded in the Fall 2008, Spring 2009 and Summer 2009 terms

**Determined by Pell Grant awards, which are generally given to students from low income families

Additional survey results related to interdisciplinarity

Student Engagement Survey Satisfaction results

Satisfaction with:	Student Type	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
Overall quality of instruction in your major	Transfer Entrant	2.2%	7.4%	14.2%	46.2%	30.1%
	Freshman Entrant	1.7%	7.1%	14.7%	49.3%	27.1%
	Overall	1.8%	7.2%	14.6%	48.7%	27.7%
Overall quality of instruction outside of your major	Transfer Entrant	2.3%	8.4%	30.8%	41.9%	16.6%
	Freshman Entrant	1.3%	9.1%	25.0%	52.1%	12.6%
	Overall	1.5%	8.9%	26.2%	50.0%	13.4%
Opportunities for coursework in a wide range of academic disciplines	Transfer Entrant	2.4%	9.0%	31.7%	40.2%	16.7%
	Freshman Entrant	3.0%	9.1%	23.5%	44.6%	19.8%
	Overall	2.9%	9.1%	25.2%	43.8%	19.1%

Alumni Survey results: Job satisfaction X relevance of the position to undergraduate minor(s)

		Current Job Satisfaction				
		Very dissatisfied	Generally Dissatisfied	Neither satisfied nor dissatisfied	Generally Satisfied	Very Satisfied
Relevance to minor(s)						
Current position related to undergraduate minor(s)	Yes, related to minor(s)	3 1.4%	3 1.4%	22 10.0%	96 43.4%	97 43.9%
	No, not related	6 2.3%	17 6.6%	36 13.9%	108 41.7%	92 35.5%
	Not applicable (no minor, etc.)	14 2.1%	45 6.9%	67 10.2%	288 44.0%	241 36.8%
	Overall	23 2.0%	65 5.7%	125 11.0%	492 43.3%	430 37.9%

Shows that seeking a second emphasis can lead to increased job satisfaction

Appendix to Essay 2: Learning Assessment

Typology of Diversity Courses

Through the University's curriculum committee, we secured a copy of every syllabus for every course approved for the diversity requirement since 2003 (N=76). These syllabi were uploaded onto a website (www.diversitycourses.org) created for this study. We engaged in a content analysis of these syllabi. Our rubric for the analysis consisted of converting the curriculum committee's five requirements (see page 23 of the EER) into items assessed on a 4-point Likert scale (1 = meets requirement; 2 = marginally exceeds requirement; 3 = exceeds requirement; 4 = well exceeds requirement). A score for each of the five items (ranging from 1-4) was entered for each course on the course database on the password-protected section of the website.

To explore how thoroughly the courses met or exceeded the requirements, we identified the mean and standard deviation, using the sums created by the document analysis, across the 76 courses. We created four categories that depicted the range of diversity courses, and placed each of the approved diversity courses within a category based on its score. The categories were labeled: Introductory (e.g., average score on rubric = 1.27), Basic (e.g., average score on rubric = 2.45), Intermediate (e.g., average score on rubric = 3.4), and Advanced (e.g., average score on rubric = 4).

Distribution of Syllabus Ratings by Category

	Category			
	1	2	3	4
N (% of sample)	12 (16%)	19 (25%)	38 (51%)	7 (9%)
Range of point totals for syllabus in this category	5-9	10-14	15-19	20
Mean	1.27	2.45	3.4	4

The Impact of Diversity Courses on Minority Students' Relational Leadership (N=13).

Findings	Relational Leadership	Theoretical Frameworks	Literature
1 Understanding of Difference	Three of the six elements of relational leadership according to Kezar, Carducci & Contreras-McGavin (2006) correlate with these findings. Difference in thought: (1) is beneficial in relational leadership; (2) encourages collaboration.	Increased understanding of difference of perspectives is an output of diversity courses according to Astin's (1970a, 1970b) I-E-O model. According to two of Hurtado's (1998) four dimensions of campus climate theory, (1) racial groups have historically not been included (2) Black and Latino students at Western University are small in number. Low critical mass in the classroom can negatively impact students particularly with limited exposure to diversity (Hurtado, 1998).	Correlations with current literature: (1) diversity courses promote intergroup tolerance (Henderson-King & Kaleta, 2000); (2) decrease racist perspectives (Chang, 2002; Hogan & Mallot, 2005) and (3) increase cultural awareness (Antonio, 2001). Divergence from literature (1) the importance of diversity courses for students with limited exposure to diversity; (2) an enhanced critical lens to interpret bias in the external world.
2 Traditional Leadership	Power and influence theory, trait leadership and positional leadership are traditional paradigms of leadership. Although relational leadership can be considered part of power and influence theory, power is shared and used to empower rather than to overpower members.	Understanding what conceptualization of leadership students have (Input) helps to understand what kind of leadership they are identifying in diversity courses. Using Astin's (1970A, 1970B) I-E-O model as a research model underlines the importance of understanding inputs.	Correlations with literature: According to Kezar (2000) most research on leadership is based on traditional models such as power and influence theory, trait and positional leadership are transitioning to conceptualizations like relational leadership which are more collaborative and reflective of diversity.
3 Relational Leadership	(3) Developing relationships corresponds with increased collaboration. (4) Leadership as process-oriented towards collective needs correlates with an increased desire for social advocacy. Identity development is foundational to cognitive and psychosocial development, without which leadership cannot develop.	The leadership identity development (LID) framework, based on both cognitive and psychosocial theory, holds collaboration and relationship development as foundational to LID. Identity development also is a requisite component in the progression of LID (Kornlives, 2006).	Correlation with literature: Diversity courses promote (1) diverse peer interaction (Laird et al., 2002); interactional diversity impacts learning and democracy outcomes (Gurin et al., 2002) HERI's Social Change Model of Leadership Divergence from literature: Diversity courses promote identity development for Black and Latino students
4 Classroom Interaction	(5) In relational leadership all members are equal collaborators. Equal participation in the diversity classroom indicates an environment modeling relational leadership, while tokenism, or treating individuals as 'other' detracts. Cognitive dissonance is positive for relational leadership when enhancing understanding of different perspectives (1) and (2).	Allport's intergroup contact theory describes four environments for optimal collaboration. This study found that the diversity classroom provided an environment for interaction aligning with all four elements. When critical mass in the classroom is not achieved, students may experience the negative consequences of tokenism (Cole, 2007; Hurtado, 2006).	Correlation with literature: (1) Cognitive development is impacted by diverse peer interaction (Gurin et al., 2002; Antonio et al., 2004); (2) diversity courses promote learning outcomes (Alimo et al., 2002) Divergence from the literature: (1) This study provides evidence of tokenism, conceptually presented by Hurtado (1998) in the environment of diversity courses. (2) participation in diversity courses is dependent on seating location.

Diversity Courses on International Students from China and Hong Kong (N=12): Key Themes from Student Interviews

Theme	Description	Quotes
Defining Diversity Common Understanding Differences between People and Cultures Individual's Values and Practices Different Living Styles and Countries	Diversity is about raising consciousness about the current pressing issues affecting relationships among groups in society.	"A group of people have common understanding of each other that is from different backgrounds. Not just race, not just ethnicity, but from different parts of the world. It's from different classes. Basically, just anyone, they just have a common understanding and tolerance for each other."
Prior U.S. Diversity Knowledge Influence of the Media: TV, Movies, Newspapers and websites	How students gained their knowledge about U.S. Diversity Issues (Race/Ethnicity, Gender, Sexual Orientation, Class, etc.) prior to arriving in the U.S.	"What I knew...of the ethnicity of people in the U.S. would be from movies, because that was my sole connection to the states not being here...and TV shows also" "First of all, we get everything from TV... and I was not aware of the amount of Latino people here...I knew it was a mixture of Black and White people...also people not afraid to call themselves gay...I guess that's a part of diversity...black, gay, straight."
Diversity Course Understanding How various topics in courses contributed to their understanding Significant knowledge about diversity provided by the courses students took Courses on Family, Inequality/Class, Gender, Race/Ethnicity, Mental Health and Childhood issues	"Background knowledge and analytical skills to enable them to understand and respect differences between groups of people...on the contemporary American and international scene."	"We talk about different classes...working class and people in poverty...and some people will never get out of poverty... America is shaped as a society where it's suppose to be classless...that's why it's really surprising when we realize American society is really segregated into classes."
Intergroup Peer Relationships: Classroom Related Classroom Environment and Size Discussion Sections Student Learning through Classroom Engagements	Aspects of the classroom that effected student interactions. The impact of large classrooms, smaller discussions sections and activities student engaged in during class. Activities included presentations, debates, discussion on films/readings and projects with diverse peers.	"People just sit on a seat...look at power-point slides and take notes." "It's a huge class in a lecture hall there is not many chances for you to talk to people." "I interact with my peers more in discussion. It's a smaller group...ask questions...it's really open...our TA is a part of the group, it's free and engaging." "I presented on genetic transformed babies. So you can change the genes...for the ideal baby...the stereotype of the ideal...tall, smart...then everyone would look the same, and there would be no diversity."
Intergroup Peer Relationships: Intra/Inter Personal Related Changing Attitudes Developing Friendships	Aspects of the classroom that effected student interactions. How interactions with diverse peers led to changed attitudes and supported students developing friendships with Asian and domestic students.	"With women I am ok but with Black guys I feel scared...but the guy from my discussion is very nice and before discussion I don't talk to Black people...the idea and stereotype and now I like Black people...he just changed my mind about Blacks." "General friendships, but not really close... You recognize people...ask how they are doing...maybe a little on their personal life." "Interactions with peers in my group...like my partner from debate...she is a friend."

The Impact of Diversity Courses & Service-Learning on Student's Cross-Racial Interactions (N=15)

Theme	Findings	Literature	Implications
The Relevance of a Diversity Course Requirement	- students felt a diversity course provided the opportunity to be exposed to difference - the requirement gave students an opportunity they would not have otherwise had or initiated to take a diversity course	- positive changes in students who enroll in a diversity course including increased tolerance of group differences and decreased stereotypical views (Chang, 2002; Downey & Torrecilha, 1994; Henderson-King & Kaleta, 2000; Hogan & Mallott, 2005) - Gurin et al. (2002) definition of classroom diversity, where students are exposed to and learn about diverse individuals and groups - institutions themselves can influence student behavior that can aid student development (Strange, 1994) - reinforces Chang's (2007) assertion that student experiences with diversity are optimized when institutions promote engagement through intervention	- campus administrators and faculty at institutions with no diversity course requirement - reinforce campuses that do have requirement; further informs curriculum committee
Discussion Sessions versus Lectures, the Ideal Environment for Interactions	- participants felt that their discussion session better fostered student interactions than their corresponding lecture classes - discussion sessions provided participants with a more open and comfortable environment in which to interact than lecture classes	- Allport (1954) identified working towards common goals in a non-competitive environment as a key element for groups to accomplish positive cross racial interactions - low student-faculty ratio has a positive impact on student satisfaction and has a positive impact on student degree completion (Astin, 1993) - less empirical evidence to support the specific benefits of discussion sessions more so than lectures in the promotion of cross-racial interactions	
Diversity Courses, a Change in Student Perception	exposure to diverse curricula allowed students to look at interactions with diverse peers from a different perspective and made students more open to difference in general	- Increased acceptance of peers from different backgrounds when diversity course outcomes tied to exposure to multicultural curricula (Pascarella & Terenzini, 2005). - students enrolled in a diversity course demonstrate higher levels of social action engagement (Nelson, Laird, Engberg, & Hurtado, 2005) - students who complete a diversity course also report increased tolerance towards group differences (Hogan & Mallott, 2005)	

Theme	Findings	Literature	Implications
Service-Learning & Diversity, a Matched Pair	diversity courses, social issues courses, and courses focused on understanding the city and difference serve as the optimal course couplings with SLP	- programs that connect academic courses and service-learning have benefits including renewing community connections and connecting curricula to community issues (Eyler & Giles, 1999; Kaye, 2004; Sedlak, Doheny, Panthofer, & Anaya, 2003). - less empirical research that examines what specific type of course best compliments service-learning experiences	- informs the vehicles that universities utilize to both reinforce student exposure to diversity and achieve increased cross-racial interactions across student populations - encourage material relevant to the city incorporated in the curriculum - benefits of marketing diversity courses and service-learning programs both within and beyond college into the workforce
Service-Learning, the "Real" Context of Diversity	- participants related the material that they learned in class as having more relevance when they were able to observe the topics and subjects in a "real world" environment such as their SLP site - participants reported increased diverse interactions with their fellow students and individuals at their SLP site more so than in their classroom setting	- literature focuses on diverse curricular content and/or benefits of linking academic courses to service-learning; far less that examines the ways in which service-learning enhances diverse curriculum - Boyer and Hechinger (1981) reference service-learning as an opportunity for students to move beyond knowledge acquisition to learning how to engage knowledge in humane ways - future research warranted to explore further including the impact of specific service-learning sites on student experience & long-term effects of service-learning experiences	- service-learning utilized to educate students in a way that furthers student comprehension and understanding of academic content and materials - student learning outcomes - linking service-learning to an academic course can provide a tangible means for departments to gather data regarding student application of course material outside of the classroom
The City and Its Impact on Student Perception	- diversity courses were valued particularly given the difference between student background and the city environment - courses related to the city were regarded as the best course compliment to SLP experiences	- underscore the relevance of student pre-college variables in examining the impact of college on student experience and development (Astin, 1993; Pascarella, Pierson, Wolniak, & Terenzini, 2004; Saenz, Ngai, & Hurtado, 2007). - conditional effects of diversity; how challenges in addressing issues of diversity can be unique to individual institutions (Chang, 2007) - differs from much of the literature which focus discussions regarding diverse climates on structural diversity within campus populations (Chang, Astin, & Kim, 2004; Gurin et al., 2002), but consistent with underlying tenant that exposure to diversity plays a role in cross-racial interactions	underscore the possible benefit of students taking such a course early in their college career (students coming from high schools or neighborhoods with predominantly homogenous backgrounds)

Appendix to Essay 3: Global Awareness and Engagement

The Alumni Survey was conducted in Fall 2009. The target population was bachelors degree recipients one year ago (Summer 2008 to Spring 2009), five years ago (Summer 2004 to Spring 2005) and ten years ago (Summer 1999 to Spring 2000). Contact information was available for virtually the entire one year cohort, 80% of the five year cohort, and 55% of the ten year cohort. The initial invitation was sent via email (where available). Postcards with a link to the survey web site were sent to non-respondents and those who did not have email addresses in the alumni database but did have a valid mailing address. The overall response rate was 21.2%, a rate considered above average for alumni surveys. Representativeness was generally good with the typical higher responses from females and alumni who had higher grade point averages. The representativeness of the survey and the response rate is broken down below.

The Student Engagement Survey was conducted via the internet in Spring 2010. The target population was all degree-seeking undergraduate students who were in at least their second semester at USC. Invitations were sent by email. The overall response rate was 22.7%. Despite the relatively low response rate, representativeness was acceptable with a pattern similar to that observed on the alumni survey: higher responses from females and from students who earned higher grade point averages. A relatively low response rate from sophomores was also observed. The representativeness of the survey and the response rate are broken down below. For analytic purposes, the class level of first-time freshmen was reset to include first-year college students even if such students had earned enough credits (i.e., through Advanced Placement) to be classified as a sophomore when the survey was conducted.

2010 USC Student Engagement Survey representativeness and response rate by GPA, gender, ethnicity and school

Cumulative GPA	Population 3.23		Survey respondents 3.34		
	Population		Survey respondents		Response rate
Class level	N	%	N	%	
Freshman	2888	18.9%	881	25.3%	30.5%
Sophomore	1653	10.8%	253	7.3%	15.3%
Junior	4487	29.4%	1068	30.7%	23.8%
Senior	6240	40.9%	1282	36.8%	20.5%
Total	15268		3484	100.0	22.8%
	Population		Survey respondents		Response rate
Gender	N	%	N	%	
Female	7742	50.5%	2129	61.1%	27.5%
Male	7579	49.5%	1355	38.9%	17.9%
Total	15321	100.0%	3484	100.0%	22.7%
	Population		Survey respondents		Response rate
Ethnicity	N	%	N	%	
Native American	141	0.9%	39	1.1%	27.7%
Asian-American	3701	24.2%	935	26.8%	25.3%
African-American	853	5.6%	154	4.4%	18.1%
Hispanic	1974	12.9%	493	14.2%	25.0%
International	1514	9.9%	246	7.1%	16.2%
Unknown	189	1.2%	34	1.0%	18.0%
White	6949	45.4%	1583	45.4%	22.8%
Total	15321	100.0%	3484	100.0%	22.7%
	Population		Survey respondents		Response rate
School	N	%	N	%	
Annenberg	1227	8.0%	272	7.8%	22.2%
Architecture	504	3.3%	111	3.2%	22.0%
Business	3298	21.5%	648	18.6%	19.6%
Cinematic Arts	826	5.4%	185	5.3%	22.4%
Dentistry	118	0.8%	21	0.6%	17.8%
Engineering	1828	11.9%	461	13.2%	25.2%
Fine Arts	238	1.6%	52	1.5%	21.8%
Gerontology	27	0.2%	9	0.3%	33.3%
College	5746	37.5%	1403	40.3%	24.4%
Medicine	227	1.5%	50	1.4%	22.0%
Music	501	3.3%	97	2.8%	19.4%
PPD	356	2.3%	65	1.9%	18.3%
Theatre	425	2.8%	109	3.1%	25.6%
Total	15321	100.0%	3483	100.0%	22.7%

2009 USC Baccalaureate Alumni Survey representativeness and response rate by GPA, gender, ethnicity and school

Cumulative undergraduate GPA		Population		Invited		Survey respondents	
		N	Mean	N	Mean	N	Mean
Cohort	One year	4101	3.23	3804	3.25	1171	3.35
	Five year	4052	3.19	2960	3.23	478	3.31
	Ten year	3774	3.08	2490	3.13	314	3.21
	All three	11927	3.17	9254	3.21	1963	3.32

Gender		Population		Invited		Survey respondents		Response rate
		N	%	N	%	N	%	
One year cohort	Female	2108	51.4%	1990	52.3%	667	57.0%	33.5%
	Male	1993	48.6%	1814	47.7%	504	43.0%	27.8%
	Total	4101	100%	3804	100%	1171	100%	30.8%
Five year cohort	Female	2092	51.6%	1564	52.8%	279	58.4%	17.8%
	Male	1962	48.4%	1396	47.2%	199	41.6%	14.3%
	Total	4054	100%	2960	100%	478	100%	16.1%
Ten year cohort	Female	1916	50.7%	1173	47.1%	161	51.3%	13.7%
	Male	1860	49.3%	1317	52.9%	153	48.7%	11.6%
	Total	3776	100%	2490	100%	314	100%	12.6%
All three cohorts	Female	6116	51.3%	4727	51.1%	1107	56.4%	23.4%
	Male	5815	48.7%	4527	48.9%	856	43.6%	18.9%
	Total	11931	100%	9254	100%	1963	100%	21.2%

Ethnicity		Population		Invited		Survey respondents		Response rate
		N	%	N	%	N	%	
One year cohort	Asian	894	21.8%	840	22.1%	293	25.0%	34.9%
	Black	195	4.8%	189	5.0%	44	3.8%	23.3%
	Hispanic	506	12.3%	472	12.4%	158	13.5%	33.5%
	Native American	24	0.6%	24	0.6%	11	0.9%	45.8%
	International	339	8.3%	312	8.2%	55	4.7%	17.6%
	Unknown	180	4.4%	112	2.9%	30	2.6%	26.8%
	White	1963	47.9%	1855	48.8%	580	49.5%	31.3%
	Total	4101	100%	3804	100%	1171	100%	30.8%
Five year cohort	Asian	821	20.3%	644	21.8%	111	23.2%	17.2%
	Black	195	4.8%	148	5.0%	29	6.1%	19.6%
	Hispanic	474	11.7%	383	12.9%	71	14.9%	18.5%
	Native American	27	0.7%	20	0.7%	5	1.0%	25.0%
	International	342	8.4%	211	7.1%	24	5.0%	11.4%
	Unknown	457	11.3%	213	7.2%	26	5.4%	12.2%
	White	1738	42.9%	1341	45.3%	212	44.4%	15.8%
	Total	4054	100%	2960	100%	478	100%	16.1%

Note: Ethnicity data for the ten year cohort is unavailable at this time

School		Graduated		Invited		Responded		Response rate
<u>One year cohort</u>	Annenberg	369	8.7%	362	9.5%	114	9.7%	31.5%
	Architecture	100	2.4%	97	2.6%	28	2.4%	28.9%
	Business	1122	26.5%	961	25.3%	284	24.3%	29.6%
	Cinema	235	5.6%	214	5.6%	73	6.2%	34.1%
	College	1431	33.8%	1294	34.0%	395	33.7%	30.5%
	Dentistry/IHP	59	1.4%	54	1.4%	10	0.9%	18.5%
	Education	9	0.2%	8	0.2%	4	0.3%	50.0%
	Engineering	402	9.5%	366	9.6%	133	11.4%	36.3%
	Fine Arts	73	1.7%	70	1.8%	18	1.5%	25.7%
	Gerontology	6	0.1%	4	0.1%	0	0.0%	0.0%
	Medicine	89	2.1%	83	2.2%	36	3.1%	43.4%
	Music	152	3.6%	135	3.5%	32	2.7%	23.7%
	PPD	89	2.1%	69	1.8%	20	1.7%	29.0%
	Theatre	93	2.2%	86	2.3%	24	2.0%	27.9%
	Total	4229	100%	3803	100%	1171	100%	30.8%
<u>Five year cohort</u>	Annenberg	357	8.6%	267	9.0%	57	11.9%	21.3%
	Architecture	76	1.8%	56	1.9%	12	2.5%	21.4%
	Business	1056	25.4%	779	26.3%	120	25.2%	15.4%
	Cinema	276	6.6%	204	6.9%	30	6.3%	14.7%
	College	1436	34.6%	966	32.6%	162	34.0%	16.8%
	Dentistry/IHP	61	1.5%	46	1.6%	6	1.3%	13.0%
	Education	24	0.6%	19	0.6%	1	0.2%	5.3%
	Engineering	384	9.2%	293	9.9%	45	9.4%	15.4%
	Fine Arts	76	1.8%	58	2.0%	5	1.0%	8.6%
	Gerontology	7	0.2%	3	0.1%	0	0.0%	0.0%
	Medicine	45	1.1%	29	1.0%	4	0.8%	13.8%
	Music	163	3.9%	101	3.4%	13	2.7%	12.9%
	PPD	98	2.4%	68	2.3%	12	2.5%	17.6%
	Theatre	96	2.3%	70	2.4%	10	2.1%	14.3%
	Total	4155	100%	2959	100%	477	100%	16.1%
<u>Ten year cohort</u>	Annenberg	317	8.3%	215	8.6%	34	10.8%	15.8%
	Architecture	86	2.3%	55	2.2%	6	1.9%	10.9%
	Business	1102	28.9%	681	27.3%	79	25.1%	11.6%
	Cinema	224	5.9%	184	7.4%	27	8.6%	14.7%
	College	1065	27.9%	650	26.1%	83	26.3%	12.8%
	Dentistry/IHP	161	4.2%	102	4.1%	13	4.1%	12.7%
	Education	63	1.7%	50	2.0%	5	1.6%	10.0%
	Engineering	363	9.5%	294	11.8%	36	11.4%	12.2%
	Fine Arts	39	1.0%	20	0.8%	0	0.0%	0.0%
	Gerontology	25	0.7%	20	0.8%	3	1.0%	15.0%
	Medicine	68	1.8%	31	1.2%	1	0.3%	0.0%
	Music	113	3.0%	74	3.0%	12	3.8%	16.2%
	PPD	96	2.5%	57	2.3%	11	3.5%	19.3%
	Theatre	91	2.4%	58	2.3%	5	1.6%	8.6%
	Total	3813	100%	2491	100%	315	100%	12.6%

School		Graduated		Invited		Responded		Response rate
<u>All cohorts combined</u>	Annenberg	1043	8.6%	844	9.1%	205	10.4%	24.3%
	Architecture	262	2.1%	208	2.2%	46	2.3%	22.1%
	Business	3280	26.9%	2421	26.2%	483	24.6%	20.0%
	Cinema	735	6.0%	602	6.5%	130	6.6%	21.6%
	College	3932	32.2%	2910	31.4%	640	32.6%	22.0%
	Dentistry	281	2.3%	202	2.2%	29	1.5%	14.4%
	Education	96	0.8%	77	0.8%	10	0.5%	13.0%
	Engineering	1149	9.4%	953	10.3%	214	10.9%	22.5%
	Fine Arts	188	1.5%	148	1.6%	23	1.2%	15.5%
	Gerontology	38	0.3%	27	0.3%	3	0.2%	11.1%
	Medicine	202	1.7%	143	1.5%	41	2.1%	28.7%
	Music	428	3.5%	310	3.4%	57	2.9%	18.4%
	PPD	283	2.3%	194	2.1%	43	2.2%	22.2%
	Theatre	280	2.3%	214	2.3%	39	2.0%	18.2%
	Total	12197	100%	9253	100%	1963	100%	21.2%

Engagement-Activities, events, or groups outside of class that had a global focus * owncod Crosstabulation

% within owncod

		owncod												Total
		ANSC	ARCH	BUS	CNTV	ENGR	FA	LAS	MED	MUS	PPD	THTR	OTHER	
Experiences IN CLASS-Global literacy	Very little or no progress	8.3%	4.3%	5.9%	8.9%	10.8%	13.0%	9.2%	7.7%	9.1%	1.4%	14.2%	9.4%	8.6%
	Some progress	34.3%	40.9%	33.3%	45.8%	42.2%	42.6%	34.7%	32.7%	57.6%	24.3%	47.8%	31.3%	37.1%
	A good amount of progress	41.2%	36.5%	43.9%	35.8%	36.0%	27.8%	33.5%	44.2%	23.2%	45.7%	32.7%	37.5%	36.6%
	A great amount of progress	16.2%	18.3%	16.9%	9.5%	11.0%	16.7%	22.5%	15.4%	10.1%	28.6%	5.3%	21.9%	17.7%
Total		57.4%	54.8%	60.8%	45.3%	47.0%	44.4%	56.1%	59.6%	33.3%	74.3%	38.1%	59.4%	54.4%
		3.0%	.4%	6.4%	-9.1%	-7.3%	-9.9%	1.7%	5.3%	-21.0%	19.9%	-16.3%	5.0%	.0%

Engagement-Class-related activities, events, or projects that had a global focus * owncod Crosstabulation

% within owncod

		owncod												Total
		ANSC	ARCH	BUS	CNTV	ENGR	FA	LAS	MED	MUS	PPD	THTR	OTHER	
Experiences IN CLASS-Awareness of cultural differences	Very little or no progress	3.2%	3.5%	3.6%	6.3%	8.9%	11.1%	5.4%	11.5%	6.1%	1.4%	8.0%	3.1%	5.5%
	Some progress	28.1%	28.7%	23.5%	34.2%	35.8%	29.6%	25.4%	28.8%	42.9%	21.4%	34.5%	28.1%	28.0%
	A good amount of progress	46.8%	39.1%	45.3%	40.0%	40.3%	31.5%	39.2%	28.8%	31.6%	37.1%	36.3%	40.6%	40.5%
	A great amount of progress	21.9%	28.7%	27.7%	19.5%	15.0%	27.8%	30.0%	30.8%	19.4%	40.0%	21.2%	28.1%	26.0%
Total		68.7%	67.8%	72.9%	59.5%	55.3%	59.3%	69.2%	59.6%	51.0%	77.1%	57.5%	68.8%	66.5%
		2.2%	1.3%	6.4%	-7.0%	-11.2%	-7.2%	2.7%	-6.9%	-15.5%	10.7%	-9.0%	2.3%	.0%

Experiences IN CLASS-Global literacy * owncod Crosstabulation

% within owncod

		owncod												Total
		ANSC	ARCH	BUS	CNTV	ENGR	FA	LAS	MED	MUS	PPD	THTR	OTHER	
Experiences IN CLASS-Global literacy	Very little or no progress	8.3%	4.3%	5.9%	8.9%	10.8%	13.0%	9.2%	7.7%	9.1%	1.4%	14.2%	9.4%	8.6%
	Some progress	34.3%	40.9%	33.3%	45.8%	42.2%	42.6%	34.7%	32.7%	57.6%	24.3%	47.8%	31.3%	37.1%
	A good amount of progress	41.2%	36.5%	43.9%	35.8%	36.0%	27.8%	33.5%	44.2%	23.2%	45.7%	32.7%	37.5%	36.6%
	A great amount of progress	16.2%	18.3%	16.9%	9.5%	11.0%	16.7%	22.5%	15.4%	10.1%	28.6%	5.3%	21.9%	17.7%
Total		57.4%	54.8%	60.8%	45.3%	47.0%	44.4%	56.1%	59.6%	33.3%	74.3%	38.1%	59.4%	54.4%
		3.0%	.4%	6.4%	-9.1%	-7.3%	-9.9%	1.7%	5.3%	-21.0%	19.9%	-16.3%	5.0%	.0%

Experiences IN CLASS-Awareness of cultural differences * owncod Crosstabulation

% within owncod

		owncod												Total
		ANSC	ARCH	BUS	CNTV	ENGR	FA	LAS	MED	MUS	PPD	THTR	OTHER	
Experiences IN CLASS-Awareness of cultural differences	Very little or no progress	3.2%	3.5%	3.6%	6.3%	8.9%	11.1%	5.4%	11.5%	6.1%	1.4%	8.0%	3.1%	5.5%
	Some progress	28.1%	28.7%	23.5%	34.2%	35.8%	29.6%	25.4%	28.8%	42.9%	21.4%	34.5%	28.1%	28.0%
	A good amount of progress	46.8%	39.1%	45.3%	40.0%	40.3%	31.5%	39.2%	28.8%	31.6%	37.1%	36.3%	40.6%	40.5%
	A great amount of progress	21.9%	28.7%	27.7%	19.5%	15.0%	27.8%	30.0%	30.8%	19.4%	40.0%	21.2%	28.1%	26.0%
Total		68.7%	67.8%	72.9%	59.5%	55.3%	59.3%	69.2%	59.6%	51.0%	77.1%	57.5%	68.8%	66.5%
		2.2%	1.3%	6.4%	-7.0%	-11.2%	-7.2%	2.7%	-6.9%	-15.5%	10.7%	-9.0%	2.3%	.0%

Experiences OUTSIDE OF CLASS-Global literacy * owncod Crosstabulation

% within owncod

		owncod												Total
		ANSC	ARCH	BUS	CNTV	ENGR	FA	LAS	MED	MUS	PPD	THTR	OTHER	
Experiences OUTSIDE OF CLASS-Global literacy	Very little or no progress	8.7%	7.0%	6.7%	8.9%	6.8%	7.7%	8.3%	7.8%	8.2%	4.3%	9.0%	3.1%	7.7%
	Some progress	34.1%	32.2%	28.5%	37.9%	35.4%	44.2%	33.1%	25.5%	40.8%	18.8%	48.6%	31.3%	33.3%
	A good amount of progress	37.0%	39.1%	43.1%	38.9%	38.3%	28.8%	34.2%	39.2%	31.6%	39.1%	27.9%	37.5%	36.9%
	A great amount of progress	20.3%	21.7%	21.7%	14.2%	19.5%	19.2%	24.5%	27.5%	19.4%	37.7%	14.4%	28.1%	22.2%
Total		57.2%	60.9%	64.8%	53.2%	57.8%	48.1%	58.7%	66.7%	51.0%	76.8%	42.3%	65.6%	59.0%
		-1.8%	1.8%	5.8%	-5.9%	-1.2%	-10.9%	-4.4%	7.6%	-8.0%	17.8%	-16.7%	6.6%	.0%

Experiences OUTSIDE OF CLASS-Awareness of cultural differences * owncod Crosstabulation

% within owncod

		owncod												Total
		ANSC	ARCH	BUS	CNTV	ENGR	FA	LAS	MED	MUS	PPD	THTR	OTHER	
Experiences OUTSIDE OF CLASS-Awareness of cultural differences	Very little or no progress	4.0%	5.2%	4.2%	5.8%	3.6%	5.8%	4.4%	7.5%	4.1%	5.8%	7.2%	3.1%	4.5%
	Some progress	25.7%	27.0%	20.7%	30.5%	28.6%	30.8%	24.9%	26.4%	29.6%	13.0%	28.8%	15.6%	25.1%
	A good amount of progress	41.7%	33.0%	42.8%	37.4%	42.4%	40.4%	39.4%	28.3%	36.7%	33.3%	34.2%	46.9%	39.8%
	A great amount of progress	28.6%	34.8%	32.4%	26.3%	25.4%	23.1%	31.3%	37.7%	29.6%	47.8%	29.7%	34.4%	30.6%
Total		70.3%	67.8%	75.2%	63.7%	67.8%	63.5%	70.7%	66.0%	66.3%	81.2%	64.0%	81.3%	70.5%
		-.2%	-2.6%	4.7%	-6.8%	-2.7%	-7.0%	.2%	-4.4%	-4.1%	10.7%	-6.5%	10.8%	.0%

Engagement in global focused activities in class and outside of class, and perceived progress in related areas, by school*

Engagement in Activities, events, or groups outside of class that had a global focus

	School												Overall
	ANSC	ARCH	BUS	CNTV	ENGR	FA	LAS	MED	MUS	PPD	THTR	Other	
Somewhat or very often	33.6%	33.6%	39.0%	21.7%	20.6%	33.3%	29.2%	25.0%	15.2%	35.7%	25.7%	43.8%	29.8%
Difference from overall	3.8%	3.9%	9.2%	-8.1%	-9.2%	3.6%	-.5%	-4.8%	-14.6%	6.0%	-4.1%	14.0%	

Engagement in class-related activities, events, or projects that had a global focus

	School												Overall
	ANSC	ARCH	BUS	CNTV	ENGR	FA	LAS	MED	MUS	PPD	THTR	OTHER	
Somewhat or very often	37.2%	43.1%	46.9%	23.7%	22.2%	14.8%	33.6%	32.7%	26.3%	50.0%	24.8%	56.3%	34.4%
Difference from overall	2.8%	8.7%	12.5%	-10.7%	-12.2%	-19.6%	-.8%	-1.7%	-8.2%	15.6%	-9.6%	21.8%	

Global literacy: in-class experiences

	School												Overall
	ANSC	ARCH	BUS	CNTV	ENGR	FA	LAS	MED	MUS	PPD	THTR	OTHER	
Somewhat or very often	57.4%	54.8%	60.8%	45.3%	47.0%	44.4%	56.1%	59.6%	33.3%	74.3%	38.1%	59.4%	54.4%
Difference from overall	3.0%	.4%	6.4%	-9.1%	-7.3%	-9.9%	1.7%	5.3%	-21.0%	19.9%	-16.3%	5.0%	.0%

Awareness of cultural differences: in-class experiences

	School												Overall
	ANSC	ARCH	BUS	CNTV	ENGR	FA	LAS	MED	MUS	PPD	THTR	OTHER	
Somewhat or very often	68.7%	67.8%	72.9%	59.5%	55.3%	59.3%	69.2%	59.6%	51.0%	77.1%	57.5%	68.8%	66.5%
Difference from overall	2.2%	1.3%	6.4%	-7.0%	-11.2%	-7.2%	2.7%	-6.9%	-15.5%	10.7%	-9.0%	2.3%	.0%

Global literacy: out-of-class experiences

	School												
	ANSC	ARCH	BUS	CNTV	ENGR	FA	LAS	MED	MUS	PPD	THTR	OTHER	Overall
Somewhat or very often	57.2%	60.9%	64.8%	53.2%	57.8%	48.1%	58.7%	66.7%	51.0%	76.8%	42.3%	65.6%	59.0%
Difference from overall	-1.8%	1.8%	5.8%	-5.9%	-1.2%	-10.9%	-.4%	7.6%	-8.0%	17.8%	-16.7%	6.6%	.0%

Awareness of cultural differences: out-of-class experiences

	School												
	ANSC	ARCH	BUS	CNTV	ENGR	FA	LAS	MED	MUS	PPD	THTR	OTHER	Overall
Somewhat or very often	70.3%	67.8%	75.2%	63.7%	67.8%	63.5%	70.7%	66.0%	66.3%	81.2%	64.0%	81.3%	70.5%
Difference from overall	-.2%	-2.6%	4.7%	-6.8%	-2.7%	-7.0%	.2%	-4.4%	-4.1%	10.7%	-6.5%	10.8%	.0%

*Results are from the 2010 Student Engagement Survey

Additional Student Engagement Survey results: Variations in Satisfaction with Aspects of the USC Experience

Respondents were asked to indicate their level of satisfaction with the following aspects of the USC experience on a scale that varied from 1 (very dissatisfied) to 5 (very satisfied). Shown in this table are how satisfaction varies along four dimensions: gender, international vs domestic, ethnic group status and income. In each case, the group that was <i>more</i> satisfied is shown.*	Male or Female	International or Domestic	Underrepresented ethnic group or Not**	Pell (Low Income) or Not
Satisfaction with:				
Overall quality of instruction by professors				
Academic advising in your major				
Academic advising outside your major				
Academic support services offered by your academic department/major				
Academic support service offered by other USC offices				
Overall quality of instruction in your major		D		
Overall quality of instruction outside of your major				
Overall quality of interaction with resident faculty				
Opportunities to partner with faculty on research studies & projects				
Opportunities for coursework in a wide range of academic disciplines		D		
Opportunities to enroll in courses that have a global focus			U	
Opportunities to participate in activities that have a global focus				
Opportunities to meet and interact with people				
Opportunities to improve my health and wellness			U	
Ability to monitor my own academic progress				
Help with university services				
Opportunities for involvement in campus activities & organizations		D		
Religious activities and programs		D		
Cultural activities and programs	F	D		
Availability of weekend activities				
Quality of weekend activities				
Ethnic diversity on campus			N	N
Religious diversity on campus				
Racial harmony on campus		D	N	
Dining options on campus				
Retail options on campus				
Retail shopping options near campus	M			
Dining options near campus	M		U	
Entertainment options near campus	M		U	
Degree to which I feel part of the Trojan Family		D		N
On-campus safety	M	D		
Off-campus safety	M	D	U	
Student government	F			
Interactions with other students		D		N
Availability of meeting spaces for students				
The extent to which faculty are approachable and helpful				
Helpful and approachable administrators and staff				
Encouragement to participate in local cultural events				
Encouragement to become civically and politically involved				
Opportunities to learn more about LA				
Availability of leadership opportunities		D		
USCs concern for students as individuals				
My sense of belonging on campus				N
Overall college experience		D		N

*Given the number of comparisons made, only results significant at the .001 level or below are shown.

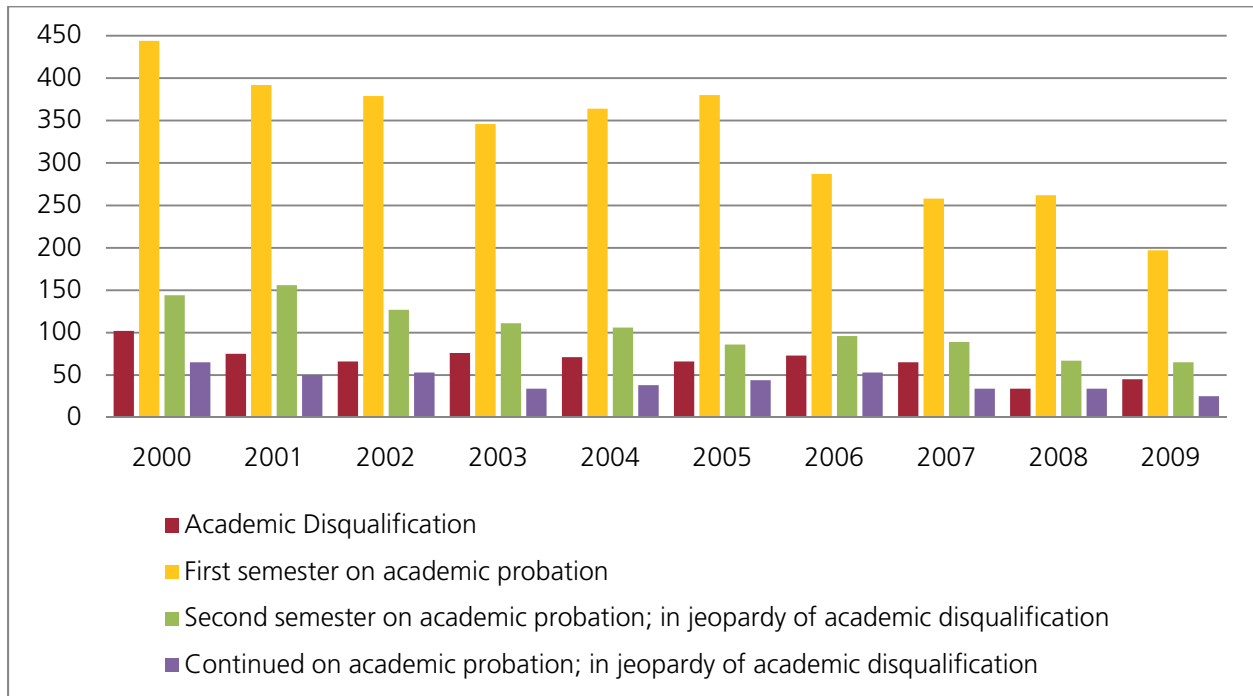
**International students were excluded from these comparisons

Appendix to Essay 4: Approaches to Student Success

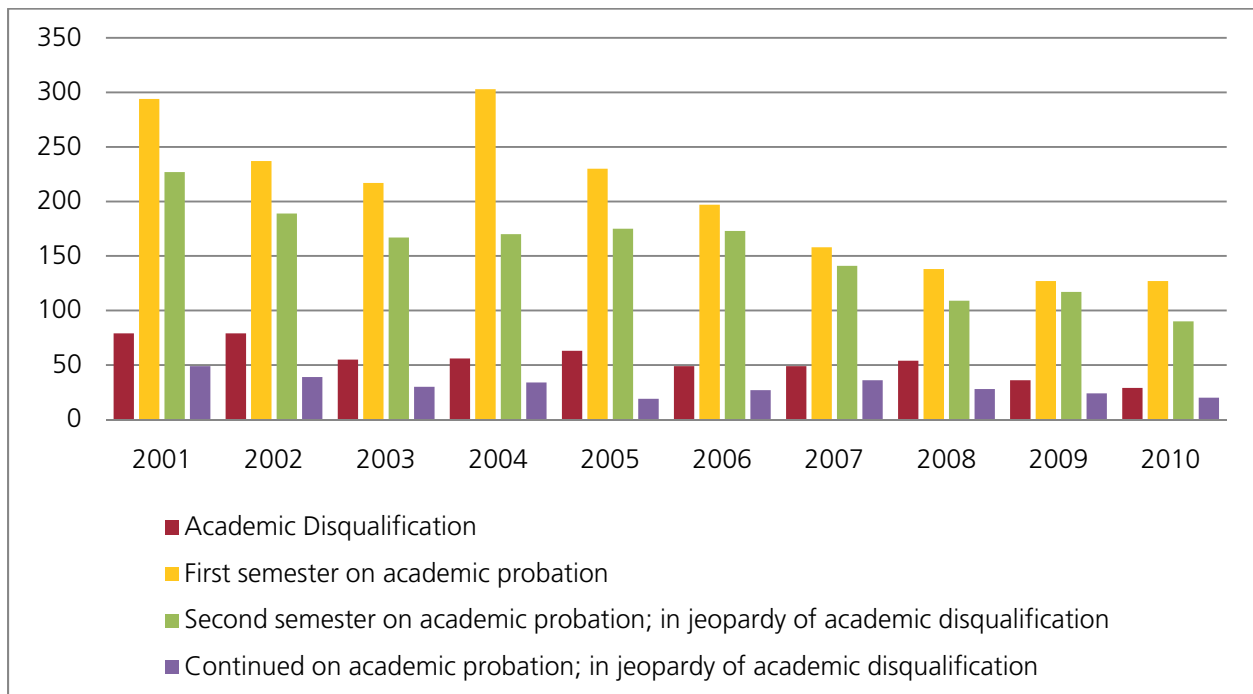
Additional tables containing data regarding admissions, enrollment, and degrees awarded are part of the Institutional Data Portfolio in Appendix C.

Academic Probation and Disqualification (2000 – 2010)

Fall Semesters



Spring Semesters



Mid-semester Progress Reports

Mid-Term Grades Reported

	Not-At-Risk	At-Risk	Total
Fall 2008	20,947	1,384	22,331
Spring 2009	36,074	2,697	38,771
Fall 2009	52,661	3,213	55,874
Spring 2010	49,867	2,605	52,472

The "At-Risk" status is intended to indicate that the student may be in jeopardy of failing the course.

Students with At-Risk Mid-Term Grades

	1	2	3	4 or more	Total Students
Fall 2008	1,075	129	17	0	1,221
Spring 2009	1,844	324	63	4	2,235
Fall 2009	2,015	431	93	14	2,553
Spring 2010	1,641	357	70	10	2,078

At-Risk Grades Resulting in Withdrawals

	At-Risk	Withdrawals	Percentage
Fall 2008	1,384	*	*
Spring 2009	2,697	644	24%
Fall 2009	3,213	694	22%
Spring 2010	2,595	591	23%

* Information on withdrawals is not available for Fall 2008

At-Risk Grades Resulting in Failing Final Grade

	At-Risk	Failing Mark or No Credit	Percentage
Fall 2008	1,384	138	10%
Spring 2009	2,697	283	10%
Fall 2009	3,213	373	12%
Spring 2010	2,595	257	10%

USC Undergraduates Not Registered for the Next Term

	Spring 2009	Fall 2009	Spring 2010
Total Not Registered (NREG) Students Tracked *	1753	1539	1977

STATUS CLEARED	Spring 2009	Fall 2009	Spring 2010
Registered	1392	1100	1399
Graduated	80	54	196
Final coursework to be completed outside USC	8	5	30
Academically Disqualified	31	34	44
Total	1511	1193	1669

STATUS REMAINING	Spring 2009	Fall 2009	Spring 2010
Leave of Absence (LOA)	160	198	195
Transferring Out / Leaving USC	21	86	32
Financial / Collections - intended to register	3	16	16
Professional Sports	3	5	4
Suspension/Expulsion	3	3	1
Total	190	308	248

STATUS UNKNOWN	Spring 2009	Fall 2009	Spring 2010
No Response to Emails/Calls	52	38	60

* For Spring 2009 and Fall 2009, students with an expected graduation date of the previous term were excluded from the list. Beginning Spring 2010, students whose records did not reflect that all requirements were satisfied (including in-progress coursework) were included on the list regardless of expected graduation date.

USC Undergraduates Enrolled Fall 2008 and Not Registered for Spring 2009

Total Not Registered (NREG) Students Tracked * 1753

STATUS CLEARED	
Registered for Spring 2009	1392
December 2008 Graduates	80
Final coursework to be completed outside USC	8
Academically Disqualified Fall 2008	31
Total	1511

STATUS REMAINING	
Leave of Absence (LOA)	160
Transferring Out / Leaving USC	21
Financial / Collections - intended to register	3
Professional Sports	3
Suspension/Expulsion	3
Total	190

STATUS UNKNOWN	
No Response to Emails/Calls	52

* All students with an expected graduation of December 2008 were excluded from the list

Spring 2009 NREG Status Remaining or Unknown by School

School	# of Students	% of Students	LOAs	Transferring out
School of Architecture	19	3.5%	18	-
Marshall School of Business	38	1.0%	27	1
School of Cinematic Arts	7	0.7%	5	-
College of Letters, Arts & Sciences	109		59	12
<i>Humanities</i>	20	1.7%	10	2
<i>Natural Sciences</i>	20	1.2%	12	1
<i>Social Sciences</i>	59	1.9%	32	6
<i>Undecided</i>	15	1.5%	8	3
Annenberg School for Communication & Journalism	17	1.2%	12	4
Ostrow School of Dentistry (Dental Hygiene)	0	0.0%	-	-
Viterbi School of Engineering	17	0.9%	15	1
Roski School of Fine Arts	8	2.8%	8	-
Davis School of Gerontology	0	0.0%	-	-
Independent Health Professions (Occupational Therapy)	0	0.0%	-	-
Keck School of Medicine (Health Promotion)	1	0.3%	-	-
Thornton School of Music	13	2.3%	11	1
School of Policy, Planning, & Development	7	1.8%	4	-
School of Theatre	10	2.0%	7	2

Spring 2009 NREG Status Remaining or Unknown for First-Year Students

	# of Students	% of Students	LOAs	Transferring out
Fall 2008 Freshmen	18	0.6%	12	6
Fall 2008 Transfers	43	2.8%	25	7

Spring 2009 NREG Status Remaining or Unknown by Special Program

	# of Students	% of Students	LOAs	Transferring out
Athletics	14	1.9%	5	2
Structured Curriculum Program	16	1.6%	7	1
Undergraduate Success Program	1	1.6%	1	-
Academic Probation	39	9.8%	19	2

Total Students Who Dropped Spring 2009 Enrollment 216

DROPPED ENROLLMENT	
<i>Re-registered for Spring 2009</i>	38
December 2008 Graduates	25
Final Coursework Outside USC	4
Disqualified Fall 2008	17
Transferring Out / Leaving USC	7
Professional Sports	3
Leave of Absence	78
Suspension / Expulsion	1
No Response to Emails/Calls	24
Spring 2009 Admit	5
Was Not Enrolled Fall 2008	14

USC Undergraduates Enrolled Spring 2009 and Not Registered for Fall 2009

Total Not Registered (NREG) Students Tracked * 1539

STATUS CLEARED	
Registered for Fall 2009	1100
May & August 2009 Graduates	54
Final coursework to be completed outside USC	5
Academically Disqualified Spring 2009	34
Total	1193

STATUS REMAINING	
Leave of Absence (LOA)	198
Transferring Out / Leaving USC	86
Financial / Collections - intended to register	16
Professional Sports	5
Suspension/Expulsion	3
Total	308

STATUS UNKNOWN	
No Response to Emails/Calls	38

* All students with an expected graduation of May 2009 or August 2009 were excluded from the list

Fall 2009 NREG Status Remaining or Unknown by School

School	# of Students	% of Students	LOAs	Transferring out
School of Architecture	17	3.2%	16	-
Marshall School of Business	46	1.3%	30	8
School of Cinematic Arts	10	1.1%	7	1
College of Letters, Arts & Sciences	173		67	42
<i>Humanities</i>	24	2.1%	10	4
<i>Natural Sciences</i>	39	2.4%	14	14
<i>Social Sciences</i>	86	2.8%	35	19
<i>Undecided</i>	32	4.3%	12	8
Annenberg School for Communication & Journalism	21	1.4%	11	7
Ostrow School of Dentistry (Dental Hygiene)	1	1.3%	1	-
Viterbi School of Engineering	35	1.9%	19	12
Roski School of Fine Arts	5	1.9%	2	1
Davis School of Gerontology	1	50.0%	-	-
Independent Health Professions (Occupational Therapy)	0	0.0%	-	-
Keck School of Medicine (Health Promotion)	7	2.3%	3	4
Thornton School of Music	13	2.5%	2	5
School of Policy, Planning, & Development	7	1.7%	3	2
School of Theatre	13	2.7%	10	2

Fall 2009 NREG Status Remaining or Unknown for First-Year Students

	# of Students	% of Students	LOAs	Transferring out
Fall 2008 Freshmen	86	3.1%	29	44
Fall 2008 Transfers	46	3.1%	18	10
Spring 2009 Freshmen	10	4.3%	4	4
Spring 2009 Transfers	9	4.2%	2	1

Fall 2009 NREG Status Remaining or Unknown by Special Program

	# of Students	% of Students	LOAs	Transferring out
Athletics	7	1.1%	-	-
Structured Curriculum Program	31	3.2%	12	5
Undergraduate Success Program	1	1.7%	1	-
Academic Probation	24	7.7%	9	4

Total Students Who Dropped Fall 2009 Enrollment
388

DROPPED ENROLLMENT	
<i>Re-registered for Fall 2009</i>	46
May & August 2009 Graduates	43
Final Coursework Outside USC	2
Disqualified Fall 2009	13
Transferring Out / Leaving USC	43
Professional Sports	2
Leave of Absence	102
Financial / Collections	4
Suspension / Expulsion	1
No Response to Emails/Calls	27
Fall 2009 Admit	72
Was Not Enrolled Spring 2009	33

USC Undergraduates Enrolled Fall 2009 and Not Registered for Spring 2010

Total Not Registered (NREG) Students Tracked * 1977

STATUS CLEARED	
Registered for Spring 2010	1399
December 2009 Graduates	196
Final coursework to be completed outside USC	30
Academically Disqualified Fall 2009	44
Total	1669

STATUS REMAINING	
Leave of Absence (LOA)	195
Transferring Out / Leaving USC	32
Financial / Collections - intended to register	16
Professional Sports	4
Suspension/Expulsion	1
Total	248

STATUS UNKNOWN	
No Response to Emails/Calls	60

* All students enrolled for Fall 2009 whose records did not show all requirements satisfied (including in-progress coursework) were added to the list.

Spring 2010 NREG Status Remaining / Unknown by School

School	# of Students	% of Students	LOAs	Transferring out
School of Architecture	16	0.9%	11	-
Marshall School of Business	54	1.6%	42	-
Leventhal School of Accounting	8	1.4%	7	-
School of Cinematic Arts	18	2.0%	12	1
College of Letters, Arts & Sciences	154		68	19
<i>Humanities</i>	30	2.7%	12	5
<i>Natural Sciences</i>	32	1.8%	12	5
<i>Social Sciences</i>	78	2.5%	38	3
<i>Undecided</i>	18	2.0%	9	6
Annenberg School for Communication & Journalism	12	0.5%	5	2
Ostrow School of Dentistry (Dental Hygiene)	1	1.1%	1	-
Viterbi School of Engineering	26	1.3%	17	3
Roski School of Fine Arts	3	1.1%	1	1
Davis School of Gerontology	1	2.7%	1	-
Independent Health Professions (Occupational Therapy)	0	0.0%	-	-
Keck School of Medicine (Health Promotion)	4	1.5%	1	-
Thornton School of Music	8	1.5%	4	1
School of Policy, Planning, & Development	12	2.9%	8	1
School of Theatre	10	2.0%	4	3

Spring 2010 NREG Status Remaining / Unknown for First-Semester Students

	# of Students	% of Students	LOAs	Transferring out
Fall 2009 Freshmen	18	0.6%	8	6
Fall 2009 Transfers	38	2.8%	26	3

Spring 2010 NREG Status Remaining / Unknown by Special Program

	# of Students	% of Students	LOAs	Transferring out
Athletics	13	1.9%	5	2
Structured Curriculum Program	28	2.8%	12	2
Undergraduate Success Program	2	3.0%	-	-
Academic Probation	28	10.5%	8	3
International Students	34	2.0%	25	3

Total Students Who Dropped Spring 2010 Enrollment 190

DROPPED ENROLLMENT	
<i>Re-registered for Spring 2010</i>	32
December 2009 Graduate	29
Final Coursework Outside USC	2
Disqualified Fall 2009	13
Transferring Out / Leaving USC	5
Leave of Absence	74
Financial / Collections	2
No Response Emails/Calls	16
Spring 2010 Admit	4
Was Not Enrolled Fall 2009	13