

Bakersfield

II. Summary of program review, assessment findings, and improvement actions

Biology BS/MS

In response to student demand and changing market conditions, the Department of Biology added a concentration in Biotechnology and developed a pilot program for a Bachelor of Arts Degree in Human Biological Sciences. The department elected to discontinue the concentration in Agricultural Biology and redirected its resources to its Master of Science Degree in Biology. The department faculty have a clear vision of themselves as “teacher-scholars” which is evidenced in their numerous grant and publication activities, student mentoring, and professional development for junior faculty.

The department of Biology has assessed and documented some portion or component of the 8 student learning outcomes (SLOs) for the BS in Biology.

In the 2010-11 AY the department focused on examining students understanding of the scientific method. Biology majors in all majors level courses offered in the Spring of 2011 were given the same 5 questions in a "pre-test" exam on the first day of class related to the application of the scientific method. Our target pass rate was 70% for each of the five questions asked at the 400-level. In addition we expected to see significant improvement from 200- to 300- to 400-level courses. We met the target of a 70% pass rate at the 400-level for all questions we included in the assessment. We also met the target for improvement from 200 level to 300 level to 400 level for all of the questions assessed. We were encouraged by the results that our students are demonstrating improvement through the different levels of course offerings and mastery at the 400-level with their understanding of the scientific method. Our plan is to continue current effective teaching of the scientific method but to improve the clarity of the assessment mechanism.

The 2011-12 and 2012-13 AY focused on two components: the department assessed students ability to interpret data and present results (2011-12) and their ability to write a proper discussion section in a written report (2012-13). In 2011-12 the results section from lab reports from all majors level courses (with a required lab report) taught in the Fall of 2011 were collected from the students, distributed to all faculty and assessed to determine if students can follow the proper format presented in the Department of Biology document: How to Write a research Report. Tenured/tenure-track faculty each received (at random) 2 200-level, 2 300-level and 2 400-level research reports written by students in Biology majors courses. Each faculty member evaluated the results section of each of the reports they were given using a common rubric. Students were assessed on 4 basic skills required in the results section of a research report (1. organizing data into tables; 2. organizing data into figures; 3. use of appropriate statistical tools; 4. quality of writing.). For skill 1, we observed little change from 200 to 400 level courses. However for skills 2, 3, and 4, there was improvement from 200 to 300 to 400 level courses. For skills 2, 3, and 4 CSUB Biology students are demonstrating improvement as they advance from 200 to 400 level courses. This

demonstrates that the curriculum is designed in a way to meet its SLOs. We do however note that although students are earning an average score with respect to skill 1, as a group the department would like to see this score improve from 200 to 400 level students. The department plans to revisit its guidelines on writing research reports, specifically focusing on the portion dealing with organizing data into tables. In 2012-13 lab reports were assessed using a common rubric to determine students' ability to interpret results by writing a discussion section that explains their results in the context of published scientific literature. Mean scores for each class level were examined and compared to determine if there was improvement in students' ability to write a proper discussion section as they progressed through the program. The department determined that certain skills students were improving while others were not. After careful discussion the department determined that the nature of the assignment in advanced courses did not lend itself to demonstrating improvement. The department concludes that it needs to revisit/update its guideline for writing research reports and fine tune its assessment tool.

In the current academic year (2013-14) the department has developed its own multiple choice exam that represents the key concepts to be learned in the lower division curriculum. The exam will be taken by students in Biology 301, which is required by all Biology majors, and serves as a pre-requisite to the upper division elective courses. The department will utilize this exam to determine if our lower division courses are providing the foundation in biology for our students to progress to more specialized courses. The exam will be divided into separate subject matter areas to allow us to identify areas of strength and weakness depending on student results.

Economics BA/BS

The Economics Department houses CSUB's Environmental Resource Management program which also includes a concentration in Occupational Safety that was developed in collaboration with the Bakersfield Chapter of the American Society of Safety Engineers and local oil industry professionals. This concentration is also available to Chemistry students and is funded by an endowment by Aera Energy. The department also hosts the flagship program, Enterprise College: Economics for Future Leaders, which is a summer-enrichment course for high school seniors. After completing the course, students can earn credit for an introductory college-level Economics course, The Economic Way of Thinking (Econ 100), and the required senior-year Economics course from the local High School District. In addition to teaching principles of economics, the course draws upon the expertise of several community members who offer leadership lessons for success in an economic environment.

Communication Skills. Written communication was assessed several times and micro-level adjustments within course assignments were implemented. While the 2011-2012 Senior Seminar class met program writing expectations, the faculty are

committed to continued reinforcement of this skill. Oral presentations of the 2011-2012 senior class fell short of the program benchmark.

Pedagogical responses have focused on three issues:

- What type of writing should be reinforced in the major? What is the proper mix between concise (five pages or less) technical assignments and more lengthy academic research papers? The department is changing requirements in the senior capstone course from a single, large academic research paper to a series of concisely written shorter papers addressing different program learning objectives.
- To improve oral presentation skills, we have committed to requiring more presentations (with feedback) throughout the upper division major. To cope with increasing class sizes, development of Power Point presentations is required in several of the larger classes, with presentations occurring in the smaller classes.
- Recently, CSUB acquired an institutional site license for My Writing Lab that enables reinforcement of writing skills to be integrated into any course (e.g., by allotting a modest number of homework points to completing and passing several My Writing Lab modules). According to the GVAR administrative coordinator, pass rates on the GVAR exam have been improving and it is possible this is due to integration across the curriculum of My Writing Lab. We are exploring if it is feasible to integrate My Writing Lab into the major, and if so, where and how.

Quantitative Skills. Attaining the Department's vision to be recognized in Kern County as the quality provider of graduates with intellectual breadth, a good work ethic, and data-driven analyst skills rests to a large extent on our graduates attaining quantitative skills. The required econometrics course for the major enables majors to meet quantitative program objectives relating to statistics and econometric modeling. However, students did not meet expectations relating to the non-statistical areas (e.g., modeling and problem solving with basic functional forms; accurate calculations, including simple calculations involving percentage and growth rate calculations; using differential calculus as a tool for modeling rate of change and optimization problems). We learned from indirect, formative assessment (i.e., frequent discussions with employers) that spreadsheet skills of graduates fall below employer expectations for the types of positions appropriate for an economics graduate.

Improvements include:

- Developing a new course, Econ 220 (Quantitative Tools for Economists) in order to teach the non-statistical math skills in-house. The department maintains two running dialogues -- one between course instructors and students involving how and where the topics being covered will show up in subsequent courses; the other among program faculty and course instructors regarding topics and concepts needing reinforcement.
- The department created a new course, Econ 210 (Analyzing Economic Data) to ensure majors have intermediate-level spreadsheet skills. Several of our alumni who work in operations/analyst positions are helping us design and teach the course.

- A three-course cognate depth sequence was added to B.S. degree requirements. This requirement will be more closely align student skills with employer expectations in either accounting or project analysis/information systems.
- The degree program roadmap was changed so econometrics is completed in Spring Quarter of the junior year. Previously, students enrolled in econometrics and senior seminar concurrently.

Departmental discussion currently focuses on course development for Econ 210 and 220 and recruitment of practitioner adjuncts to help staff the courses.

Economic Knowledge and Information Competency. Holistically, student learning of economic concepts and theories consistently fell short of faculty expectations across the upper division curriculum in recent years. After analyzing transcripts of economics majors, the faculty concluded there was not a good fit between students selecting the economics major and students most likely to benefit from it (hard-working students with an aptitude for analytical, quantitative reasoning). The department uses an internally-developed test instrument to assess knowledge of economic concepts in senior seminar. The most consistent negative finding was that majors fall short of program benchmarks in demonstrating knowledge of international economics. Faculty summarized and discussed the content of their courses and determined this outcome was due to insufficient exposure to international concepts in courses required for the major.

Improvements include:

- The two new lower division courses developed to improve quantitative skills are also better aligning students with selection of their major. These courses emphasize at the lower division level the quantitative, analytical aspect of economics. The department also now makes a presentation on the major in beginning microeconomics and macroeconomics that emphasizes the quantitative, analytical aspect of the major and systematically.
- To improve knowledge relating to international economics Econ 410 (International Economic Development) or Econ 440 (International Economics) now is required for the major. The added requirement comes at the expense of an economics elective.
- To more reliably measure economic knowledge, we have replaced the in-house exam previously administered in senior seminar with the ETS's Major Field Achievement Test (MFAT) for Economics.
- Regarding information competency, the new Econ 210 requirement (Analyzing Economic Data) is being developed to locating data and information as well as to analyze it.

Integrative Problem-Solving and Decision Making. For the most part, students met program objectives in these areas: (1) analyzing the external economic environments of organizations, (2) making decisions and providing decision support within organizations, and (3) normative critical reasoning (i.e., public policy analysis). Learning assessment was embedded in a series of realistic projects that are assigned across the upper division curriculum (e.g., a Federal

Open Market Committee simulation to assess macroeconomic trends, case studies in managerial economics, policy analyses in courses such as environmental economics and health economics. There is a shortfall in student's ability to analyze industry environments.

The department made use of a trial free subscription to IBIS World and asked the library to subscribe to it in order to improve students' ability to analyze industry environments. The subscription is difficult to accommodate within the current library budget and our reference librarian is helping us explore alternatives.

Geology BA/BS/MS

The vision and role of the faculty of the Department of Geological Sciences is centered in the vision of a scientific community and the numerous achievements of the Department faculty as researchers, scholars, research advisors, and grant writers are impressive and noteworthy. Since their last program review, the seven member department published a total of 110 papers and presented more than 200 papers at professional meetings; several co-authored with students. They also received \$7.5 million from externally funded research and teaching grants. The department's external grant activities had a positive impact on the faculty's ability to increase the number of majors, recruit more Hispanic students, outreach to high school students, develop partnerships within the local community, and place their students in career positions upon degree completion.

In its assessment program, the Department of Geological Sciences has focused on summative outcomes such as performance of graduating students in their capstone summer field camp and finding employment in their field or acceptance into graduate programs at other universities. On these measures, the department is highly successful. Summer field camp is a 6-week field course that students take through other universities. They are evaluated by faculty from other universities and compared to their peers from other programs. When last compiled, 15 students had received grades for summer field camp since 2010. Their GPA was 3.7, equivalent to an A-. Nobody received a grade lower than B. It appears that CSUB Geology students compare very well to their peers from other universities. Our degrees are valued by employers and other universities. All 18 students who received degrees in 2013 are either employed as geoscience professionals or are in graduate programs.

Our findings do not indicate an immediate need for improvement actions. In times of shrinking resources and skyrocketing enrollment, the department has focused its efforts to maintain the quality of its programs.

To replace retiring faculty, the department has recently hired two new faculty members and is currently conducting another search. The three remaining senior faculty members are planning to retire within 5 to 10 years. We perceive this generational change as an opportunity to examine our assessment efforts. We are currently arranging an assessment retreat in fall 2014 with Dr. Dallas Rhodes who has long been a leader on assessment in the geoscience community and has

worked on assessment for the National Science Foundation and the National Association of Geoscience Teachers.

Mathematics BS/MAT

In keeping with their status as the service area experts in mathematics and math education, CSUB's Mathematics department provides leadership in the area of mathematics teaching and maintains a strong relationship with local school districts in the areas that are served by the university. The department hosts many successful programs that engage a wide spectrum of community members such as the Louis Stokes' Alliances for Minority Participation (LSAMP), the California Mathematics Project, and the Mathematics, Science, Teaching Initiative (MSTI). The department plans to meet new demands associated with the current technological trends in STEM fields by adding a BA degree in Computational Mathematics and Statistics; an interdisciplinary program such as Biomathematics and/or Biostatistics, and establishing a Statistics Consulting Center. The department has a very strong record of externally funded grants and its faculty are recognized, nationally, for their research contributions.

In 2010, the department took a "broad based" approach to assessment. For example, the department chose to assess the following outcomes: Students Understand Algebra, Students Understand Calculus, Students Understand Geometry, Students Understand Probability, and Students Understand Statistics. Assessments confirmed that students taking those courses were gaining a good understanding. However (and maybe fortunately), one of the desired outcomes was to "demonstrate the ability to write logically consistent mathematical arguments." The poor results for this outcome had two constructive benefits for the department:

First, it served as a catalyst for multiple discussions among the faculty regarding what should be done instructionally to increase student success on this outcome, being the backbone of the discipline. That discussion continues and will be part of the course planning in the quarter-to-semester conversion.

Secondly, faculty realized that the other outcomes are too broad to be able to provide the department with useful data. Accordingly, the department is now working on re-writing its goals and outcomes.

Music BA

The Music department at CSUB is actively involved in community engagement with local music education, religious organizations, and various musical groups through programs, such as the Ensemble Series (CSUB Concert Band, CSUB Singers, Chamber Orchestra, Chamber Music and Jazz Program) Legends of Jazz, Guest Artists Series, Faculty Recital Series, to name a few. The Music program also provides cultural enrichment to CSUB's service region by organizing numerous student concerts, recitals, and festivals each year and, along with other Arts programs, is the public face of the University. The department has

been very successful in securing numerous endowments funded by CSUB faculty, administrators, and alums to promote and assist with music education in the local region.

Music Program learning outcomes fall under four broad goals: (1) Teach students the skills necessary to succeed in the varied field of music and in other professional environments; (2) prepare students to work collaboratively; (3) prepare students to be self-disciplined; and (4) develop the student's awareness of development of musical style and place in western cultural history.

A survey of student performance in major ensembles, based on grades earned was conducted and discussed by the Music faculty. A survey of individual studio instruction and small ensembles was also conducted and discussed. Grading policies and student expectations were examined as well as approaches to motivate students and keep them on track. Syllabi were shared. All faculty reviewed their syllabi in order to incorporate ideas from the assessment discussion. On two occasions, Music faculty have assessed student performance through required quarterly performance juries. Students have been asked to demonstrate their theoretical and musicological knowledge through answering assessment questions during their juries. From that study, a peer tutoring program was developed. In addition, the advising process was examined and changes were made in how students are assigned advisors. Forty-eight student jury performances were rated on professionalism, musical technique and expression. Another recent study was conducted of seven performance ensembles in which 125 performers were rated on various elements of professional discipline, responsiveness, and preparedness. In addition, as the semester conversion process is in action, the faculty will take this opportunity to revise the outcomes for the Music Program.

Religious Studies BA

The Religious Studies Program provides a high quality education with the aid of a program faculty who are scholarly contributors and leaders at CSUB and within Kern County. The program's mission is to enhance understanding and appreciation of peoples and cultures different from one's own which the department promotes through more than 30 topic courses and an Institute for Religion, Education and Public Policy (IREPP). The department has a strong community focus including collaborations with the County Library, such as the Bridging Cultures Bookshelf: Muslim Journeys project and offers Holocaust education in collaboration with the Kern County High School District. The department faculty serves the local community in the role of public intellectuals by publishing numerous articles and editorials on current events in local and online publications, and has made nearly 25 presentations to groups and organizations in Kern County.

The Religious Studies Program has four key student learning objectives: 1. Students will come to understand and appreciate religion as a phenomenon that brings meaning to human lives in diverse cultures, traditions, and historical

moments; 2. Students will learn about the religious history of different geographic regions and cultures; 3. Students will demonstrate critical thinking skills using the methods of the academic study of religion; 4. Students will learn to read and write according to the standards and conventions of scholarship in the study of religion, and will be introduced to appropriate technology for reading and research in religious studies. Student learning outcomes assessments from 2010-2013 focused on these outcomes in the areas of recognizing and analyzing cultural difference, basic history and geography, and critical reading of primary texts. Faculty assessed these outcomes via participation in the campus general education program and in courses populated primarily by religious studies majors. The first direct assessment findings suggested that most general education and major students could clearly identify cultural differences embedded in claims made from “insiders” and “outsiders” to religious traditions. Students exceeded expectations identifying differences, and met expectations analyzing differences. In response to these findings, faculty added class activities in several upper-division courses to provide students with more opportunities to analyze insider and outsider perspectives, as part of the program objective to understand and appreciate religion as a meaning-making cultural activity. In assessments of students’ knowledge of religious history and geography, both general education students and religious studies majors met expectations; however, the assessment tool revealed that students would benefit from more opportunities for critical reading of primary texts. Faculty members revised lower- and upper-division course syllabi to focus more intentionally on critical reading and analysis of historical documents. Alongside increased use of direct assessment, the program continues to utilize qualitative data gathered via the Senior Assessment Essay where students organize their reflections on their experience in the program directly in relation to program learning objectives. In response to student feedback, RS faculty created a writing-intensive sophomore seminar introduction to theory and methods in the study of religion and revised the senior seminar so students could work on a topic of their own choosing. Following the program review, religious studies is specifically targeting assessment activities within the major, especially critical reading and writing, and may develop a writing-intensive course to meet the graduate requirement.

Channel Islands

REQUEST FOR TRUSTEES REPORTS: Academic Plans and Accreditation Updates

II. Summary of program review, assessment findings, and improvement actions

CI academic program review provides a mechanism for faculty and administration to evaluate the effectiveness of their academic programs on a continuous basis. The intent is for the University to evaluate a program’s strengths and weaknesses within the contexts of emerging directions in the discipline and the mission of CSU Channel Islands. This process was initiated by Academic Senate Policy 06-13 guides this directive, and is guided by the Associate Vice President for Academic Affairs -Continuous Improvement and the Academic Affairs Continuous Improvement

Committee. CI program review is a two year process, which includes a self-study, an external review from two experts in the field, internal reviews from the Continuous Improvement Committee and appropriate administrators, and the development of an action plan. The complete process can be found at <http://www.csuci.edu/app/documents/programreviewguidelines4-25-11.pdf>

The Chemistry and Spanish and programs completed the program review process in the 2012/2013 academic year.

Chemistry

1. Chemistry Program Goals and Student Learning Outcomes

Through this degree program students will be able to:

- Explain the “Big Ideas” of Chemistry and discriminate when they can be applied to problems in Chemistry.
- Evaluate and propose explanations for symbolic, microscopic, and macroscopic (real-life) representations of concepts including their relationship to the “Big Ideas” of Chemistry.
- Formulate hypotheses and devise and perform experiments to test a hypothesis as individuals and in a team.
- Explain key concepts in Chemistry effectively through oral and written communication.
- Interpret, evaluate and criticize the chemical literature.

2. For their self-study, Chemistry examined data on the following learning outcomes:

Although the CI Program Review process requires that programs provide data on one of their five learning outcomes, Chemistry provided no data on the assessment of student learning. Instead they provided an alignment matrix to map course outcomes to program outcomes, a course final, and examples of student work. Chemistry noted: “All of the courses in the classes in the chemistry program have learning outcomes that were generated by the faculty and approved by the Curriculum Committee. They have been aligned to our program learning outcomes. As with many programs at CI, much of the assessment done is decentralized at the individual course level. Program level assessment has been done when possible, if somewhat inconsistent because of the changes in the University expectations for assessment, and the level of support to the program for collecting and analyzing the data. It is important to note that the program faculty do assess student learning in their classes, and there is discussion of student learning among faculty, albeit not as much as we would like. The program has been modified to better align with our program learning outcomes. It is also important to note that our students are demonstrating that they are achieving the outcomes we set forth. Regarding the reporting of this assessment, CI has changed how programs are supposed to do assessment drastically at least twice during the period of this review. During AY 2005/06 all degree programs developed plans for learning objectives that were to be analyzed regularly. The university has an assessment officer, and more importantly, supported a faculty assessment coordinator doing assessment at the program level. This model proved to be unsustainable, and support for assessment at the program level has been completely eliminated. After

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going through several different assessment officers and iterations on what kind of assessment was needed, formal assessment reports stopped being produced. Chemistry continued to support program review, with the chair representing and actively engaging in to the now defunct Program Review and Assessment Committee. The current incarnation for university assessment is the Continuous Improvement Committee, to which our program is represented. As stated previously, faculty members still assess learning objectives in individual classes, and a self-study assessment (i.e. this report) was produced; however, faculty assessments of student learning in their classes are not being collected and analyzed at a programmatic level due to the absence of resources to support such efforts. Institutional Research, and to some degree the Provosts' and Arts and Sciences' offices, make statistical data available to the programs."

3. Based on the data, Chemistry proposed the following program modifications to improve student learning:

Both internal and external reviewers noted the need for Chemistry to develop a plan to systematically collect and analyze student learning data that is required for program improvement and decision-making.

4. As a result of their program review, Chemistry produced an action plan. Here is the brief summary of the Chemistry action plan, which is disseminated throughout the campus.

Chemistry completed its last program review in 2013, and will begin the program review process again in 2018. The 2 year Action Plan update will be due in 2015.

- A: Implement an assessment plan, including alignment of program and course learning outcomes, and embedded assessment.
- P: Follow-up with students who are having difficulty getting their transfer courses processed. Use retention and graduation data to drive decision-making, what areas might this data help you with.
- O: Improve contacts with local industry.
- R: Hire tenure-track faculty in the areas of Physical and Inorganic Chemistry. Hire more support staff for prep/stock room, instrument technician. Get additional spaces for instruction, including an additional instructional lab and separate instrumentation lab. Restore ACS Journal Subscriptions. Funding for equipment maintenance, and repair, replacement.

Spanish

1. Spanish Program Goals and Student Learning Outcomes

The Spanish program promotes the attainment of appropriate levels of language skills and of cultural knowledge. More specifically, the program has identified the following as its student learning outcomes:

1. Students will perform at an intermediate-high to advanced level of language proficiency in the Spanish language as defined by the Council on the Teaching of Foreign Languages (ACTFL) in the following skills: speaking, listening, reading, and writing.

2. Students will demonstrate appropriate cultural knowledge of the Spanish-speaking world regarding ways of thinking (ideas, beliefs, attitudes, values, philosophies); behavioral practices (patterns of social interactions); and cultural products (e.g., art, history, literature).

2. For their self-study, Spanish examined data on the following learning outcomes:

- Students will perform at an intermediate-high to advanced level of language proficiency in the Spanish language as defined by ACTFL in the skills of speaking and writing. Data were collected in two courses during the Spring 2006 semester: in SPAN 302 Advanced Spanish: Part Two and in SPAN 499 Capstone in Spanish. SPAN 302 counts as a required course toward the major, and SPAN 499 is required of students completing their Spanish program in May or in December of the same year. Two populations of students were identified: heritage speakers (for whom Spanish is spoken at home by at least one adult family member), and non-heritage speakers (those who have learned Spanish as a second language). These populations were identified because they often experience different challenges. The typical heritage speaker may have difficulty with reading and writing, for example, yet may exhibit strong listening and speaking skills.
- For speaking, oral proficiency interviews were conducted by a Spanish faculty member with individual students, and these interviews were digitally recorded. The students interviewed were: 6 students, 2 heritage and 4 non-heritage speakers, from SPAN 302; and 4 students, all heritage speakers, from SPAN 499.
- For writing, essay questions administered on a SPAN 302 in-class exam were collected, as were capstone research papers for SPAN 499.

3. Based on the data, Spanish proposed the following program modifications to improve student learning:

Created new classes and a new program in Spanish Translation. New course offerings include:

- SPAN 462: Modern Mexican Literature
- SPAN 490: Film of the Hispanic World
- SPAN 450: Literary Translation
- SPAN 490: Cuba in Literature and Film
- SPAN 350: Advanced Spanish Grammar and Composition

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Advocate for the hiring of additional tenure-track Spanish faculty, and we hope that hires will be made as the program continues to grow and resources become available.

Reexamine the assessment instruments to ensure their appropriateness as measures of program outcomes.

Adopt a portfolio-based assessment to ensure a more holistic approach to measuring student achievement.

If assessment continues to have a test-based format, we will now require students to identify themselves in the hopes that they take greater responsibility for their answers.

4. As a result of their program review, Spanish produced an action plan. Here is the brief summary of the Spanish action plan, which is disseminated throughout the campus.

Spanish completed its last program review in 2013, and will begin the program review process again in 2018. The 2 year Action Plan update will be due in 2015.

A: Continue to improve our assessment instruments and critically analyze the data provided. We will study the benefits of moving to portfolio-based assessment. Study the feasibility of offering core major courses more often. Analyze results of modified assessment mechanism (e.g., portfolio) and adjust curricular offerings as needed. Evaluate effectiveness of changes implemented in two-year plan.

C: Consider enrolment and which courses should be offered more regularly.

O: Create more service learning opportunities. Continue to offer talks to the local community as faculty have done in the past. Invite local high school faculty to our Program Open House. Conduct research on local companies that may be interested in partnering with us.

P: Consider the effectiveness of and changes to program advising to move students through the program.

R: Hire at least one additional Tenure Track faculty member in addition to replacing departures. Hire dedicated analyst or coordinator for Spanish program if possible. Provide funding for lectures to attend local conferences that focus on pedagogical approaches and strategies (such as Southern Calif. Chapter of AATSP). Develop lecturers. Hire one more tenure track faculty depending on enrollment, and a staff member dedicated to program.

All action plans are compiled and updated in the annual Academic Affairs Continuous Improvement Report. This report and the action plans are posted to <http://www.csuci.edu/continuousimprovement/index.htm>. Those undergoing program reviews this academic year are Economics, Information Technology, Political Science, Sociology. Action plans are due July 1, 2014.

Chico

Business Administration, BS

Within the Business Administration program, eight SLOs are assessed: written communication, critical thinking, oral communication, teamwork, ethics, information technology, global diversity (SLO 7), and functional knowledge areas (SLO 8). SLO 7 and SLO 8 were assessed this last academic year. For SLO 7, a globalization assessment test was administered in the capstone course for the program. The average score declined from 69.6% in 2010 to 62.3% in 2012. These results were analyzed, and it was determined that the scores did not differ by option (program has 6 options) or ethnicity. The number of international courses a student has taken does result in an increase in performance. The Undergraduate College Curriculum Committee feels the decline in scores is a result of testing material being outdated and that the test no longer covers material taught in the core classes. At this time no program improvement will be made as a result of these findings, but faculty teaching the core management course will determine five to seven core globalization topics and update the test to measure knowledge in these chosen topics. The updated test will be finalized in spring 2014 in preparation for use in fall 2014.

SLO 8 was also assessed by administering a business functional areas test in the capstone course for the program. The 2012 test was redesigned to reflect the College of Business (houses three degree programs: BS in Business Administration, BS in Business Information Systems and Masters in Business Administration) objectives. The scores of students taking the new 2012 test were lower than the scores for the students who took the 2011 test. Research is currently being performed looking into the areas of low performance. The Undergraduate Curriculum Committee members are looking at the two questions within their respective field that produced the lowest scores to determine why students are not retaining the knowledge necessary to answer the questions successfully.

Business Administration, MBA

Within the Masters in Business Administration, six SLOs are assessed: data-driven decision making, teamwork, ethics, oral communication, written communication, and globalization. The ethics and both oral and written communication SLOs were assessed in spring 2011. Results on all three measures seemed to be satisfactory, although there was no threshold level against which to judge students' performance. Multiple consequences flowed from each outcome, including: updated syllabi, new classroom lectures, amended assignments, use of the assessment scoring rubric as a grading rubric for course assignments, and the adoption of standardized materials.

Business Information Systems, BS

Within the Business Information Systems (BIS) program, eight SLOs are assessed: oral communication, written communication, integrated IT implementation, critical analysis and problem solving in BIS, ethics, project management, teamwork, and core business areas. The oral communication SLO was assessed in 2012-2013. An evaluation of current topics presentations made in the capstone course was conducted using the College of Business (COB) oral presentation rubric. Performance on all COB oral presentation rubric traits met the target of at least 70% of students being evaluated as acceptable or superior. The COB presentation rubric will continue to be used in the grading of presentations across the curriculum. No changes will be made based on this assessment

data, but it was decided to reassess this SLO in fall 2013 due to the small spring 2013 sample size.

Communication Studies, BA

Within the Communication Studies program, five SLOs are assessed: students will demonstrate awareness and sensitivity to diverse perspectives (SLO 1); students communicate competently in groups and organizations; students monitor and model interpersonal communication competence; students possess skills to effectively deliver formal and informal oral presentations to a variety of audiences in multiple contexts; students construct effective written messages in various formats and styles, to a variety of audiences.

The assessment of SLO 1 was completed with embedded assignments in three courses. The assessment data that was compiled was sorted into two categories: knowledge on diverse perspectives and application of such knowledge. The data showed student's awareness of different perspectives in four categories: recognition of difference; recognition of the benefits of difference; recognition of power; and recognition of the importance of mindful communication. While students recognized difference, its benefits, power, and the importance of communication skills when answering exam and case study questions, their application of book knowledge in real life, the category of power was significantly under-addressed. Discussion of diversity was de-politicized, and sometimes power even intentionally de-emphasized. As a result, it was determined that the issue of power could be further explored when the topic of diversity is discussed in class.

Concrete Industry Management, BS

Eleven SLOs are assessed for the BS in Concrete Industry Management: an ability to apply knowledge of science and mathematics (SLO 1); a thorough understanding of how concrete materials and products are produced, used, placed, tested, maintained, and repaired (SLO 2); a thorough understanding of contemporary concrete blending, mixing, transporting, and finishing processes; a comprehensive knowledge of operations, marketing, and promotion; a thorough understanding of safe work practices and safety management methods; an understanding of the financial and economic aspects and impacts of concrete materials, products, and services; an appreciation and understanding of the skills and abilities needed to manage people, both individually and in work teams, and the student will also learn the value and importance of working in teams with peers, superiors, and subordinates (SLO 7); competence in the use and application of contemporary computer applications, information systems, and software packages; an ability to successfully communicate ideas in oral, written, and graphic form, as well as construct and deliver audio/visual presentations to individuals and groups (SLO 9); learn and understand the value of concrete as a sustainable building material, and the resulting benefits to society and the environment of using sustainable materials; be prepared to make a successful transition from academia to the workforce (SLO 11). SLO 1, SLO 2, SLO 7, SLO 9 and SLO 11 were assessed in 2012-2013. All assessment data showed that 100% of the students achieved the learning outcome, and as a result, no action is being taken. For SLO 1, quizzes, exams, and lab performance were imbedded in a required course. For SLO 2, quizzes and exams were embedded in a required program course. Also, the results of the American Concrete Institute certificate exam were used to measure the level of success with this SLO. For SLO 7 and SLO 11, supervisor

assessment was completed in the required internship course. Lastly, for SLO 9, an oral presentation in the required internship course was graded by an industry professional.

Construction Management, BS

Eight goals and objectives are reviewed for the BS in Construction Management: maintain a Construction Management degree program that encompasses an appropriate blend of general education, mathematics and science, general business management, and construction management and technology; maintain a Construction Management and Technology curriculum that allows students to acquire the fundamental knowledge and skills of construction operations management and control (Goal 2); secure adequate and appropriate resources and support for the Construction Management program from both within and without the university community; recruit and hire well-qualified faculty possessing a beneficial blend of advanced academic credentials and US industry-based construction management experience; provide for and encourage the continual up-dating of faculty expertise; maintain an atmosphere for Construction Management students emphasizing involvement and collegiality (Goal 6); maintain a high curricular rigor and student performance expectation levels; maintain a high degree of program visibility at the campus, state and national level.

Goal 2 and Goal 6 were reviewed during the 2012-2013 academic year. For Goal 2, the student's ability to display sufficient competence in fundamental knowledge and skills of construction operations management and control was specifically reviewed. The goal is that upon completion of CSU, Chico's BS in Construction Management degree, California Licensed Contractors will recruit and hire at least 75% of the graduating class. A survey of the BS in Construction Management spring 2013 graduating class showed 85% of the class responded that they had accepted employment offered by California licensed construction companies with an average salary of \$61,000 a year.

For Goal 6, a review of the maintenance of an active Construction Management club/organization which organizes at least four group experiences for Construction Management majors every year was completed. The results of the review showed that the Construction Management program advertised for community projects and accepted a project to construct four transition cottage homes for the Salvation Army. More than one hundred students worked on preconstruction services for the project in the 2012-2013 academic year. Also, CSU, Chico's student chapter of the Associated General Contractors of America (AGC) was awarded the AGC Student Chapter of the Year.

Criminal Justice, BA

Within the Criminal Justice (CJ) program, six SLOs are assessed: critical evaluation of theories, policies, and CJ professionals' actions based on empirical evidence (SLO 1); oral communication; written communication; demonstration of knowledge of policing, courts, corrections, and theories of crime and justice (SLO 4); demonstration of the understanding of the social dynamics of human diversity in the administration of justice; demonstration of the ethical decision-making processes in CJ professions and understanding the individual, organizational, and societal implications of these decisions. SLO 1 and SLO 4 were assessed this last academic year. For SLO 1, pre- and post- tests were embedded in a midterm and final exam for a required course (taught by a different department) within the program (program is located within the Political Science Department). The results for the pre-test were a 70% passing rate, and the results for the post-test were a 77% passing rate. A 70% passing rate on a pre-test for students who

hadn't been exposed to the material yet seemed high. The increase in the passing rate from 70 to 77% didn't seem like a significant improvement; therefore the department felt changes to the program needed to be made. The department submitted program changes that were approved and implemented fall 2013. One of the changes made included the development of a Criminology course to be taught by a professor within the Political Science department with a degree in Criminology. The student now chooses between the original course originating outside the department or this new course.

SLO 4 was also assessed using a pre-test in an introduction course and an exit exam in the senior seminar. The results were a 56% passing rate for the pre-test and a 95% passing rate for the exit exam. The desired levels of learning were achieved, but the department felt there was still room for improvement. As a result, curriculum changes were made that included focusing on skills not content to improve the program. To improve assessment of SLO 4, faculty will ensure the exit exam contains the most central information related to the major.

International Relations, BA

Within the International Studies program, six SLOs are assessed: students can describe the basic facts and concepts of international relations and can relate these to contemporary global issues; students can apply academic theories and concepts of international relations to practical issues and problems in the world around them; students can demonstrate appropriate analytical and research skills including quantitative reasoning, to the study of international relations; students can read, speak, and write a foreign language at least through the intermediate level; students can evaluate a variety of material from diverse national and cultural perspectives; students can write and speak with sufficient clarity to convey their attitudes, knowledge and skills (SLO 6).

SLO 6 was assessed this last academic year. The final project for one of the major courses required students to write a ten page research paper and make a 7-10 minute presentation of about this research. The assignment asked students to evaluate the theories covered in class to explain a specific phenomenon such as political development, corruption, or ethnic conflict in a country case study of their choosing. In preparation for the final paper, students submitted an annotated bibliography as well as a rough draft. Student success was evaluated according to the grades on the final paper and presentation, as well as on improvement from the rough draft to the final paper. Over 84% of students received either an "A" or a "B" on their combined final project and paper. Additionally, 95% of students demonstrated a marked improvement in their written communication from the rough draft to the final paper. The desired levels of learning were achieved and as a result, it was determined no actions appeared necessary at the time.

Social Science, MA

Within the Social Science program, four SLOs are assessed: students will develop programs of study that will be interdisciplinary, incorporating at least two disciplines in a meaningful program of study; students can identify social scientific theories related to their program theme and analyze issues in theoretical terms; students can formulate hypotheses, construct research designs, and apply appropriate analytical skills to interdisciplinary studies within the social sciences; students can speak and write with sufficient clarity to convey their knowledge, attitudes, and skills (SLO 4).

SLO 4 was assessed for the MA in Social Science. Each student was evaluated on their project, thesis or comprehensive defense meeting to determine how the events rated based on the assessment rubric for SLO 4. All students graduating with the Social Science MA in the 2011-2012 academic year were included in the sample, and all students were found to meet the two measures of success for this SLO. There was one student who read his/her paper during the comprehensive defense meeting. This prompted a discussion with the research methods instructor (taken by 90% of all Social Science graduate students) suggesting he/she reminds students not to read their paper and of the importance of speaking to the audience rather than reading.

Dominquez Hills

I

Program: Bachelor of Arts in Anthropology College of Natural and Behavioral Sciences

PRP/USLOAC Commentary on 2011/12 Program Review
Submitted April 3, 2013

Student Learning Outcomes

1. Summarize the evidence and processes of world cultural development and the basic sub-disciplines of Anthropology.
2. Understand basic anthropology theory and methods and can explain how these relate to the conduct of fieldwork and research.
3. Demonstrates in-depth knowledge of specific cultures.
4. Applies fieldwork techniques to collect, generate, and analyze anthropological data.
5. Demonstrate critical thinking skills and be able to write effective essays and papers in anthropological topics.
6. Can apply anthropological concepts to the world of work and in everyday life.
7. Critically assess and interpret findings on the human condition from a holistic anthropological perspective.
8. Use the concepts and methods of Anthropology to enhance multicultural interpersonal relationships in work and everyday life.
9. Displays respect for other ways of life and an understanding of ethnocentrism.

Summary of Findings from Student Learning Outcomes Assessments

The program has set expectations that 85% of students will achieve basic competency with a letter grade of C or better, and the program has identified courses with course work aligned to each learning outcome. Analysis of student grades in these courses, as well as mean scores on specific assignments, indicates that 85% or more of the students have achieved the learning outcomes.

Improvement Actions Taken Based on Findings

The core faculty for ANT 388 recommended establishing passing the GWE as a prerequisite for taking ANT 388 (a writing intensive course).

Other Significant Findings and Major Issues

There is a consensus among all parties involved in this review that, resource constraints notwithstanding, the CSUDH Anthropology Department is outstanding. The self-study and the external review demonstrate the Anthropology faculty's unwavering commitment to student success. The evidence also shows that the outreach and retention initiatives implemented by the Anthropology Department during the last review cycle have paid evident dividends. First, in 2006 the department distributed flyers to all full-time and part-time Anthropology instructors at California and Nevada community colleges (Self-study, Appendix 13). Since then, the program has achieved a 71% increase in the number of enrolled students declaring the major. Secondly, the program has achieved retention and graduation rates that significantly exceed university averages by adopting an aggressively proactive approach to academic advising and by involving students in faculty research. According to Dr. Harman, "Student advising in this department is the best I know of" (5). Each Anthropology major is assigned to a specific faculty advisor based on her/his concentration and interests within the discipline, and students are required to meet with their academic advisors prior to each semester. Faculty advisors not only guide students through the program, but act as mentors providing their students with meaningful research experience. A partial list of joint faculty/student research ventures undertaken since 2006 includes the following: twenty students have participated in summer research programs in Cambodia under Dr. Needham; Dr. Moore has involved students in archaeological research in Peru as well as at the Rancho Dominguez in Carson; forty-five students have participated in ethnobotanical and ethnoecological research in Chiapas under Dr. Gasco; and since 2007 twelve students have studied coastal resources and public health and sustainable seafood under Dr. Ariana Pitchon in Long Beach. The Anthropology faculty also involve their students in community learning and service, like the Cambodian Community History and Archive Project in Long Beach, supervised by Dr. Needham. Program students are encouraged to present their research at student conferences and to publish it in the *Electronic Student Journal of Anthropology* (founded 2008). This level of support for undergraduate research clearly distinguishes the Anthropology Department at CSUDH. According to Dr. Harman, "These ventures are career preparation opportunities not found to the same extent in other undergraduate programs."

As with other programs at CSUDH, lack of consistent campus leadership and inadequate resources are responsible for the program's observable weaknesses. First among these is the lack of a full-time faculty specialist in biological anthropology and the related gap in the program's upper-division curriculum. Biological anthropology is one of five established concentrations in the discipline, and Dr. Harman – in 2006 and again in his most recent report – stated unequivocally that "The CSUDH Anthropology Department's primary need in order to better serve the needs of this University is to have a tenure track biological anthropologist" (3). Dr. Harman also emphasized the lack of adequate laboratory facilities, writing that "nowhere are they as lacking as at CSUDH" (8). Many of the program's archaeological field equipment pieces, for example, are stamped with the "CSCDH" acronym used before 1977. Both faculty and students perceive the lack of adequate field research and laboratory facilities as an impediment to student learning.

Recommendations

Based on a review of the evidence generated by the review, the University Program Review Panel and USLOAC offer the following recommendations regarding the undergraduate programs administered by the Department of Anthropology:

- The PRP/USLOAC reviewers recommend that university administrators promote the Anthropology Department's initiatives regarding recruitment, advising, and retention as models for other campus programs;
- The PRP/USLOAC reviewers recommend that the Anthropology Department be provided with dedicated space for laboratory and storage facilities;
- The PRP/USLOAC reviewers recommend that the Anthropology Department, in conjunction with the Dean of the College of Natural and Behavioral Science and Academic Affairs, develop a budget for the purchase and upkeep of field research and laboratory equipment;
- The PRP/USLOAC reviewers endorse the department's request for rotating assignment time for the preparation of grant proposals facilitating student research;
- The Anthropology Department's latest Student Learning Outcomes report, submitted May 31, 2012, shows excellent progress in setting goals and evaluating student achievement of those outcomes. The department should include its most recent SLOA update as an appendix in future self-study reports.

II

Program: Bachelor of Science in Applied Studies
College of Business Administration & Public Policy
PRP/USLOAC Commentary on 2010-11 Program Review
Submitted April 28, 2013

Student Learning Outcomes

1. Demonstrate understanding of occupational leadership skills in exams, in course papers, through group discussions, and in final project.
2. Exhibit Writing Skills that enable them to organize and explain ideas and solve problems using conventions of academic and professional writing.
3. Display Critical Thinking Skills through the application of ideas to real world concepts, as well as theoretical and practical problems.
4. Design a professional development plan for a future career which may include changes in careers or objectives.
5. Demonstrate integration of technical, management, and liberal arts knowledge and skills in the current work settings.

Summarized Findings from Student Learning Outcomes Assessments

1. The results showed that in APS 490, 58% of students performed at advanced level and 42% at intermediate level.
2. The results showed that in APS 300, 46% of students performed at advanced level and 46% at intermediate level. In APS 490, 31% of students performed at advanced level and 53% at intermediate level.
3. The results showed that in APS 300, 54% of students performed at advanced level and 39% at intermediate level. In APS 490, 91% of students performed at advanced level and 9% at intermediate level.
4. The results showed that in APS 490, 41% of students performed at advanced level and 28% at intermediate level.
5. The results showed that in APS 300, 68% of students performed at advanced level and 32% at intermediate level. In APS 490, 38% of students performed at advanced level and 47% at intermediate level.

Improvement Action Taken Based on Findings

Plans have been initiated to update and revise textbooks by Spring 2015 for APS 300 and APS to provide up-to-date information and issues relevant to the program objectives.

Other Significant Findings and Major Issues

Of the issues and suggestions raised in the external review (realistic budget, support, commitment, students and employment of program; program quality; addition of minors; catalog description and SLOA; relevance of curriculum; faculty qualifications; evaluating part time faculty; resource sufficiency; improvements from resource reallocation and infusion of new resources; improving program effectiveness; prioritizing); several are addressed by the Program Director (increase level of academic advising; ethics coverage in APS 300 and new ethics course; growth in program minors predicated on minors in contributing concentrations; revised catalog listing and USLOAC rating program of “highly developed”; program review in 2013 for CSO; CBAPP faculty teaching for APS

all qualified academically or professionally; increasing student growth from reduced tuition for “Reconnect” students and increased number of faculty) and Dean’s recommendations (rename program, replace director, hire academic adviser, modify program to address needs of Reconnect students, add HR and IS minors, and improve revenue sharing between CEIE).

In the external review, the director’s response, and the Dean’s commentary (the response and commentary are both dated February 21, 2013) the program’s integration with CSO is “effective May 2013.” However, there are no concrete details as to what exactly this integration consists of or how it will be managed. The program director states that “the decision for the program to join the CSO was made at the University and the CSU Chancellor’s Office” (“Response to External Reviewer’s Report”). Even if this is the case, and the director and college had little say in the merger, more details should be available at this late date as to what exactly the integration will entail, and how the subsequent growth of the program will be adequately managed. Although the merger has presumably been well planned at all levels, there is no indication of this in the program director’s response, or in the Dean’s commentary, beyond the generality that it will increase student enrollment.

However several major and urgent issues to improve program effectiveness remain:

1. Rename to better communicate the program’s benefits to its target market.
2. Replace the program director when he retires fully in 2013.
3. Describe details (including consequences) of program’s integration into CSO
4. Improve resource support for the program.
5. Improve program quality through course coordination and mentoring by full time faculty.

According to the CBAPP Dean, the program should be renamed “Applied Organizational Studies,” the director’s replacement should be made by the end of the calendar year, a full time advisor should be hired to support expected growth from participation in CSO, and the contract between CBAPP and CEIE be renegotiated to improve revenue sharing.

Our findings suggest that several issues need to be addressed urgently:

1. Clarity and Details of integration with CSO, including a budget.
2. Viability of continuing program, and of offering it in all modes, based on budget, growth estimates, and impact of CSO.
3. *Core Program Faculty*: In addition the program director’s retirement, the faculty teaching the two core courses are part time lecturers.
4. *Divergence between Program Objective/Catalog Description and Actual Enrollment*: The requirement of an AA degree is not met by any of the admitted students (p. 1, 2011 Self-Study). Further, of the five APS course listed only two have been offered since Fall 2008, and both only online.
5. Final selection of program name to reflect the offering’s value to students and employers.

Recommendations

Based on evaluations of the evidence presented in the self-study, the external review, and responses from the Program Director and Dean, the University Catalog, and PeopleSoft, and the Program Director's responses to our queries, the CSUDH PRP and USLOAC offer the following recommendations for the APS program:

- ***Program Definition, Budget, and Viability***
 - The catalog program description and future reports to USLOAC and PRP must clearly indicate the relationship between the program's brick and mortar, extended education and CSO elements. Faculty committees responsible for control over curriculum and campus administration must be able to determine what proportion of the courses required for the program are available online or in other alternate modalities; what courses are available only online or in alternate modalities; what proportion of courses are available in the traditional modality; what, if any, courses are available only in traditional modality. Toward this end, a clear and complete program description and a curriculum map should be included in all future reports.
 - Update program description in the catalog immediately to more accurately and clearly reflect actual curriculum, courses and modes of offering. Students should be able to clearly and easily understand the mix of courses offered for graduation.
 - The Dean, working with the Program Director, should develop a plan that includes growth estimates, budget, faculty utilization and compensation, and resource requirements for the APS program.
 - Include the impact of CSO in the plan to address viability of program.
 - Determine ways to better draw from the principal target market or redefine the program's principal market to better reflect the actual students attracted to the program.
 - Explore on-campus outreach and advertising as a way to drive enrollment in the on-campus version of the program. It is possible that the APS program may provide a way for current CSUDH students who would otherwise not complete their degree to do so.
 - Select the best name for the program based on solicited inputs from key constituents, program faculty, students, community colleges, alumni, employers, and CSO administration from among the three names shortlisted, if still relevant.
 - CBAPP and CEIE discuss and negotiate the terms of contract.
 - The PRP/USLOAC reviewers concur with the Program Director and Dean that the Program Director be replaced in a timely manner. Given the complexity of this program, it is urgent that a qualified director be appointed from the full time faculty. This is a degree program without a supporting academic program. The director alone supervises the delivery of the curriculum across a variety of disciplines in three different modalities (with the online modalities now offered through two totally different entities). Unless the program is carefully supervised, its curricular integrity may suffer serious damage.

Reported to the CSU Board of Trustees for the March 2014 Annual Academic Update

- Train Future Program Director and Faculty in Advisement: A full time academic adviser should be hired only when the program grows substantially. Meanwhile, the replacement Program Director and faculty teaching in the program should be educated by the current adviser and retiring Director so they can play an advisement role as needed. There are several excellent and successful role models at CSUDH for faculty-led advising, including the Anthropology Department.
- Assign full time faculty to teach APS core classes or assign one or more full time faculty to roles of course coordinators and mentors for part time faculty.
- Define “minor” and specifically stating the options available for the “minors” in the on-campus, CSUDH Online program, CSO modes.
- Assess program quality by continuing to demonstrate program effectiveness through SLOA using regular and specific evidence to support student learning, consistent with format in Appendix D. Grades, GPAs, and pass rates are not sufficient measures of student learning.
- Explore ways to increase student and alumni response to surveys, and to keep better track of both groups, so as to assist with program assessment.

III

Program: Bachelor of Science in Nursing / Master of Science in Nursing School of Nursing

PRP and USLOAC Commentary on 2012 PEAT+ Report
Submitted April, 2012

Student Learning Outcomes for the BSN

1. Design competent, patient-centered professional nursing care for individuals, families and populations across the health continuum in a variety of community based settings and institutions, emphasizing patient safety and quality.
2. Integrate knowledge from the physical and behavioral sciences, informatics, and the humanities into professional nursing practice.
3. Demonstrate cultural competence in providing care and working with others.
4. Implement health promotion and disease prevention plans for individuals, families and populations.
5. Use critical thinking, and evidence-based practice and research findings in professional nursing practice.
6. Form interdisciplinary collaborative relationships to improve professional nursing practice and the quality of healthcare for all.
7. Demonstrate ethical and professional nursing roles, values, social justice and human dignity.
8. Participate in political regulatory processes to influence healthcare systems and quality improvement policies.
9. Exhibit effective communication skills for professional nursing practice.
10. Implement end-of-life plans for individuals and families.

Student Learning Outcomes for the MSN

1. Integrate knowledge, theory, research and skills in the delivery of comprehensive care and services for individuals, families and populations (assessed in fall 2012).
2. Design culturally sensitive programs and systems of care and services that meet the needs of diverse and vulnerable populations.
3. Provide evidence-based, clinically proficient care and services using critical thinking skills in advanced nursing roles (assessed in fall 2012).
4. Apply oral, written and technological communication skills in clinical, educational, and professional contexts and systems (assessed in fall 2011)
5. Integrate ethical principles into theories, research and practice in advanced nursing roles (assessed in fall 2012).
6. Advocate for healthcare policies and financing that promote, preserve and restore public health.
7. Provide leadership in collaborative efforts with other disciplines to influence improvement in healthcare systems (assessed in spring 2012).
8. Demonstrate commitment to lifelong learning for continued professional growth.

Summarized Findings for Student Learning Outcomes Assessment

BSN Program: Direct evidence in the form of grades in classes aligned with student learning outcomes indicate that standards are being met; most students earn A's and B's in their classes. According to the Office of Institutional Research the average GPA for students in the BSN program is 3.4 on a 4.0 scale. Other evidence of achieving standards

are: Transfer Junior first year continuation rates (percent that return the following fall) **up from 55.17% to 64.7%**; Percentage of enrolled students (12 units completed) in the major with GPA ≥ 3.4 (honors level) – **up from 17.82 to 24.2**.

MSN Program: Indirect evidence for the MSN program in the form of student satisfaction surveys was collected, and the results were generally positive. One example of the surveying was a Post-Graduation Alumni Survey administered online to MSN graduates. The mean overall satisfaction for the Nurse Educator students was 8.4 on a scale of 1-10 as compared to that of the Nurse Administrator – 8.9, while that of the CNL was lower (5.27) and the FNP (7.70). In an employer satisfaction survey, employers also gave positive marks to the program, but the Employer Survey indicated that the SON needs to enhance its reputation with the agencies and make it known that many CSUDH graduates are indeed employed in the agencies, and some employees are continuing their education at CSUDH. Fifty one per cent of the employers were very satisfied, 48% were somewhat satisfied and 48.5% were satisfied with CSUDH BSN and MSN grads. With regard to the MEPN program, one student outcome is pass rates on the licensing examination or NCLEX-RN. The pass rate for MEPN graduates from CSUDH ranges between 65.38-70% over a seven-year period (See Appendices I, J & K). Since the BRN uses a minimum standard of 75%, the 65.38% pass rate was not acceptable and the program has taken steps to make improvements (see below).

Improvement Actions Taken Based on Findings

A Strategic Plan was drafted for the SON in 2013. The SON recognized a need to develop a process for tracking graduates systematically and inculcating a “culture of accountability” for program outcomes and evidence-based improvements among faculty.

BSN Program: Based on data analysis of actual outcomes compared with expected outcomes, the faculty has undertaken measures to “close the loop,” including:

- Developing a process for tracking graduates systematically and inculcating a “culture of accountability” for program outcomes and evidence-based improvements among faculty;
- Continuing to evaluate the two new BSN upper-division courses in gerontology and healthcare informatics to make sure that the content directly related to the Quality and Safety Education for Nurses (QSEN) competencies;
- In spring 2014, revising the posted BSN “roadmaps” on our website to facilitate graduation in a timely manner;
- Monitoring the two BSN nursing courses designated as “intensive writing”- BSN 400 and BSN 410 to improve students’ formal writing skills. Discuss the possibility of adding another writing intensive course. Based on the data (34.6% of the BSN student list “formal writing requirements” as an item “facilitating learning the least” as compared to the previous year – 39.8%).
- Further developing articulated admission policies with community college partners and streamlined progression pathways for AD graduates to enter the RN-BSN program.
- Continue giving formal orientation (one day) to new faculty and continuing sessions for existing faculty to keep them abreast of curriculum changes, student issues and teaching innovations improve students’ satisfaction with faculty instruction.

Reported to the CSU Board of Trustees for the March 2014 Annual Academic Update

- The Curriculum Committee carried out a review of the BSN curriculum and assigned faculty to develop a senior-level course to teach competencies for gerontology nursing.

In the MSN program, improvements instituting a student alert system about deadlines, new policies and etc. In spring 2014 the MSN Nurse Educator and CNS Gerontology role options will be completely revised. Additional courses will be added as part of the recommendation by the Institute of Medicine: Future of Nursing- Leading the Change and the American Association of Colleges of Nursing (AACN) Consensus Model. Content will include topics to prepare and enable nurses to lead change to advance health, increase critical thinking skills in advance nursing roles and to expand opportunities to diffuse collaborative improvement efforts. The SON has placed a new emphasis on creating an active alumni group and convening the Nursing Advisory Board on a regular basis; the SON will use its social and online networks to establish a stronger presence in the nursing community. Currently the SON is gathering the names of individuals for an advisory board.

With regard to the MEPN, actions taken to improve pass rates included:

- A written agreement signed by the student indicating their intent to take the exam within 3 months of graduation.
- Modified curriculum and extended program length from 18 months to 24.
- Minimum of B required in all prerequisite science courses.
- Require Certified Nursing Assistant certificate for admission.
- Course revisions and integration of Kaplan progression testing and NCLEX review.

These changes were implemented effective the fall 2011 for the admission group who graduated in spring 2013. The pass rate on the on the NCLEX-RN for this cohort was 50% in spring 2013, and steps were then taken to suspend admissions to the program effective fall 2014. (Note: these actions took place after the PEAT+ review by the PR panel, so they are not noted in the other significant issues below.)

Other Significant Findings and Major Issues Noted by the PRP

Although the submitted report by the School of Nursing (SON) contains components of the Self Study (See Table of Contents; Organization of the Self Study; sections referring to non-compliance with FNP and MEPN standards), we have treated it as a PEAT+ with the purpose of providing feedback to help in the preparation of the official Self Study due in 2014-2015. PRP has had preliminary discussions about synchronizing the dates of Program Self-Studies and those of accrediting bodies. We encourage the SON to stay in touch with PRP about the possibility of such an alignment in this case. The report does indicate a conscientious acknowledgment of the importance of program review and, in many cases, a strong record of data collection for decision-making.

The CSUDH School of Nursing is the school of choice for post licensure RNs all over the State. PRP acknowledges the hard work that SON performed that resulted in this institutional standing. SON offers the BSN and the MSN. Curriculum revision for the BSN program was implemented in 2010-2011. The MSN has 5 options available (Nurse educator, nurse administrator, clinical nurse specialist in gerontology or parent child, family nurse practitioner and clinical nurse leader) and an accrediting body has

recommended that 2 of these MSN options be prepared at the doctoral level. Enrollments in the educator, administrator, and family nurse practitioner options are consistently robust.

The SON enrolled 717 BSN students and 532 MSN students in 2010-11, the last year cited. All courses are offered online and some classroom-based sections are offered at contracted clinical agencies. When surveyed, 89.5% of students selected the convenience of web-based courses as what they liked best about the program. Because of the declining ratio of tenure or tenure-track full time faculty to other faculty (27% to 15% from 2003 to 2011), the faculty believes they may need to engage in discussions about declaring impacted status for the BSN program. This problem of a spare faculty extends throughout the Program. The current Director of the SON is in an Acting position. Despite these challenges, the Nursing faculty vitae offer evidence that the faculty are actively engaged in professional activities, including memberships in professional organizations, attendance at conferences and publishing.

The report contains evidence that the University mission and the SON mission correlate. Nearly 68% of RN-BSN students and 60% of MSN students have ethnic minority backgrounds. The eight point Implementation Plan enumerated by the report is sound and strategic.

The report does a good job of providing exemplars of Student Outcomes as far as graduation, employment, and comprehensive exam pass rate data. It is a concern that MSN comprehensive (or MEPN) exam pass rates are declining consistently (78% to 40%). The program does a commendable job of listing Program Goals in the SON Strategic Plan, but not Program Student Learning Outcomes. Missing also are necessary data about Student Learning Outcomes on the course level (BSN/MSN), the capstone level, and the option level (MSN).

PRP Recommendations

Based on a review of this report and appendices submitted by Dr. Rose Aguilar Welch, Acting Director School of Nursing, in 2011, the PRP/SLOAC team offers the following recommendations to the SON regarding the preparation of the self-study report, due in 2014-2015.

- The self-study report must include SLOAC reports.
- The self-study report should address the declining comprehensive (or MEPN) exam pass rates.
- The Master Evaluation Plan (pgs 37-41 of the PEAT+) will be very useful for the self-study. The indicators are valid and include Student Performance Outcomes, but these are procedural in nature. The self-study will need to actualize and perform these measurements.
- The Department is encouraged to work with university administrators to develop a recruitment plan to address the lack of tenure-track faculty in the program.
- The self-study should address the areas on non-compliance with the FNP and MEPN programs.

Reported to the CSU Board of Trustees for the March 2014 Annual Academic Update

- Alignment of goals with licensure and other accrediting bodies should be reviewed.
- Data should be collected involving licensure and other accrediting bodies.

East Bay

CSUEB summary of program review, assessment findings, and improvement actions

English, BA-MA

1. *Please list the student learning outcomes (SLOs) for each program reviewed.*

Students graduating with a **B.A. in English** from Cal State East Bay will be able to:

- analyze and interpret various kinds of texts;
- express their understandings and interpretations in clear and cogent prose;
- discuss at least one theoretical perspective about language and/or literature;
- demonstrate knowledge of key English language texts in their options;
- demonstrate facility with conducting research in traditional/nontraditional ways, including library research, the Internet, and data collection and analysis.

Students graduating with an **M.A. in English** from Cal State East Bay will be able to:

- analyze and interpret various kinds of texts in clear and cogent prose;
- discuss several theoretical perspectives about literature or about applied linguistics (e.g., pedagogy, second language learning);
- demonstrate facility with conducting research in traditional/nontraditional ways, including library research, the Internet, and data collection and analysis;
- demonstrate the ability to learn independently.

2. *Please briefly summarize the findings from the student learning outcomes assessments and indicate if the desired levels of learning were achieved.*

B.A.: Program assessment was done through direct (exam, essay) and indirect (survey) measures. In general, students showed satisfactory levels of achievement. In senior level courses, between 88% and 100% of students received an acceptable to proficient score on assessment instruments. Student scores were higher when there was more focus on a single reading, rather than trying to cover many readings.

M.A.: Information literacy of graduate students in seminar courses was assessed through an assignment requiring identification of possible publication avenues and conference presentations, and showed acceptable levels of achievement. Research ability was assessed via an annotated bibliography assignment. Students showed familiarity with research tools but there was room for improvement in analysis.

3. *Briefly describe the improvement actions taken based on findings.*

B.A.: The department has added a Senior Seminar as a capstone course and with student participation developed a holistic rubric for evaluating in-class revisions. This rubric is now used to evaluate senior seminar portfolios. The student survey was revised to make it more useful; in addition a student inventory was created to assess student engagement. Analytical courses will be modified to provide more in

depth study of fewer works in order for students to assimilate the material more comprehensively.

M.A.: The information literacy assignment for graduate students is recommended for inclusion in future class sessions to provide instruction that will be useful after graduation related to careers that include research and publication. Graduate seminar assignments in research ability will be modified to emphasize the analysis of data. Future bibliography assignments will include small group and whole class discussions focusing on analysis.

Philosophy, BA

1. *Please list the student learning outcomes (SLOs) for each program reviewed.*

Students graduating with a **B.A. in Philosophy** from Cal State East Bay will be able to:

- write clear, academically rigorous, argumentative essays.
- read complex texts, create original arguments, analyze the arguments of others, and express these criticisms orally and in writing.
- demonstrate knowledge of philosophical and/or religious traditions, their relevant concepts, theories, methods, and historical contexts.
- develop their capacities for ethical decision making, Socratic humility, openness to the ideas of others, reflective self-awareness, and a life-long curiosity about big questions.
- cultivate an appreciation for a diversity of ideas and values across time and for human difference in areas such as: religion, culture, ethnicity, race, class, sexuality, and gender.

2. *Please briefly summarize the findings from the student learning outcomes assessments and indicate if the desired levels of learning were achieved.*

The Philosophy faculty is developing rubrics for evaluation of all student learning outcomes and recently applied the rubric for written communication to student work. The area with the lowest scores was the use of sources and evidence, and there is room for growth. Another area which showed lower than desirable scores was content and substance within the disciplines of Philosophy and Religious Studies.

3. *Briefly describe the improvement actions taken based on findings.*

Faculty have discussed a number of possible actions: collaborating on writing guidelines could improve student performance; a portfolio requirement is under consideration; incorporating the tutoring services available through the SCAA (Student Center for Academic Achievement) could help student success.

Sociology, BA-MA

1. *Please list the student learning outcomes (SLOs) for each program reviewed.*

Students graduating with a **B.A. in Sociology** from Cal State East Bay will be able to:

- read and understand academic studies on, and critically analyze cultural representations of, populations subordinated by race/ethnicity, social class, gender and sexuality;
- critically examine the veracity of “truth claims” by developing an understanding, identification, and application of appropriate: 1) methods of data collection; 2)

- sampling methods; and, 3) statistical tests for testing simple hypotheses (quantitative data analysis);
- demonstrate an ability to work collaboratively with community partners through internship placements in local social service agencies that are overseen by social service professionals [for Social Service Option]; and
- read, interpret, integrate and synthesize abstract sociological arguments and theories.

Students graduating with an **M.A. in Sociology*** will be able to:

- write an original sociological analysis;
- understand the role of theory in sociology and how to apply key concepts in social analysis;
- employ quantitative and qualitative research methods in sociology.

*Note: The M.A. in Sociology is currently suspended. If the program applies to the University for re-instatement in 2013-14, a new assessment plan will be put in place.

2. *Please briefly summarize the findings from the student learning outcomes assessments and indicate if the desired levels of learning were achieved.*

B.A.: Using a quantitative instrument a comparison of outcomes between a base-line group (Sociology 1000 students) and students in upper division methods or theory courses was made. Students in methods and theory did significantly better than introductory students on some goals; however student achievement was not as high as desired.

The shift in student reading and learning culture presents serious challenges to teaching. Faculty discussed a range of ideas to improve student learning. These ideas include more frequent quizzes to encourage reading. We discussed implementing the use of everyday examples and applied assignments, which may work as mechanisms that clarify abstract concepts. Shorter attention spans may require that we break up class time with the use of more in-class, hands-on practice in methods and theory courses. While a useful start, these ideas may be limited given the resistance to reading and the large number of students who do not read or write at a college level. There may also be an implication for faculty to embrace more technology enhanced learning techniques which mimic student patterns of daily interaction with digital information.

3. *Briefly describe the improvement actions taken based on findings.*

Department faculty believe a Senior Seminar would be an effective course to reinforce learning goals. We envision a seminar that will help students see how abstract theoretical concepts and methodological tools (for empirical studies) are applied to a specific topic/question (general sociology).

Speech Pathology and Audiology, BS

Speech-Language Pathology, MS

1. *Please list the student learning outcomes (SLOs) for each program reviewed.*

Students graduating with a **B.S. in Speech Pathology and Audiology** will be able to:

Reported to the CSU Board of Trustees for the March 2014 Annual Academic Update

- Complete foundational academic coursework in preparation for advanced professional training in speech-language pathology or related disciplines;
- Integrate knowledge from basic and behavioral sciences and humanities with contemporary theory and practice in speech-language pathology;
- Describe typical and atypical communicative development and behavior across the lifespan;
- Demonstrate skills in working collaboratively;
- Explain the importance of cultural competence, social justice, ethics, and advocacy in serving diverse individuals.

Students graduating with an **M.S. in Speech-Language Pathology** will be able to:

- Screen, assess and treat individuals with a variety of communicative disorders across the lifespan;
- Communicate and collaborate effectively with clients, families, and other professionals;
- Evaluate and apply clinical research, recognizing the need for evidence to support best practices in clinical service delivery;
- Consistently apply ethical professional standards, recognize and respect the limits of their professional preparation and clinical skills, and work effectively with other professionals;
- Demonstrate cultural competence and commitment to advocacy for persons with communicative disorders.

2. *Please briefly summarize the findings from the student learning outcomes assessments and indicate if the desired levels of learning were achieved.*

B.S.: The department undertook a major curriculum revision that was approved (2008-09) and implemented (fall 2010), with all new courses in place by fall 2013. An indirect assessment of student use of advising tools was conducted in 2012-13. Areas for improvement include inter-advisor consistency, availability of advising, and development of academic road maps.

M.S.: Students in the M.S. in Speech-Language Pathology are required to take a comprehensive final exam during their final quarter in the program. In addition they take the Praxis Exam. Results from the comprehensive exam reflect a strong understanding of the curriculum, and the Praxis Exam has an average pass rate of 94% over time. Indirect assessment of student experience showed that over 90% of students were satisfied with the program, but also offered ideas for improvement of course offerings. Indirect assessment of program alumni also showed areas where course design and scheduling could be improved.

3. *Briefly describe the improvement actions taken based on findings.*

B.S.: The department will publish two-year roadmaps and revise advising sessions. These changes will be in place effective fall 2013, and the same survey instrument will be deployed at the end of 2013-14 to analyze the effectiveness of actions taken.

M.S.: Based on student and alumni satisfaction surveys course revisions have been implemented. SPPA 6000, Research Methods in Communicative Sciences and Disorders, was redesigned and first offered in 2011 and will be re-evaluated. In

addition, redundancies between the undergraduate and graduate program were reduced by offering some courses only at the graduate level.

Biochemistry, BA-BS

Chemistry, BA-BS-MS

1. *Please list the student learning outcomes (SLOs) for each program reviewed.*

Students graduating with a **Bachelor's degree in Chemistry or Biochemistry** from Cal State East Bay will be able to:

- Demonstrate knowledge in the various areas of chemistry, including inorganic chemistry, analytical chemistry, organic chemistry, physical chemistry, and biochemistry.
- Work effectively and safely in a laboratory environment to perform experimental procedures and operate modern chemical/biochemical instruments.
- Use quantitative reasoning to analyze chemical problems and evaluate chemical data.
- Write and speak clearly on chemical or biochemical issues.
- Work collaboratively in teams to solve chemical problems.

Students graduating with a **Master of Science in Chemistry** will be able to:

- Demonstrate specialized knowledge in the chemical sciences beyond the undergraduate level;
- Work effectively and safely in a laboratory environment using modern chemical/biochemical instrumentation and methods to test hypotheses or design solutions to problems;
- Understand, organize, and critically assess information from the chemical literature
- Present complex chemical information via oral and written reports
- Work collaboratively in teams to solve chemical problems

2. *Please briefly summarize the findings from the student learning outcomes assessments and indicate if the desired levels of learning were achieved.*

Biochemistry Major: Using embedded exam questions we concluded that our biochemistry majors were doing well, but there is room for improvement. As a general goal, we are aiming for percentages of correct answers above 75% for all the outcomes. We were not far from achieving this goal for all the outcomes for all years except 2010-2011. In addition, the biochemistry faculty require an extensive laboratory notebook for each of two courses. The notebook details laboratory procedures, data, data analysis, and conclusions. The laboratory notebook and an evaluation by the instructor of the student's laboratory skills constitute further assessments of learning. A capstone laboratory assignment accomplished over several periods served as the performance test. Students were asked to identify two unknown chemicals using various reactions and techniques learned during the year.

Chemistry Major: Through administration of a standardized American Chemical Society exam we found that student performance was erratic. Some students performed well above the national average, but in general results were not satisfactory. An increase in number of majors correlated to a decrease in scores, and

faculty are very concerned. An additional assessment of a capstone laboratory assignment to be accomplished over several periods asked students to identify two unknown chemicals using various reactions and techniques learned during the year. Between 84% and 90% of students could identify at least one chemical, but this number, as well as the number of students able to identify both unknowns has decreased over time.

3. *Briefly describe the improvement actions taken based on findings.*

Biochemistry Major: We plan to continue our efforts to improve student learning using a variety of teaching tools such as clicker questions to monitor student understanding of concepts, occasional student discussion sessions during the lecture periods, and the use of problems relevant to real life medical situations to illustrate biochemical principles.

Chemistry Major: Instructors will continue to work with students on critical thinking skills as they relate to use of laboratory techniques to solve problems. It will require further assessment to identify the reasons for decreasing student scores; the department will monitor and analyze future results to determine the best intervention strategies.

Fresno

Summary of program review, assessment findings, and improvement actions

B.S. Criminology

Student learning outcomes. Students will be able to demonstrate: (1) basic discipline-related knowledge in Criminology and Criminal Justice; (2) basic writing skills; and (3) professional values and ethics applicable in discipline-related agencies.

Summary of findings. Students were found able to differentiate and discuss the nature, structure, missions, and functions of criminal justice organizations. In general, coursework was preparing students for work in the criminal and juvenile justice systems. However, two areas needing improvement were noted: 1) a number of students have difficulty in the mechanics of writing; 2) some students needed a different variety of law enforcement elective courses depending on their internship assignment.

Actions taken. Created a new law enforcement elective course, Crim. 110 - Police in America to address finding two above.

Actions to be taken. Faculty are considering the completion of the upper division writing skills requirement as a prerequisite to upper division criminology courses (to address finding one above) and plan to modify the Student Outcomes Assessment Plan (SOAP) to include high-validity measures and instruments.

M.S. Criminology

Student learning outcomes. Students will: (1). be provided with advance discipline-related knowledge and the skills necessary to convey this knowledge in written form; (2).

demonstrate knowledge of and the ability to apply discipline-related knowledge to the criminal justice system; and (3). demonstrate professionalism and an ability to communicate effectively.

Summary of findings. Students were, for the most part, gaining the desired knowledge. Those taking the comprehensive examination seemed to be gaining more. Student's abilities to convey this knowledge in written form was less than desired.

Actions taken. The Department increased the number of Comprehensive Examination offerings, encouraged more students to select the Comprehensive option as their culminating experience, and provided more activities for successful completion of the Comprehensive Examination (CRIM 295)

Actions to be taken. Students will be provided a copy of the evaluation rubric for graduate writing skills their first semester of graduate work. Faculty assignments and workloads will allow adequate time to provide effective instruction, mentoring and evaluation of students so that a project/thesis will meet faculty and student agreed upon timelines and quality. New students will be required to complete 12 graduate writing studio sessions if they have an undergraduate GPA below 3.5. Finally the program will increase internship opportunities that merge research with fieldwork.

M.S. Rehabilitation Counseling

Student learning outcomes. Students will: (1). demonstrate counseling skills that are reflective; empathic; grounded in counseling theory/philosophy; and developmentally appropriate; (2) demonstrate writing that is grammatically correct, concise, clear, organized, comprehensive, and when applicable, meets the APA style and format of writing; (3). demonstrate ethical conduct and professional identity that reflects the rehabilitation counseling profession; (4). communicate the impact that cultural identity and multicultural sensitivity have on the rehabilitation process; and (5). conceptualize individual consumers' cases, manage service delivery and referral needs, and monitor a consumer caseload.

Summary of findings. The program is finding that the students are meeting most of the learning outcomes. One area of concern was the Graduate Writing Examination process. Clarification on how pass rates are determined and students are performing need to be documented. A second area of concern was regarding the Comprehensive Examination performance. Again, a tracking system is needed.

Actions taken. Initiated revision of comprehensive examination to reflect current state of the discipline (completed Spring 2013). Student Outcome Assessment Plan was revised in 2012.

Actions to be taken. Increase recruiting efforts; modify course (268) to emphasize importance of professional development; increase student involvement in the student association; emphasize assessing, evaluating, and strengthening student competencies in counseling courses; adjust courses to strengthen student skills in writing and case management; consider how to improve ethical conduct and multicultural sensitivity of students.

Fullerton

Summary of Program Review, Assessment Findings, and Improvement Actions (for each program reviewed during 2012-2013): CSUF had four programs that completed a review process during the 2012-2013 academic year. The three programs that completed a Program Performance Review (History, Philosophy, and Women's and Gender Studies) provided varying levels of detail regarding their assessment actions and results. These departments only recently implemented new assessment plans and thus have only data from a single assessment cycle available to them. The accreditation report submitted by the Masters of Public Health program provided only limited data regarding the assessment of the student learning outcomes in the program as a whole. CSUF will work to develop consistent and effective reporting mechanisms for assessment processes over the next year.

COLLEGE OF HEALTH AND HUMAN DEVELOPMENT

Program Reviewed: Public Health (Master's in Public Health)

The Masters of Public Health program is in the department of Health Sciences.

The MPH program was reviewed and re-accredited by the Council on Education for Public Health in Fall 2013, for seven years, until 2020. Conforming to the accrediting body's review template, the accreditation report includes results of the assessment of courses in the curriculum and the thesis/project, and of the core learning activities occurring in the program's culminating internship; the MPH program does not have program SLO's. The internship provides MPH students with well-defined objectives-driven experience that emphasizes practical application of skills and knowledge gained in core coursework.

Student Learning Objectives related to the required internship are:

1. Apply learned concepts and skills to a practical setting;
2. Accept responsibility, assess situations, make or recommend decisions based on the assessment, and evaluate the effectiveness of his/her work;
3. Adapt well to work in difficult situations, manage time effectively and use the agency resources, procedures and structure effectively;
4. Communicate effectively both orally and in writing;
5. Present ideas, negotiate and resolve conflicts in a professional manner;
6. Work effectively in diversified task-oriented groups as well as with clients, and;
7. Adhere to commitments made to the agency, colleagues, and clients, with professional integrity and impartiality.

The MPH program has a well-developed plan for assessing the knowledge competencies delivered in the core curriculum, individual student meeting thesis/project requirements, and individual learning of the internship SLOs. The MPH's final self-study indicates goals were met.

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Program Reviewed: History (BA)

1a. Student Learning Outcomes reviewed. The program has developed three SLOs for the BA:

Historical Knowledge and Understanding: Students can describe and explain causes and consequences of change over time across different eras, global regions, and diverse societies.

Intellectual Inquiry, Critical Thinking, and Historical Analysis: Students can devise a research project driven by a thesis, informed by historiographical contexts, and structured by a clearly articulated analytical framework appropriate to the field of study. Students can defend a historical interpretation with analytical clarity and critical use of primary and secondary sources.

Communicate Historical Knowledge and Understanding Orally and in Writing: Students can effectively communicate historical knowledge and understanding orally. Students can effectively communicate historical knowledge and understanding in writing.

Program Reviewed: History (MA)

1b. Student Learning Outcomes reviewed. The program has developed four SLOs for the MA:

Historical knowledge and understanding in one or more subfields of the discipline: Students can analyze and interpret causes and consequences of change over time in one or more subfields of the discipline. Students can demonstrate cultural, interdisciplinary, or foreign language skills appropriate to one or more subfields of the discipline.

Critical analysis of historical scholarship and theoretical approaches: Students can synthesize a comprehensive range of historiographical debates, analyze the construction of historical arguments, and evaluate scholarly use of primary and secondary source material. Students can critically evaluate and apply methodologies and theories appropriate to the discipline.

Develop skills needed to complete original, historical research projects: Students can assess the availability, quality, and extent of scholarly materials relevant to any specific historical topic and conduct secondary source research. Students can identify, locate, and conduct research using primary source materials relevant to any specific historical topic. Students can write essays or create projects that effectively communicate historical knowledge and understanding following professional standards appropriate to the discipline.

Communicate historical knowledge and understanding orally: Students can effectively and professionally communicate historical knowledge and understanding orally.

2. Summary of findings from the SLO assessments:

New assessment process implemented in Spring 2012 that employed “direct, absolute, calibrated assessment of a random, anonymous sample of student papers” from capstone course. Key findings: weakness in student mastery of SLO 2 (Critical analysis of historical scholarship).

3. Improvement actions taken:

Strengthened prerequisites for the senior capstone seminar. Piloted an intensive tutorial “Student Mentorship in History” and developed methodology workshops for undergraduate students.

4. Other significant findings: The department has identified, and partially implemented, a series of structural changes to improve advisement, increase retention and graduation rates for the BA and MA, and to shorten the time to degree for MA students.

Program Reviewed: Philosophy (BA)

1. Student Learning Outcomes reviewed: The program has developed four SLOs:

Critical Thinking: The student demonstrates competent understanding of original texts. The student uses valid arguments and clear reasoning to support assertions. The student makes evidence and argument to support assertions, and (when applicable) includes objections to opposing views and/or anticipates and responds to objections to their own view.

Critical Writing: The student’s paper has a clear thesis, which is well developed by means of good structure, succinct expression of ideas and a competent, fluent writing style. The language is clear and direct, avoiding vague or superfluous expressions that adversely affect its main purpose. The paper contains few grammatical or spelling errors.

Knowledge: The student is knowledgeable about specific periods of historical philosophy, specific major currents of the twentieth century philosophical investigation, and some specific methodologies employed by philosophers.

Social and Global Awareness: The student has been exposed to issues of culture, ethnicity, and gender. The student will be able to cultivate a global perspective. Students shall have the ability to examine and critically assess normative standards governing social relations, practices, and institutions, including a wide range of human activities dependent upon value judgments.

2. Summary of findings from the SLO assessments:

The program met the department goal of 75% students proficient or exemplary in three areas, and 73% students proficient or exemplary in Critical Thinking.

3. Improvement actions taken:

The program has re-aligned the upper-division writing course with the capstone seminar to improve writing outcomes.

4. Other significant findings:

In 2012, the Department of Philosophy completed a strategic plan, and developed new assessment tools for measuring student performance in each of the four above SLO's; the assessment plan is now in place. The program has begun to revisit pedagogical approach to key introductory courses with the aim of establishing a common set of core skills and SLO's across all sections.

Program Reviewed: Women's and Gender Studies (BA)

1. Student Learning Outcomes reviewed: The program has developed four SLOs:

Theoretical Knowledge: Students will be able to: Articulate and critique multiple feminist theories.

Discuss women's and gender issues and current events using feminist theory. Integrate current and historical knowledge of the US and global women's movements into an integrated analysis of gender issues.

Methodology. Students will be able to: Understand and apply feminist epistemology. Perform independent research using feminist research methods. Demonstrate the ability to identify feminist research methods and their differences from other methodologies in the research they read.

Critical Thinking. Students will be able to: Develop and apply critical thinking skills to gender issues.

Demonstrate the ability to understand an issue, analyze the problems embedded therein, and articulate the issue using feminist theory.

Skill Development. Students will be able to: Write clear, concise, and literate English. Demonstrate basic understanding and usage of computer and other electronic technology as they pertain to the study of gender. Use their technical skills to organize and share information. Demonstrate their expertise in two or three areas in the field of gender studies. Demonstrate leadership skills in order to organize and implement projects.

2. Summary of findings from the SLO assessments:

Results from the 2011-2012 assessment process described as "very encouraging," with 80 percent of graduating students demonstrating "competency in or exemplary mastery of" the program's learning goals.

3. Improvement actions taken:

No such improvement actions are described in the PPR.

4. Other significant findings:

The program has grown significantly since its last review and needs to restructure its curriculum in response.

Humboldt

Education: Graduate

Assessment of six outcomes occurs through assessment of the culminating projects or theses. Approximately 50 theses/projects were analyzed.

The data collected and resulted in the following:

Programmatic Outcomes: Students will be able to...	n	Mean
1. demonstrate an informed sensitivity to the social concerns in the field;	35	2.66
2. develop teaching practice and/or policy reflecting an integrated understanding of the psychology and process of learning;	31	2.74
3. assess student learning using both formal and informal methods;	23	2.65
4. present sound theoretical arguments to guide research or inform project designs;	32	2.50
5. write effectively with authority and clarity regarding their areas of expertise;	35	2.77
6. Develop, validate, and implement research protocols.	33	2.61

The data clearly revealed a balance amongst the outcome means as reflected in the theses/projects. The program is currently creating an outcomes map

English

The program conferred with the Director of Educational Effectiveness and revised the former outcome statements into assessable SLOs.

Revised Outcomes follow.

Outcome 1 - Students will demonstrate proficiency with close reading techniques in a critical response to a primary text.
Outcome 2 - Students will demonstrate understanding and application of rhetorical, literary and linguistic theories, including accurate and appropriate use of disciplinary terminology.
Outcome 3 - Students will demonstrate the ability to draw connections between text and context (i.e., political, historical, linguistic and cultural contexts of race, class, gender and sexuality).
Outcome 4 - Students will construct texts with attention to audience and purpose, effectively using conventions of selected genre.

The English Department faculty learned a great deal in particular about the scaffolding of courses and their content as they constructed the curriculum map in fall 2013. The faculty clarified roles of courses in supporting the program and reduced redundancy. The linguistics faculty from this exercise in clarifying the outcomes desired. The program is now examining its teaching pathway more carefully to see if outcomes in the pedagogy courses in particular can be scaffolded more precisely so that course rotation can help the student succeed and be better prepared for upper division courses.

English Graduate

The program is a newly revised graduate program, and the faculty created its first curriculum map in fall 2013.

Revised Outcomes follow.

Outcome A-Students will demonstrate the ability to produce professional-quality, research-based writing.
Outcome B-Students will demonstrate the use of a variety of interpretive strategies for analyzing multiple kinds of texts, broadly construed.
Outcome C-Students will demonstrate the use of theories related to language and the representation of culture(s), including such aspects as race, class, gender, ability & sexuality.
Outcome CSP: Students will demonstrate a strong working knowledge of the intersections of the fields of Rhetoric/Composition Studies and Critical Pedagogies.
Outcome LCS: Students will demonstrate critical reading and writing skills that engage with theory and locate a text in its cultural and historical contexts.

Environmental Science & Protection

Through written, tangible and presentational assignments, students will demonstrate:

1. their ability to understand essential biological, chemical and physical processes.
2. their ability to understand the policy, social and economic implications of environmental issues.
3. that they have developed skills of analysis necessary to understand and predict the consequences of human actions on the physical, biological and cultural world.
4. that they have developed writing, speaking and electronic communication skills needed to communicate with the public and professionals concerning the environmental sciences.
5. that they have developed critical thinking skills as the basis for decision making and sound value judgments.

The program employed rubrics to assess written and oral communication skills in two EMP upper level courses. For oral communication, the assessment team reviewed randomly selected video-taped student presentations (n= 15 of 49 enrolled). 87% of students sampled met minimum expectations for this assessment. Only two students consistently failed to meet minimum expectations. The team reviewed assigned grant proposals in response to an existing request for proposals (RFP) of interest to the student. The assessment team reviewed 10 randomly selected proposals for each of three sections (n=30 of 85 enrolled). A large majority of students met most of components of this learning outcome and all of the students met the goal of following formatting and referencing guidelines. Nearly a third exceeded minimum expectations and did very well. Among this high performance group were several graduate students. However 14% of students did not meet expectations for standard English usage in this assessment.

The program completed its first curriculum mapping of course outcomes to program outcomes, and this map is now under review by the Associate Dean and the Director of Educational Effectiveness. Only minor revisions are likely needed.

Liberal Studies Elementary Education

Program Learning Outcomes: Students completing the LSEE program will have demonstrated:

1. fluency in written and spoken language to a variety of audiences; in particular, communication skills required for teaching and professional activities;
2. competence in the fields listed below, in particular those portions of the field which have relevance to elementary education and k-8 student content standards: English, Mathematics, Visual and Performing Arts (Art, Music, Drama, Dance), Science, History/Social Studies and Physical Education/Health Education;
3. understanding of foundational theory and practice in teaching and learning related to k-8 student achievement;
4. understanding of issues which affect decisions about what, who, how, when, and why we teach, including appreciation for and engagement with diversity of k-8 students

From Spring Semester 2009 through the end of spring semester 2012 the pass rates of all LSEE students on the CSET were tracked. A total of 55 students CSET scores were recorded in this analysis. Not all students attempted all of the subtests; therefore, the number of student scores on each subtest is lower than 55. At the end of the data collection window, 10 students had taken only one or two of the subtests. For some students who failed a subtest at the first attempt a subsequent score is included when available.

Thirty four students passed all subtests at their first attempt.

Subtest 1: 39 of 46 students passed on their first attempt, 85%.

Subtest II: 44 of 51 students passed on their first attempt, 86%.

Subtest III: 46 of 52 students passed on their first attempt 88%.

Thereafter:

Subtest 1: 2 students who failed at the first attempt passed at the second attempt.

Subtest II: 2 students who failed at the first attempt passed at the second attempt.

Subtest III: 3 students who failed at the first attempt passed at the second attempt.

The overall the pass rates of students is reasonable but leaves room for improvement. Actions to provide improvement include: (a) a CSET reparation seminar offered each year, (b) faculty who teach specific courses in the program receive the CSET Content Specifications to ensure alignment of courses with exam content; (3) results of the assessment are shared with the faculty who teach courses in the LSEE program.

During the Fall term of 2013 all HSU degree programs are expected to complete a clearly defined map that links their programmatic SLO's to course outcomes of courses supporting that major. The LSEE curriculum map is overdue. We received assurances that the submission of the Curriculum Map of the LSEE program will occur soon.

Mathematics

The program assessed a part of an older broad program outcome of competency in mathematical techniques, but in 2014, the program engaged in an extensive review and revision of student learning outcomes. The revised program outcome statements reflect use of HSU's document provided by the Director of Educational Effectiveness on writing assessable outcomes and produce outcomes more easily assessable.

The revised program outcomes follow.

It is expected that each mathematics graduate will be able to:
1. Reason mathematically and statistically.
2. Solve complex problems using mathematics and statistics.
3. Communicate mathematical and statistical ideas.
4. Evaluate mathematical and statistical work.
5. Demonstrate mathematical knowledge commensurate with national norms.

Prior to fall of 2013, the mathematics program did not have existing course level student learning outcomes, and it was necessary to draft the course level outcome for most courses from scratch. The program anticipates that the course level outcomes will change over time in response to changing needs, improved assessment processes and experience gained from monitoring assessment of three new outcomes.

The curricular map was completed and reviewed. While mapping the course level outcomes to program level outcomes, the Mathematics Faculty discovered that nearly all courses support all of the program outcomes. This first mapping of course level to program level outcomes provides a record of at least partial support for that program level outcome. Other courses provide additional support, and together the courses in the program support the program level outcome in its entirety.

Philosophy

The department recently revised its Student Learning Outcomes. The main revisions have been a reordering of SLO's to reflect a progression toward more specialized work, and inclusion of language to make understanding the sources of problems and positions more central. The result was small in changes of wording but substantive in increased departmental understanding and planning. In doing so, the program created a mapping of courses relative to their support of particular program outcomes to express introduction, development and mastery.

Program outcomes follow.

1. Students will learn to define concepts and make relevant distinctions using the vocabulary of the philosophical traditions being studied.
2. Students will be able to identify and articulate philosophical views, theories, and arguments.
3. Students will use logical methods of analysis to critically and constructively evaluate philosophical views, theories, and arguments.
4. Students will apply methods of philosophy to specific issues and problems.

It seems likely that the University SLO's will map directly into Philosophy courses. The department is not yet mapping GE SLO's or University-wide SLO's, but that task is anticipated. It looks like one easily performed and added to the spreadsheet map. Recent discussion has already pointed out what parts an updated map will probably contain for particular courses.

In 2012, the program assessed current Philosophy Major Student Learning Outcome #4: *Students will be able to apply methods of philosophy to specific issues and problems.* They employed a rubric devised by the program and sampled 10 5-7 page essays from four courses: PHIL 302 (Environmental Ethics), PHIL 303 (Theories of Ethics), PHIL 382 (Renaissance to Rationalists) and PHIL 371 (Contemporary Political Philosophy). Results of that effort follow.

1. Number of Students Assessed: 42
2. Number who Exceeded Expectations: 6
3. Number who Met Expectations: 29
4. Number who Failed to Meet Expectations: 7

The expectation was that about 90% (38/42) of the students would meet or exceed expectations on this assignment, and result was about as expected. The response to the result was a recognized need to think more strategically about how to structure assignments, with the learning outcomes specifically in mind.

Physics and Astronomy

During the 2012/2013 academic year the Department of Physics & Astronomy underwent a 5 year program review. Deciding what they truly wished an HSU physics graduate would leave here with gave the guidance for determining where the curriculum was not meeting the desired programmatic outcomes. The faculty adjusted the curriculum (removing courses, adding courses and changing content within existing courses) so that the curriculum more strongly supports programmatic SLOs.

Outcomes follow.

Students graduating with a major in Physics & Astronomy will be able to:
1. Become scientifically literate.
2. Apply and interpret physical and mathematical models.
3. Develop the breadth, depth and rigor in physics needed to succeed in graduate school or the technical workforce.
4. Design, perform and interpret laboratory experiments.
5. Present technical information to a diverse audience in both written and oral formats.

Until recently, the program did not have course level student learning outcomes, nor did it consider formal assessment in courses. Though the instructors that have been here for years know *what* it is that must be taught in their courses and *how* the students should be doing on this material, the actual learning outcomes were never previously articulated nor were assessments formalized so that a new person would know expectations. In light of recent dependence on temporary faculty, the recently completed map will be a useful tool

for quickly explaining to new hires what it is expected in terms of course content and student performance.

Sociology

Two faculty employed a rubric to assess oral presentations of 33 senior projects presented during the 2012-2013 academic year. They rated all projects as meeting standard or above standard requirements for oral presentations. 32 students received above average evaluations; 27 received cumulative scores of 16 and above, while 5 students received scores of 14-15, which was still above average. 1 student received a score of average. The students seem well prepared to present strong oral presentations. The presentations aim to be professional in nature, yet able to “travel” if appropriate, outside the realm of academics.

After the assessment, the faculty discussed other ways to have students do oral reports in more of their core courses in the department, though the faculty were quite pleased overall with the students’ oral communication abilities.

The program completed its first draft of a mapping of course programs to program outcomes. Reviewers have sent back a request for major revisions to that submission.

Sociology Graduate

Upon completing the degree, Master's students have demonstrated the ability to:

1.	Apply appropriate sociological theories to understanding social phenomena.
2.	Use appropriate research methods to answer sociological questions.
3.	Act professionally and ethically
4.	Engage in informed social action.

The accreditation outcomes of the Commission on the Accreditation of Programs in Applied and Clinical Sociology contribute to this smaller set of overarching outcomes.

All three graduating students met the skills related learning outcomes, but not all students demonstrated desired proficiency in grant writing skills. The faculty was satisfied with the overall performance on this learning outcome. However, curricular changes are planned to address the lack of grant writing and program evaluation exposure in graduate coursework.

The program completed its first draft of a mapping of course programs to program outcomes. It is of identical format and of similar quality to the map received for the Sociology Undergraduate program and is currently under review by the Director of Educational Effectiveness and the Associate Dean.

Long Beach

II. Summary of Program Review, Assessment Findings, and Improvement Actions

CSULB programs reviewed in 2012-2013:

BA/MA	Asian & Asian American Studies
BS/MS	Chemistry & Biochemistry
BA/MA	Communication Studies
BA	Communicative Disorders
MS	Construction Engineering Management
BS/MS	Criminal Justice
MS	Emergency Services
BS	Health Sciences
Academic Support Unit	Learning Assistance Center
BS/MS	Nursing
BA/MA	Political Science

INTRODUCTION: The California State University, Long Beach is in the middle of a multi-year alignment project which focuses on the following: reviewing current PLOs of all departments and programs on campus focusing on alignment vertically with GE learning outcomes, institutional outcomes, and WASC's five core competencies; working with departments to revise learning outcomes to be active and measurable and to be aligned with ILOs; and finally, to drill these outcomes down to the course level. We have finished stage 1 of the project (reviewing outcomes). Beginning February 2014, colleges and departments will receive information on their current alignment.

All self-studies written for program review have a substantial focus on assessment of student learning.

Asian & Asian American Studies, BA/MA

1. Student Learning Outcomes

Each program has unique expected student learning outcomes (SLO). The Student Learning Outcomes of the BA in *Asian-American Studies* align with the General Education SLOs by developing and teaching courses which prepare ASAM majors, minors, and students enrolled in ASAM classes with the skills necessary for them to live, work, and meaningfully contribute in a multiethnic U.S. society and global community. They expect students to:

1. Explain and interpret the history and crucial issues affecting the lives of Asian Americans and their relations to the dominant society and other ethnic groups in contemporary U.S. society.
2. Think critically in terms of constructing arguments and presenting evidence to support their views through oral and written communication.
3. Identify interdisciplinary theoretical approaches to the study of ethnicity, human migration, cultural adaptation, and strategies of resistance which drew attention to the sociopolitical reality that conflict and change are integral components of the American experience.
4. Engage with the University community, community-based organizations, and members of surrounding Asian Pacific American

communities through collaboration in creative activities, research, and community service learning.

The B.A. in *Asian Studies* identified the following expected SLOs:

1. Identify basic facts about Asian history, social institutions and religions, and how Asian cultures have been stereotyped in the West and explain in-depth one area/nation of Asia
2. Identify the modern countries of Asia while illustrating the different geographical boundaries in the ancient period; explain the causes of boundary changes; explain how geography determines “monsoon Asia” and its cultural significance.
3. Outline the basic socio-religious contours of traditional Asian society and their relationship to the development of political forms (being conscious of Western stereotyping).
4. Compare and contrast the major beliefs of Hinduism, Buddhism, Confucianism, Taoism, Shinto, Islam and other ideologies such as Maoism and Japanese Exceptionalism (Nihonjinron) within a specific cultural and historical context (while being conscious of Western stereotyping).
5. Discuss the significance of gender and class in the socioeconomic and political contexts of traditional and modern Asia.
6. Explain the different modes of social and cultural analysis of major events in Asia from the traditional to contemporary periods.
7. Analyze the importance of trade in the cultural flows throughout the region and how technology transfers created change throughout the ancient world through to contemporary globalization.
8. Demonstrate a rudimentary ability to engage in the written and conversational forms of one Asian language.

M.A. in Asian Studies program:

1. Apply methodology to research in a chosen discipline or concentration.
2. Demonstrate conversational ability in an Asian or other appropriate language and enough proficiency to use that language for research purposes.

The SLOs set for the *Chinese Studies* major are as follows:

1. Explain Chinese culture and civilization, including the historical processes and fundamental factors that have shaped contemporary China.
2. Demonstrate fundamental knowledge of the Chinese language, including its phonological, syntactic, and semantic structures.
3. Outline and illustrate the Chinese writing system, including its origin, styles, derivation, and various language policies.
4. Explain the complexities of Chinese literary writing and its narrative discourse, through the investigation and interpretation of poetry, drama, fiction, short story, and literary theory/criticism.
5. Clearly describe and cogently explain cultural, literary, and linguistic issues in the Chinese historical context.

6. Analyze cultural, literary, and linguistic issues, and evaluate the significance of findings.
7. Develop skills to use the primary literature of the field to design and conduct research relevant to fundamental Chinese cultural, literary, and linguistic topics.
8. Develop the ability to think systematically and critically about Chinese cultural, literary, and linguistic topics related to gender, class, and the social, political, and religious currents of various historical periods.
9. Develop skills to conduct research in Chinese Studies by using both traditional and electronic sources.
10. Demonstrate ability to use the synthetic critical armamentarium of the discipline to write well-structured and error-free papers, supported by primary sources and objective evaluation.

The *Japanese Program* seeks to produce graduates who have communication skills, critical thinking skills, and socio-cultural understanding for effective intercultural communication and interaction in Japanese in a manner that is culturally and linguistically appropriate. To that end, the Japanese faculty have identified the following SLOs:

1. Verbally communicate proficiently in Japanese on both formal and informal levels and in a variety of venues (e.g., work, school, recreation, etc.).
 2. Write competently in Japanese using *hiragana*, *katakana*, and basic *kanji*, with reasonable control of structure, on topics ranging from the professional to the personal.
 3. Identify, while listening or reading, main ideas and some details on many topics in extended passages through recognition of key words, phrases, and sentence structures in familiar and unfamiliar contexts, including *kanji* in written material.
 4. Identify, examine, and discuss connections among cultural perspectives, socially approved behavioral patterns and material culture (e.g., business cards) within the Japanese cultural context.
 5. Have a positive attitude toward intercultural communication in general and toward Japan and Japanese culture in particular.
 6. Demonstrate the ability to continue learning independently.
2. **Results of Learning Outcomes Assessment**—The results of learning outcomes assessment have been varied across the many majors in AAAS. Asian American Studies faculty have discovered that student ability to analyze specific theories and compare them to Asian Studies generally has been a bit lacking. Japanese faculty discovered that heritage speakers taking advanced upper-division courses lacked the nuanced language skills to fully engage academically. Students in Asian Studies lacked specific ability to link Asian countries to larger global frameworks.
3. **Actions Based on Findings** – The actions based on the results of outcomes assessment range from discussions amongst affiliated faculty, to standardizing

assignments, to reworking the curriculum. For example, in the Japanese option, faculty discovered that heritage speakers had a difficult time mastering certain nuances of the language. At first, the department placed the heritage speakers in a class with "true beginners" but discovered in its subsequent assessment that this negatively impacted the learning of the beginners. The most recent action plan as a result of subsequent assessment has been to create a "beginners" course for heritage speakers while keeping the traditional introductory course. The result is that students are receiving appropriate level of instruction. In Asian Studies, faculty created and framed new questions from the adopted textbook in order to better highlight global connections of Asian countries within the curriculum. They also adopted "game theory" to aid in critical thinking of reading material as well.

4. **Other significant findings from Program Review (commendations, description of program strengths, areas needing additional attention, future program goals).** – The department is to be commended for its consistent efforts to close the loop with particular outcomes assessment. These efforts are made possible through the conscious effort of all faculty and a willingness to engage in redesigning the curriculum.

Chemistry and Biochemistry, BS/MS

1. Student Learning Outcomes

Undergraduate

1. Explain the physical and chemical behavior of matter, including the chemical basis of biological phenomena.
2. Compare and contrast the basic concepts of analytical, inorganic, organic and physical chemistry and biochemistry.
3. Develop ability to set up and operate various scientific apparatus used in the study of chemistry and biochemistry.
4. Obtain and interpret data from various scientific instruments.
5. Critically evaluate experimental data and the scientific literature and articulate thoughts in a logical and clear manner.

Master's of Chemistry and Master's of Biochemistry programs

1. Carry out independent laboratory investigations of research problems.
2. Contribute to the advancement of knowledge in the chemical sciences through formulation, interpretation, and analysis of experiments.
3. Make use of the chemical literature to acquire up-to-date information about current problems in the chemical sciences and to critically analyze current work.

2. Results of Learning Outcomes Assessment –The Department of Chemistry & Biochemistry has discovered through its learning outcomes assessment that its

introductory-level course is a high-fail as well as bottleneck course. Since the department is wedded to the ACS (American Chemical Society) standardized examination for determining subject-level proficiency, it has focused some degree of assessment on exploring the strengths and weaknesses of this test. It has discovered some deficiencies, both in the test and also across the curriculum.

3. Actions Based on Findings – The Department of Chemistry & Biochemistry has already implemented a number of actions based on the findings of learning outcomes assessment including, but not limited to, the following:

- A restructuring of CHEM 451 based on results of the ACS exam;
- Improvement of laboratory sections;
- Restructuring of CHEM 111 (see point 4 below);
- Establishment of an advising system to reduce attrition in Organic Chemistry.

4. Other significant findings from Program Review (commendations, description of program strengths, areas needing additional attention, future program goals).

The Department of Chemistry & Biochemistry was selected by the Provost as a model department to redesign its courses. It has focused its attention on CHEM 111 and has already made significant changes to improve student success in the course. Specifically, the department is to be commended for its detailed analysis of student results of the ACS leading to substantive changes in the organization of CHEM 111A and 111B.

Communication Studies

1. Student Learning Outcomes

Students completing a **BA degree** in Communication Studies should be able to:

1. Describe the breadth and depth of the communication studies discipline
2. Effectively deliver oral presentations for various audiences and contexts
3. Demonstrate research skills including the ability to formulate research questions, express original arguments using theory, and interpret various types of evidence
4. Communicate competently in various settings (e.g., interpersonal, group, organizational and public)
5. Engage in critical thinking with regard to message analysis
6. Deliver effective messages based on audience and context
7. Explain the role of communication in the formation of individual and cultural identities and how those identities influence communication

Students completing the **MA in Communication Studies** should be able to:

1. Summarize the history and diversity of the communication discipline
2. Juxtapose the major theories at the foundation of the communication discipline
3. Construct arguments using critical reading and writing skills
4. Collect, analyze, interpret, and present data
5. Design pedagogical material as instructors in higher education
6. Use key communication skills to participate and provide leadership in diverse communication settings

2. Results of Learning Outcomes Assessment – The department has been actively engaged in learning outcomes assessment for several years. Most recently, it revised its program learning outcomes and is in the process of developing assessment measures based on the new PLOs. Nevertheless, the results of most recent assessments have suggested that students were having difficulty summarizing the results of empirical research. In addition, students had difficulty distinguishing and applying deductive and inductive reasoning skills to their work.

3. Actions Based on Findings – The department has been using the year to continue revision of PLOs to be aligned with LEAP skills and Institutional Outcomes. Further, the department modified the curriculum of the GE courses (central for oral communication GE requirement) in order to achieve consistency of instruction and student skills sets. At the upper-division level, the department is revising the curriculum to address the problems with empirical research skills and ensure that students are introduced to them and then have opportunities to practice those skills. At the MA level, the department's most recent assessment resulted in a determination by the department to redesign the comprehensive examination based on uneven performance by students.

4. Other significant findings from Program Review (commendations, description of program strengths, areas needing additional attention, future program goals) – The department has been commended for using a faculty retreat over the academic year in order to work out philosophical differences regarding the application of outcomes-based assessment at the undergraduate and graduate level. The result of its assessment and most recent review reveal the department's focus on expanding the MA in the future, perhaps in developing a "Global Communication" degree program.

Communicative Disorders, BA

1. Student Learning Outcomes

1. Candidates can implement accurate and appropriate listening and oral communication skills with clients, client's families, clinical supervisors, and with the use of interpreters.
2. Candidates can write professional clinical reports, research papers, and documentation using organized structure and accurate content.

3. Candidates can effectively counsel clients with different backgrounds and needs demonstrating respect, privacy, and the client's best interests.
4. Candidates can administer and interpret appropriate measures to diagnose communication disorders.
5. Candidates can write and implement clear and effective intervention plans, with measurable and achievable goals

2. Results of Learning Outcomes Assessment – Since the BA and MA in Communicative Disorders are so closely aligned, the department discovered in an assessment of its graduate program that writing skills at the undergraduate level were insufficiently developed.

3. Actions Based on Findings – As a result of these findings, the department reviewed its undergraduate curriculum and standardized writing assignments and aligned them with accreditation norms. In addition, the department instituted rubrics to be used across the curriculum to reflect the development of written communication skills over time.

4. Other significant findings from Program Review (commendations, description of program strengths, areas needing additional attention, future program goals)—The department uses embedded assessment along with what it calls SMAKS (Self-Managed Assessment of Knowledge and Skills) as the basis for annual reporting.

The external reviewer and the internal review committee commended the department for its attention to written communication and its willingness to redesign the curriculum to better develop students' skills in this area.

Construction Engineering Management, MS

1. Student Learning Outcomes

1. Use the techniques, skills, and construction knowledge to develop appropriate levels of cost estimates, schedules, and other plans (e.g. safety and quality plans) necessary for project planning and control.
2. Communicate effectively using oral, written, and graphic communication skills
3. Engage economic analysis, including sustainable design approaches in the use and selection of materials and equipment in the most economical fashion
4. Explain and utilize material science and construction methods (including selections of a mechanical/electrical/structural system in compliance with building codes and standards)
5. Engage in emerging technologies (computer applications) and principles of construction management to successfully organize and plan project objectives including the effective utilization of resources
6. discuss the ethical issues and the explain the impact of construction solutions within the context of a culturally diverse global society

7. Engage in self reflection and pursue continuous professional development consistent with life-long learning
8. Function on and contribute to multi-disciplinary teams with culturally diverse members, while maintaining a highly ethical / professional work environment.

2. Results of Learning Outcomes Assessment –To date, the department has been focused primarily on indirect assessment, relying on a variety of surveys to determine student proficiency. For example, employer surveys noted that CEM graduates were not as proficient as they could be in project planning and control (including safety and cost estimates). While these surveys have been helpful for the department to improve its curriculum, the department was encouraged, through the program review process, to develop direct assessment.

3. Actions Based on Findings – As a result of its assessment regarding student proficiencies in project planning, the department revised three courses to better cover the requisite content knowledge. This redesign has served a twofold purpose: one, it has provided a mechanism to monitor student proficiency; two, the department's actions created a multi-layered direct assessment model. For example, the faculty created rubrics to evaluate student proficiency in project planning and control. The department has now established rubrics for all of their course offerings and has in place a method of direct assessment of their program learning outcomes.

4. Other significant findings from Program Review (commendations, description of program strengths, areas needing additional attention, future program goals) –The Accreditation report complimented the Academic Quality Plan in all of its stages, calling it realistic, attainable, and measurable. A short-term goal of the department is to integrate current Construction Engineering technologies into the curriculum and assessment schedule.

Criminal Justice, BS/MS

1. Student Learning Outcomes

The degree programs offered by the School of Criminology, Criminal Justice, and Emergency Management are designed to empower students as critical thinkers, ethical actors, and competent communicators concerning matters of crime and justice at the local, state, national, and international levels, to include, at degree-appropriate levels, the abilities to:

1. assess the philosophy, theories, policies, practices, processes, and reforms of the major institutions of social control;
2. explain the inter-dependent operations of the major components of the criminal justice system (i.e., police, courts, correctional agencies) and the political, legal, ethical, and socioeconomic environments in which they operate, as well as the implications of these relationships for victims, offenders, justice professionals, and society;
3. analyze the major historical and contemporary issues facing the criminal justice system, including events, information, programs,

- policies, and concepts that affect the operation of criminal justice agencies and actors, as well as issues affecting contemporary urban society and respect for racial, ethnic, cultural, and gender diversity;
4. evaluate the nature, extent, causation, and prevention of crime, including the ability to apply and critique the major theories relevant to those causes;
 5. apply the skills and methods in criminal justice research, including the acquisition, analysis, interpretation, dissemination, and policy implications of both quantitative and qualitative data, and, where appropriate, various skills and methods for conducting basic forensic investigations or crime analysis;
 6. apply the philosophy, theories, and principles of substantive, procedural, and evidentiary criminal law that regulate and guide the criminal justice system and its primary actors; and
 7. communicate effectively, both orally and in writing, and demonstrate basic knowledge of information technology as applied to criminal justice research and practice.

2. Results of Learning Outcomes Assessment – The department has an assessment committee that is elected each academic year. The assessment committee selects two learning outcomes to evaluate in both the undergraduate and graduate program. At the undergraduate level, the department uses a system of pre / post tests to monitor SLOs 1-6 and a writing rubric applied to a capstone internship. The department noted that students still struggle with some aspects of research and written communication though they are achieving high standards in other SLO areas. In particular, the assessment rubrics noted consistent problems with writing the "methods" section of a research paper, with using proper APA citation, and with demonstrating a command of written English.

At the graduate level, the department had two major findings. The first finding was a testament to the strength of the traditional on-campus MA. Juxtaposing comprehensive examination pass / fail rates of traditional students to students enrolled in an off-campus degree program, the faculty noted that students enrolled in the (now defunct) off-campus program overwhelmingly were unable to satisfy the proficiencies of the program. These results contributed to the departmental decision to suspend that program. A second finding of the graduate program noted that the system currently in place (a pre test at the start of the program, a post test to advance to candidacy, and finally a culminating project, either in the form of a thesis or comprehensive examination). 70% of students pass the examination upon first sitting and 90% of students pass the examination on second sitting.

3. Actions Based on Findings – The department made three curricular modifications to address student deficiencies in form and style. It changed CRJU 304 (Criminological Theory) to a four-unit writing intensive course capped at 23 students. Additionally, the course is team taught by a criminologist and a writing instructor. Second, the department met and voted to change its bylaws regarding upper-division writing. Now, all upper-division courses must require at least 20 pages of original writing from students over the semester. Finally, to improve

methodological understanding, the department, the department transformed its research methods course (CRJU 320) into a lab course with sessions devoted to hands-on activities from students including data collection and interpretation and participant observation research.

At the graduate level, results of assessment led to the department's decision to suspend the off-site MS program.

4. Other significant findings from Program Review (commendations, description of program strengths, areas needing additional attention, future program goals) –The Department of Criminal Justice has developed a formidable assessment program in just under seven years. In its most recent review, the external reviewer commended the department for developing what he described as a "comprehensive, transparent, effective, and well administered" assessment implementation model.

Emergency Services, MS

1. Student Learning Outcomes

1. Synthesize the use of the principles of emergency management: comprehensive, progressive, risk-driven, integrated, collaborative, coordinated, flexible and professional
2. Distinguish how the historical background of emergency management can be relevant for current and future real world decision-making
3. Explain the context of disasters
4. Describe the global interdependence and effects of a disaster
5. Demonstrate effective written and oral communication skills
6. Identify, select and summarize relevant literature to support academic investigations
7. Critique peer writing projects and provide feedback for improvement
8. Evaluate existing emergency plans
9. Analyze real world emergency situations and apply theoretical concepts to these evolving, complex conditions
10. Design a collaborative project that advances the application of theoretical concepts in a practical form
11. Integrate strategies that will enhance the resiliency of communities and organizations
12. Assume responsibility as an organizational leader to translate theoretical concepts into practice
13. Support ethical leadership behavior as a professional emergency manager
14. Act consistently as a life-long learner

2. Results of Learning Outcomes Assessment – because the MS in EMER is a small and completely online program, faculty decided to take a learner-centered approach from the beginning. The program relies on focus group sessions for indirect assessment. One such focus group stated that program objectives were not clear through the core courses resulting in uncertainty about the goals of the capstone project.

3. Actions Based on Findings – The program maintains open communication among faculty and has made adaptations to the core curriculum. Specifically, the

department has scaffolded skills as students move through the program so that by the time they begin their capstone project students could demonstrate specific program goals.

4. Other significant findings from Program Review (commendations, description of program strengths, areas needing additional attention, future program goals). The program is developing a "capstone project handbook" to better communicate with students the role the capstone project plays in demonstrating competence of program learning outcomes. The external reviewer commended the department for developing a sequence for developing and assessing student competence in written communication and critical thinking.

Health Sciences, BS

1. Student Learning Outcomes

1. Explain how the focus of public health is upon the population as opposed to the individual.
2. Describe how epidemiologic principles and techniques are applied to the measurement of health and disease.
3. Evaluate the strengths and weaknesses of data, information, and study designs.
4. Describe the seven areas of responsibility of the Health Educator.
5. Describe the interface between community health education and other health professions.
6. Formulate an evidence-based health education curriculum and test its effectiveness via an experimental or quasi-experimental design. Develop multi-cultural and culturally appropriate approaches.
7. Conduct an empirical needs assessment in the community and analyze resulting data that have been collected.
8. Describe alternative modes of program planning, implementation, and evaluation within specific health education settings such as the community.
9. State how the distribution and determinants of health conditions vary in subgroups of the population (defined by age, ethnicity, gender, and other characteristics) as well as internationally.
10. Identify socio-cultural and behavioral influences in health outcomes and discuss their similarities to and differences from biologic agents of disease.
11. Describe alternative methods that are used internationally for the delivery and provision of health care services.
12. Demonstrate the ability to communicate effectively and persuasively, both orally and in writing.
13. Define the term "health disparities" and apply fundamental models and theories of public health to health education approaches for addressing such disparities.
14. Write a fundable research proposal.
15. Demonstrate public health advocacy in the community and professional settings by sharing and educating those around them in the principles of public health.

2. Results of Learning Outcomes Assessment – The Department of Health Science, while engaging in assessment of course outcomes, discovered in the course of program review that their outcomes were too numerous and had not been assessed systematically. Thus, the department had difficulty closing the loop.

3. Actions Based on Findings – The department is undergoing significant curricular restructuring. Current actions based on findings include the following: new standard course outlines are being developed along with a curriculum map to ensure proper coverage of stated program learning outcomes, redundant or outdated courses are being removed from the curriculum, and an assessment schedule for the revised PLOs is being instituted. This revision is designed to align with the core competencies established by the Council on Education for Public Health as well as institutional outcomes.

4. Other significant findings from Program Review (commendations, description of program strengths, areas needing additional attention, future program goals) – The department was noted for the quality of its faculty and the engagement of faculty in supporting and partnering with student research. In addition, the department has a well-developed internship program with community-based organizations. Though the department had a very undeveloped conceptual framework for assessment before program review, it should be commended for the significant improvements it has already made as well as its very detailed action plan to revise the curriculum and engage in sustained and meaningful outcomes-based assessment.

Learning Assistance Center, Academic Support Unit

1. Student Learning Outcomes

1. After using resources at the Learning Assistance Center, students will be able to:
2. Approach, discuss, and explain challenging material;
3. Manage their time;
4. Articulate important information from a textbook or lecture;
5. Manage stress and anxiety;
6. Solve poor study habits to produce better quality work;
7. Plan research projects and papers

2. Results of Learning Outcomes Assessment – At the time of review, the Learning Assistance Center (LAC) was under new directorship and engaged in a systematic assessment of its mission. The result of that finding suggested that the LAC lacked a cohesive assessment framework for each of its programs. This does not mean, however, that the LAC lacked assessment. Indeed, the LAC uses multiple measures to assess its services. It relies heavily on student surveys gathered at distinct moments in the student's LAC experience (after first session, midway through the term, after the end of term), to track student mastery of skills. In addition, the LAC's summative assessments of students enrolled in supplemental instruction courses suggest that students are outperforming their peers who are not enrolled in such sections.

3. Actions Based on Findings – The LAC has brought in campus experts to review the Center's mission and to redesign learning outcomes to be measurable, and has established an assessment schedule for each of its programs. It is developing a rubric for each of its programs, particularly for second-language learners, to monitor student mastery of skills. The program is also strengthening partnerships with other Academic Support programs and relevant instructional faculty to improve the quality of services provided to students.

4. Other significant findings from Program Review (commendations, description of program strengths, areas needing additional attention, future program goals) -- The external evaluator commended the LAC for the high level of training of its staff and noted that it was uniquely situated to facilitate the Mission and Goals of the University.

Nursing, BS/MS

1. Student Learning Outcomes

Bachelor of Science

1. Integrate knowledge, skills and values from the liberal arts, sciences, humanities and nursing theories to provide holistic, competent and safe care; and to serve as advocates for individuals, families, communities within a multicultural society; and to promote social justice by demonstrating an ability to:
2. Accurately assess, diagnose, plan, intervene and evaluate evidence-based, ethical nursing practice, in caring for individuals, families, communities and populations from diverse backgrounds, across the life-span and in continuum of health care environments; integrate and apply knowledge related to wellness, health promotion, acute and chronic illnesses, disease management, end-of-life care management; incorporate current and future psychomotor and technical skills into other nursing responsibilities and apply them in diverse context of health care delivery; and conduct self in a professional manner.
3. Use effective organizational and systems leadership skills, quality improvement skills, patient and safety measures and communication skills with all members of the health care team to improve patient care outcomes.
4. Implement scholarship for evidence based practice by identifying practice issues, appraisal and integration of evidence and evaluation of outcomes.
5. Use information management and patient care technology to support nursing and delivery of patient centered care.
6. Articulate the broader context of health care delivery, including how patient care services are organized, financed and how reimbursement is structured; how regulatory agencies determine the scope of nursing practice; how health policies are developed and changed; how that process can be influenced through efforts of nurses, other health professionals and advocacy groups; and the advocacy role of the nurse for the vulnerable populations with the goal of promoting social justice.
7. Develop collaborative relationships with other members of the healthcare team by working dependently, independently and interdependently to

deliver evidence-based patient-centered care to individuals, families, and communities.

8. Provide health promotion, disease and injury prevention across the life span, including helping individuals, families, groups, communities, and populations to prepare for and minimize adverse health-related consequences of emergencies, and mass casualty disasters.

MSN

Upon successful completion of the Master of Science in Nursing (MSN), the graduate will have the following competencies:

1. Integrate and apply the scientific theories from nursing, biopsychosocial fields, physical sciences, genetics, public health, quality improvement, organizational sciences for the delivery of evidence-based nursing care, as an advanced practice nurse, to diverse groups of individuals, families, communities, and populations.
2. Synthesize knowledge from the leadership, management, finance and organizational sciences in planning, implementing and evaluating the efficacy of delivery of advanced nursing care at the patient care level, inter-professional, and system-wide system level to patients, families, communities and populations.
3. Implement quality improvement and safety measures at the patient care, inter-professional and organizational levels using appropriate methods, tools, performance measures, culture of safety principles, and standards related to patient outcome quality measures.
4. Translate current evidence into practice by demonstrating competence and the knowledge base for research methodology and the research process, to design and implement evidence-based research, evaluate the merits of evidences found in the literature to guide practice, to participate in conducting original research on a multidisciplinary or nursing research team, to make decisions about the protection of human subject in a research study, and to model and teach the staff on translational research.
5. Integrate current and emerging technologies to deliver timely, accurate and coordinated patient care across all settings, including virtual settings, while maintaining communication and participation of the inter-professional healthcare team, to achieve high quality patient care outcomes.
6. Demonstrate an understanding of the relationship between legal and political determinants of delivery of health care at the local, state, national and global levels; and take an active role in promoting health, shaping health care delivery systems and advancing values such as social justice, accessibility and affordability of health care to all, through policy processes and advocacy.
7. Implement high level inter-professional collaboration, communication, and coordination to achieve health promotion, disease prevention, with the goal of improving patient and population health outcomes.

8. Implement clinical prevention and promotion of health strategies to improve the health status of the population in United States and globally, by providing culturally competent care that takes into consideration the clients' cultural and ethnic identity, socio-economic conditions, emotional and spiritual needs literacy levels, values and preferences.
9. As an advanced practice nurse (APN) whether as a nurse practitioner or a clinical nurse specialist in their own specialty, the masters-prepared APN will be able to assess, diagnose, plan, intervene, evaluate and revise patient care to positively affect healthcare outcomes for individuals, families, communities, populations or systems in a multicultural society, using advanced knowledge in physical assessment, pharmacology, pathophysiology, patient safety, quality improvement, healthcare economics, environmental sciences, cultural competence, epidemiology, global perspectives, informatics, organization and systems theories , informatics, communication, healthcare policy, advocacy and inter-professional practice.

2. Results of Learning Outcomes Assessment – The School of Nursing engages in consistent data collection and assessment of that data. However, at both the undergraduate and graduate level, assessment is focused on the individual student rather than the program as a whole.

3. Actions Based on Findings – The School of Nursing has developed new indirect assessment tools including a student exit survey, an alumni survey, and an employer survey. In addition, the department is implementing assessment tools to directly quantify progress towards the degree and will report these findings yearly to the Vice Provost for Academic Affairs.

4. Other significant findings from Program Review (commendations, description of program strengths, areas needing additional attention, future program goals) – A nationally accredited program that is recognized both in the US and abroad for the strength its educational programs, the School of Nursing is implementing changes to the graduate curriculum and will be developing a formal action plan to improve targeted outcome measures. This will then be incorporated into its annual report to the Vice Provost.

Political Science, BA/MA

1. Student Learning Outcomes – Learning outcomes are the same for the BA and MA:

1. Substantive knowledge: Students should have a basic knowledge of the political world, including the ideas, institutions, processes, and policies of the United States and selected other societies, as well as the history and organization of the international system. Specifically, Political science majors should be able to:
 1. discuss the most important political theorists in the western tradition and the ideas associated with them.

2. describe basic political and governmental structures, processes, and policies in the U.S. and in several other western and non-western countries.
3. describe the history, structure and operation of the international system.
4. describe the role and impact of the U.S. in the international system.
5. identify the principal arguments for and against alternative forms of government.

2. Analytical skills: Students should understand and be able to work with the approaches and theories used by political scientists to understand political phenomena. Specifically, Political science majors should be able to:

1. discriminate between normative and empirical theories.
2. explain the role of political ideas, value conflicts, and ideology in human societies.
3. evaluate alternative political ideas and ideologies
4. explain the structural context within which politics takes place, including the role of the economy, society, and culture, and conflicts over and within those domains.

3. Research skills: Students should have the research skills necessary to ask and answer basic political questions. Political science majors should be able to:

1. conduct research into political questions using both traditional library, documentary, and interview sources and newer electronic modalities including the Internet and web sites.
2. acquire information from class lectures, discussions, and readings.
3. collect, describe and interpret qualitative data.
4. collect, describe and interpret quantitative data.

4. Communication skills: Students should be able to present their ideas and the information that they've acquired, and the analyses they've developed in an appropriate format. Political science majors should be able to

1. write clearly and cogently about political questions, using appropriate language; developing a clear thesis, and supporting that thesis with evidence.
2. take positions on, and argue (orally and in writing) for different political and issue positions

2. Results of Learning Outcomes Assessment –The departments POSC 100 is a large GE course, and it instituted pre/post tests in both multiple choice and essay forms. The department noted problems with the multiple choice version of the test, but the results of the essay version showed that 80% of students improved in

a number of areas including critical thinking skills, written communication, and global competencies.

3. Actions Based on Findings – The department has decided on a qualitative assessment of student learning in POSC 100 and will be instituting the same framework for its gateway POSC 300 course.

4. Other significant findings from Program Review (commendations, description of program strengths, areas needing additional attention, future program goals). The reviewers were impressed with the variety of assessment used by the department including pre / post test in its gateway course, student surveys of perceptions of learning, and a qualitative assessment at the senior capstone level. The department has also established a standing assessment committee to discuss best practices, and the reviewers encouraged the department to use this committee to analyze assessment results and implement action plans.

Los Angeles

II. Summary of program review, assessment findings and improvement actions- CSULA

Economics

Student Learning Outcomes-BA Economics

At the end of the BA program in Economics, a student should be able to:

- 1) Understand major economic concepts in a wide-range of areas and apply them in consulting, corporate, governmental, and non-profit environments;
- 2) Conceptualize and analyze economic problems, and to communicate these analyses effectively either orally or in written form;
- 3) Evaluate summary numerical data and make decisions based on such information;
- 4) Understand fundamental concepts in statistics such as sampling and biasedness, and to be able to consider such factors in making decisions from statistical information;
- 5) Acquire knowledge on how computer technology can assist in generating and analyzing statistical information.

Student Learning Outcomes-MA Economics

A graduate with an MA in Economics will have acquired:

- 1) An advanced understanding of micro- and macro-economic concepts and theories which form a basis for further research;
- 2) Basic mathematical and econometric tools for economic enquiry, forecasting of economic and business variables, and application of these concepts in the real world;
- 3) The ability to think critically, to conceptualize and analyze problems, and to communicate these analyses effectively;
- 4) The quantitative-reasoning, data-processing, and model-building skills, and technological skills to identify, to evaluate, and perhaps to propose solutions to the issues facing a diverse national and global community;

- 5) Either essential analytical and technical skills in both economics and financial analyses desired by consulting firms, securities companies, and other related businesses in investment services such as investment banking, mutual funds, and insurance; or current knowledge of the global economy, together with investigative and technical skills, for business economic analysis desired by consulting companies, government agencies, multinational business corporations, and international organizations.

Findings from SLO Assessments

The department had much information on course-level assessment, however, there was very little information on program assessment. Also, the department did not have an assessment plan. Data from the Business Economics option in the BS Business Administration program, however, suggested that the Department was moving in the right direction in terms of managing assurance of learning.

The Department was commended for its progress in assessment related to the Business Economics option in the BS Business Administration program, and was asked to develop plans for the assessment of program-level learning objectives for the BA Economics and MA Economics programs, and begin implementation in AY 2014-2015. It was recommended that the College of Business and Economics provide assistance in the development and implementation of the Economics assessment plans, and include Economics in College-wide assurance of learning activities and projects.

Improvements

In Spring 2013, the Department approved assessment plans for (a) the BA Economics degree program, (b) the MA Economics degree program, and (c) the Minor in Economics; the plans were implemented in Fall 2013.

Other Significant Findings

The program was commended for the level of scholarship demonstrated by graduate students in their MA theses.

Geography

Student Learning Outcomes-BA Geography

- 1) The use of maps to present and interpret patterns of human and physical characteristics of the Earth's surface.
- 2) Awareness of the distinctiveness of places and regions with respect to the integration of physical and human characteristics; people's perceptions of places and regions; and the use of regional generalization in description and analysis.
- 3) Description and explanation of physical processes and their spatial distribution on the Earth's surface, including landforms, climate, soils, vegetation, and hydrology.

Reported to the CSU Board of Trustees for the March 2014 Annual Academic Update

- 4) Description and explanation of human characteristics and their spatial distribution on the Earth's surface, including composition of population, cultural complexes, economic interdependence, settlement, and political patterns.
- 5) Human-environment interactions, including the perception, distribution, and use of natural resources.

Student Learning Outcomes-MA Geography

- 1) Critically read and interpret published geographic literature.
- 2) Identify an original research project, design and implement the methodology necessary to complete the project.
- 3) Synthesize and analyze data collected and incorporate data retrieved from the geographic literature.
- 4) Present research results, both orally and in writing.
- 5) Know and practice academic ethics.
- 6) Employ and evaluate various analytical techniques.
- 7) Be familiar with the scope of our discipline and become knowledgeable about its history and development.
- 8) Have in-depth knowledge of the student's area of specialization.

Findings from SLO Assessments

In addition to the regular class evaluations and regular student opinion surveys, a survey was conducted during late spring and early summer 2012. The respondents consisted of seniors, graduate students, and alumni. Switching into the major was reported by 38.5% of respondents. Over 90% of respondents agreed that most faculty members were enthusiastic about the courses they teach. They also agreed (over 90%) that faculty members seem truly interested in students and their learning outcomes. In terms of course content, over 90% agreed that they came away from their courses feeling satisfied about the quality of their education.

Improvements

The results from the survey and course evaluations were used to improve the content and scheduling of courses. The 300- and 400-level courses are now scheduled for late afternoons and evenings, since most students work. Survey feedback was used to improve the applied nature of the program since most graduates are new to the workforce. This information was used to improve recruitment plans, which started during the 2012-2013 academic year.

Other Significant Findings

The program was commended for: 1) Taking initial steps to streamline degree requirements and course offerings at the undergraduate level; 2) Completing a three-year plan and a merger with the Geology Program to form the Department of Geosciences and Environment; 3) Having a stringent method for assessing achievement over the entire breadth of a student's undergraduate studies.

Geology

Student Learning Outcomes-BS Geology

Reported to the CSU Board of Trustees for the March 2014 Annual Academic Update

- 1) Ability to use and construct geologic maps, stratigraphic columns, and structural cross-sections.
- 2) Ability to interpret the geologic history of an area.
- 3) Have knowledge of the composition and origin of igneous, metamorphic, and sedimentary rocks.
- 4) Have an understanding of foundational geologic principles and theories and realize their impact on Earth systems.
- 5) Understand the dynamics of the Earth and the processes involved.
- 6) Have familiarity with technologies and their application used in solving geologic problems.
- 7) Ability to summarize, in writing and orally, scientific lab or field observations and related interpretations.
- 8) Ability to apply math and physics principles to solving field-based geologic problems.
- 9) Have knowledge of the human-environment interactions.
- 10) Ability to write a correctly formatted geologic report.

Student Learning Outcomes-MS Geology

- 1) Ability to read and critically interpret published scientific literature.
- 2) Ability to identify an original research project, design and implement methodology necessary to complete project.
- 3) Ability to synthesize and analyze data collection and to incorporate data retrieved from the geologic literature.
- 4) Present research results, both orally and in writing.
- 5) Know and practice scientific ethics.
- 6) Ability to recognize and evaluate uncertainties with respect to observations and measurements.
- 7) Have knowledge of standard geologic tools and resources.
- 8) Have in-depth knowledge of the student's area of specialization.

Findings from SLO Assessments

For undergraduate students, the main assessment of their ability to integrate their knowledge of geology and to show critical and independent thinking is developed from the Summer Field course. In the course, students must perform geological studies utilizing skills from many courses. In the past three years, twenty students have taken this course. All twenty students have successfully completed this capstone course, which requires use and integration of many different skills including stratigraphic measurement and descriptions, geological mapping, structural interpretation and analysis, report writing, and creation of formal geologic cross-sections and maps.

Graduate students demonstrate mastery of the subject matter in one of two ways. Either students conduct an original study, write a thesis, and provide an oral defense, open to the public, of their studies before their three-person committee, or they take a comprehensive exam, conduct a study, write a report on the study, and provide an oral defense of the project study to their committee.

Improvements

No formal use of assessment results have been utilized for program improvement since the last review. Instead, much of the Department's focus has been on larger issues including new hiring, program modification including adding a new undergraduate option and suspension of the geology MS option, the merging of the Geology and Geography departments, and the physical relocation of the Department.

Other Significant Findings

The program was commended for: 1) Making positive contributions to the college and university well beyond those possible by the formerly individual departments; 2) Completing a three-year plan and a merger with the Geography Program to form the Department of Geosciences and Environment; 3) Taking steps to streamline undergraduate degree requirements and courses; 4) Merging and developing the separate geology and geography student clubs into a single entity; and 5) The awards and achievements of the geology students.

Charter College of Education

Student Learning Outcomes

Educational Equity – Students will create inclusive learning environments with equitable educational opportunities for all learners. They will honor the dignity of every individual and hold high academic expectations for all learners.

Professionalism – students will demonstrate mastery of the body of knowledge for one's discipline and the demonstration of cultural, technological, ethical, and professional competencies.

Reflective Practice – students will demonstrate reflective practices, including self-assessment strategies to foster professional growth. They will be able to apply knowledge to practice and the constant reflective analysis of their practice in relation to school and/or community needs.

Collaboration – students will demonstrate the ability to collaborate with students, faculty, staff, families, and community organizations as this enhances educational excellence, urban school and related agency transformations, and educational equity and access for all learners.

Findings from SLO Assessments

Pass rates on the Reading Instruction Competence Assessment (RICA), a required exam for all multiple subject and education specialist candidates, are disaggregated and regularly reported for undergraduate and for graduate student groups separately. In 2009-10, 93 percent of multiple subject program candidates who took RICA passed the test, while only 80 percent of undergraduate students passed RICA (a significant difference). Reasons for the differential pass rate have been identified, and course sequence changes are planned.

Candidate outcomes on performance measures and program effectiveness data are reported for all programs and credentials in the CA Commission on Teaching Credential

(CCTC) biennial report for all programs, which also require specific program improvement actions linked to assessments and their candidate outcomes. Program effectiveness data from graduates and their employers are used to report to the CSU Chancellor all program improvement activities based on faculty analysis of data.

The CSU System-wide Center for Teacher Quality (CTQ) collects program effectiveness and self-rating of learning data from first year program graduates and their employers. The first year teachers' supervisors (i.e. principals or assistant principals) evaluate the first year teachers' performance and skills. These data are collected and analyzed annually. Faculty and administrators compare results for CSULA with the CSU system-wide averages and provide input to the Unit to make any changes that are deemed necessary. Although the data are useful, in some years the numbers of teachers reported on is very small, which is problematic. Because some of CSULA graduates scored low on teaching English learners, the Dean commissioned a report on English learners and another report on students with disabilities. Faculty are currently working to incorporate the recommendations into their courses and programs.

In addition, all academic programs (mostly advanced programs) must submit an annual campus-wide Program Review report that describes which learning outcomes were assessed that year, what the findings were and how the data were used for program improvement. 2010-11 is the second year of collecting data for annual Program Review reports.

As required by CTC, each credential program creates a biennial report that details learning outcomes, findings from assessments and use made of findings. Credential programs also complete a program assessment report, that describes in greater detail their assessments and findings.

From 2009-2011, the Multiple Subject and Single Subject credential programs used Task Stream to generate data analyses of candidate outcomes on signature assignments and four tasks of the California TPA. Findings from the CA-TPA's four tasks are reported for the multiple and single subject programs. Since 2009, Unit TPA pass rates have ranged from 87 percent to 94 percent, with an average pass rate of about 93 percent. This is similar to the CSU Systemwide average, which is 96 percent. In 2009-10, the Single Subject pass rate was 93 percent and the Multiple Subject pass rate was 91 percent. Undergraduate students in the blended program showed a comparable pass rate on the TPA, compared to graduate level credential candidates. Faculty meet regularly to review the data on pass rates.

The Unit regularly and systematically uses data, including candidate and graduate performance information to evaluate the efficacy of its courses, programs and clinical experiences. The College has made multiple changes to courses, programs and the Unit in response to various data points.

Improvements

The Unit created a new CCOE Conceptual Framework in 2007-08. The vision, mission, and core values are aligned with state and national professional standards and frame expectations for candidate knowledge, skills and dispositions in credential, certificate and

advanced degree programs. The Unit also created an Assessment System in 2007-08. It is grounded in the Conceptual Framework, and informs all of the Unit's work. The Assessment Task Force, a subcommittee of the ICAC Committee, has met regularly since 2005-06. It monitors all college and division-level assessments, including the TPA, RICA, Special Education and Counseling assessments, student and graduating student survey, and others.

In addition to the reports mentioned above, the institutional program review process at CSULA requires annual assessment reports of all programs. The first reporting was in fall 2009, with feedback provided to programs by the faculty assessment coordinator in spring 2010. An additional round of reports was collected in spring 2011. These reports ask program faculty to describe which learning outcomes were assessed in the previous year, what the findings were and how the program used the data to improve the program.

In 2009, the Associate Dean's office conducted a TPA Candidate Survey 2009. The purpose of the survey was to evaluate the initial implementation of the TPA assessment. Findings from the survey showed that only about one quarter of respondents agreed that the TPA FAQs and Candidate Handbook were helpful. Seventy-six percent agreed that they were able to use Task Stream effectively for the TPA. Only 40 percent of respondents agreed that information in courses helped them with TPA task 1, and only 12 percent agreed that TPA information in courses helped them to understand Task 2. In general, the respondents did not feel that the TPA helped them learn important knowledge and skills (only 24 percent agreed). The college made several changes based on the results of the TPA survey. It reviewed the sequence of the credential courses to better support the TPEs. Additional orientation sessions were held for students. In addition, the College joined with the student group Associated Students Incorporated (ASI) to provide TPA preparation sessions in winter 2011. The unit plans to merge TPA data with directed teaching evaluations to assess whether the TPA predicts teaching performance in the field.

Other Significant Findings

The College was commended for: 1) Developing a new conceptual framework in 2008; 2) Updating the Strategic Plan through the development of the Strategic Priorities, Initiatives, and Objectives document, and thus fulfilling the recommendation made by the PRS in 2006 to strengthen the Strategic Plan; 3) Achieving continued accreditation by the National Council for Accreditation of Teacher Education (NCATE); 4) Achieving above the CSU mean on the quality of CCOE teacher candidates and Education Specialist; 5) Developing innovative programs, including the Los Angeles Urban Teacher Residency program (LAUTR), the Principals' Residency Network (PRN), and the Doctorate in Educational Leadership; 6) Developing a CCOE assessment data warehouse in 2009; and 7) Achieving a two-year accreditation in 2011 by the Council for Accreditation of Counseling and related Educational Programs (CACREP) for the MS in Counseling degree program.

Philosophy

Student Learning Outcomes-BA Philosophy

Expected learning outcomes for undergraduate programs focus on (a) knowledge of philosophy, and (b) acquisition of the interpretive, analytic and critical skills of philosophical inquiry, including the ability to construct and evaluate arguments.

Knowledge Outcomes:

1. Knowledge of some of the major philosophical texts in the history of Western philosophy
2. Knowledge of contemporary philosophical methods
3. Knowledge of some of the main currents and issues in contemporary philosophy for example, in metaphysics, epistemology, logic, philosophy of language, philosophy of mind, philosophy of science, philosophy of law, ethics, political philosophy, and aesthetics.
4. Knowledge of the fundamentals of logic and critical thinking.

Ability Outcomes:

5. The ability to understand, analyze, and critically evaluate complex arguments and theories.
6. The ability to identify and critically evaluate the underlying presuppositions of methodologies, theories, and arguments in various areas, e.g., science, law, religion, and public policy.
7. The ability to develop reasoned support for one's own opinions on theoretical and practical matters.
8. The ability to interpret and explicate texts from different cultural and intellectual contexts.
9. The ability to explain, orally and in writing, difficult ideas in a clear, informed, effective, and coherent manner.
10. The ability to write an essay satisfying the terms of the assignment, with a recognizable thesis and a coherent supporting argument.
11. The ability to apply the above philosophical skills in new contexts.
12. The ability to apply philosophical skills listed above to one's own life, in self-reflection and life-long learning.

MA Philosophy

Knowledge and ability outcomes for students in the MA program are similar in kind to those for students in the undergraduate program. However, graduate students are expected to acquire:

- 1) Deeper knowledge of philosophical texts and methods of inquiry.
- 2) More advanced knowledge of and facility in logic.
- 3) The ability to explain philosophical ideas at an appropriate level for students in introductory philosophy courses.
- 4) The skills and knowledge necessary to complete a thesis or comprehensive examinations.

Findings from SLO Assessments-BA Philosophy

The *portfolio essay* where students write about their philosophical development does provide a measure of students' prospects for development in relation to the SLOs of critical thinking, self-reflection and life-long learning. Students who receive high are thoughtful and self-reflective individuals who are adept at integrating their philosophical development with their personal lives and more likely to pursue internships and occupations that contribute to the common good, including as examples: (a) an internship with a local legislator, (b) volunteer work with non-profit and city organizations such as Teach for America or Getty sponsored arts education organizations and (c) careers in public safety.

Findings from SLO Assessments-MA Philosophy

Measuring Life-long Learning through the Annual MA Survey: Many of the graduate students joined the MA program because they were already committed to the goal of life-long learning and promotion of the social good. Results of the survey indicated that many students were oriented toward the larger institutional learning goals of place and community through being "community builders sensitive to the needs of diverse individuals and groups and committed to renewing the communities in which they live" through their commitment to integrative learning which supports their efforts to "act ethically as leaders for the 21st century."

Improvements

During the previous program review period the philosophy student journal was institutionalized as PHIL 400A: Journal Editing and Production and PHIL 400B: Advanced Philosophical Writing and Journal Production. The quality of the articles is consistently higher than before, which is important, as the journal is used to recruit students to the program.

In 2011, the GPA required to write a thesis was changed from 3.5 in the first 24 units to 3.7 in the first 36 units. Many weak students were languishing in the thesis stage. With the raised GPA requirement, students are completing their degrees more quickly.

It was determined that the current structure for comprehensive examinations was too difficult for students, so the option was overhauled. This involved two changes: (1) rather than requiring that students study for multiple possible exams within a given area (e.g., History of Ancient Philosophy, History of Modern Philosophy), students are now allowed to select in advance the specific period (e.g., History of Modern Philosophy); (2) The four basic areas that students choose from was restructured to encourage students with interests in less traditional areas to demonstrate their knowledge.

Other Significant Findings

The program was commended for: 1) Its comprehensive plan for assessing its BA program; 2) Fostering a culture of collegiality; and 3) Its demonstrated commitment to diversity.

Maritime Academy

**The California Maritime Academy
Program Review Assessment Information**

Marine Engineering Technology BA

Upon completion of the program, students will have demonstrated the following competencies: mastery of the knowledge, techniques, skills and modern tools of marine engineering technology; ability to apply current knowledge and adapt to emerging application of mathematics, science, engineering and technology to problems associated with marine equipment, systems and vehicles; ability to use proper laboratory practices, use instrumentation for measuring physical phenomena, analyze and interpret experiments and apply experimental results to improve processes and design; ability to apply creativity in the design of systems, components or processes in the marine environment; ability to function effectively on teams; ability to apply the principles of fluid mechanics, hydrostatic stability, solid mechanics, materials, dynamics and energy systems to technical problems related to marine equipment, systems and vehicles; ability to communicate effectively in a technical environment; recognition of the need for and an ability to engage in lifelong learning including the need for updating technical knowledge and skills; ability to understand and apply concepts of professional, ethical and social responsibilities; Respect for diversity and a knowledge of contemporary professional, societal and global issues; commitment to quality, safety, timeliness and continuous improvement; ability to receive a USCG License as a Third Assistant Engineer; and the ability to engage in the operation, maintenance, analysis and management of modern marine power plants, associated equipment and systems.

The MET Program Review was conducted in conjunction with an ABET Accreditation Visit. Their preliminary report received in January 2014 indicates that there are no concerns, discrepancies or warnings with any part of the program. All indications are that desired levels of learning are being achieved. There were no negative outcomes indicated from the review. Accreditors formally indicated all programs are nominal (the highest rating they can provide). Individually the accreditors provided unofficial feedback that our programs were strong and that we were serving our constituencies well, students, community, employers.

No recommendations were made for improvement, however the department plans to improve the execution of the current plan as outlined in ABET documentation and looks forward to the comprehensive report to be filed by ABET this summer.

Facilities Engineering Technology BA

Upon completion of the program, students will have demonstrated the following competencies: Mastery of the knowledge, techniques, skills and modern tools of facilities engineering technology; Ability to apply current knowledge and adapt to emerging application of mathematics, science, engineering and technology to problems associated

with facilities equipment and systems; Ability to use proper laboratory practices, use instrumentation for measuring physical phenomena, analyze and interpret experiments and apply experimental results to improve processes and design; Ability to apply creativity in the design of systems, components or processes in the facilities environment; Ability to function effectively on teams; Ability to apply the principles of fluid mechanics, hydrostatic stability, solid mechanics, materials, dynamics and energy systems to technical problems related to facilities equipment, systems and structures; Ability to communicate effectively in a technical environment; Recognition of the need for and an ability to engage in lifelong learning including the need for updating technical knowledge and skills; Ability to understand and apply concepts of professional, ethical and social responsibilities; Respect for diversity and a knowledge of contemporary professional, societal and global issues; Commitment to quality, safety, timeliness and continuous improvement; Ability to receive the certification as Certified Plant Engineer in Training; Ability to engage in the operation, maintenance, analysis and management of modern facilities including power plants, HVAC and energy conservation; The ability to perform economic analyses and industrial operations planning including managing technical projects involving scheduling and cost analysis; and The knowledge to manage technical projects involving manufacturing for schedules, costs and quality assurance

The FET Program Review was conducted in conjunction with an ABET Accreditation Visit. Their preliminary report received in January 2014 indicates that there are no weaknesses, deficiencies, or concerns with any part of the program. All indications are that desired levels of learning are being achieved. There were no negative outcomes indicated from the review. Accreditors formally indicated all programs are nominal (the highest rating they can provide). Individually the accreditors provided unofficial feedback that our programs were strong and that we were serving our constituencies well, students, community, employers.

No recommendations were made for improvement, however the department plans to improve the execution of the current plan as outlined in ABET documentation and looks forward to the comprehensive report to be filed by ABET this summer.

Mechanical Engineering BA

Graduates of the ME program will have: an ability to apply knowledge of mathematics, science, and engineering; an ability to design and conduct experiments, as well as to analyze and interpret data; an ability to design a system, component, or process to meet desired needs within realistic constraints such as economics, environmental, social, political, ethical, health and safety, manufacturability, and sustainability; an ability to function on multi-disciplinary teams; an ability to identify, formulate, and solve engineering problems; an understanding of professional and ethical responsibility; an ability to communicate effectively; the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context; a recognition of the need for, and an ability to engage in life-long learning; a

knowledge of contemporary issues; an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice; an ability to apply principle of engineering, basic science, and mathematics (including multivariate calculus and differential equations) to model, analyze, design, and realize physical systems, components or processes; ability to work professionally in both thermal and mechanical systems areas; an ability to apply the “hands-on” knowledge to solve/understand engineering design problems/systems; an ability to demonstrate leadership roles; and an ability to comprehend and convey technical information.

The primary source of information as to how well ME students meet the Student Outcomes is the quantitative rubric-based assessments. While difficult to summarize a matrix that includes the contributions of 35 courses to the attainment of 16 SOs, the department met its benchmark in 97% of the assessments. The benchmark is that a class achieves both an average rubric score of 3.0/5.0 and at least 70% of the responses measuring 3.0 or higher. These results indicate that no programmatic changes are required. A small number of individual classes will be updated by the instructor where benchmarks are not met, but there is no data supporting the need for systematic changes. For the complete results please refer to the self-study report.

Several other sources of assessment were used for the self-study report, both direct and indirect. The table below summarizes the assessments used. The results of the additional assessment also support the conclusion that the ME program is satisfying its Student Outcome goals.

As the overwhelming evidence was that the program is meeting its goals regarding attainment of Student Outcomes, no major changes are planned for the ME program. The assessment process, with so many sources of data, is somewhat unwieldy, and there is a future goal to streamline the assessment process to make it more sustainable.

The ABET team reviewed the program, including a site visit in October 2013. A draft statement of their findings was received by Dean Nael Aly in December 2013. The statement did not suggest any changes be made, reported that there are no weaknesses, deficiencies, or concerns with any part of the program and the department is expecting to be accredited in full after the summer 2014 ABET meeting. As a result of this statement, the ME department plans to make no major changes to the program right now.

Monterey Bay

I. Summary of program review, assessment findings, and improvement actions

Academic program review, required of each undergraduate academic major and graduate degree every seven years, involves four interrelated processes, typically completed over three semesters: a self-study, an external review, an internal review by a campus Program Review Committee and the development of a program improvement plan by the academic department that offers the degree. A fuller description of the process is available on the Academic Affairs website [here](#).

Implicit in the process is the direct assessment of student learning, typically completed in the intervening years during the program review cycle through annual assessment projects. The following questions guide those annual projects, a centerpiece of the program review process.¹

1. What is the program's critical concern/question about student learning that you will be addressing this year? Why have you selected this concern/question? To what major learning outcome does it contribute?
2. Describe how/whether/when this critical concern has been previously assessed by your department. How will this new assessment build on the previous one(s)?
3. How will you conduct the assessment (including what materials will you collect? How many student work samples will you assess? How will you select the work samples? What instruments/measures/rubrics will you develop to assess student work? Who will participate in the assessment?)?
4. How will you analyze the assessment results?

¹ Note that the Program Review Manual is currently being revised to align with a new campus-wide Assessment Plan which went into effect in fall semester 2013. Necessarily, these guiding questions will be reconsidered in light of that new plan and the relationship of annual assessment projects to that plan.

5. How will you disseminate your findings to the department and wider audience?

Findings from annual assessment projects are used to inform the self-study portion of the process, and hence the evaluation of each program's effectiveness in terms of student learning.

Three undergraduate academic programs underwent program review in 2012-13: The BS degree in Kinesiology, the BS degree in Mathematics, and the BA degree in Music. Below, are summaries of the major learning outcomes, key findings, and program improvement steps taken in each undergraduate major resulting from program review.

Kinesiology

Major Learning Outcomes:

MLO 1: Knowledge of Kinesiology – Demonstrate an understanding of the fundamental context, principles and issues common in the field of kinesiology, including exercise science, wellness, human development, neurological foundations of learning, movement, nutrition and community health.

MLO 2: Research Methods – Demonstrate the ability to use diverse methods of inquiry to analyze a kinesiology related issue. This includes acquiring, evaluating, interpreting, synthesizing, applying, documenting, and presenting scientific and social science knowledge.

MLO 3: Multicultural Competency – Demonstrate the ability to deliver kinesiology services by communicating effectively across cultural groups, assessing the needs and capabilities of culturally diverse populations, and engaging in this process with mutual respect and sensitivity

MLO 4: Personal and Professional Ethics and Communication – Demonstrate the ability to articulate the values and ethics that are the foundation for practices in kinesiology in both oral and written contexts; to recognize and differentiate areas of conflict between professional and personal values; and to interact ethically and effectively in interpersonal and group communications and decision-making processes.

MLO 5: Collaboration – Demonstrate the ability to work in teams, in diverse communities, across professions, settings, programs, agencies and disciplines. Demonstrate prowess at establishing common missions and purposes applying knowledge of group processes and group interaction, and collaborating with others in decision making, learning and completing tasks.

MLO 6: Leadership - Demonstrate an understanding and resourceful command of the skills needed to motivate others in diverse settings and communities, to include promoting a shared vision and setting clear directions for implementing sustained changes.

MLO 7: Service Learning - Demonstrate the ability to share the relevance and importance

of the kinesiology discipline and its services. Work collaboratively with culturally, linguistically, technologically and economically diverse populations in the context of issues related to social responsibility, justice, diversity, pluralism and compassion.

MLO 8: Subject Matter Competency in a Concentration - Complete up to 30 credits within one of the four KIN concentrations (Wellness; Exercise Science; Sport; Outdoor Education & Recreation). This coursework is typically completed simultaneously with the Core Curriculum during your junior and senior year. Contact your Kinesiology concentration advisor for specific course information.

Summary of findings

In the Kinesiology major, assessment of student learning is embedded within courses and through student performance on nationally recognized certification examinations. Given that this was the first program review for the major (new to CSUMB as of 2005) and that there were significant faculty workload and staffing challenges in this rapidly growing major, the focus was more on what kind of assessment is happening in the program itself. The program review documented the kind of assessment practices are being used at the course level (to assess student learning in the major learning outcomes) rather than the program level. The faculty in Kinesiology are aware, supported by evaluation provided by an external reviewer, that they need to become more cyclical and systematic in their assessment of student learning at the program level. With increased staffing planned in the future, these assessment goals are better able to be implemented.

That said, as the program review also demonstrated, an important measure of student learning in the major is senior capstone. In particular, due in part to the tremendous growth in demand for the program, the faculty have provided capstone students with the opportunity to demonstrate their overall achievement by completing a nationally normed professional certification exam, including the National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning (CSCS) exam and the College of Sports Medicine Certified Personal Training (CPT) exam. As the faculty have discovered, these exams are fairly good measures of the effectiveness of student learning in the major itself, especially as the major learning outcomes for the program are closely aligned with acceptable standards in professional organizations, including the American College of Sports Medicine (ACSM). Moreover, the curriculum has gained formal recognition by the NSCA (through its Education Recognition Program).

In response to program review, Kinesiology has undertaken a number of changes which will refine and focus the program. In fall 2013, they have sunset concentrations in Sports Management and Outdoor Education, for example, and sunset a minor in Human Movement. Importantly, they plan on fine-tuning the program as whole to focus around allied health and services. The planned result will streamline the curriculum, connect theory and application in a more focused way, and build on existing faculty capacity and student interest.

Mathematics

Major Learning Outcomes

MLO 1: Mathematical Content:

1. Calculus and Differential Equations. Students explain and apply the basic concepts of single and multivariate calculus including the various forms of derivatives and integrals, differential equations, their interconnections and their uses in analyzing and solving real-world problems.
2. Discrete Mathematics. Students perform operations on sets and use basic mathematical logic. Students represent and solve both theoretical and applied problems using such techniques as graph theory, matrices, sequences, linear programming, difference equations and combinatorics.
3. Computer Programming. Students design, develop and document computer programs to solve problems.
4. Foundations of Modern Mathematics. Students explain the nature and purpose of axiomatic systems, utilize various methods of mathematical proof and prove fundamental theorems utilizing various axiomatic systems.
5. Statistics and Probability. Students use a variety of methods and techniques to determine the probability of an event or events, including the use of density functions and associated probabilities of both discrete and continuous probability distributions. Students work with applications of probability to mathematical statistics such as point estimation and hypothesis testing.
6. Linear Algebra. Students set up and solve systems of linear equations using various methods. Students work with vector spaces and linear transformations. Students apply matrix techniques to applied problems from various disciplines.
7. Abstract Algebra. Students use a variety of algebraic representations to model problem situations. Students explain the theory of and operations with groups, rings and fields. Students work with advanced algebraic structures and explain how these manifest themselves within the algebra studied in introductory and pre-college mathematics courses.
8. Real and Complex Analysis. Students explain the underlying set, operations and fundamental axioms that yield the structure of the real and complex number system. Students apply analytic techniques to real-world problems. Students give a rigorous mathematical explanation of the development of calculus from first axioms.
Area of Concentration Competency. Students demonstrate depth in a chosen area of mathematics by completing an appropriate sequence of learning experiences.

MLO 2 Service to the Community: Students demonstrate the ability to combine disciplinary knowledge and community experiences to share the relevance and importance of mathematics with culturally, linguistically, technologically and economically diverse populations in the context of issues of social responsibility, justice, diversity and compassion.

MLO 3 Problem Solving: Students demonstrate the ability to: (a) place mathematical problems in context and explore their relationship with other problems; (b) solve problems using multiple methods and analyze and evaluate the efficiency of the different

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methods; (c) generalize solutions where appropriate and justify conclusions; and (d) use appropriate technologies to conduct investigations, make conjectures and solve problems.

MLO 4 Mathematics as Communication: Students demonstrate the ability to: (a) articulate mathematical ideas verbally and in writing, using appropriate terminology; (b) present mathematical explanations suitable to a variety of audiences with differing levels of mathematical knowledge; (c) analyze and evaluate the mathematical thinking and strategies of others; (d) use clarifying and extending questions to learn and communicate mathematical ideas; and (e) use models, charts, graphs, tables, figures, equations and appropriate technologies to present mathematical ideas and concepts.

MLO 5 Mathematical Reasoning: Students demonstrate the ability to: (a) reason both deductively and inductively; (b) formulate and test conjectures, construct counter-examples, make valid arguments and judge the validity of mathematical arguments; and (c) present informal and formal proofs in oral and written formats.

MLO 6 Mathematical Connections: Students demonstrate the ability to: (a) investigate ways mathematical topics are interrelated; (b) apply mathematical thinking and modeling to solve problems that arise in other disciplines; (c) illustrate, when possible, abstract mathematical concepts using applications; (d) recognize how a given mathematical model can represent a variety of situations; (e) create a variety of models to represent a single situation; and (f) understand the interconnectedness of topics in mathematics from a historical perspective.

MLO 7 Technology: Students demonstrate the ability to: (a) analyze, compare and evaluate the appropriateness of technological tools and their uses in mathematics; (b) use technological tools such as computers, calculators, graphing utilities, video and other interactive programs to learn concepts, explore new theories, conduct investigations, make conjectures and solve problems; and (c) model problem situations and solutions, and develop algorithms (including computer programming).

Summary of findings

Direct assessment of student learning in preparation for Program Review also focused on student learning in the Major Learning Outcomes and in Senior Capstone. In 2011-12, the faculty focused their annual assessment project on Major Learning Outcome 4: Mathematics as Communication, specifically “how students articulate mathematical ideas verbally and in writing.” Sparked by concern that students were not as prepared for Senior Capstone as expected, faculty assessed randomly selected student work from courses at the 100, 200, 300 and 400 levels. As a result, faculty were able to document how Math majors were producing more sophisticated writing as they progressed through the curriculum, a sign that the scaffolding of student work in this area in the major was actually working better than expected. However, planned improvements in response to this finding include the development of better rubrics to assess student work in the MLO courses so as to create clear expectations about what kind of communication skills are expected of Math majors.

One additional lesson from the Math program review was actually seeing the effect of assessment work conducted in connection to the prior program review in 2007. As a

result of that review, faculty focused close attention on developmental math classes; as a result of changes made in their approach to these classes, students made significant improvement their learning. These classes, offered in large-classroom format with technology-infused curriculum, group activities, and support from Instructional Student Assistants, enhanced with more rigorous curriculum led to an increase in the pass rate for these developmental classes to around 90%, a 25% increase since the last program review in 2007. Significantly, their program review suggests that increasing success in these developmental courses is a major factor in greater retention rates.

Music

Major Learning Outcomes

MLO 1: Historical and Theoretical Analysis: Students identify genres from different periods and integrate historical and theoretical perspectives in analyzing contemporary styles.

MLO 2: Community Issues Analysis: Students understand and analyze societal issues associated with the production, dissemination and consumption of music.

MLO 3: Comparative Analysis: Students understand compositional processes, aesthetic properties of style and the ways these shape and are shaped by artistic and cultural forces

MLO 4: Moral and Ethical Analysis: Students understand and address moral and ethical issues.

MLO 5: Performance Skills: Students express themselves artistically in at least one major performance area at a level appropriate for the particular music emphasis.

MLO 6: Technological Skills: Students understand how technology serves music and use the technological tools applicable to a specific area of concentration.

Summary of findings

The Music BA has been offered at CSUMB since 2004, through the Music and Performing Arts program has been active on campus since the first class of students started at CSUMB in 1995. During this program review cycle, the faculty focused primarily on how well assessment of student learning was playing out within the curriculum. In preparation, the faculty reviewed student work in relationship to Major Proseminar (the first course students would complete in the major) as well as Senior Capstone. They discovered that there needed to be greater clarity in terms of the criteria and standards being used to assess student learning in relationship to the major learning outcomes. As such, faculty redesigned those criteria and standards. In terms of program level assessment of student learning, faculty took the opportunity when Music majors gave presentations about the major at a High School Arts Day to assess how well their majors understood and could explain the major learning outcomes to such an audience. They discovered mixed results, indicting a need for

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greater clarity and understanding of these major learning outcomes within the program itself.

Significantly, after the self-study, the degree made significant adjustments to its curriculum in order to ensure that students could complete the degree within 120 units. This was a large challenge for the faculty, given that any music degree includes multiple time-intensive components, but they were able to find creative ways to accomplish the goal in time for the 2013-14 catalog. Moreover, and as a result of program review findings, they faculty decided to focus their limited resources—reducing concentrations to two and streamlining requirements.

Northridge

II. Summary of program review, assessment findings, and improvement actions

In what was an unusually active and heavy year for program reviews, seven academic programs completed program review during the 2013 calendar year, and one of these has six degree options. They are:

- Asian American Studies
- Child and Adolescent Development
- English - 6 options
- History
- Modern and Classical Languages and Literature
- Physics and Astronomy
- Political Science

Note: all commendations and recommendations are selections taken from the final MOU

1. Asian American Studies

A. Student Learning Outcomes:

1. Students will develop a core competency in the history, culture and experience of Asian Pacific American communities in the United States.
2. Working from a social justice approach to race, class, ethnicity, gender and sexuality, students will develop and apply their critical thinking skills as demonstrated through written assignments, oral presentations, class discussion and examinations.
3. Students will acquire and develop effective communication skills.
4. Students will develop and demonstrate basic research skills as they learn about the particular dynamics of working with Asian Pacific American communities.
5. Students will demonstrate an applied knowledge and practical application of their acquired skills through student and community work, in the process, learning the value and importance of community service.

B. Results of assessment activity

Student surveys were collected and analyzed. Focus group discussion was tape recorded and also recorded on flip chart. The survey results and focus group discussion data revealed that our students rated our department high on all SLOs except SLO #5. Students consistently rated SLO #1 (core competence) as highest followed by SLO #2 (critical thinking), SLO #3 (communication skills), and SLO #4 (research skills). However, they rated SLO #5 (applied knowledge and practical application of their acquired skills) the lowest. In a focus group discussion, they called SLO #5 “a total failure,” pointing out that the department hasn’t offered sufficient number of internship or community service related courses that could provide students with opportunities to build practical experiences that help prepare them for post-graduation career. In addition, students participated in the focus group suggested that a more variety of courses should be offered including “Social Justice & Community Activism,” “Community Internship,” “Pacific Islander Experience,” “South Asian Experience,” and “Comparative Ethnic Studies” courses that can be team-taught with other ethnic studies faculty.

C. Improvement actions

The assessment result was presented to the faculty in a department meeting and we discussed major revision of our curriculum in consideration of students’ evaluation of departmental SLOs and their suggestions for the future. Faculty agreed with the students that we should offer more courses that can meet our SLO #5. Curriculum committee is currently redesigning our departmental curriculum. Preliminary proposal of a new curriculum includes a new course, tentatively entitled, “Social Movement” designed by a tenure-track professor. This course will be offered from 2014 spring semester and it will cover social justice movement and community activism with community service and/or internship component through close relationships with various Asian Pacific American community organizations in Los Angeles. We hope that this course is a first step to satisfy students’ need for developing “applied knowledge and practical application of their acquired skills.” In addition, we will also offer “South Asian American experience” class next semester. Moreover, considering students’ interest in the comparative ethnic studies, our newly proposed curriculum adds a upper division course from other ethnic studies department (i.e., Pan African Studies, Chicano Studies, etc.) as an Elective course requirement for AAS majors.

D. Commendations and Recommendations

Commendations:

- Developing a major and a slate of GE courses that have proven to be popular with students and enabled it to grow and expand its offerings and services.
- Hiring two new tenure-track faculty who will allow the Department to develop more fully the public policy, cultural studies and literary components of the curriculum.
- Providing a wide variety of co-curricular support to various campus groups and activities including serving as faculty advisors for over nine student organizations and numerous hosted symposia and special speakers at CSUN, benefiting the AAS students, the campus, and the community.
- Contributions to the GE requirement in critical thinking and writing.
- Having two competent, dedicated and supportive staff members and developing a harmonious and cooperative relationship with the Department of Gender and Women Studies.

Recommendations:

- Continue its work in the following three areas: a) faculty leadership development, b) curriculum revision, and c) co-curricular support.
- Continue to explore curricular opportunities with the other ethnic studies departments to develop comparative theory, method and experience courses.
- When the moratorium on new state-support programs is lifted by the CSU, explore the possibility of mounting a Master's degree program, perhaps in collaboration with other programs. Such planning should include appropriate academic resources as available.

2. Child and Adolescent Development

A. Student Learning Outcomes:

1. Demonstrate knowledge of the theories, concepts, and methodology that underlie the study of the physical, cognitive, and social development of children and adolescents and the multiple contexts in which they live.
2. Apply developmental theories in community settings.
3. Write critically about theories and constructs of child and adolescent development.
4. Orally deliver information in a manner that engages an audience.
5. Facilitate the development of humans from birth through adolescence in a culturally pluralistic society.
6. Gain knowledge of culture, race and ethnicity while increasing their personal self-awareness and discovering strategies for implementing social justice within the larger community.
7. Demonstrate technological literacy that allows both access to and dissemination of information electronically. Demonstrate effective management of information by utilizing media sources and complying with the ethics of manipulating and presenting information.
8. Describe, critique, and practice various empirical methodologies used to study child and adolescent development including design, data analysis, and interpretation.
9. Articulate and participate in the importance of developing professionalism including the areas of career exploration, ethical issues of direct services to youth, and service learning in the community.

B. Results of assessment activity

A total of 74 students were surveyed (pre-post data was available for 63 students). Percentages, means, and difference scores were computed. A key finding was that student scores improved over the 2012-2013 academic year. Out of 21 possible points, the average student score increased from 9.5 to 15.03. In addition, student scores significantly increased on four of the seven theories/theorists (i.e., content knowledge) that were tested. The maximum score possible for a given theory/theorists was three points. Scores on items related to (1) Erikson/Psychoanalytic theories, (2) Information Processing, (3) Bronfenbrenner, and (4) Vygotsky increased significantly from Fall 2012 to Spring 2013 (i.e., an average 1.35 increase in scores). At time two, most students had 2.55 correct items (out of 3 possible) on the theories for which there were significant gains. Scores on (1) Piaget, (2) Kohlberg, and (3) Behaviorism did not change significantly from Fall 2012 to Spring 2013. The average score on Piaget, Kohlberg, and

Behaviorism was 1.6 correct (out of 3 possible). At time 2, scores on Piaget and Behaviorism theories had non-significant increases (i.e., a .15 non-significant increase). Scores on Kohlberg items had a negative, non-significant trend (a .13, non-significant decrease).

C. Improvement actions

Upon discussion of the results, faculty want to close the loop by (1) having individual faculty to make changes in content (e.g., on Piaget, Kohlberg, Behaviorism) and (2) they would like to want to dig deeper and understand students understanding of theory by creating another instrument that emphasizes application of theory. In prior years, faculty suggested developing linked assignments for sequenced based courses (e.g., CADV 350 assignment is further developed in CADV 470).

D. Commendations and Recommendations

Commendations:

- Developing a graduate school preparation seminar course sequence [which is the only one of its kind in the CSU system](#).
- Re-designing the previous S-factor fieldwork experience courses into a highly structured and exceptional academic internship program.
- Being selected as a national Jumpstart Early Literacy site (AmeriCorps program) in 2002 with subsequent renewals of the competitive award each cycle.
- Designing and implementing an Option in Early Childhood Development (available to students in Fall 2013) which allows community college transfer students with previous coursework in Early Childhood Education a viable and efficient pathway to complete the B.A. degree.
- Creating a Minor in Child and Adolescent Development (available Fall 2014).
- Collaborating with the Recreation and Tourism Management and Psychology Departments to cross-list five courses in the major to make wise use of financial resources and provide students with opportunities to explore across disciplines.
- Implementing curricular changes as a result of the assessment data collected.
- Its rate of progress of students to their degree.
- An impressive list of publications and presentations that speak to faculty expertise and reputations in their respective areas of study.

Recommendations:

- The Department explicitly made the choice to “trade” the career exploration course for enhanced research methods training (i.e., redesign of 380/L & 381/L) which is consistent with comparable programs in the field. It is also important to note that no comparable programs require a mandatory 3-unit career exploration experience.
- Continue their efforts to assess learning outcomes in the internship, both in the seminar and on site. Improve the assessment plan.

3. English

A. Student Learning Outcomes:

Common Undergraduate Program Student Learning Outcomes

1. Students will demonstrate critical reading skills.
2. Students will demonstrate effective writing skills.
3. Students will demonstrate knowledge of creative, literary, linguistic, and/or rhetorical theories.

4. Students will analyze British and American cultural, historical and literary texts.
5. Students will analyze culturally diverse texts.

Creative Writing Undergraduate Option Student Learning Outcomes:

1. Students will create and revise original writing by practicing techniques and strategies employed by experienced writers.
2. Students will analyze drama, narrative and/or poetry to identify writerly strategies.
3. Students will assess their own creative writing in relation to relevant literary and theoretical traditions.
4. Students will demonstrate advanced creative writing skills by applying contemporary methods in at least one genre in a final portfolio for a capstone course.

Honors Undergraduate Option Student Learning Outcomes:

1. Students will articulate clear interpretations of cultural texts.
2. Students will conduct independent research and scholarship.
3. Students will present their research as a scholarly paper in a colloquium or conference setting.

Subject Matter Undergraduate Option Student Learning Outcomes:

1. Students will demonstrate their knowledge of the nature and structure of the English language and of its relationship to other human languages.
2. Students will apply rhetorical and composition theory.
3. Students will demonstrate fluency in the discourses pertaining to the disciplines of English.

Four Year-Integrated and Junior-Year Integrated Undergraduate Option Student Learning Outcomes:

(As determined by the Department of Secondary Education)

1. Students will develop the ability to engage and support all secondary students (grades 6-12) in learning.
2. Students will develop the ability to create and maintain effective environments for secondary student learning.
3. Students will develop the ability to make subject matter comprehensible for student learning.
4. Students will develop the ability to plan instruction and design learning experiences for all secondary students.
5. Students will develop the ability to assess secondary students' learning.
6. Students will give evidence of the ability to develop as a professional educator.

Common Graduate Program Student Learning Outcomes

1. Students will demonstrate knowledge of creative, cultural, linguistic, literary, performative, and/or rhetorical theories.
2. Students will conduct research and/or produce creative work appropriate to their Option.
3. Students will produce advanced analyses that take into account current schools of aesthetic, critical and historical methodology and are informed by disciplinary standards appropriate to their option.

B. Results of assessment activity

Creative Writing Option:

Faculty assessed 10 randomly selected final portfolios (poetry chapbooks) from the Capstone Creative Writing class English 491: Senior Seminar in Verse Writing. Out of the ten final portfolios (chapbooks), four scored either "More than satisfactory" or "Excellent," three scored "Satisfactory," and three scored "Less than satisfactory." The average score for the assessment was 3.2 ("Satisfactory"). While the numbers suggest that students in the capstone course complete their degree earning "satisfactory" competency, these numbers also point to an ongoing problem in the capstone classes. Students from other genres and disciplines regularly enroll in in capstone courses not appropriate to their elected genre. For example, students in fiction writing may enroll in the poetry writing capstone when the fiction writing capstone reaches capacity. Likewise, poetry writers may enroll in a fiction capstone class if the poetry course is closed or not offered at a convenient time. Students from other disciplines also utilize the Creative Writing capstone to fulfill graduation requirements. We concluded from the assessment that part of the problem lies in not enough sections of English 490: Senior Seminar in Narrative Writing (prose writing capstone), and part of the problem lies in advisement. Notably, we are no longer in charge of advisement of our own students due to funding issues.

Graduate Studies Option:

The committee assessed a random sample of 20 essays from English 623 (Fall 2012). Each committee member independently read five essays and assessed them according to the rubric. The scores assigned by different committee members indicated a certain consistency in the application of the rubric. The scores were as follows: Excellent = 25%, More Than Satisfactory = 40%, Satisfactory = 30%, Less Than Satisfactory = 5%.

The committee was encouraged with the fact that 95% of the students scored at least satisfactory in their performance of Common Graduate SLO #3. In our minds, this indicates that our students show a solid awareness of the theory and terminology appropriate to the professional discourse, and they are able to use conventions appropriate to the medium. Furthermore, 65% of the students demonstrated a more than satisfactory or excellent performance in these areas, which indicates that many of our students show a strong command and in-depth knowledge of theory and terminology appropriate to the professional discourse and conventions appropriate to the medium. A very small sample (5%) performed less than satisfactory.

On the other hand, nearly a third (30%) of the students were only satisfactory, which, as stated in the rubric, indicates that they may have misused theory and terminologies or showed an uneven use of conventions appropriate to the medium. The committee felt that while these students may be able to demonstrate knowledge of the theory, terminologies, and conventions, they showed difficulty in putting them into practice. The committee agreed that more work must be done to address the needs of these students.

Honors Option:

The assessment of this SLO would seem to indicate a satisfactory but uneven level of achievement, with an average numeric result of 2.95 (rounded to two decimals). However, analysis of the individual results from the six Committee members

seemed to show some disparity in judging criteria, or at least in how individual members interpreted the rubric. Scores for specific papers ranged widely: in a few cases the same paper received scores that diverged by as many as three ranks on the rubric (i.e., 5-2 or 4-1). Taking all judges' scores into account, the seven papers in the sample averaged scores from 2.00 to 3.50. Analysis of the results does indicate that certain papers were judged to be weaker by all; however, at least two papers inspired noticeable disagreement, garnering both positive and critical comments. We should note that the individual judges tended to rate the papers the same, or very close to the same, for both SLOs assessed: in fact two judges scored all of the papers exactly the same for both SLOs, while the remaining four made just slight distinctions between the two SLOs (never more than one ranking off, e.g., 3 for the Common SLO but 2 for the Honors SLO). More pronounced were the differences among the judges. However, the sample appears too small to enable confident extrapolation from or interpretation of these differences.

Applying the Honors SLO rubric proved difficult, due to an apparent lack of consensus as to how the rubric should be applied. Despite the degree of detail in the rubric, and the specific evaluative criteria listed there, most members now agree that the rubric was problematic. Analysis of our assessment results revealed a difference in outlook among the judges: whereas some tended to treat the rubric's adapted Likert scale (5 to 1) as cognate to the standard letter-grading scale (A to F), most did not, thinking that the highest mark on the rubric (5) asked for an extraordinarily high level of achievement, beyond that attained even by most "A" papers. At least half of the Committee agreed that, as teachers, they would have assigned A-level grades to papers that would have been marked 4 at most (not 5) on the rubric. Several members argued in hindsight that the "5" ranking on the rubric appeared utopian, and very unlikely to be achieved in a seminar paper, even one written by a very strong Honors student. They pointed out that that ranking included so many superlatives as to be unrealistic. Those members said, on reflection, that for them the 5-point scale practically functioned as a 4-point scale, thus skewing the numeric results of the assessment downward.

Some Committee members whose numeric scores differed widely discovered that, *qualitatively*, their assessments of the papers did not differ so greatly. This discovery prompted discussion of the gap between their personal responses to the papers and their application of the numeric scale. This does not mean that all members were sanguine about the level of performance shown in the papers, as some disagreement may persist regarding just how much the flawed rubric accounts for our overall results.

Literature Option:

The assessment yielded 6 scores per essay, as each of the 6 committee members evaluated the set of 9 essays individually. The statistical result of the assessment is as follows, with each essay numbered 1-10, and each committee member labeled A-F. Included are the average, median, and mode scores for each essay.

							AVERAGE SCORE	MEDIAN SCORE
ESSAY	A	B	C	D	E	F		

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Essay #1	3	3	2	4	3	3	3	3
Essay #2	4	5	3	5	4	3	4	4
Essay #3	5	5	4	5	5	4	4.66	5
Essay #4	2	2	3	3	4	2	2.66	2.5
Essay #5	2	4	3	3	4	2	3	3
Essay #6	3	3	4	4	4	3	3.5	3.5
Essay #7	3	4	4	3	3	3	3.33	3
Essay #8	4	2	3	2	3	3	2.83	3
Essay #9	2	5	4	3	5	3	3.66	3.5

Based on our collective results, the committee decided that students were meeting this SLO at a more than satisfactory level. Of the 9 sample essays, 7 received scores of satisfactory or higher. The committee also noted that the relative consistency between average and median scores indicated a general consensus, across each member's individual assessments, as to the quality of each essay. The results indicate that students completing the Option possess a more than satisfactory grasp of theories appropriate to the discipline.

Rhetoric and Composition Option:

Seven student papers were read independently by six Composition Committee faculty members. Results indicated that all student work was evaluated as Excellent, More Than Satisfactory, and Satisfactory, although there was some variation in scoring. The categories in the top row refer to the titles of the student papers that were assessed, the three on the right referring to the syllabus rationale that students in English 600B prepared for their final portfolios. Results are summarized below:

Readers	Kong	Motherhood	Casual	New Med	Rationale	Syll Rat	Syll Rat
Reader 1	5	5	5	5	4.5	5	4
Reader 2	5	4	5	5	4	5	5
Reader 3	3	4	5	4	3	5	4
Reader 4	4.5	3.5	3	5	5	5	4
Reader 5	5	4	4	4	5	5	3
Reader 6	4	3	4	5	3	3	4

Subject Matter Option:

The Subject Matter/FYI/JYI Committee members independently assessed the 19 randomly selected essays using the 1-5 scale rubric. In addition to the rubric, members of the committee produced commentary on their assessments. The results were tabulated as follows: 16% - Excellent (Category 5); 16% - More than satisfactory (Category 4); 26% - Satisfactory (Category 3); 36% - Less than satisfactory (Category 2); 6% - Unsatisfactory (Category 1). Thus, the majority of papers (58%) placed in the categories of “Satisfactory” or better. Our assessment found that those students who placed in the bottom 42% (36% less than satisfactory and 6% unsatisfactory) were unable to consistently apply analysis in their use of theoretical frameworks in their discussions. Students comprising the lower 42% category did not thoroughly analyze, did not apply theoretical frameworks consistently, and did not fully develop their theoretical assertions.

C. Improvement actions

Creative Writing Option:

We propose that the English Department offer an additional section of English 490: Senior Seminar in Narrative Writing to accommodate the need for our large number of prose writers in the Creative Writing Option. We would additionally like to add a hard pre-requisite for English 490: Senior Seminar in Narrative Writing, English 491: Senior Seminar in Verse Writing, and English 512: Writing for Performance to confirm that students have taken at least one course in the selected genre prior to enrollment in their capstone class. Finally, we also identified a problem with advisement. Returning advisement to the Department where faculty are better equipped to direct students toward classes and paths more appropriate for them would be an immediate and effective step toward addressing the crisis. For example, as students are not appropriately sequencing their classes, many end up taking their senior seminar at the same time as their other Creative Writing workshops. Other students take all of their CW classes in their final two semesters, so there is no opportunity for their work to develop over time and in sequence. We can resolve many of these scheduling problems with the return of advisement to the Department. Due to funding and scheduling issues, it may be problematic to implement these solutions despite student needs.

Graduate Studies:

The positive results from the assessment affirmed that our program should continue to promote advanced analyses and/or creative work that take into account current schools of aesthetic, rhetorical, literary, critical, and historical methodology and are informed by disciplinary standards appropriate to their option. The fact that nearly a third of the students sampled were only satisfactory could be used to encourage instructors in our program to further emphasize the application of the students’ knowledge of current schools of aesthetic, rhetorical, literary, critical, and historical methodology and disciplinary standards appropriate to their option. Assigning shorter projects that would lead up to the longer papers could potentially result in more emphasis. The committee could look at this possibility in the future.

Honors Option:

This year’s assessment seems primarily to have revealed misgivings about the assessment process. In general, the Committee contends that standardized assessment of the Honors Program is problematic. Several members are frankly skeptical of the value of quantitative, spreadsheet-driven assessment, and most

agree that this year's assessment does not give a fair and accurate picture of what the Program does.

Given the diversity of topics and methods in the sample, several members of the Committee suggested that it would have helped to see the specific prompt for this assignment as well as the resulting papers, so as to gain a fuller sense of context. The Chair did not think to request the prompt when soliciting the sample, but agrees that having the prompt would have been most helpful; from now on, therefore, the Committee will request prompts. We note that, since one of the attractions of Honors seminars (for both students and faculty) is the fact that they allow advanced work in specialized and interdisciplinary topics, it is not unusual for such seminars to range widely in methodology and focus, and to explore areas not all faculty members are versed in. Our Honors seminars do not simply provide a capstone confirmation of students' skills; rather, they move into new or relatively under-studied scholarly topics—in other words, they may involve cutting-edge research. This, the Committee agrees, poses a challenge to standardized assessment, and is one reason why we need to see prompts in the future. In short, the Committee needs to see the particular intellectual contexts and challenges posed by the seminar(s) sampled in every assessment.

In light of the challenges posed by the rubric, the Honors Committee agrees that next year's assessment rubric should be tested before being applied. The Committee envisions launching the assessment process next AY with a collaborative session in the Fall semester, during which the Committee members will apply that year's rubric, in draft form, to a small set of papers. Those papers could be drawn from either this year's assessment sample and/or the Honors seminars taught in Spring 2013. Said papers would not be used in the official assessment sample for next AY; they would be used only to spark discussion of the relationship between qualitative and quantitative assessment, and if necessary to guide revision of that year's rubric.

It has also been suggested by several Committee members that future Honors rubrics be simplified along the following lines:

- 0 – student has not met the SLO.
- 1 – student is approaching the SLO.
- 2 – student has met the SLO.
- 3 – student has exceeded the SLO.

Such a scale is used by some other programs at CSUN, and could have the advantage of removing both pejorative and superlative comments as found on the current rubric, comments which may skew the assessment results. The Honors Committee recommends to the Department that it consider using such a rubric to simplify future assessments.

While adopting the above procedures next AY may clarify assessment and help avoid skewed results, the Committee maintains that the qualitative and formative assessment performed by individual teachers in their Honors courses may provide more useful information than what a standardized quantitative assessment can reveal.

Literature Option:

While the committee decided in light of very favorable assessment results, that no immediate action needs to be taken in response to the assessment, the committee discussed the possibility of using another course—English 436: Major Critical Theories—to assess this SLO. As an introduction to literary theory, English 436 might be assessed either as an appropriate complement to the capstone 495, or as a more effective substitute for it, in order to gauge student knowledge of theory. However, the committee noted that English 436 would be a less-than-perfect choice for inclusion in a longitudinal assessment of this SLO. English 436 is generally the students' first encounter with theory and, given the difficulty of the subject matter, many students struggle. Often, students completing 436 have only begun to grapple with literary theory and to develop the skills needed to demonstrate knowledge of it. By the time students complete the coursework for the literature option, English 495 provides a more appropriate venue for assessing how much knowledge of theory they have acquired from English 436 and other courses. It also provides an appropriate venue for how well they have learned to demonstrate this knowledge in their work.

The committee did feel that the results pointed to the need for the department to re-address the role theory plays in the Literature Option. Some committee members pointed out a discrepancy between having an SLO devoted to theory, but only one required course specifically devoted to theory—English 436—in the Option. The committee recommends exploring this discrepancy further, both at the level of the Literature committee and the department as a whole. It also recommends revisiting the potential of English 438: Critical Approaches to Literature for assessment of theory.

The committee also cited the need to arrive at a greater departmental consensus about the definition of “theory.” In our discussion, committee members alluded to, and incorporated in their assessment, various understandings of theory. Not all of these definitions were compatible or reconcilable, yet all of them are potentially valid according to the terms of the discipline of literary studies, and they reflect the diverse understandings of theory that Literature faculty bring to the classroom. The committee also acknowledges that this issue speaks more to the changing, fluid state of theory within our discipline than it does to any specific concerns within our department.

For the purposes of this year's assessment, committee members evaluated the extent to which all valid understandings of theory are informing student work. Given the expansive nature of theory, we found that there was nonetheless a remarkable consistency in our students' ability to incorporate various approaches to and implementations of theory in their scholarly work.

Rhetoric and Composition Option:

The results of this assessment suggest the need for additional discussion among Composition committee members about the nature of course assignments and the criteria used to evaluate student work in particular courses. Evaluation of student work also focused attention on how evaluation of new media texts might differ from that used for traditional print texts. This is a difference future assessment needs to consider and adjust for.

Subject Matter Option:

The 42% of assessed papers falling in the “Less than satisfactory” and “Unsatisfactory” categories require further analysis as to why such a large percentage of students continue in their senior year to have writing issues. The ESM committee has contextualized this issue alongside other recent ESM student struggles, including the high percentage of students who have dropped out of the program because of low grades in classes like English 436 and 301, and the high percentage of students who needed to retake the exit interview because of failures (see Year End Report for more information and statistics). With this evidence, along with informal student surveys administered to our ESM students, we believe that the diminishment of advisement for these options has likely been an influential factor.

ESM students take a rigorous blend of courses to help prepare them to become teachers; FYI/JYI students, as part of a blended program, often take upwards of 18 or 19 units a semester in classes ranging from English to Psychology and graduate Special Education classes. For our students, it is crucial that they receive guidance about how to balance their intense course load so that they succeed. Yet based on the current advisement system, our students are encouraged to receive guidance only about GE requirements in the Advisement office. We cannot expect our competent and hard-working staff in Advising to have intimate knowledge of the intensity of different English classes. Option-directed advisement in the English Department can identify student academic problem issues and can help to provide support—not only in directing students to support services, but in helping students identify their academic learning issues.

We are considering two possible remedies:

- 1) Reinstatement of dual semester Department Advisement for both ESM and FYI/JYI, given that the problems we are seeing here and in other areas with student learning and graduation outcomes are completely new to the program’s assessment and appear to result from the recent removal of Departmental advisement.
- 2) Another possible remedy is through further assessment to determine what problem areas should be addressed in the classroom. Some problem areas might be addressed in English 355. English 355 might expand to focus on framing theoretical arguments and helping students develop these frameworks in their writing. Further, students with these particular weaknesses might be identified in English 355 and then tracked longitudinally in English 495ESM to ensure that instruction has been successful. The topics covered in English 355 are, however, quite extensive and it might not be possible to add to the agenda of the course. We might also want to consider working with the Literature committee, which is planning on developing a two-semester Theory requirement to help students better learn and master difficult theoretical coursework. Third, we hope to implement specialized workshops, provided for Subject Matter students with identified issues in applying theory as well as writing. We would like to work more intensively with students demonstrating

difficulties with the understanding and application of theory in their writing. These workshops are more feasible but still require significant time investments that may not be possible under the constricted time parameters of the faculty, who are already doing so much with insufficient resources.

D. Commendations and Recommendations

An excellent history of curriculum development, with every indication it will continue to reimagine the discipline in the future.

Continue commendable efforts to maintain disciplinary currency and to anticipate as well as respond to changes in the discipline of English Studies.

4. History

A. Student Learning Outcomes:

Students will be able to

1. To analyze and explain problems of historical interpretation;
2. To comprehend, articulate, and apply the various approaches to historical analysis;
3. To learn to read and interpret historical sources critically and analytically;
4. To express orally and exchange historical ideas;
5. To select a research problem and search for relevant primary and secondary sources;
6. To write a research essay using a scholarly format that includes footnotes and bibliography;
7. To demonstrate a complex understanding of the history of the United States, Europe, and one other region or culture over a period of time;
8. To understand historical subjects that transcend regional boundaries.

B. Results of assessment activity

For HIST 301: In general, the results of the direct assessment echoed earlier survey results about incoming majors' ability to comprehend and analyze primary sources. Especially in the gateway class, with its high number of transfer students, the learning curve is steep. By the middle of the course, when assessment occurred, the majority of the students were able to identify and understand primary source texts. A steady number of 25%, however, performed below average, demonstrated difficulties in judging the credibility of sources. They also struggled with organizing a research paper, including the formal requirements of footnotes, etc.

The lack of writing abilities and the need for special attention to transfer students from junior colleges who lack the experience of writing more substantial papers has been an ongoing concern for the Department.

Assessment results confirm the value of the History Writing Center (HWC). In its assessment results, the HWC demonstrated a significant increase in supporting students.

History 370H class during the Spring 2013 semester, the rubric yielded the following results.

Total Number of Student Visits: 27

Average Score for Category 1: 2.14

Average Score for Category 2: 1.89

The rubric identifies as average a score of 3 out of 5. Therefore, the results of this survey show that the average History 370H student who used the HWC learned how to read and analyze historical sources on a level higher than the perceived average. Furthermore, of the 27 total visits, 9 of them were by students returning to the HWC for a second visit. Comparative analysis of the marks those students received on their first visit and their second visit shows the following:

Total Number of Second Visits:	9
Improvement in at least one category:	5
No Improvement in either category:	3
Decline in at least one category:	1

These numbers show that **more than 50%** of History 370H students who used the HWC more than once improved their abilities to read and analyze historical sources.

C. Improvement actions

The lack of writing abilities and the need for special attention to transfer students from junior colleges who lack the experience of writing more substantial papers has been an ongoing concern for the Department. We have responded by establishing several new support resources for our majors, including the Writing Center. Graduate students are available for tutoring on a regular basis. Instructors of the gateway class have the option of giving extra credit to students who avail themselves of the tutoring sessions to nourish help-seeking behavior. Individual instructors have also eliminated multiple-choice exams in lower-division classes in favor of more essay writing assignments. We are pleased to note that students welcome the opportunity to get face-to-face help with their writing and instructors have noted significant improvements in students' writing abilities. As we continually face incoming students who need additional support, we hope to grow our mentoring and tutoring efforts in the future.

D. Commendations and Recommendations

Commendations:

- The creation of the Michael Patterson History Writing Center, an innovative response to help with the larger classes by providing one-on-one tutoring for student writers.
- Its outstanding job of reforming the single-subject waiver program.
- Serving secondary teacher education and the broader community through the Professional Development Series for Teachers.
- The Natchez program for inspiring an extraordinary record of student research and public history materials over its lifetime.
- Sustaining good departmental leadership in recent years, producing a highly successful set of new hires; healing previous internal conflicts.

Recommendations:

- Continue their discussion of starting a new public history focus at both the undergraduate and graduate levels.
- Understanding: The Department is hiring a public history faculty member.
- Develop a series of graduate courses in public history.

5. Modern and Classical Languages and Literature

A. Student Learning Outcomes:

1. Demonstrate fluency in listening, speaking, reading and writing in the target language.
2. Demonstrate ability to reason and present sound arguments in both oral and written discourse.
3. Demonstrate critical thinking in the analysis of traditions, cultures, and civilizations.
4. Understand the nature of language, its function, structure, and interactional (social) purposes.
5. Analyze and clearly articulate interpretations of literary texts.

B. Results of assessment activity

The students in Spanish 220B demonstrated advanced levels in Spanish in all four language skills. Distribution of grades: 12 students got As, 14 got Bs, and 1 got Cs. A satisfactory ability in SLO # 2 was considered to be C or above, with 100% of the sample population demonstrating an above-average ability. Since the students surpassed the achievement score required, the results enabled the instructor to find out what area students needed to improve. This assessment data suggested good improving in conversation skills, use of vocabulary, proper use of grammatical structures in both oral and writing discourse, and therefore an improvement in SLO # 2: Demonstrate ability to reason and present sound arguments in both oral and written discourse.

Most of the students in Spanish 307 demonstrated a development in their ability level to recognize and clearly articulate interpretations of literary texts. Distribution of grades: 3 got As, 7 got Bs, 2 got Cs, 4 got Ds, and 1 got an F, with 88% of the sample population demonstrating an above-average of C-ability. Although the course included a good number and variety in activities and practice exercises, the students need more web-based and online activities, in which feedback and positive reinforcement is instantaneous, in order to correct deficiencies immediately and avoid fossilization problems address in the use of literary terminology.

Most of the students in Spanish 364 demonstrated a development in their ability level (with the exception of 1) to analyze and clearly articulate interpretations of literary texts. Distribution of grades: 8 got As, 8 got Bs, 1 got Cs+, and 1 got an F, with 90% of the sample population demonstrating an above-average of C-ability. Since the students surpassed the achievement score required, the results enabled the instructor to find out what area students needed to improve. This assessment data suggested good improving in the most important skills needed by students to properly understand and analyze a literary work from the Hispanic world, like the use of vocabulary, proper use of grammatical structures in both oral and writing discourse, good knowledge of literary theory and critical analysis, and therefore improvement.

Most of the students in Spanish 520 demonstrated a development in their ability level to analyze and clearly articulate interpretation of literary texts in comparison to the films that they saw in class, studied and analyzed every other week. Distribution of grades: 7 got As, 14 got Bs, 4 got Cs, 1 got Ds, and 1 got an F, with 92% of the sample population demonstrating an above-average of C-ability.

In Spanish 497, out of 13 students, 8 (62%) passed with a grade of C or above.

Regarding direct measures of the SLO, students did better on assignments than on exams, which is expected, not only because of the nature of exams, but also because they were highly encouraged, due to the difficulty of the subject, to work in groups to

complete the assignments. Regarding indirect measures, such as class discussions and questions during lectures, students actively participated and answered questions correctly (as the professor required correct answers before moving on to the next point during lectures).

The FLIT 234 students were ranked by their score on two types of writing assignments: Analytical writing in week 10 (essay #1) and argumentative writing in week 16 (essay #2). Distribution of grades: Essay #1: 4 got As, 1 got an A-, 2 got Bs, 2 got Cs, 1 got a B-, 2 got Cs, and 3 got Fs. Essay #2: 2 got As, 3 got As-, 1 got a B+, 1 got a B, 2 got Bs-, 2 got Cs+, and 2 got Fs. For analytical writing (essay #1), 4 out of 5 students were juniors and seniors. For argumentative writing (essay #2), 3 out of top 5 were juniors and seniors. As we can see, overall, juniors and seniors did better performance than freshmen and sophomores for both types of writing assignments.

Regarding FLIT 331, the end result was that most students did very well. Only five did not meet the expectations. However, each one of them recognized their limits in the presentation pinpointing what they should or not should have said. The result has been intense class participation and the creation of an atmosphere of camaraderie and friendship among the students.

C. Improvement actions

Regarding Spanish 220B, 307, 369, and 520, since the students surpassed the achievement score required, the results enabled the instructor to find out what area students needed to improve.

Regarding Spanish 497, the instructor pointed out the possibility of having a term paper for the undergraduate students in order to further assess its written part. It would also encourage students to learn beyond what is being discussed in class, especially to those who are particularly interested in the subject.

To improve student's writing skills, the instructor believes that it is very important giving students, especially freshmen, step-by-step exercises of analytical writing; the instructors tend to assume that their students have already learned how to write academically, but this is not the case for a lot of our students. It would be very good and productive to re-think a new course that prepares our students how to write an academic essay.

D. Commendations and Recommendations

Commendations:

- State-of-the-art facilities supporting programs, particularly the Barbara Ann Ward Language Center (BAWLC) and its leadership.
- Its significant role in CSUN's General Education offerings.
- Its revised and newly designed Hispanic Linguistics undergraduate option, reflecting its commitment to better address the changing needs and demands of students seeking degrees in Spanish.
- Hiring faculty in growth areas, particularly in Japanese and Hispanic Linguistics, with expertise in translation and interpretation.
- Creation of the Languages and Cultures major, along with creation of the Linguistics option in Spanish and the revision of the Language and Cultures option in response to assessment findings.

- Emergence of Japanese study as a vital language and cultural offering.
- Establishment of a French Consortium with other institutions as a means of addressing the timely program completion of the French major.

Recommendations:

- Use its success with the French collaborative consortium partnership as a model for other CSU campuses and go forward with additional consortium opportunities.
- Work with ethnic studies, business, and health sciences departments to consider requiring their students to take course work in language and culture.
- Work with university assessment to improve their data and evidence gathering procedures, tools, and protocols.
- Review program enrollment and determine what steps to take to enhance interest or suspend programs that are not flourishing.

6. Physics and Astronomy

A. Student Learning Outcomes:

1. Demonstrate knowledge of physical principles used to model natural phenomena.
2. Demonstrate ability to convey physical concepts with mathematical expressions, and effectively derive quantitative predictions from a model through mathematical analysis.
3. Demonstrate understanding of scientific methodology, including:
 - a. data collection from observations, setting up laboratory experiments and data collection from experiments,
 - b. analysis of data,
 - c. testing of a model or hypothesis by comparing with data.
4. Demonstrate competency in using computer tools, including:
 - a. use of software programs for data analysis and presentation,
 - b. numerical analysis,
 - c. computer simulations.
5. Demonstrate special knowledge of their subprogram.
6. Communicate clearly and articulately physical concepts, findings, and interpretations in oral presentations.
7. Acquire ability to write clear, organized and illustrated technical reports with proper references to previous work in the area.

B. Results of assessment activity

Undergraduate: The test scores of both of the juniors entrance test and the exit ETS majors comprehensive test scores were not satisfactory. The reason for this could be that they were not part of student grade. The juniors test scores showed that one of the basic problems is deficiency in mathematical skills absolutely required for success in physics. The ability to convey physical concepts with mathematical expressions, and effectively derive quantitative predictions from a model through mathematical analysis, requires mastery of mathematical tools.

The ETS comprehensive test requires focused preparation. Students do not have enough time to review the material required for a comprehensive test. Even if students have taken all the required courses before, they will need a review before taking the test. The review will help the students to get a wider perspective that will show the connectedness in the different courses and how the same basic laws manifest apparently in different ways in the different fields. The assessment committee and Chair believe that a required capstone course and making the ETS test scores part of the grade in the course would improve preparation and seriousness toward the test.

Graduate: The assessment of the graduate thesis defense was started only this year. We have at this time only three evaluations. These results are satisfactory so far; we will need more sample data to get a clearer picture.

C. Improvement actions

Undergraduate: After reviewing the performance on the juniors test, the faculty agreed that efforts must be made to improve student skills in mathematical physics. A former course that covered some basic mathematical physics has been reinstated. This course, PHYS 389, is being offered in the present semester (F 2013). The junior exam to inform on the initial student level, will still be administered. A new capstone course for seniors has been proposed, to offer comprehensive review of the different courses in the Major. The ETS test in the final semester of the senior year will continue to be the exit exam.

Graduate. Continue evaluation of the M.S. thesis

D. Commendations and Recommendations

Commendations:

- Aligning with administration in developing “painful but realistic” ways to deal with budget cuts such as increased efficiency in GE and service courses.
- Maintaining a high quality of curriculum and making revisions to curriculum based on assessment.
- Exploring development of a Joint Doctoral Program (JDP) program.
- A successful Master’s program based on data from the American Institute of Physics (<http://www.aip.org/statistics/>) that indicates it is one of the most productive Physics Master’s programs in the nation.

Recommendations:

- Make the pursuit of a JDP program a top priority.
- Address the staff concerns, particularly in terms of faculty and staff expectations and in staff help with research projects.
- Understanding: The Chair and Dean have had a meeting with the staff and have established a mechanism to report issues them.

7. Political Science

A. Student Learning Outcomes:

1. Professional Interaction and Effective Communication - Students will demonstrate persuasive and rhetorical communication skills for strong oral and written communication in small and large groups.
2. Develop a Global Perspective - Students will demonstrate knowledge and theories relevant to global politics and policies. This includes knowledge of Western and non-Western political systems, processes, values and models of politics and patterns of

- interaction among them. Students will demonstrate an understanding and respect for economic, socio-cultural, political and environmental interaction of global life.
3. Active Citizenship and Civic Engagement -Students will demonstrate a knowledge and awareness of contemporary issues, political institutions, and problems in the community and their historical contexts. Students will demonstrate an understanding of the importance of community involvement and leadership.
 4. Critical Thinking - Students will demonstrate increasingly sophisticated skills in reading primary sources critically. Students will be able to research and evaluate the models, methods, and analyses of others in the field of Political Science, and critically integrate and evaluate others' work.
 5. Political Decision Making- Students will demonstrate an in-depth understanding and knowledge of the political institutions through which public policies are formulated, modified, and implemented.
 6. Political Analytical Skills - Students will demonstrate a working knowledge of research designs, hypothesis formulation, measurement of variables, data collection, and analysis.

B. Results of assessment activity

The members of the assessment committee submitted completed rubrics to the assessment coordinator, who aggregated the data and calculated the frequencies and averages. Overall, the evidence collected in 2012-2013 suggests that our students are proficient in the area of **critical thinking**, but that work is needed to move more of our students up to the proficient and exemplary levels. Of the two components of our critical thinking SLO—presenting and supporting an argument (SLO 4a) and identifying pros and cons and evaluating alternative points of view (SLO 4b)—our students are showing slightly stronger performance in the former. Of the two sets of courses we evaluated, students are meeting the critical thinking SLO better in the capstone courses than in the research methods courses. We are not entirely sure how to explain this result, since we know many of our students are not taking the research methods course at the beginning of their political science coursework. It may be that the students in our sample are early in their political science coursework, or it may be the result of the very different types of assignment prompts between the two classes. For 2013-14 we will be using a different methodological approach to assessment in order to try to track student learning as students' progress through the major. We hope this will allow us to better capture and explain change over time.

Students in the research methods courses earned an average score of 2.57 (on a scale from 0 to 4) when it came to presenting and supporting an argument and 2.61 when it came to identifying pros and cons and analyzing and evaluating alternative points of view (see table 1). Students in the capstone courses scored even higher, earning an average score of 3 in both categories of the critical thinking SLO.

Students in the research methods courses (43%) are at the developing level when it comes to presenting and supporting an argument (SLO 4a). In the capstone courses, a plurality of students (44%) are proficient in this area. However, one in five (21%) are at the developing level. When it comes to the second component of critical thinking-- identifying pros and cons and analyzing and evaluating alternative points of view (SLO 4b)--roughly one-third of students in the research methods courses are at the proficient level and one-third are at the developing level (see Figure 3). Approximately one-quarter are exemplary in this area. In the capstone courses, nearly half of the students

(49%) are proficient and one-third (32%) are exemplary. Even still, 17 percent are at the developing level when it comes to SLO 4b. It should be noted that the research methods course sample included one face to face section and two online sections. Although the data were aggregated by course type (research methods and senior seminar), the averages for the face to face section were compared with the averages for the online sections to ensure that aggregating would not skew the results. The averages for the two modes were similar, and in fact, those for the online sections were slightly higher.

Compared with 2011-12, students in both the research methods course and the senior seminar have generally improved on 4a--present and support argument and 4b--identify pros and cons, analyze and evaluate alternative points of view (see table 1.1). The improvement is most pronounced in the research methods courses. The percentage of students in the research methods course who were rated as proficient or exemplary on SLO 4a increased from 27 percent to 54 between 2011-12 and 2012-13. The percentage of research methods students rated as proficient or exemplary on SLO 4b increased from 44 percent to 59 percent. In the senior seminars, the percentage of students who were rated as proficient or exemplary on SLO 4a increased from 70 percent to 76 percent. On SLO 4b, ratings went from 73 percent rated as proficient or exemplary to 81 percent proficient or exemplary.

In short, our students are proficient in the area of critical thinking, but work is needed to move more of our students from “developing” to “proficient” and “exemplary.” Furthermore, our students are showing improvement in the area of critical thinking. This year, the assessment committee will discuss setting benchmarks to help us set goals for improving student learning when it comes to critical thinking.

The members of the assessment committee submitted completed rubrics to the assessment coordinator, who aggregated the data and calculated the frequencies and averages. Overall, the evidence collected in 2012-2013 suggests that our students are doing very well when it comes to **the political decision making SLO**. Students are meeting both components of our decision making SLO—identifying and describing political issues and institutions involved in solving these issues (SLO 5a) and identifying policy formation and implementation models (SLO 5b)—equally well.

Students in the capstone courses earned an average score of 3.1 (on a scale from 0 to 4) on both components of the political decision making SLO (see table 2). Figure 5 reveals that just under a majority of students are at the exemplary level for both components of the decision making SLO. More than one-third are proficient on both dimensions. Just about one in ten students are at the developing level, a number that we'll work to reduce in the coming years.

In short, 87% of our students are proficient (38%) or exemplary (49%) when it comes to identifying and describing political issues and institutions involved in solving these issues. Eighty three percent are proficient (35%) or exemplary (48%) when it comes to identifying policy formation and implementation models. Compared to the critical thinking SLO, our students are performing better on the political decision making SLO.

The members of the assessment committee submitted completed rubrics to the assessment coordinator, who aggregated the data and calculated the frequencies and averages. The sample size for the capstone that meets **the political analytical skills** is small, but at least for the section of the course included in this analysis, the students are doing well with regard to this SLO—81% are at the proficient (45%) or exemplary (36%) levels (see Figure 6). Compared to the students in the senior seminar, the students in the research methods course are not performing quite as well—62% are at the proficient (52%) or exemplary (10%) levels.

On average, students in the research methods course scored 2.62 (on a scale from 0 to 4), while the 11 papers assessed in the senior seminar scored 3.14 (see table 3). The political analytical skills SLO has six dimensions, and students in the research methods course scored highest on SLO 6a-- identify research questions, proposes hypotheses and analyzes, critiques and integrates source material (2.81). Their lowest score was earned on SLO 6e-- present and accurately evaluate strengths and weaknesses of own research (2.51). The same was true of the senior seminar students—the highest score was earned on SLO 6a (3.27) and the lowest score was earned on SLO 6e (2.91).

While it is difficult to generalize from the results of the analysis of the capstone course because of the small sample size, it appears that the 471 students are performing rather well when it comes to political analytical skills, particularly when compared to students in the introductory research methods course. Students are performing about as well on the political analytical skills SLO as they are on the political decision making SLO, but are performing better on this SLO than on the critical thinking SLO.

C. Improvement actions

Among the changes we are discussing is adding an Introduction to Political Science course, which would serve as a gateway and introduce students to the five subfields of political science. We are also discussing adding course sequencing to allow students to progress through the major in a way that will build critical thinking skills by helping students to understand the connections between the courses they take and the concepts they learn in those courses. In 2013-14 the curriculum committee is working on developing these proposals for these changes so they may begin moving through the curricular review process.

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D. Commendations and Recommendations

Commendations:

- Offering experiential learning opportunities to its students through exemplary Model United Nations and Judicial Fellowship programs. The Judicial Fellowship program provides students a link between their academic study and application in the world.
- Beginning the process of offering courses in racial and ethnic politics.
- Its level of assessment which is well ahead of many peer institutions.
- Some faculty who continue to be highly productive both as teachers and scholars.

Recommendations:

- Address serious concerns about the departmental culture, by building a collegial environment in which faculty treat each other with respect and professionalism.
- Revise the current options in the B.A. degree so that degree will meet the needs of current students. This will include the pursuit of curriculum revisions to the B.A. degree including adding more coursework in racial and ethnic politics and a new emphasis on interdisciplinary course offerings. The department will link these revisions to a plan for hiring faculty where gaps exist.
- Review and revise the MA in Political Science in terms of content and focus.
- Continue its assessment work by focusing on “closing the loop.”

Pomona

II. Summary of Program Review, Assessment Findings, and Improvement Actions

BA Theatre

The Theatre Department completed a review of their undergraduate program for the period 2005-2010. The program has five learning outcomes:

1. Students will develop basic skills/training in the theatre arts.
2. Students will develop specialized skills/training in the theatre art.
3. Students will develop knowledge of theatre history and dramatic literature.
4. Students will develop skills in script analysis.
5. Students will develop production skills.

To evaluate these outcomes, the department administered an alumni survey, conducted student self-assessments of productions, focus groups, and quarterly student-faculty conferences with majors.

From these activities, the department found that more than 50% of the graduates are still working in the major, and almost half of the graduates strongly agreed that the program enabled them to understand the essential concepts and methodology and to develop skills in communication and collaboration, and that they were as well-prepared as their peers. Students involved in productions did not agree that outcomes related to communication were accomplished. From the conferences, it was found that students in the acting option felt that the acting classes were too condensed and that they were not well-prepared for stage performance.

These findings have led the department to increase the introduction and reinforcement of work ethic basics including responsibility, accountability, punctuality, and collaboration. The acting option classes will be restructured, including the addition of a first-year course.

Another significant finding from the review was the decision that the department should merge with the Dance program. This has resulted in improved uses of financial, staff, and space resources, and fits well with the strategic plan of the department.

BS Geology

The Department of Geological Sciences completed a review of their undergraduate program for the period 2006-2011. The program has seven learning outcomes:

1. Understand and implement various facets of the scientific method.
2. Effectively communicate results of scientific investigations in written and oral format.
3. Recognize common Earth materials, structures, and landforms, describe their properties, and determine their age relationships.
4. Acquire geologic data in the laboratory or field using standard observational procedures and scientific equipment.
5. Describe the interrelated processes operating in Earth's lithosphere, hydrosphere, atmosphere, and biosphere over different geologic time scales.
6. Use maps, cross sections, and other imagery to analyze and interpret spatial and temporal relationships displayed by Earth features or geologic data sets.
7. Utilize quantitative reasoning, experiential judgment, and computer technology to assess data, draw conclusions, and solve problems.

To evaluate these outcomes, the department administered alumni surveys, evaluated student work in key classes, evaluated the senior thesis, and measured the number of graduates attending graduate school.

From these activities, the department found that the courses are offered in an order that allows students to improve their achievement of the outcomes as they progress in their studies. Students had significant difficulty reading topographic maps in the field, and that the previous instructional methods were not successful in improving this skill. However, students' skills using standard scientific equipment were strong. Particular topics in specific courses were not being mastered. Students needed improvement on written and presentation skills.

As a result of the finding with respect to topographic maps, the students are now given a lecture and the opportunity to practice the skills explained in the lecture before being asked to perform these skills in the field. Individual courses were revised to improve student understanding of particular topics. A new senior-level class was designed to provide students the opportunity to prepare and critique oral presentations for an academic or professional setting. Similarly, the senior thesis sequence was redesigned to allow more time in the last class to prepare the written document.

Other significant findings from the program review were the decisions to expand their work in the area of hydrogeology in collaboration with other water-related programs on campus and to develop a graduate program (that has since been launched). While their number of majors is likely to remain small, interdisciplinary projects will allow the department to better meet the needs of the university.

General Education

The university completed its first review of the General Education (GE) Program. The GE Program has four broad goals and 13 objectives. The outcomes have been mapped to the University Learning Objectives, the WASC Core Competencies, and the GE courses.

I. Acquire foundational skills and capacities.

- a. Write and speak effectively to various audiences.
- b. Locate, evaluate, and responsibly use and share data employing information and communication technologies.
- c. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.
- d. Apply and communicate quantitative arguments using tables, graphs, and equations.

II. Develop an understanding of the various branches of knowledge and their interrelationships.

- a. Apply scientific methods and models to draw quantitative and qualitative conclusions about the physical and natural world.
- b. Analyze major literary, philosophical, historical, and artistic works and describe their aesthetic, historical, and cultural significance in society.
- c. Analyze the concepts, theories, and methods pertaining to cultural, economic, historical, political, and social institutions.
- d. Integrate concepts, theories, and examples from more than one field of study to identify problems, draw conclusions, and construct original ideas.

III. Develop social and global knowledge.

- a. Describe the historical development of diverse cultures and analyze the role that cultural diversity plays in shaping the core institutions and practices of individuals and societies.
- b. Apply the principles, methods, value systems, and ethics to social issues confronting local and global communities.

IV. Develop capacities for integration and lifelong learning.

- a. Analyze the behavior of individuals within the context of the social and natural environment, human sexuality, physical and mental health, and stages of life.
- b. Explain the role that the acquisition of a recreation, avocation, or artistic skill plays in an individual's physiological and psychological development.
- c. Explain the importance of active engagement in communities for the betterment of personal and public life.

To evaluate these outcomes, the university is employing both direct and indirect methods: the CLA exam, the NSSE survey, the Graduation Writing Exam, embedded questions in selected classes, self-assessment evaluations, and questions in department exit surveys. Some of these methods are still in the planning process, and the results were not available for the program review.

The CLA was given to first generation and other students to determine if there was a difference in performance between the two groups either at entrance or at graduation. No

significant differences were found. For all students, writing skills improved when students were responding to a specific response, an observation that may be applied to the evaluation of the writing skills of our graduating students. The GWT results demonstrated that students who have difficulty writing perform better after completing an upper division GE class. At this time, no changes have been made to the GE program based on the results of the assessment.

Other significant results from the program review include: the Senate GE Committee shall institute a periodic review of all general education courses; the Office of Academic Programs shall publicize the importance of general education to students, including a new presentation to students during freshmen orientation; the university will improve instructor's attention to students' writing skills through workshops on managing and evaluating writing assignments.

Sacramento

II. Summary of program review, assessment findings and improvement actions completed 2012-2013

California State University, Sacramento

Introduction

California State University, Sacramento requires each academic unit to provide an annual assessment report of student learning outcomes for each degree program to Academic Affairs, July 1st each year. The reports are required to identify the program's student learning outcomes, the specific outcomes measured in the reporting year, the assessment methodologies used including direct and indirect measures (if applicable), the assessment results, responses taken by the department to the results from previous years, and the effect of any improvement actions undertaken. And in recent years given the revisions contained in the new WASC standards for accreditation, we have included a requirement for academic units to assess discipline specific learning goals in relationship to core degree competencies such as critical thinking, communication (oral and written), information literacy, quantitative reasoning and so forth. Consequently, the annual reports provide a strong quality control mechanism for departments, deans, and the Provost to monitor continuous improvement of student learning and undertake improvement actions based on findings. The composite of findings obtained from the annual reports covering the 5-year reporting period for academic program reviews provide a substantial basis for evaluation of the status of assessment of student learning that is reported in the Program Review Report.

Below are summaries of the program review recommendations, findings of assessment of student learning outcomes, and improvement actions taken by programs that completed Program Reviews in 2012-2013.

Public Policy and Administration, Master of Arts

Program Review Recommendations

The Department of Public Policy and Administration (PPA) offers the MA degree in Public Policy and Administration. The program review report observed that even with limited resources a small cadre of hardworking faculty has managed to maintain a strong and vibrant graduate program that is graduating students in a timely manner. In general, the program review team was impressed with the accomplishments of the program especially in the quality of faculty research productivity and inclusion of student interests in curricula improvements. Many individuals interviewed during the review process reaffirmed the notion that the MA in PPA is one of the stronger programs on campus and a model for such programs across the country. For example, the external consultant noted in her report that the Department of PPA is “well known and highly respected” and that the degree program is “an under-appreciated gem, a green spot on the campus.”

The Review also commended the program for its interdisciplinary rigor and contribution to other centers of excellence on campus. Specifically, the report highlighted PPA’s relationship with the Institute for Higher Education and Leadership Program (IHelp), the Center for California Studies, and the Doctorate in Educational Leadership (Ed.D.) program.

The MA program in Public Policy and Administration was granted full approval for a further six years or until the next scheduled program review.

Assessment of Student Learning

Based on the WASC “Rubric for Assessing the Quality of Assessment Program Learning Outcomes,” the MPPA program has been determined to be in the “developed” stage in which there is a well-organized set of reasonable outcomes that describe how students can demonstrate their learning. The program also has a multi-year assessment plan.

A fully developed and comprehensive set of learning outcomes focus on the key knowledge, skills, and values taught in the program (e.g., to learn the tools of analysis used for public policy and administration; learn the appropriate knowledge and skills of economics, political science, research methods; understand the influence of policy development and decision making). National disciplinary standards have been considered and relevant institution-wide skills have also been among the learning objectives. The learning outcomes are assessable, indicating how students can demonstrate their learning.

Reported to the CSU Board of Trustees for the March 2014 Annual Academic Update

These outcomes are assessed via a research memo assignment along a common rubric used by all faculty and provides a really good direct measure of learning gains. The program also uses an exit survey to determine gains at time of completion. This enables the department to build assessment tools and rubrics that are consistent across faculty and helps to inform subsequent discussion of results. The information provided suggests that the memo assignment reflects course-level assessment much more than program assessment and more needs to be done to assess other components of the entire program experience. Even so the analysis revealed that several minor learning gains were reported.

The Program Review Report made the following noteworthy general observations:

1. "Faculty members in PPA have higher levels of engagement in the assessment process than other departments. As a result of this commitment to assessment and engagement, it is clear that their faculty members move as a single unit, have a good grasp of the specified learning objectives, and work together to achieve improvements as warranted.
2. The Department does an excellent job of aligning their learning outcomes with course content. For example, the practice of putting learning outcomes in syllabi clearly flag to students what is expected of them in their classes and in the degree program.
3. The Department does a good job of aligning their learning outcomes with accreditation standards."

Finally, the report commended efforts by the University in supporting assessment and in providing departments with guidance to construct appropriate learning outcomes, assessment measurement tools, and in closing the loop between assessment data and program change.

Improvement Actions Taken

The Department reported that they meet every spring (for the past five years) to discuss assessment data and scores to draw lessons from the information. For the next two years the Department plans to improve delivery of some course content and possibly broaden one of the measures in the exit survey. It appears that faculty from the department are working together to examine the data and program. It is clear that the Department uses the data to inform course revision and has opted to revise its learning outcomes as a result of earlier assessment findings. For example, previous learning outcomes that emphasized critical thinking, integrative thinking,

effective communication for policy audiences, understanding the professional role, and practical application have been revised to:

- Synthesize, analyze and offer solutions
- Integrate the knowledge and skills of multiple dimensions
- Apply knowledge and skills in multiple settings
- Recognize your professional role
- Recognize the role of public policy and administration in public governance
- Communicate publicly relevant topics to multiple audiences.

Finally, the review team noted the quality of the improvements made to the revised student learning objectives. The revisions are designed to improve the level of rigor expected from graduate students in a competitive degree program. The report stated: “Recognizing the role of public policy and administration in public governance is important for PPA graduates. Currently, there is an assumption that it has been developed in students. With this explicit learning objective in place, however, students will be assessed and the Department will be held accountable.”

Sociology: Bachelor of Arts and Master of Arts

Program Review recommendations

The Program Review of the Department of Sociology consisted of a review of the BA, MA, and Minor in Sociology, as well as its service of several of the GE Areas. The Review Team found that in most aspects the Department is sound and provides for students a vibrant and nurturing atmosphere for pursuit of sociological knowledge. Indeed the External Consultant report noted that:

“The Department of Sociology at CSUS provides an excellent education for its undergraduate and graduate students. As a program it provides best practices in assessment in the major, and aligns these practices with the Sacramento State Baccalaureate Learning Goals. The department is undergoing a transition in leadership and this is an opportunity to develop, plan, and implement changes.”

The Department serves four main constituencies of students:

- Undergraduates who major or minor in Sociology
- Undergraduates in degree programs that incorporate Sociology courses as electives, including students completing majors in Social Science (with 7 Sociology course electives)
- Students fulfilling General Education requirements in Areas A3, C1, C4, D1A, D1B, D2, and E; two of the D2 courses also fulfill the Race & Ethnicity graduation requirement
- Graduate students in the M.A. program in Sociology

All indicators suggest that the B.A. and minor in Sociology feature excellent courses. Students and faculty alike speak approvingly of the learning opportunities the programs offer, and of the relevance of sociological study for career preparation and other important aspects of life. As noted in the Self-study, graduation rates, at least for transfer students, tend to be well above University averages. To this end, the review commended the department for offering “excellent courses and providing a sound foundation for excellent learning.”

This review has revealed four central issues with regard to the B.A. program that have been debated by the Department over the past several years:

1. The ideal number and of core methodology requirements (recently reduced from three to two courses, SOC 101 and SOC 102)
2. How to offer a sufficient number of sections of core requirements
3. The efficacy of requiring a capstone course experience
4. The possibility of articulation of community college Statistics course(s)

The Department was also commended for its robust contribution to the University’s General Education program, having enrolled on average 1,576 students per semester in GE Area courses, 14 of which have been offered during the past five years. This number exceeds the number of undergraduate students enrolled in the Sociology B.A. and minor programs by about 3 to 1. Some of the students taking these GE courses also are fulfilling elective (and in the case of SOC 1) core requirements for the major or minor, but nevertheless this extent of contribution to GE is very significant.

The Sociology M.A. program is highly regarded by students and faculty alike. During the review process, students cited a number of things to praise, including excellent seminars, effective scheduling, good interaction with peers and faculty, good preparation in the Sociology B.A. program (especially thanks to SOC 192), and always finding room in seminars. The external consultant acknowledged the strong curricular structure of the graduate program and its ability to attract a strong pool of applicants each year

The main issues that surfaced during this review with regard to the graduate program involve the culminating experience. Currently this is a 6-unit requirement consisting of either a Thesis or a Project. Along with acknowledging the various benefits of the Project option, the Review Team also encouraged consideration of offering an Exam option considering that the Exam is the best option for students preparing to teach at community college level because it allows for exploration of a relatively broad spectrum of issues. If designed appropriately, an exam can incorporate some of the research work of a thesis. For example, a list of potential questions could be developed in advance (from which a few are randomly chosen at the time of the exam). To this end the report recommended that the department consider development of a teaching assistantship program to complement its MA Sociology degree.

Finally, the Review report recommended that the following be undertaken:

1. Improve ethnic diversity among faculty
2. Provide greater clarity regarding departmental policies and procedures
3. Refine hiring needs and how to go about meeting them
4. Improve level and rigor of course assignments

The department was recommended to continue its programs for another six years or until its next scheduled review.

Assessment of Student Learning

The department uses WASC Rubric for assessing student learning. Based on the rubric the undergraduate and graduate programs are in the “emerging” to “developed” stages based on the criterion. The Department does have a set of learning outcomes that focus on the key knowledge, skills, and values taught in the undergraduate program and the graduate program. National disciplinary standards have been considered and relevant institution-wide skills have also been included for both programs.

Accordingly, the department was commended for building assessment tools and rubrics that are consistent across faculty (i.e. for the writing outcome) and was encouraged to do so for the other learning outcomes. The department indicated in the report that the faculty plans to clarify and develop explicit criteria statements, such as rubrics, for the other learning outcomes.

It was especially noteworthy that the undergraduate program learning outcomes are aligned closely with the University Baccalaureate Learning Goals.

In the undergraduate program, the writing learning outcomes are assessed using a common rubric for writing assignments randomly chosen from core courses. Another method is a graduating senior exam. A third method is a graduating senior survey for indirect data. The Department indicated plans to examine and use other tools to collect data for the other learning outcomes.

For the graduate program, the Department uses a common thesis assignment and rubric for direct data, along with a reflection paper for indirect data for the writing learning outcome. There is a common presentation rubric that faculty use to assess the oral communication learning outcome. The Department indicated plans to formulate other tools and rubrics for the remaining learning outcomes. The data appears to be valid and reliable.

The Department of Sociology has distinguished itself as a campus leader in development and implementation of a sound assessment system. The 2006 Program Review Report made strong pleas for improvements, and the Department clearly has delivered. The external consultant opined that:

“The department has one of the most comprehensive assessment plans I have seen among program reviews. The department responded to the previous review in examining assessment with the major and as a result, all pieces of assessment are in place. The department appears to have a strong assessment culture. Their assessment plan is clear, and has assessable program learning goals with a sustainable plan to focus on one learning goal each year. They should continue on the current path and work to bring in faculty at all levels of the assessment process. “

As part of its program review the department undertook a focused inquiry designed around a set of projects relating to enhancing student learning and the assessment. They included the following:

1. Evaluate and rewrite undergraduate department learning goals and outcomes.
2. Evaluate graduate program, considering connection with undergraduate learning goals and program.
3. Link department learning goals and objectives with university learning goals and objectives.
4. Evaluate entirety of program to determine potential achievement of learning goals and objectives.
5. Evaluate past assessment findings and possible implementation into the larger program. This will be done in consideration of the newly determined learning goals and program plan for delivering the goals to students.
6. Evaluate assessment program; develop department assessment plan for the next 5 years.
7. Design specific assessment for this year.
8. Collect data for this year to measure specific learning goal(s); measure both specific goals and overall assessment plan.
9. Solidify plan for five-year assessment plan based on the evaluation of the assessment that occurs during the Self-study (Spring 2012).
10. Create SacCT 9.1 undergraduate and graduate Sociology “courses,” to be implemented Fall 2013, to help inform students and disseminate information (regarding departmental changes, availability of resources, advising program, etc.).
11. Develop an ongoing group advising program to keep students informed and to connect with students; planning for Fall 2013 implementation.

Many of the Department’s accomplishment with regard to assessment are documented in its self-study and related appendices. Analysis of the previous programmatic learning goals and objectives led to condensing from eleven PLGs to five while at the same time enhancing correlation with the Universities Baccalaureate Learning Goals. Evaluation of the graduate program and consideration of connections between graduate and undergraduate learning goals produced the Graduate Program Assessment Plan.

In order to help determine the potential for achieving PLGs, the Department developed a matrix using three categories: Introduced, Practiced, and Demonstrated. The current Assessment Plan specifies learning goals to be assessed for five consecutive years. The Department has made strides toward implementing direct means of assessment to accompany indirect means previously employed. One of those direct means include application of the Sociology Writing Assessment Rubric. As a result the report commended the department for its success in developing and implementing an assessment system that contributes effectively to enhancing student learning and serves as an exemplary model for our campus.

The Department was commended for totally redesigning its assessment plan and collecting preliminary data to assess its programs. As the Department continues its annual assessment efforts, it was encouraged to:

1. Critically evaluate whether program learning outcomes (PLOs) along with other components of the assessment system (e.g. assignments, etc.) demonstrate the meaning, quality, and uniqueness of the degree programs.
2. Use curriculum maps, rubrics (e.g. the VALUE rubrics), and “backward design” to explicitly indicate where learning, assessment, and improvement take place for each PLO.
3. Think about who is going to use the assessment data (the instructor, department, college, or the university?) in order to determine the kind of data needed so as to facilitate effective collection and reporting.
4. Collect demographic data that will shed light on students’ background and its correlation with their academic performance.
5. Explicitly connect the direct assessment with other assessment tools in the Department, such as the exit survey.
6. Conduct follow-up assessments so as to discern if any given program changes have contributed significantly to improved student learning. The Review Team concurs with Dr. Ng’s recommendation that the Department consider using the ASA’s “BA and Beyond” exit survey.
7. Strive to integrate GE and program assessment. Every one of the 14 GE courses offered by the Department during the past five years is also a course that counts toward the major, and one of them (SOC 1) is a core course required for the major. Assessment of these courses can and should contribute to systematic evaluation of both the program and the Department’s GE offerings. Focus on WASC’s core competencies seems an especially viable means toward achieving this integration.

Improvement Action Undertaken

The data collected so far for assessment appears to be discussed by faculty at regular intervals and have been utilized to revise and streamline elements of the curriculum. Department faculty are working together to examine the findings and make refinements as needed. One example is that two new courses are being developed to strengthen one of the learning outcomes in the undergraduate program. This practice is expected to continue.

San Bernardino

**California State University, San Bernardino
Chemistry Academic Program Review 2012-13**

1. Please list the student learning outcomes (SLOs) for each program reviewed.

Goal 1: Provide students with accurate and relevant chemical information.

SLO 1.1: Students enrolled in general chemistry will be adequately prepared to succeed by having prerequisite mathematical skills and a previous introduction to chemical principles.

SLO 1.2: Students will understand the general principles of chemistry. They will be able to compare and contrast physical properties and chemical reactivity from molecular structure. They will be able to perform standard stoichiometric, solution, kinetic and thermodynamic calculations.

SLO 1.3: Students will know the common reactions of elements and compounds, including oxidation-reduction, neutralization, and precipitation reactions. They will know the common methods of functional group inter-conversions, be able to perform retro-synthetic analysis, propose multistep syntheses, and evaluate synthetic schemes.

Goal 2: Provide students with an introduction to standard laboratory methods and enhance ability to plan and execute basic chemical experiments.

SLO 2.1: Students will be able to perform accurate quantitative measurements, interpret experimental results, perform calculations on these results, and draw a reasonably accurate conclusion.

SLO 2.2: Students will be able to prepare compounds using common functional group conversions and multi-step syntheses, followed by separation, purification, and identification using modern chemical and spectroscopic analysis.

SLO 2.3: Students will understand the theory and use of sophisticated chemical instrumentation.

SLO 2.4: Students will be able to anticipate, recognize, and respond properly to the hazards of handling chemicals.

GOAL 3: Provide students with the opportunities to practice effective scientific computer, written and oral communications skills.

SLO 3.1: Students will be proficient at using computer technology to learn, gather, display and analyze chemical information.

SLO 3.2: Students will be able to communicate scientific information effectively through written reports.

SLO 3.3: Students will be able to communicate scientific information effectively through oral presentations.

Goal 4. Provide students with a broad understanding and appreciation for chemistry and related scientific disciplines.

SLO 4.1: Students will have a broad and thorough foundation in all the sub-disciplines of chemistry.

SLO 4.2: Students will progress through their chosen chemistry degree program in a timely manner.

SLO 4.3: Chemistry graduates will be educationally prepared to work in a scientific field related to chemistry.

2. Please briefly summarize the findings from the student learning outcomes assessments and indicate if the desired levels of learning were achieved.

SLO 1.1 (2004-05): It was determined an increasingly poor preparation level of our general chemistry (Chem 215) students existed as determined by the California Diagnostic Test; however the scores on the diagnostic were not correlated with the students' final grades in Chem 215.

SLO 1.2 (2005-06): It was determined that performance on embedded stoichiometry questions on the Chem 215 final exam decreased from 50% correct to 40% correct. This was disappointing as we were hoping for an increase in performance with implementation of discussion sections that resulted from the previous review period (1999-2004).

SLO 3.2 (2004-05 and 2005-06): It was determined that the quality of Chem 590A papers in 2005-06 was disappointing and similar to that observed in 2004-05.

The University assessment program was suspended (reports were not required of departments) from 2006-07 through 2010-11.

SLO 1.3 (Spring 2012): The outcome criteria is that students will rationally address problems in synthetic chemistry as measured by the ACS exam in organic chemistry administered as the final exam in Chem 323 to span the entire Chem 321/322/323 series. The original objective was for the class average to score at the 50th percentile or better when compared with the national average scores. Unfortunately only 11% of the students met the 50th percentile goal. It appears that our students are better at midterm exams and other formative assessment tools (short term memory), but perform less well at cumulative tasks and final exams (long term recall).

SLO 4.1 (2011-12): The comprehensive exams required of B.S. majors are the assessment tool for this SLO. Most exams are the ACS subject exams with passing scores at the national 20th percentile. In 2011-12, five out of 29 students attempting the exams (17%) failed to pass all four subject exams. The specific results for the five subject areas are given in the table below.

Comprehensive test results for 2011-12 students (Chem 599).

	Analytical	Biochemistry	Inorganic	Organic	Physical
Avg. Grade (4.0 scale)	1.86	2.33	2.32	1.43	1.85
Pass Rate	77%	83%	84%	83%	94%

The results support the hypothesis of poor cumulative (summative) performance for our majors mentioned above for SLO 1.3. However, most students are able to pass.

3. Briefly describe the improvement actions taken based on findings.

SLO 1.1: The diagnostic exam is no longer administered at the beginning of Chem 215. Closer attention and enforcement of the Math 110 and introductory chemistry (including high school chemistry) prerequisite is taking place through the university's freshman SOAR program.

SLO 1.2: Action was taken to improve this SLO at the end of the previous review period. Previously, Chem 215 laboratory was six hours per week for the equivalent of 2 units. The previous period review in conjunction with the external review suggested that the department required too many laboratory hours in its degree programs. Therefore, in addition to other reductions, Chem 215 laboratory was reduced to three hours per week for one equivalent unit, and the other unit was assigned to a separate discussion section where students attended in small groups with an instructor to go over problems, homework, etc., in an attempt to increase proficiency in chemical calculations and performance

overall in the lecture portion of the course. Unfortunately, this does not appear to have worked. The discussion sections are not mandatory, however, and have no graded component as compared to the deleted laboratory period. Instructors are currently contemplating instituting mandatory quizzes to improve attendance in the discussion sessions, but no consensus has been achieved yet.

SLO 1.3: No actions have been taken regarding this summative assessment.

SLO 3.2: After observing the poor 2004-05 results, a peer review system was implemented in 2005-06 for further feedback and motivation to write better papers. Although the students commented how helpful it was, the results did not show improvement. Currently some instructors use the peer review and others do not. With a larger data set, we should have stronger conclusions as to the efficacy of peer review.

SLO 4.1: No actions have been taken regarding this summative assessment.

Results for 1.2, 1.3, and 4.1 suggest students have poor long term recall skills. They persist well and perform adequately on formative assessments carrying significant weight towards their grades and passing a given course. However, if an assessment tool does not carry significant weight towards a course grade, it is not taken as seriously with the motivation, focused study, and preparation required to perform well.

The department is currently revisiting the entire set of program student learning outcomes on a course by course basis.

4. Indicate any other significant findings from the program review. Examples of possible other significant findings: commendations, description of program strengths and areas needing additional attention (if any), future program goals.

The external review and the internal University Academic Program Review Committee in general applauded the Department of Chemistry on its efforts to sustain a high quality education for its students, including the summative assessment with ACS exams embedded in SLO 4.1, continued certification of the B.S. Chemistry option by the American Chemical Society, and hands-on use of instrumentation to make graduates competitive in the employment market. The commitment of the faculty to student instruction as well as providing research opportunities for students was also commended. Hyper-efficient use of laboratory facilities was noted to the point that labs may be over-utilized, and equipment may be coming outdated with no input of new resources. This is in the face of increasing enrollment pressures and no new tenure-track positions. Future goals are limited, faculty and staff are strained, and the department is in survival mode. The administrative response has been to begin official impaction

of majors such as nursing and biology, which should reduce the number of service courses that must be provided by the chemistry department.

California State University, San Bernardino
Masters of Arts in Social Sciences Academic Program Review 2012-13
Summary of program review, assessment findings, and improvement actions

1) Student learning outcomes:

Methods of Social Sciences: Hypothesis Development, Document Analysis, Observation, Insight, Interpretation, Critical Thinking, Creativity
Knowledge of Social Sciences: Major Social Science Concepts, Major Social Science Models, Major Social Science Concerns/Debates
Knowledge of Globalization and Social Sciences: Social Issues, Political Issues, Economic Issues, Historical Issues, Cultural Issues

2) Summary of assessment findings:

In the Spring of 2013 an assessment plan for the MA program was proposed and is currently being implemented in the form of a portfolio course. All MA in candidates in the current Fall 2013 cohort are enrolled in the course and data is being collected and monitored, however it is too early to draw any specific conclusions.

3) Improvement actions taken:

Too early to draw any specific conclusions but the course is a success and appears to be enhancing the academic culture.

4) Significant findings of the program review:

During the academic years 2009 to 2011 the MA program was thoroughly revised based upon an internal review and recommendations of the Graduate faculty. The program review concluded these revisions were positive. A key revision was to unify the program thematically by focusing on globalization. The program is currently being rebranded as Master of Arts in the Social Sciences and Globalization. The program review recommended an assessment plan be developed. During the review year the assessment plan was in the process of being developed and is now being implemented. A new track in Public and Oral History is currently being implemented. A facebook page is currently enhancing communication amongst the students. An action plan has been developed and is currently being implemented.

San Diego

To: Geoff Chase
From: Stephen Schellenberg
Regarding: Text for Part II of SDSU's AY12/13 Trustee Report

The SDSU Academic Review Process (ARP) is jointly operated by the Division of Undergraduate Studies and the Division of Graduate and Research Affairs. A core component of the ARP is the self-study, within which the *Students and Curriculum*

section includes a *Student Learning Outcomes* subsection. Directions for this sub-section are as follows:

Include current versions of student learning outcome plans for your undergraduate and graduate programs. Also include a summary of the assessment results obtained to date, how the results were obtained, and how they have been or will be used to improve student learning in the future. Provide evidence of student work that demonstrates the expected mastery of student learning for students receiving the baccalaureate in the department.

Institutionally, for assessment within degrees as well as general education, we have been transitioning from a largely paper-based decentralized reporting process to the WEAVEOnline relational database and reporting system. We continue our efforts to promote and facilitate the effective population and usage of WEAVEOnline across all programs in the service of student learning, and the system will serve as the major information resource for our upcoming institutional WASC re-accreditation.

Twelve departments and their degree programs were reviewed during Academic Year 2012-2013, and the following ARP summaries are drawn from their respective Student Learning Outcomes sections and related appendices of their self-studies.

College of Engineering Programs: Aerospace Engineering (BS, MS); Bioengineering (MS); Electrical Engineering (BS, MS); Manufacturing and Design (M. Eng.); and Mechanical Engineering (BS, MS)

These five engineering programs and their degrees were reviewed together, are currently externally-accredited by the *Accreditation Board for Engineering and Technology* (ABET), and have pragmatically aligned their assessment efforts to fulfill ABET's detailed standards (i.e., dozens of SLOs distributed among multiple required courses for each degree). However, the College of Engineering appreciates the need for more engagement in, and contribution to, the forthcoming broader institutional WASC re-accreditation process. In this regard, a key win-win for college and university is the college's transition to WEAVEOnline, which will generate both ABET and SDSU assessment reports. Various actions resulting from assessment findings across these engineering programs have included expanding indirect assessment measures, increasing advising efforts, and implementing post-graduation surveys to students.

School of Exercise and Nutritional Science Programs: Exercise Physiology (MA), Kinesiology (BA, MA), Nutritional Science (MS)

The School of Exercise and Nutritional Science acknowledged that their programmatic assessment efforts have focused in recent years on meeting external accreditation standards for relevant degree programs. In preparation for their APR, the school also acknowledged that the foundation for useful assessment is an explicit set of appropriate

and measureable programmatic goals and outcomes, which led to a stated intent to revisit the entire process while transitioning to WEAVEOnline. Regardless, the school presents over a dozen specific actions based on findings from direct measures within course-level SLO, and this level of isolated effort and follow-through bodes well for their proposed revision of programmatic assessment efforts.

Linguistics (BA, MA)

Linguistics has established six programmatic outcomes for their Linguistics BA, eight programmatic outcomes for their Japanese BA, eight programmatic outcomes for their Applied Linguistics MA, ten programmatic outcomes for their Computational Linguistics MA, and eight programmatic outcomes for their General Linguistics MA. For each degree, these programmatic outcomes are measured both directly (e.g., various projects, papers, and presentations within specific required courses, imbedded questions on course exams, successful defense of MA thesis, scores on ACTFL OPI or VOCI for Japanese BA) and indirectly (e.g., exit, alumni, and employer surveys).

Findings from these various measures have led to improvement actions such as revising curricular design within the BA degrees, changing the frequency of course offerings, conveying career-facilitating information from alumni and employer surveys to current students, and confirming that all course syllabi contain student learning outcomes and explain how selected course-level outcomes articulate to program-level assessment.

Philosophy (BA and MA)

Philosophy has established five programmatic outcomes that are shared for their BA and MA programs and collectively span the spectrum from knowledge-based to evaluation-based with respect to Bloom's taxonomy. Some of these outcomes are introduced via course-specific SLOs in introductory courses that serve as GE electives as well as major required courses. All outcomes are (re)introduced and practiced in the upper-division and graduate courses as appropriate to the courses' respective foci.

Assessment of these programmatic outcomes is developing, with presented measures including (1) a written exam deployed prior to and after completion of a core set of major required courses, (2) the production of a coherent senior thesis or similar capstone projects that addresses a focused philosophical theme or figure with a public defense before department faculty and students, and (3) increases in the refinement/adaption/presentation of course-based work at the Annual SDSU Student Research Symposium. In response to their APR, the department has committed to embracing a more rigorous and comprehension approach to assessment, including addressing of formal GE Goals and Capacities requirements, and developing a departmental rubric reflecting common goals in preparing students to successfully complete the history of philosophy exam.

Rhetoric and Writing Studies (MA)

Rhetoric and Writing Studies has developed suites of programmatic outcomes for their MA and minor-degree programs as well as the various programs and constituent courses in which they are involved (e.g., Writing Placement Assessment (WPA), Graduation Writing Assessment Requirement (GWAR), Early Start). Each set of programmatic outcomes spans the spectrum of Bloom's taxonomy and are complemented by suites of course-specific SLOs. In turn, these program- and course-level outcomes are assessed by an explicit (and arguably elegantly designed) suite of direct course-level measures.

Each semester, a typical GWAR-related RWS course has tens of sections taught by a mix of faculty, lecturers, and graduate assistants, which produces an added challenge for assessment. RWS has taken great efforts to incorporate this dimension into their assessment efforts, striving to engage large teams of these instructors as readers for rubric-based scoring of large randomly-selected samplings of student responses to a specific course assignment and associated SLO. Findings from such efforts have led to actions, such as clarifying the nature and goals of the assignment, ensuring that antecedent materials and activities scaffold students towards success, and modeling the development of robust rubrics for new instructors-of-record. RWS also conducted a detailed assessment of the negative effects of class-size increases on course structure/assessments as well as SLO mastery for their RWS100, RWS200, and RWS305 GWAR-related courses.

Sociology (BA, MA)

Sociology previously developed ten Student Learning Outcomes that all faculty members were encouraged to incorporate into their instructional activities and materials. In response their APR, the department faculty stated their understanding of these current challenges for meaningful assessment, and has committed to improving their assessment efforts moving forward.

San Francisco

II. Summary of program review, assessment findings, and improvement actions

Please note that only graduate programs undergo program review in the current cycle at San Francisco State. However, both undergraduate and graduate assessments are reported here.

Anthropology BA

- SLO #1:** Diversity – Have an awareness and knowledge of a culturally and biologically diverse world.
- a) Describe the field of anthropology and its objectives.
 - b) Recognize the diversity of cultures and perspectives.
 - c) Recognize diversity in race, class, gender, identity, and age.
 - d) Recognize diversity in material culture and symbolic values across cultures over time.

- e) Explain the basic processes of biological evolution and the general course of human evolution.

Summary of Findings: A multiple-choice test was administered at the beginning and end of the semester. The benchmark for program success was 75% of anthropology majors answering each question correctly in the second test.

Use of Findings: In cases where the benchmark was not met, the results were used to initiate discussions of pedagogy in the introductory courses. In addition, a faculty meeting was dedicated to discuss criteria for effective teaching as part of the development of clear guidelines for peer evaluation.

- SLO #2:** Method – Use theoretical knowledge to critically analyze and interpret anthropological evidence.
- a) Ability to design a research project and understand the role of data analysis.
 - b) Present opposing viewpoints and alternative hypotheses on various anthropological issues.
 - c) Gather and interpret information from diverse sources.
 - d) Demonstrate applied skills in at least one of the subfields of anthropology.
 - e) Write concisely and logically, incorporating relevant data and knowledge.

Summary of Findings: From analysis of a sampling of student papers, 75% of students achieved the 80% benchmark across the program.

Use of Findings: Completion of a shared departmental writing and academic research skills rubric. The department is finalizing where specific skills will be addressed in the curriculum. The department will reinstate evaluations of final products in the methods courses.

Anthropology MA

- SLO #1:** The successful graduate student will possess advanced knowledge and understanding of the concepts and theories of the three sub-disciplines covered by the department.
- SLO #2:** The successful graduate student will have the ability to analyze and evaluate complex data about human biological and cultural systems.
- SLO #3:** The successful graduate student will have the ability to employ a comparative approach and make meaningful cross-cultural comparisons.
- SLO #4:** The successful graduate student will demonstrate an advanced ability to perform all phases of anthropological field work in one of the three sub-disciplines, including but not restricted to archaeological fieldwork, collection of biological data, ethnographic participant observation, interviewing, audio-visual and archival research methods.
- SLO #5:** Students who successfully complete their MA thesis or creative work/film will have skills at levels sufficiently high to allow them access to Ph.D. programs in their subfield, or move directly into a professional employment in their sub-discipline.

Summary of Findings: The department revised its MA assessment in spring 2013. The first draw and analysis of data will occur at the end of fall 2013.

Use of Findings: Findings will be used to revise curriculum and improve pedagogy.

Outcomes of the Program Review:

The department was commended for its achievements in equity, social justice involvement, civic engagement and internationalization in the Maasai research project. It was further commended for the engagement of students in service learning, for mentoring students into Ph.D. programs and for graduate student engagement in professional activities.

The department faculty have been involved in an extraordinary level of internal discord as referenced by the external reviewers. The program review committee recommended that the department resolve these differences. Moreover, the committee noted the lack of progress in addressing many of the problematic issues in the program and recommended that the department withhold admissions for one year while the department addressed the issues.

Broadcast and Electronic Communications Arts BA

- SLO #1:** Relate mass communication and aesthetic theory to the practice of media production.
- SLO #2:** Research information and present it in clear written form.
- SLO #3:** Use fundamental electronic media production methods.
- SLO #4:** Analyze the social effects and role of the electronic media.
- SLO #5:** Identify the structure, governance and trends in the electronic media.
- SLO #6:** Analyze media content.
- SLO #7:** Practice ethical standards in a media context.
- SLO #8:** Communicate effectively using the electronic media (including script writing and production).

Summary of Findings: Faculty reported students met or exceeded expectations at all levels. Mean scores on external internship site supervisors evaluations indicated students were well-prepared.

Use of Findings: Developed more curricular exercise that challenge students to engage in mastery-level analyses of media content. Offered advanced undergraduate ethics courses.

Broadcast and Electronic Communication Arts MA

- SLO #1:** Understand, compare, and apply multiple theories and approaches from the body of research on mediated communication.
- SLO #2:** Understand and demonstrate basic skills in audio, video, or multi-media production.
- SLO #3:** Understand and apply ethical standards and principles in analysis or creation of media content.
- SLO #4:** Understand theories and methods of media and cultural criticism, social scientific research methods, or studies in media aesthetics; apply these theories in research or production.
- SLO #5:** Demonstrate skills in effective research and writing as appropriate for project proposals, media scripts, research essays, and other media related written work.
- SLO #6:** Understand the skills necessary for advanced level work in media research and criticism, or media production; complete a project of significant length to demonstrate this proficiency.

Summary of Findings: Student completed projects or examinations related to these SLOs. The average on all objectives ranged from 4.61 to 4.82 on a 5.0 scale.

Use of Findings: The department was satisfied with the findings. They will continue to emphasize writing in the program.

Outcomes of the Program Review:

The department was commended for its commitment to issues of social justice, its contributions to the development of media content in the Bay Area, and its commitment to students and teaching.

The Academic Program Review Committee recommended that the department formalize and document the direct assessment of the graduate culminating experience, solve the need for technical support, create a regular schedule of the maintenance of equipment, and discuss with the dean the possibility of suspending the graduate program because of its limited enrollment.

Cinema BA

- SLO #1:** Students will acquire basic skills in the critical analysis of films, focused on the analysis of representative film texts from a range of periods and cultures.

Summary of Findings: Faculty found that students could not formulate a defensible thesis nor could many muster evidence in support of a written thesis.

Use of Findings: In response, the department added a new intensive writing course. Within two years 85% of the students were at an acceptable level and 25% were achieving excellence.

SLO #2: Students who pursue critical studies will be capable of producing sustained arguments placing particular films or groups of films in significant historic, generic and cultural contexts, critically engaging with secondary resources and using methods appropriate to the analysis of visual/aural media.

Summary of Findings: Over 85% of students reported on their exit survey that they had a very good or excellent improvement in this area.

Use of Findings: The department increased the number and availability of advanced courses with reduced enrollments and greater emphasis on writing.

SLO #3: Students will be able to pursue new technologies to acquire the knowledge, skills and experience needed to adopt new cinematic tools, process, forms and venues.

This SLO will be assessed in the next cycle of assessment.

SLO #4: Students who pursue directing will acquire the knowledge, skill and experience necessary to use the art, techniques and craft of directing to convey an artistic vision.

Summary of Findings: 90% of students master the techniques/craft of directing, using those techniques to realize an artistic vision.

Use of Findings: While this outcome is being met for most students, given available resources, enrollment in these courses is severely restricted. The department is continually exploring ways to reshape and conceptualize the undergraduate major in light of these restrictions.

SLO #5: Students who pursue cinematography will acquire the knowledge, skills and experience necessary to use the art, techniques and crafts of cinematography to convey an artistic vision.

Summary of Findings: 70% of students achieve excellence in the mastery of the techniques and 90% achieve at least a satisfactory rating.

Use of Findings: This outcome is being met.

SLO #6: Students who pursue editing will be able to use the art, techniques and craft of editing to convey an artistic vision.

Summary of Findings: 82% of students attain at least a satisfactory mastery, and 90% of students report an average or better improvement.

Use of Findings: This outcome is being met.

SLO #7: Students who pursue animation will acquire the knowledge, skills and experience necessary to use the art, techniques and the craft of animation to convey an artistic vision.

Summary of Findings: 95% of advanced animation students exhibit excellence in mastering animation techniques; 100% of students achieve excellence in their ability to use those techniques to realize their artistic vision.

Use of Findings: The success in this outcome was achieved after a major renovation of animation facilities and curriculum.

SLO #8: Students who pursue sound design will be able to use the art, techniques and craft of sound editing to convey an artistic vision.

Summary of Findings: 80% of students attain at least a satisfactory master of this outcome. At least 88% of students report an improvement.

Use of Findings: This outcome is being met.

SLO #9: Students who pursue screenwriting will be able to translate their artistic vision into effective screenplays.

Summary of Findings: 75% of student who pursue screenwriting achieve a satisfactory level of knowledge and ability. 90% show improvement.

Use of Findings: While this outcome is being met for most students, given available resources, enrollment in these courses is severely restricted. The department is continually exploring ways to reshape and conceptualize the undergraduate major in light of these restrictions.

Cinema MFA

SLO #1: Students will be capable of producing individual creative film works utilizing techniques that span a range of genre.

Summary of Findings: Faculty reported that 100% of students achieved a satisfactory level of this outcome and a range of 80% to 100% received an excellent rating.

Use of Findings: This outcome has been achieved. Nonetheless, faculty continue to explore strategies to promote more structure in supervising thesis films.

SLO #2: Students will master the technical skills necessary to express themselves cinematically.

Summary of Findings: Students expressed dissatisfaction over the program's ability in preparing them for specific careers in film production and suggested that the department develop specialization "tracks" for specific film crafts and supplement the curriculum with courses on production skills such as screenwriting and directing actors.

Use of Findings: The department reorganized the second year MFA in order to address this issue.

SLO #3: Students will be able to realize a personal creative vision in the medium of film.

Summary of Findings: Faculty reported that students were relatively successful in the area of first year MFA films, with 80% achieving excellence. However, faculty reported only 20% of students achieved a level of excellence at the time of the thesis. Nonetheless, 100% received a satisfactory rating.

Use of Findings: This objective is being met.

SLO #4: Students will be able to locate their personal creative practice in the context of the history and traditions of cinema.

Summary of Findings: 90% of student demonstrated a level of excellence in this area.

Use of Findings: This objective is being met.

SLO #5: Students will be able to produce coherent critical essays using appropriate source materials.

Summary of Findings: Faculty indicate that 100% of students achieve at least a satisfactory level of mastery in this area.

Use of Findings: This objective is being met.

SLO #6: Students will demonstrate skill in teaching undergraduate film courses.

Summary of Findings: Of sixteen student responders, all of whom provided qualitative evaluations of their experience, six were clearly positive, three were clearly negative, and the remaining seven were decidedly qualified.

Use of Findings: Faculty are in the process of formulating a response.

Cinema MA

SLO #1: Students will acquire broad knowledge in the areas of film theory, narrative filmmaking practices, and non-narrative filmmaking practices.

Summary of Findings: 100% of instructor evaluations of student performance in the program's five core courses report 80% or more of students achieving at least a satisfactory mastery of relevant areas of film history and theory.

Use of Findings: This objective is being met.

SLO #2: Students will be capable of conducting close textual analysis of written and cinematic texts.

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Summary of Findings: 100% of students responding on the exit survey reported improvement in this area.

Use of Findings: This objective has been met.

SLO #3: Students will be capable of producing salient critical essays that utilize appropriate source materials.

Summary of Findings: Surveys of relevant courses reveal mixed results. One faculty member reported up to 45% of students at less than the satisfactory level, with an average of 12% at the level of excellence. A different course survey indicated 80% at the level of excellence. However, surveys from MA thesis committees reflect a consistently strong 4.5 out of 5 rating in this area.

Use of Findings: There is significant development of student ability between the survey results for CINE 721, CINE 722, and the MA thesis. No changes appear to be necessary.

SLO #4: Students will acquire skills teaching undergraduate film studies courses.

Summary of Findings: The seven qualified responses recognized positive benefits of this experience, yet expressed a clear desire for a richer, typically more structured experience.

Use of Findings: Faculty is currently considering a response to this finding.

SLO #5: Students will be capable of conducting independent research that leads to written thesis.

Summary of Findings: MA thesis committee members report 20% of student achieving excellence and 80% satisfactory.

Use of Findings: No changes appear to be necessary.

Outcomes from Program Review

The department chair was commended for the innovation and entrepreneurial energy he has infused into the department. The department was also commended for the first-rate training provided to students, for faculty commitment to the program, for the success of its alumni, and for the excellence of its assessment of all programs.

The Academic Program Review Committee recommended that the department consider reducing enrollment in the undergraduate program in order to shift some resources to the graduate programs. It also recommended increasing advising to students in order to decrease time-to-degree.

Consumer and Family Studies, Apparel Design and Merchandising, BS

SLO #1: Students will understand apparel industry processes and exhibit technical and professional garment design and merchandising skills depending on their program emphasis.

- SLO #2:** Students will apply theories of appearance and human behavior to societal problems and well-being across the lifespan and in diverse communities.
- SLO #3:** Students will apply knowledge of historical, socio-cultural, and ecological factors in aesthetic expression of dress and quality of life.
- SLO #4:** Students will gain foundational knowledge in the area of textiles and apparel both historically, culturally and scientifically to understand the global interdependence of the apparel and textile industries.
- SLO #5:** Students will identify and evaluate issues of social responsibility, professional behavior, and ethics related to local and global apparel and textile industries.
- SLO #6:** Students will exhibit the ability to research, investigate, synthesize and apply findings to the study of textiles and apparel in the consumer market.
- SLO #7:** Students will develop an appreciation for, and be responsive to, individual and community needs through participation in service learning opportunities.

Summary of Findings: The department uses Portfolios for assessment of each outcome. Results on the portfolio analysis varied from a high of 85% excellent rating to 10% below average.

Use of Findings: The department plans to review and update its assessment rubric for the critique of online vs notebook/paper portfolios. They also plan to spend more time on the chemistry of fiber and the role of chemistry in innovations. They will allot more time for group discussions and individual research of global apparel and textile trade.

Consumer and Family Studies, Dietetics, BS

- SLO #1:** Students will gain foundational knowledge in food and food systems, physical and biological science, as well as behavioral and social science as it applies to the field of nutrition and dietetics; knowledge will be utilized to enhance the vitality, well-being and global needs of diverse populations within communities.
- SLO #2:** Students will develop attitudes, values and behaviors for entry into a pre-professional practice such as a dietetic internship.
- SLO #3:** Students will use scientific research to support evidence-based practices in the field of nutrition and dietetics.
- SLO #4:** Students will engage in professional communication skills such as counseling techniques, oral presentations and written documentation to effectively meet the needs of families and individuals throughout the lifespan.
- SLO #5:** Students use methods to assess, diagnose and implement interventions to enhance nutritional status and quality of life of individuals, groups and populations over the lifecycle, thus strengthening the wellness of communities.
- SLO #6:** Students will develop an understanding of management and business theories as they apply to foodservice systems.

SLO #7: Students will identify and evaluate issues of social responsibility, professional behavior and ethics.

Summary of Findings: 100% of students received a grade of B- or better on the community research project. This project was aligned with three of the seven SLOs. There were very high ratings on the analysis of the remaining SLOs.

Use of Findings: The department will add a writing analysis exercise on sustainable energy, waste and food management.

Consumer and Family Studies, BA

SLO #1: Family and Consumer Sciences majors will explain and relate the synergistic and integrative nature of family and consumer sciences (FCS) to the three critical components of its body of knowledge: core concepts, integrative elements, and cross-cutting themes.

SLO #2: Students will understand life course development for diverse individuals and families through the use of the human ecosystems theory.

SLO #3: Based on life course development, within the context of relevant human ecosystems, students will apply sustainable management of resources, problem solving, decision making, and technical strategies, for the capacity building of individuals, children, families and community vitality.

SLO #4: Students will research, evaluate, synthesize and apply their findings to issues and problems that affect the quality of life for individuals, children, families and communities.

SLO #5: Students will analyze and evaluate how individual, family and national decisions may impact other countries of the world.

SLO #6: Students will apply an integrative, synergistic focus to address critical societal issues.

SLO #7: Students will identify and evaluate issues of social responsibility, professional behavior, and ethics.

Summary of Findings: All students met the benchmark of 85% earning a C or better on each of the assignments aligned with the outcome.

Use of Findings: The department plans to incorporate more learning opportunities regarding the impact of people on the world and the effects of their actions on others.

Consumer and Family Studies/ Dietetics, Interior Design, BS

SLO #1: Students will exhibit technical and professional interior design graphic communication skill sets and abilities.

SLO #2: Students will plan interior design solutions considering individual and family needs including health, wellness, and lifecycle changes.

- SLO #3:** Students will plan interiors considering cost analysis and construction methods and approaches.
- SLO #4:** Students will develop design process methods which include application of theory, current methods and technologies, and understanding of diversity and global needs.
- SLO #5:** Students will consider sustainability and eco-sensitivity within interior design study and solutions.
- SLO #6:** Students will exhibit the ability to research, investigate, synthesize and apply findings to the interior design solutions.
- SLO #7:** Students will identify and evaluate issues of social responsibility, professional behavior and ethics.

Summary of Findings: Students struggle with keeping up with their work and with the textbook in some of the courses. Portfolios were submitted without some of the required materials. In the course ID343: Housing People with Special Needs, the projects were outstanding in their design and implementation, but students had difficulty working together in groups.

Use of Findings: The size of projects will be revised. Faculty will have students move to an online portfolio. Faculty will begin to implement a mid-semester intra-group evaluation for group projects. Faculty will place more emphasis on writing conventions.

Consumer and Family Studies/ Dietetics, Family and Consumer Sciences, MA

- SLO #1:** Graduates will exhibit professional skills and knowledge associated with their sub-discipline in Family & Consumer Sciences:
- Apparel
 - Interior Design
 - Dietetics
 - Family Studies
- SLO #2:** Students will appreciate a socially conscious approach to sub-disciplines; contribute to the community through service.
- SLO #3:** Graduates will demonstrate the ability to design and conduct research associated with their sub- discipline.
- SLO #4:** Students will exhibit professional presentation and writing skills.
- SLO #5:** Students will link theory and practice in their program experiences.
- SLO #6:** Graduates will understand the interdisciplinary nature of family & consumer sciences.

Summary of Findings: 87% of students met the benchmark on the case study. All 16 students met the University requirement for the service learning course. 93% of students received a B or better on the research paper. 93% of interns received satisfactory evaluations from all preceptors. Students, in general, are having problems with writing

skills in preparing their thesis. This problem is creating extraordinary time on the part of faculty to assist students in completing their culminating experiences.

Use of Findings: In the summer the faculty plan to meet to explore options to the time-consuming culminating experience that they have used in the past.

Outcomes from the Consumer and Family Studies Program Review

The department is commended for the following:

1. Meeting all University standards for graduate programs;
2. Having excellent one-to-one mentoring from faculty to students;
3. Providing a clear distinction of assignments and expectations between undergraduates and graduates taking paired classes;
4. Developing a cross-listed graduate seminar *in Social Entrepreneurship* with the College of Business that is perceived as a positive experience;
5. Providing graduate students with encouragement and support to present and publish their research.

Based on the outcome of the program review, the department of consumer and family studies/dietetics is advised to take the following actions:

1. Grow the enrollment in the MA program by focusing on higher-demand areas within the MA in order to make it more viable;
2. Investigate the possibility of an MS in dietetics;
3. Develop a marketing plan for increasing enrollment in the MA program;
4. Further investigate consortium possibilities with CSU Long Beach and CSU Northridge;
5. Consider adding enhanced graduate sessions to paired classes, possibly using hybrid technology and/or online discussion boards, to allow graduate students in paired classes to have more specialized, higher-level learning opportunities.

Educational Leadership, EdD

SLO #1: Leadership and Systemic Reform

- a) Students will be able to foster interactions among colleagues that lead to a shared vision that can reduce the learning gap.
- b) Students will be able to create a practice of collaboration among educational leaders.
- c) Students will be able to create a culture of professional practice and evidence-based decision-making in developing and implementing educational improvement initiatives.
- d) Students will be able to describe and implement governance and policy structures and processes that are utilized for organizational and systemic reform.
- e) Students will be able to examine best practices of educational transformation and scaling up and sustaining innovations.
- f) Students will be able to identify effective methods for assessing student preparedness and attainment, and be familiar with effective

models for imparting basic math and English skills and teaching English as a Second Language.

- g) Students will be able to act as leaders and change agents within educational settings while exemplifying high standards of ethical behavior.

SLO #2: Learning, Curriculum, and Assessment

- a) Students will be able to describe the importance of cognitive, social, and cultural issues in developing language, literacy, mathematics, science, and the arts.
- b) Students will be able to identify and promote advanced, evidence-based, successful strategies for language, the arts, literacy, mathematics, science, and arts education.
- c) Students will be able to describe and effectively act upon curriculum and instruction issues at the administrative level.
- d) Students will be able to effectively supervise instruction and perform teacher evaluation.
- e) Students will be able to develop and provide effective programs and supportive services for retaining students from under-represented groups, and reducing institutional barriers to timely completion of programs.
- f) Students will be able to effectively manage systems to address special needs learners (i.e older adult learners and students with disabilities).
- g) Students will be able to respond effectively to short-term workplace needs and long-term career trends.

SLO #3: Equity, Diversity, and Structural Inequality

- a) Students will demonstrate an understanding of structural inequalities in schools and communities.
- b) Students will be able to analyze quantitative educational data sets as a way to document and analyze structural inequality.
- c) Through exposure to historical and contemporary research and theory, students will analyze the impact of race, class, gender, and disability in the larger society and the significance of that impact in schools.
- d) Students will be able to analyze qualitative research as a way to document and analyze the impact of race, class, gender and disability in the larger society and the significance of that impact in schools.
- e) Students will demonstrate understanding of current trends and pressing needs in the pursuit of equity in education.
- f) Students will be able to employ grounded, innovative strategies and practices for addressing racial and social inequality in schools.
- g) Students will be able to develop effective strategies for recruiting students from growing, yet under-represented, populations.
- h) Students will be able to use research as a tool to design, implement and evaluate education programs and effective teaching strategies for racial and social justice.

- SLO #4:** Educational Program Administration
- a) Students will be able to administer an effective human resources system and be able to motivate and manage subordinates and labor relations.
 - b) Students will be able to effectively and efficiently manage a budgeting and financial management system, created as a result of strategic planning processes, to enable the organization to move forward in attaining its goals of improving student learning.
 - c) Students will be able to appropriately apply knowledge of public policy and public financing, and understand how these have been developed and changed.
 - d) Students will be able to effectively reach out to communities around the educational setting, creating partners and collaborations in the process.
 - e) Students will be able to demonstrate leadership as models of professionalism, including setting and adhering to high ethical standards.
 - f) Students will be able to manage organizational resources and to develop strategies for obtaining supplementary resources to fund programs.
 - g) Students will be able to create and manage an effective strategic planning and accountability system.

- SLO #5:** Research Activities
- a) Students will be able to describe and critique educational applications of qualitative, quantitative, and survey research methodologies with respect to effective K-12 and community college/higher education leadership.
 - b) Students will be able to effectively review research reports and educational literature, and to identify appropriate programmatic applications of research findings.
 - c) Students will be able to design and carry out an empirical study that addresses a practical problem of educational leadership practice in K-12 of community college/higher education.
 - d) Students will be able to gather and analyze qualitative and quantitative research and other data, and to generate clear and appropriate conclusions for educational practice.

Summary of Findings: Based on its findings from extensive evaluation using a variety of assessment tools, the department decided to revise its curriculum. They will give more emphasis to research methods. In addition, they will try to bridge the tension between theory and practice, providing more approaches for applying theory in the students own context.

Use of Findings: Program curricular revision.

Outcomes from Educational Leadership PhD Program Review

The EdD program was commended for:

1. The external review of dissertations.
2. Excellent diversity of faculty background with regard to both demographics and interdisciplinary expertise.
3. The multi-disciplinary nature of the program.
4. Its graduation rates and, in some instances, for advancing student careers.
5. The mentoring approach used by the EdD program faculty.

The EdD program should take action on the following recommendations:

1. The program director/faculty should determine the reasons for students missing portions of “leadership” and “equity” in various courses and develop strategies to address this perceived or real gap.
2. The program should work with the dean and administration to resolve the difficulties resulting from an absence of dedicated tenured / tenure track program faculty.
3. The program should continue to work with the dean, the provost and the CFO on the methodology for revenue sharing.
4. The faculty should explore protocols for mentoring that could enhance the mentoring aspects of the program for increased student success.
5. The program should create a variety of venues to bring the faculty together (e.g., annual retreat), in order to create greater cohesion among the faculty who come from many disciplinary backgrounds.

Kinesiology BS, Concentration in Exercise & Movement Sciences

- SLO #1:** Students will demonstrate knowledge of and skill in a broad variety of motor skill and fitness activities.
- SLO #2:** Students will understand the biological, physical, behavioral, and psychological bases of movement.
- SLO # 3:** Students will be able to discuss sociocultural, historical, and philosophical perspectives on kinesiology.
- SLO #4:** Students will understand how motor skills are acquired and refined and how fitness is achieved and maintained in relation to various contextual, morphological, and developmental factors.
- SLO #5:** Students will understand the limits of human performance and demonstrate knowledge of ways to enhance performance.
- SLO #6:** Students will be able to assess, analyze, and evaluate movement, fitness, and skill.
- SLO #7:** Students will demonstrate knowledge of the conditions of safe practice in physical activity contexts.
- SLO #8:** Students will be able to find, organize, critically analyze, and effectively communicate information relevant to kinesiology.
- SLO #9:** Students will be able to integrate knowledge and skills from the sub-disciplines within kinesiology to address contemporary problems in the field.

SLO #10: Students will be familiar with the standards, ethics, and expectations of kinesiology professionals.

Summary of Findings: 85% to 96% of students were able to meet the benchmark on all objectives.

Use of Findings: The department plans to refine assignments so that they can assign a quantitative score that will permit a better comparison of student performance at the beginning and end of their program of study.

Kinesiology BS, concentration in Physical Education

SLO #1: Students should be able to demonstrate the philosophical, historical and ethical/legal foundations of Physical Education as a profession.

SLO #2: Students should demonstrate an understanding of human growth and development processes, as well as how these processes interact with and influence motor learning, in order to teach based on the Physical Education Model Content Standards for California Public Schools.

SLO #3: Students should demonstrate a broad and deep knowledge of the sciences related to human movement, analyzing motion and applying this knowledge considering individual differences, including individuals with disabilities.

SLO #4: Students should demonstrate a broad and deep understanding of the sociology and psychology of human movement behavior.

SLO #5: Students should demonstrate expertise in concepts and forms of movements and relate the human motor development curriculum to physical education design.

SLO #6: Students should demonstrate knowledge of assessment principles and procedures in order to evaluate the effectiveness of physical education strategies and activities.

SLO #7: Students should demonstrate understanding of the integration of themes and concepts in physical education and the interrelationships between Physical education and other subject areas.

Summary of Findings: 95% of students met the benchmark on the objectives that were assessed in this cycle.

Use of Findings: Continue the dynamic update of course content demonstrating the influences of classical and contemporaneous thinkers upon educational field. Increase research interest on physical education as rising need in school curricula. Create strategies to stimulate students' awareness on liability and protective measures as well as respecting ethical codes of collegiality and professional responsibility.

Kinesiology MS

- SLO #1:** Students will be able to apply multiple perspectives to the study of various forms of physical activity (e.g. exercise, fitness, movement, and skill) across the lifespan and in a variety of contexts.
- SLO #2:** Students will gain an in-depth understanding of the body of knowledge related to one or more of the sub-disciplines in the field of kinesiology.
- SLO #3:** Students will be able to identify and search for information associated with problems or topics in kinesiology.
- SLO #4:** Students will be able to use appropriate methodologies and technologies to address specific problems or topics in kinesiology.
- SLO #5:** Students will exit the program with an understanding of dominant theories, models, and systems in the study of kinesiology.
- SLO #6:** Students will become critical consumers of the literature in kinesiology and will have the skills and knowledge to make contributions to that literature.

Summary of Findings: Students were well versed in the various perspectives that dominate the study of physical activity and they were adept at identifying contextual factors that influence the forms of activity. However, students did less well at applying their knowledge across the lifespan. On the research paper assignment, 99% of students showed an ability to identify and search for information relevant to their topic. 100% of students successfully defended their project or thesis.

Use of Findings: Faculty will spend more time addressing developmental issues in the introductory classes in the hopes that students will carry a deeper appreciation for these issues into their subsequent classes. Faculty will spend more time on the culminating research methods class in the hopes of helping those students who seem to be having problems. They will also monitor students in the thesis course more closely and recommend additional classes if necessary. Finally, they plan to work on the rubric for assessing theses.

Outcomes of the Program Review of Kinesiology

The department is commended for the following:

1. Making continued and engaged efforts to enhance the master's curriculum, particularly in moving down to three emphases.
2. Its efforts to create the SFSU Kinesiology Scholars Initiative for recruitment of its own undergrads to the graduate program.
3. The progress the department has made in the assessment of its program.
4. The responsiveness of the department to the 5th Cycle recommendations (as was also noted and commended by the External Reviewers).

Based on the outcome of the program review, the department of kinesiology is advised to take the following actions:

1. Explore the development of an internship or mentorship in the master's curriculum to help build paths to potential employment.
2. Develop an action plan to recruit more students.
3. Consider a course rotation that reduces the number of classes with very small enrollments.

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4. Consult with ORSP about possible release time for writing major grant proposals or take advantage of some of the existing ORSP programs.
5. The issue of the lack of a technician is a critical problem that is impacting the quality of course offerings. The college should work with the department to develop a solution, including possibly sharing a part-time technician position with Physical Therapy or including a part-time technician salary in grant proposals.
6. The External Reviewers recommended new hires in research methods and statistics and health promotion; the department should work with the dean to prioritize new faculty hires.

Nursing BSN and MSN

- SLO #1:** Program Quality: Mission and governance.
- a) The mission, goals, and expected student outcomes are congruent with those of the parent institution and consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.
 - b) The mission, goals and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect professional nursing standards and guidelines, and then needs and expectations of the community of interest.
 - c) Expected faculty outcomes in teaching, scholarship, service, and practice are congruent with the mission, goals and expected student outcomes.
 - d) Faculty and students participate in program governance.
 - e) Documents and publications are accurate. References to the program's offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, transfer of credit policies, degree completion requirements, tuition, and fees are accurate.
 - f) Academic policies of the parent institution and the nursing program are congruent. These policies support achievement of the mission, goals, and expected student outcomes. These policies are fair, equitable, and published and are reviewed and revised as necessary to foster program improvement. These policies include, but are not limited to, those related to student recruitment, admission, retention, and progression.
 - g) There are established policies by which the nursing unit defines and reviews formal complaints.
- SLO #2:** Program Quality: Institutional commitment and resources.
- a) Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.
 - b) Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.
 - c) The chief nursing administrator:
 - is a registered nurse;

- holds a graduate degree in nursing;
 - is academically and experientially qualified to accomplish the mission, goals, and expected student and faculty outcomes;
 - is vested with the administrative authority to accomplish the mission, goals, and expected student and faculty outcomes; and
 - provides effective leadership to the nursing unit in achieving its mission, goals, and expected student and faculty outcomes.
- d) Faculty members are:
- sufficient in number to accomplish the mission, goals, and expected student and faculty outcomes;
 - academically prepared for the areas in which they teach; and
 - experientially prepared for the areas in which they teach.
- e) When used by the program, preceptors, as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.
- f) The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.

SLO #3:

Program Quality: Curriculum and teaching-learning practices.

- a) The curriculum is developed, implemented, and revised to reflect clear statements of expected individual learning outcomes that are congruent with the program's mission, goals, and expected aggregate student outcomes.
- b) Expected individual student learning outcomes are consistent with the roles for which the program is preparing its graduates. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum, expected individual student learning outcomes, and expected aggregate student outcomes.
- c) The curriculum is logically structured to achieve expected individual and aggregate student outcomes.
- The baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities.
 - Master's curriculum builds on a foundation comparable to baccalaureate level nursing knowledge.
- d) Teaching-learning practices and environments support the achievement of expected individual student learning outcomes and aggregate student outcomes.
- e) Curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.
- f) Individual student performance is evaluated by the faculty and reflects achievement of expected individual student learning outcomes. Evaluation policies and procedure for individual student performance are defined and consistently applied.

- SLO #4:** Program Effectiveness: Aggregate student and faculty outcomes.
- g) Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.
 - a) Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction, and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN pass rates, certification examination pass rates, and employment rates, as appropriate.
 - b) Aggregate student outcome data are analyzed and compared with expected student outcomes.
 - c) Aggregate student outcomes data provide evidence of the program's effectiveness in achieving its mission, goals, and expected outcomes.
 - d) Aggregate student outcome data are used as appropriate, to foster ongoing program improvement.
 - e) Aggregate faculty outcomes are consistent with and contribute to achievement of the program's mission, goals and expected student outcomes.
 - f) Information from formal complaints is used, as appropriate, to foster ongoing program improvement.

Summary of Findings: In addition to program review, these programs undergo exceedingly rigorous external accreditation through the American Association of Colleges of Nursing (AACN). The pass rate for the last accreditation review for the NCLEX exam for BSN first-time test takers was 90.38%. This result compares favorably with the national average of 88%. The pass rate for the NCLEX exam for the MSN for first-time test takers was 93.02%, which compares with a national average of 88%. Both programs were reaccredited by AACN for the full ten years.

Use of Findings: The department will continue its current rigorous assessment processes, responding to individual standards as needed.

Outcomes from Department of Nursing Program Review

In addition to external accreditation, the MSN underwent internal program review. Based on the internal program review, the department was commended for:

1. Professionalism and responsiveness to changes in licensing requirements, nursing professional organizations and nursing accreditation bodies. The SON administration and faculty have done a heroic job of addressing these complex issues and have sustained a strong and well-functioning set of programs, while maintaining core strengths during a period of constrained resources.
2. Graduate programs that are highly desirable and competitive among Bay Area nursing programs and that are an invaluable asset to San Francisco State University and the community it serves.

Based on the outcome of the program review, the School of Nursing is advised to take the following actions:

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1. Continue curricular reform as necessary to be responsive to changing standards and transformations in health care delivery.
2. Explore the availability of post-degree and licensure practice opportunities to provide SFSU nursing graduates with additional experience sought by employers in today's market.
3. Reclassify graduate courses as needed to be consistent with current enrollment caps.
4. Work with the Student Resource Center in the College of Health and Social Sciences, as well as advising professionals in the Office of Undergraduate Education, to help direct undergraduates who enter SFSU with a nursing degree objective to appropriate career paths.

Physical Therapy DPT

- SLO #1:** Promotes health and wellness, examines, evaluates, diagnoses, prognoses, provides intervention, and manages physical therapy services for individuals with movement dysfunction.
- a) Passes the licensing examination.
 - b) Provides quality patient/ client care at entry level.
 - c) Participates in administration of fiscal, human, and environmental resources in a clinical context consistent with regulatory processes.
 - d) Provides physical therapy services for prevention, health promotion, fitness and wellness.
- SLO #2:** Functions in a highly professional, ethical, legal, and culturally competent manner and demonstrates commitment to society and the profession.
- a) Demonstrates professional behaviors.
 - b) Is a lifelong learner.
 - c) Demonstrates commitment to the profession.
 - d) Collaborates with other health care team members.
 - e) Participates in activities for the benefit and education of the public.
- SLO #3:** Communicates and educates the individual, family, community, and other professionals about rehabilitation, positive health, prevention, and wellness.
- a) Demonstrates effective communication skills.
 - b) Demonstrates effective teaching skills.
- SLO #4:** Critically evaluates and applies evidence as a basis for physical therapy practice, determines the effectiveness of intervention, and contributes to the body of knowledge in physical therapy.
- a) Clearly and concisely presents and applies scientific information to evidence-based practice.

Summary of Findings: This program is offered in collaboration with UCSF and underwent rigorous external accreditation review. 100% of the students met all required standards of the American Association of Physical Therapy. The program received a full 10-year approval from AAPT.

Use of Findings: The department will continue to monitor the program as required by AAPT.

Outcomes from the Department of Physical Therapy Program Review

In addition to external accreditation, the physical therapy department underwent internal program review.

The Joint Graduate Program is commended for:

1. Meeting all University standards for graduate programs.
2. Creating and maintaining a successful program adapted to both UCSF and SFSU practices.
3. Job placement for 100% of graduates and a pass rate of 100% on the licensure examination
4. Effectively accomplishing the complex transition from a mainly master's level program to a doctoral level program.
5. A careful and thorough advising system that ensures every student ample meeting time each semester with a faculty advisor.
6. Their commitment of working toward increasing the proportion of underrepresented students.

Recreation, Parks and Tourism BS

- SLO #1:** Delivery Systems
Field Experiences Prior to Internship. All RPT majors will have completed and verified 800 hours of paid or volunteer pre-internship recreation fieldwork prior to enrolling in RPT680 and RPT690 (Senior Internship).
- SLO #2:** Conceptual Foundations
RPT 200: Introduction to Recreation, Parks & Tourism – (sample).
Explain difference among public, private, profit, and not-for-profit delivery systems that address leisure needs of the public, and explain how they work together. Report on current career practices in three leisure services agencies and explore career opportunities. Describe and discuss five characteristics needed to be successful in the leisure services industry.
- SLO #3:** Program and event planning
RPT 400: Programming in Recreation, Parks, and Tourism – (sample).
a) Discuss the principles of programming.
b) Apply principles of program planning to meet the needs of Community-based agencies in the Bay Area.
c) Demonstrate different marketing methods to promote organization programs and special services.
d) Explain the steps in the program planning process.
e) Identify program formats, scope of activity areas, and planning techniques.
- SLO #4:** Administration and Management
RPT 500 – Organization & Administration: Develop student knowledge and skills of management in recreation, parks, and tourism organizations in the following areas: management, human resources, organization, fiscal and budget issues, ethics, decision making, and risk management/legal systems.
- SLO #5:** Legislative and Legal Systems
In addition to several of our classes introducing students to this topic, RPT 300 Leadership - has a core lesson on risk management.
- Identify and apply principles and practices of safety, emergency, and risk management and demonstrate the ability to develop a risk management plan to assure the health and safety of participants and staff in a recreation/leisure service delivery setting.
 - Explain regulatory agents and the processes involved in complying with professional, legal, and regulatory standards.
- SLO #6:** Field Experience
RPT 660: Seminar Current Professional Issues
- Understand design of areas and facilities.
 - Comprehend roles, use of diverse leisure delivery systems and interrelationships in promoting community and economic development.
- RPT 680/690 Directed Field & Management Experience

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- This is a full-time, performance-based, experience working at a RPT agency.
- Students complete at least 480 clock hours over a period of 12 weeks during the semester.

Expected outcomes:

- Apply classroom content in directed field experience.
- Reflect and discuss applicability of academic coursework and previous/current work experience to a career in the leisure service profession.
- Demonstrate competencies required for an entry-level position within the RPT profession.
- Broadly identify, explain, and discuss various professional issues in the recreation, parks, tourism and leisure service industry, broadly.

Summary of Findings: Students can articulate each accreditation standard and its connection with the profession. Using ePortfolios, the students were better prepared for their internship due to the technical writing assignments linked to professional issues, professionalism, resumes, cover letters, and reflection exercises. All students demonstrated significant application of academic coursework with internship experience. All assessments demonstrated significant competency building during internship experiences. Internship projects demonstrated significant reflection and application of knowledge, skill, ability, and experience.

Use of Findings: Faculty will use the results to strengthen applicability and relevancy of writing assignments. Strengthen students' ability to articulate connection between accreditation standards and professional competencies. They will also strengthen assessment rubric of electronic portfolios to allow for self-evaluation as well as peer and faculty feedback. They will search for more opportunities and new ways to connect students with potential quality internship sites.

Recreation, Parks and Tourism MS

- SLO #1:** Leadership: Examine and develop collaborative and entrepreneurial leadership behaviors that advance the recreation, parks and tourism profession and society.
- SLO #2:** Management/Administration: Acquire the ability to apply fiscal, budgetary, marketing, and human resource knowledge and skills to meet present and future organizational needs and challenges.
- SLO #3:** Theory: Acquire knowledge of theories, models and paradigms for explaining the past, present and future of leisure, and the ability to translate and apply these to recreation, parks, and tourism programs and services.
- SLO #4:** Research: Demonstrate the ability to: A) design and conduct research, B) analyze and interpret data, and C) apply findings to advancing knowledge through linking theory and practice to improve the recreation, parks, and tourism profession.
- SLO #5:** Quality of Life: Appraise and promote the importance and benefits of leisure, recreation, parks and tourism to enhance the well-being of individuals, community and the environment.

Summary of Findings:

- 1) One assessment technique that was implemented as a result of our last 6th cycle review was adding a mock comprehensive exam in our capstone course (RPT 880). Those students who have had difficulty on the mock exam had difficulty with the actual comprehensive exams. In a follow-up assessment of the exam content, the department found that depth of understanding needed to be strengthened.
- 2) In RPT 810, students write-up the first three chapters of a possible thesis or project. Although students were exposed to SPSS and introduced to descriptive statistics and quantitative methodologies, qualitative methods was not covered equally.
- 3) In the annual graduate focus group, content in RPT 850 and 862 were cited as redundant with certain topic areas. While redundancy can be a strong pedagogical tool, learning outcomes for each class need to be evaluated.
- 4) The focus group and graduate student survey yielded responses that students were unprepared for writing in APA style format and their exposure to seminal articles in each of the five subject areas was limited.

Use of Findings:

1. While the number of questions on the comprehensive exam will remain at four, the time to take the exam will be extended from three hours to four hours.
2. The faculty will meet to discuss and evaluate the learning outcomes in each course with focus on redundancy in RPT 850 and 862, and qualitative research design in RPT 810.
3. The department has increased its orientation course (RPT 700) from one unit to three units. The extra two units will provide more time to prepare students for the rigor of the program (technical and research writing, APA style format, library and other research

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gathering techniques, exposure to research topic areas, and readings in each of the five subject areas.

Outcomes from Department of Recreation, Parks, and Tourism Program Review

The department was commended for:

1. Collaborative leadership.
2. Strategic planning.
3. Social justice and community outreach.
4. Highly collaborative scholarly culture.
5. Thorough response to all recommendations from the 5th cycle review.

Based on the outcome of the program review, the department was advised to take the following action:

1. It is also clear from the review that the department needs to think strategically about how to use its resources to support a very large and growing undergraduate program while maintaining its graduate program. If the department has not achieved the 15% enrollment growth in its master's program suggested in the self-study, it should consider temporarily suspending enrollments in the MS.

It should be noted that following the program review, the department collaborated with CSU, Chico and CSU, Sacramento to establish a regional program in Recreation, Parks, and Tourism. The program has benefitted the enrollment issues on all three campuses, and both students and faculty appear to be highly satisfied with the new structure.

III. Summary of WASC Educational Effectiveness Visit

San Francisco State University underwent its WASC Education Effectiveness Review March 6-8, 2013. The institution was commended for:

1. The richness of information provided during the WASC review process, and for the intentional efforts of the campus leadership to ensure the sustainability of important areas of focus beyond the WASC review.
2. The widespread, continuous, and generative participation of faculty, staff, students and administration in the WASC self-study.
3. The palpable pride in its identity and mission, and for the resiliency with which it coped with significant resource losses during a prolonged recession.
4. Its continued leadership in California and the nation in cultivating a diverse student body, faculty, and staff.
5. The strength of its commitments to social justice, which serves as the institutional lodestar and provides the impetus for ongoing and educationally meaningful conversations across disciplines and between diverse internal constituencies.
6. Its strong commitments to students and their academic achievements, for its investments in student learning and civic engagement, and for the active and dedicated engagement of Student Affairs/Enrollment Management in the assessment process.
7. Its attentiveness to the importance of weaving themes, perspectives, and inquiries about social justice, equity, and civic responsibility through individual courses, across all colleges, and in the design of the general education program now in its final stages of implementation in 2014.
8. Its focus on creating opportunities for student academic collaborations as evidenced in the planning and design of new library space.
9. For responding to the CPR recommendation to further advance Academic Technology, reflected through improved coordination of enterprise systems, services and support, high tech learning spaces, media production facilities, and professional development opportunities.
10. For significant progress despite significant financial constraints in implementing its Graduation Writing Assessment Requirement, which is a strong example of identifying a teaching/learning priority, modifying the curriculum to reflect this priority, providing support for implementation, and using the results of assessment to make improvements.
11. For its frequent use of data to drive decisions, and for grounding teaching as well as institutional problem-solving in intellectual inquiry.
12. For its strong ethos of participatory engagement and commitments to inclusiveness.
13. To the President and his team for responding to the pressing need to increase philanthropic support by initiating viable strategies for building the endowment and increasing annual giving.
14. To the faculty and staff, the majority of whom have taken the initiative to learn and apply assessment inquiry, and program review to assure the highest quality of degree programs at SF State.

The WASC team made the following recommendations:

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1. That SF State continue to develop learning outcomes assessment through continuous improvement cycles and integrate assessment into program reviews.
2. That SF State continue robust interrogations about the interconnections and differences between social justice, civic engagement, and global learning.
3. That SF State strengthen its support for faculty and staff development and continue to be attentive to how investing in high impact pedagogies such as service learning, learning communities, project based learning, and intercultural dialogue can increase student retention, achievement, and graduation rates.
4. That SF State continue to focus on strategies to alleviate special challenges faced by SF State faculty and staff, such as housing costs and long commutes.
5. That SF State consider increasing meaningful opportunities for staff to be involved in institutional decision making processes through a representative body and for otherwise recognizing the importance of staff contributions to advancing the mission of the university.
6. That SF State continue discussions related to achieving alignment of tenure and promotion criteria with institutional expectations regarding faculty contributions to student learning inside and outside of the classroom.

The WASC Commission granted San Francisco State University approval for reaccreditation for 10 years.

San Jose

San Jose State University

Summary of Program Review, Assessment Findings, and Improvement Actions

Department of Meteorology and Climate Science, College of Science

This is the only Meteorology program in the CSU system.

The *BS degree* satisfies the civil service standards for the American Meteorological Society and the National Weather Service. The 5 SLOs for the BS program are the following: (1) to develop short- to medium-term forecasts; (2) to explain meteorological phenomena at various scales; (3) to know the design and use of meteorological instruments (4) to explain mechanisms responsible for climate change; and (5) to explain ideas and results through written, statistical, graphical, oral and computer-based forms of communication.

Outcomes: The program is very small with typically less than 10 seniors per year; hence, it is hard to draw meaningful conclusions on student learning based on very small sample sizes. Nevertheless, updates to introductory meteorology courses were made to better prepare their students for upper division courses, and some upper division courses were moved to the lower division to expose students to important concepts in multiple places within the curriculum.

The *MS degree* program has recently been updated to include 3 SLOs: (1) to conduct an independent research project; (2) to explain meteorological phenomena in terms of advanced physical and dynamic concepts; and (3) to apply advanced numerical methods to solve atmospheric and climate science problems.

Outcomes: The graduate program typically has about 5 students per cohort, and again it is difficult to draw meaningful conclusions on student learning. There is no assessment of the new SLOs reported in the program plan other than to say that many graduate theses are published in peer-reviewed journals and that a number of their students continue on to PhD programs.

Department of Urban Planning, College of Social Sciences

The *Masters of Urban Planning degree* is accredited by the Planning Accreditation Board. The degree has 10 SLOs, in line with accreditation requirements, summarized as follows: (1) apply theory of planning in relation to social and economic structures; (2) understand the ethics of professional practice and behavior; (3) understand the role of government and citizen participation; (4) interpret urban and regional planning case laws; (5) understand contexts in which planning takes place; (6) conceptualize real world problems that are meaningful to clients and research-worthy; (7) apply statistical and other analytic techniques; (8) communicate effectively; (9) work effectively as team members and leaders; and (10) synthesize and apply planning knowledge.

Outcomes: The SLOs are assessed in key assignments throughout the curriculum, where the percentage of students meeting the standard on all SLOs has increased from about 65% to over 90% from 2005 to 2011. In addition, an exit survey of the students indicated that 88% of respondents feel the program prepared them very well or somewhat well for a career in city planning. Future changes include responding to changes in accreditation requirements, if any.

Department of Chemistry, College of Science

The *BS and BA degrees* have the same 3 SLOs: (1) To demonstrate a working knowledge of the content and concepts of, and to solve problems in the following areas: inorganic chemistry, organic chemistry, analytical chemistry, physical chemistry and biochemistry. (2) To understand and apply the practice of safe laboratory work; and (3) To communicate science effectively, both orally and in writing.

Outcomes: SLO 1 is assessed using the American Chemical Society's national exam and the Diagnostic for Undergraduate Chemistry Knowledge, administered in the senior capstone course. The results of both national exams show that students in the programs score slightly higher than the national averages. SLO 2 is assessed using completion of a lab safety course and instructor observation. SLO 3 is met when students pass the Writing Skills Test (required) and pass the CHEM 100W course.

The *MS and MA degrees* have the same 5 SLOs: (1) To demonstrate an advanced understanding of selected topics in chemistry, (2) To demonstrate information literacy skills for acquiring knowledge of chemistry, both as a student and as a life-long learner; (3) To demonstrate an understanding of experimentation, observation and data analysis, and their application to defined questions in chemistry; (4) To demonstrate a familiarity with available instrumentation for conducting specific scientific research; and (5) To communicate effectively, verbally and written, for the purposes of conveying chemical information to both professional scientists and to the public.

Outcomes: Assessment of student learning is assessed using internally developed rubrics applied to the Preliminary Seminar, Final Seminar, and Thesis Defense. However, neither the percentage of students meeting the standards nor program improvements made were indicated.

Department of Kinesiology, College of Applied Arts and Sciences

The Department of Kinesiology offers a BA in Athletic Training, BA in Kinesiology, K-12 Teaching Credential, and an MA in Kinesiology.

The SLOs for the *BA degrees* are the same: (1) obtain a critical understanding and the ability to apply theoretical and scientific knowledge from the sub-disciplines in kinesiology for personal fitness, healthy lifestyles, sport, and/or therapeutic rehabilitation; (2) effectively communicate the essential theories, scientific applications, and ethical considerations related to kinesiology; (3) apply scholarship and practice of different movement forms to enhance movement competence in kinesiology; (4) recognize and apply sustainable approaches as they relate to kinesiology; and (5) identify social justice and equity issues related to kinesiology for various populations.

Outcomes: The undergraduate SLOs are assessed using student exit surveys.

Additionally, the AAC&U VALUE rubric for critical thinking was used to compare freshmen and seniors in the program, with no difference in the two found. An improved assessment plan and methodology is required for these programs moving forward.

The SLOs for the *MA degree* are: (1) synthesize information in Kinesiology and communicate it clearly and concisely in a written manner utilizing appropriate APA style; (2) synthesize information in Kinesiology and communicate it clearly and concisely in an

oral manner; and (3) demonstrate the acquisition of knowledge and strength in an area of study within Kinesiology through the graduate culminating experience.

Outcomes: The report indicated that these newly revised SLOs were assessed for the first time in Spring 2012, but there was no information about how they were evaluated.

Moss Landing Marine Laboratory, College of Science

The department serves multiple CSU campuses, but is administratively housed in SJSU. It is one of the few institutions nationwide that offers an MS degree program in Marine Science.

The SLOs for the *MS degree* are: (1) Demonstrate an understanding of a particular category of oceanography and marine science, and synthesize/integrate across all fields; (2) Demonstrate ability to critically analyze scientific research; (3) Pose relevant scientific hypotheses or questions; (4) Demonstrate proficiency in design and implementation of experiments; (5) Master the skills and tools of data collection and analysis; (6) Demonstrate the ability to place one's own research within the larger context of relevant field of scientific study; and (7) Demonstrate proficiency in oral and written communication.

Outcomes: In the two years prior to the report date, faculty had developed plans for a new set of courses to improve and standardize the assessment of outcomes 1, 2, and 5. In addition, the department acknowledges that one consequence of having most of the outcomes are assessed in the culminating thesis is that they are subject to the variable opinions of the thesis advisor. Consequently, efforts to standardize expectations will be undertaken moving forward.

Department of Nursing, College of Applied Science and Arts

The Valley Foundation School of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE). They recently received a 10-year re-accreditation of their undergraduate and graduate programs at the time of the visit. They offer a BS and MS in Nursing. Furthermore, they have received approval in Fall 2012 for a Doctorate of Nursing Practice jointly with Fresno State.

The SLOs for the *BS degree* are the following: (1) Conduct comprehensive and focused bio-psychosocial and environmental assessments of health and illness parameters in clients, using culturally appropriate approaches; (2) Plan, implement, and evaluate client-centered care that demonstrates the safe application of the pathophysiological, medical, and nursing management of common acute and chronic illnesses, and health promotion; 3. Use the nursing process to provide appropriate evidence-based nursing care to manage the client's experience and promote health; 4. Deliver client-centered education that impacts the health literacy of individuals, groups, and communities; 5. Act as a client advocate to develop strategies for managing client-centered care and addressing client's rights; 6. Demonstrates accountability for safe administration and evaluation of pharmacologic agents and complementary modalities used in health promotion as well as acute and chronic illnesses; 7. Use relevant technology to provide nursing care that contributes to safe and high quality client outcomes; 8. Communicate effectively with clients and members of the inter-professional healthcare team to improve client outcomes; 9. Demonstrate beginning levels of clinical judgment, systems thinking, and accountability for client outcomes when delegating to and supervising other members of

the healthcare team; 10. Assumes responsibility for and evaluates own professional nursing practice according to the ethical standards of the ANA Code for Nurses, standards of nursing practice, and legal mandates; and 11. Coordinate and manage healthcare for a group of individuals across the lifespan in order to maximize health, independence, and quality of life.

Outcomes: Assessment of SLOs relies heavily on standardized tests by the Assessment Technologies Institute, on which students must score at a specified level before enrolling in the capstone course. Changes made based on the results of assessment include: changing course sequence to better prepare students for the capstone course; mapping geriatric content across the curriculum, and adding a unit to key fundamental courses. As a result, the percentage of students passing the licensing exam on the first try has increased over the years and is currently over 90%.

The *MS Nursing* has the following SLOs: 1. apply critical thinking and ethical decision-making including the use of the nursing and research processes; 2. provide theory and research-based culturally competent, safe therapeutic nursing interventions for clients in advanced nursing practice; 3. employ advanced interpersonal skills in professional relationships with clients, families/caregivers, and multidisciplinary health care team members; 4. support health promotion and disease prevention activities in developing and monitoring holistic plans of care for well and at-risk clients, considering access, quality and cost; 5. demonstrate the collaborative and leadership skills required in advanced nursing practice within a multidisciplinary and multicultural (community) health care context; 6. plan, implement, and evaluate advanced nursing practice that promotes and preserves health and healthy lifestyles of individual clients and aggregates; 7. plan, implement, and evaluate advanced therapeutic nursing practice in a rapidly changing, multicultural health care environment; 8. implement care management, including but not limited to case management, resource management, advocacy, and outcome evaluation; 9. employ information technology in advanced nursing practice to evaluate and improve health care delivery and outcomes; 10. actualize the advanced nursing practice role by incorporating professional standards, ethical guidelines, legal mandates, and professional activities.

Outcomes: Assessment activities for the MS program are in the Emerging category. The department plans to revise the SLOs for the program and commence program assessment in Spring 2011. Future changes planned include adding advance pharmacology, pathophysiology, and physical assessment courses to the nurse educator track.

The *Doctor of Nursing Practice* was recently established and does not have any program assessment to date.

Department of Anthropology, College of Social Sciences

The department houses three degree programs: BA in Anthropology, BA in Behavioral Science, and MA in Applied Anthropology. The graduate degree program is the only such program in the CSU. Overall, assessment activities in the department were to streamline and rewrite learning objectives to be measurable for all degree programs. The SLOs for the *BA in Anthropology* are as follows: (1) Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution; (2) Awareness of human diversity and the ways humans have categorized

diversity; (3) Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline; (4) Knowledge of the history of anthropological thought and its place in modern intellectual history; (5) Comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society; (6) Ability to access various forms of anthropological data and literature; (7) Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues; (8) Knowledge of the research methods of the sub-disciplines of anthropology, and the ability to apply appropriate research methods in at least one sub-discipline; (9) Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences; (10) Knowledge of political and ethical implications of social research.

Outcomes: The major has been realigned away from emphases towards a broader integrative model as a result of assessment activities.

The SLOs for the *BA in Behavioral Science* are as follows: (1) Provide opportunities for students to synthesize the perspectives of the disciplines of anthropology, psychology, and sociology/ Operationalized Learning Objective: Ability to synthesize perspectives from the field of anthropology, psychology, and sociology; (2) Provide opportunities to apply the perspectives of the behavioral sciences to a variety of contemporary issues and professional settings/Operationalized Learning Objectives: Ability to apply perspectives from behavioral sciences to student's own career plans; Ability to apply perspectives from behavioral sciences to social problems.

Outcomes: Assessment has resulted in elimination of the special double majors with Psychology and Sociology, which had been confusing to students and led to excessive advising requirements. The prior double major programs were terminated in favor of the existing catalog requirements for all double majors.

The SLOs for the *MA in Applied Anthropology* are: (1) Understand a range of anthropological research methods and be able to conduct research relevant to problem solving in various settings and for different clients/partners; (2) Know basic models of applying anthropology in different settings and have the skills to be able to function as practitioners of several; (3) Be knowledgeable about (a) the discipline of anthropology in general and how it contributes to understanding and improving contemporary society, and (b) a particular field of anthropology in greater depth; (4) Be able to function effectively in at least one content area or domain of application; (5) Understand personal, political and ethical issues inherent in research and application; (6) Develop professionally as practitioners with skills in contracting, project management, and budgeting, as well as the ability to communicate about project goals and findings and the discipline of anthropology to diverse audiences; and (7) To be knowledgeable about the region as a social and cultural system with complex state national and global interconnections.

Outcomes: The MA program has been established since the last program review cycle, and has demonstrated sustained growth each year since its inception.

The College of Business has four departments and houses one undergraduate program: BS program in Business Administration (with 10 concentrations); and five graduate programs: MBA, MBA/MS Engineering, MS Accounting, MS Taxation, and MS Transportation Management. All degree programs have been accredited by the AACSB since 1967.

The SLOs for the *BS BA degree* are: (1) To understand the fundamental principles of essential business functions and the relationship of business to individuals, government, society, and other organizations; (2) To obtain specialized knowledge of a single business discipline or functional area; (3) To express ideas clearly, logically, and persuasively in oral and written communications; (4) To comprehend the challenges and opportunities of working effectively with other people in a diverse environment; (5) To demonstrate awareness of how ethical issues and responsibilities affect decisions and actions; (6) To comprehend and critically evaluate information presented in written and numeric form; and (7) To analyze complex, unstructured qualitative and quantitative problems, using appropriate tools and technology.

Outcomes: Future actions by the college based on assessment include: redesigning courses and faculty collaboration to strengthen written and oral communication skills; introducing a Business Ethics course required for all undergraduates; exposing entering students to case analysis skills; and increased course time spent on 5 key business topics while simultaneously decreasing section sizes of these courses.

The SLOs for the *MBA degree* are: (1) Conceptual grounding in business theory and practice; (2) Analytic and decision-making skills; (3) Cultural and ethical awareness; (4) Ability to interact effectively with teams as both leader and member; (5) Ability to understand and adapt to global market changes and industry dynamics; (6) Effective oral and written communication and presentation techniques.

Outcomes: Resulting actions currently underway include: increasing admissions requirements on the GMAT; strengthening the Global Exchange program; piloting 5 integrative cases on industry dynamics in the program.

The SLOs for the *MSA degree* are: (1) To understand and apply accounting processes and principles in the preparation and interpretation of financial reports within the context of a complex business environment; (2) To understand and apply basic rules of federal income tax law; (3) To understand information technology and internal control processes and their roles in financial and managerial reporting; (4) To develop conceptual and analytical skills with real world examples as applicable to business valuation; (5) Effective oral and written communication techniques as well as interacting effectively with teams as both leader and member; and (6) To understand the legal and ethical implications of accounting practice perspectives as well as the need to address legal disclosure and the particulars of legal requirements, restraints, and uncertainty.

Outcomes: Students were found to meet (1), (2), (4) and (6) exceptionally well. Moving forward, more applied material and hands on practice sets will be incorporated in the E-Business course, and communication skills will continue to be addressed and improved.

The SLOs for the *MST degree* are: (1) To identify and understand complex tax issues within the context of the global business world; (2) To learn research skills that will assist

in exploring both familiar and novel areas of the tax law and communicate the findings in clear terms; (3) To appreciate multi-jurisdictional tax issues; (4) To develop conceptual and analytic skills with real world applications; (5) To appreciate tax policy issues and foundations of the income tax law, and (6) To understand the ethical implications of tax practice.

Outcomes: Moving forward, the program plans to: increase coverage on international financial reporting, hiring a communications consultant to increase research skills, updating textbook selections, adding a 1-unit course on Tax Practitioner Ethics. In general, some of the instructional content has been moved online to increase class time for more integrative and interactive activities.

The SLOs for the *MSTM degree* are: (1) Develop a system-level and global perspective on the management of transportation organizations; (2) Develop an awareness of the transportation policy environment, including fiscal mechanisms, legislative structures, and intergovernmental coordination; (3) Develop potential for leadership in transportation organizations; (4) Develop written and oral communication skills and techniques; and (5) Develop ability to analyze management issues and situations using appropriate conceptual approaches.

Outcomes: Actions taken based on assessment results include strengthening guidance to the students during capstone and independent research projects, which have resulted in much improved projects.

San Luis Obispo

II. Summary of Program Review, Assessment Findings, and Improvement Actions

Cal Poly, San Luis Obispo reports on program review, assessment findings and improvement actions for the following degree programs: 1) BS Liberal Studies, 2) BA Liberal Arts and Engineering Studies, 3) BS General Engineering, 4) BArch Architecture, 5) BS Agricultural Science and 6) six programs in the Orfalea College of Business: BS Business Administration, BS Economics, BS Industrial Technology, Master of Business Administration, and MS Accounting (Specialization in Taxation and Specialization in Financial Accounting).

In each of the assessment reports, programs 1) list the student learning outcomes, 2) briefly summarize the findings from the student learning outcome assessments and indicate if the desired levels of learning were achieved, 3) briefly describe the improvement actions taken based on the findings, and 4) indicate any other significant findings from the program review.

In order to support and parallel program-level assessment efforts, the university has initiated a separate [University/General Education Assessment plan](#) developed by the University Academic Assessment Council and GEGB Committee. The plan complements program level-assessment, by measuring student learning at the University level. The

plan covers a five-year cycle and focuses on one of the WASC core competencies each year (Critical Thinking, Written Communication, Quantitative Reasoning, Oral Communication, and Information Literacy).

The cycle is intended to align Cal Poly's university assessment efforts with program review efforts, providing workshops, learning communities and other resources available from WASC and the CSU Chancellor's office. Programs are already taking advantage of the tools presented to them in workshops, such as the [University Writing Rubric \(PDF\)](#) and the [AAC&U Critical Thinking VALUE Rubric \(PDF\)](#). The Orfalea College of Business has developed a college-wide assessment focus, using written communication as their emphasis for 2013-14.

In addition, the university has created a Program Review Learning Community to bring together faculty currently working on self-studies and provide support, structure, and assistance. Meetings alternate between facilitated topics and optional check-in/working meetings for anyone to bring and receive feedback on self-study sections they are working on.

Examples of improvement actions taken based on findings of Program Review and assessment efforts (taken from the summaries provided below).

- Addition of writing assignments to major-level courses to improve students' writing abilities.
- Establishment of the LAES Curriculum & Assessment Committee.
- Implemented multiple changes to senior project development, advising, and assessment.
- Improve student experiences and learning gains in the two project-based core courses by continued integration of relevant literatures and the timely review, reflection, and assessment of each class project.
- Improve the student advising experience.
- Piloting a two-quarter long studio by a subset of the faculty to allow more time to develop designs in-depth on issues associated with the deficiencies.
- Adding a common hour of lecture to assure all lab sections [typically eight different sections] had similar information and tasking.
- Students have been encouraged to become much more involved in enterprise projects, internships, and work experiences that give them the desired knowledge, skills, and attitudes for subject matter competency.
- *Business Ethics Reinforcement* was developed and implemented by faculty during AY 2012-13.
- Faculty have been developing new intervention tools, e.g., *Stages of Diversity Awareness and Competency*, to further enhance student learning about diversity.
- Faculty have been developing new intervention tools, e.g., *Team Contract*, to further enhance student learning about teamwork.

Program: BS Liberal Studies
College: College of Science and Mathematics
Program Review AY 2012-13

List the Student Learning Outcomes

Upon graduating, Liberal Studies students will:

1. Demonstrate an understanding of the physical, social and cognitive development of children.
2. Develop a strong understanding of the conceptual foundation of each of the following subjects as well as how knowledge is created and organized: Reading, Language and Literacy, History and Social Science, Mathematics, Science, Visual and Performing Arts, and Physical Education and Health.
3. Develop knowledge of best teaching and learning practices specific to each discipline with a focus on metacognition.
4. Demonstrate effective oral, written and interpersonal communication skills in a variety of contexts including the use of appropriate technology.
5. Demonstrate the ability to integrate the content of one discipline into another through the development of projects across subject matter areas
6. Synthesize and integrate information that promotes personal and professional growth in the field of education.
7. Demonstrate ability to engage in change, tolerance and inclusion, advance principles of social justice, equity and ethical practice.

Briefly summarize the findings from the student learning outcomes assessments and indicate if the desired levels of learning were achieved.

Signature courses were identified for each of the new fall 2013 Student Learning Outcomes that better reflect our program. Special emphasis has been placed in a couple of areas aligned to the University's assessment program: Critical Thinking and Writing. Our selected courses to study student work are: EDUC 428: Primary Grade (K-3) Literacy and Language Arts Instruction in Schools with Diverse Populations (for critical thinking) and LS 461: Senior Project Seminar (for writing). Additional courses writing assignments will be collected in the future and a chart with progression will be created.

Areas of focus also include "the ability to integrate the content of one discipline ..." and new courses were proposed and approved to focus work at the senior level: LS 410: Subject Matter Seminar and LS 412: Advanced Visual Arts in the Elementary Classroom. The anchoring subject matters are science, social studies/history and the arts. The first course will be taught in the spring 2014. Depth of content in the subject matter was increased in our 2013-15 curriculum by adding a concentration. Students now have a choice of 8 concentrations aligned to careers in K-12 education: Biology, Child Development, English, History/Social Sciences, Mathematics, Physical Sciences, Spanish and Teaching English as a Second Language.

Briefly describe the improvement actions taken based on the findings

Our collection of student assessments this year is focusing on “critical thinking” and senior level “writing.” While all our students pass the “Graduation Writing Requirement” before senior project, we have reports from the senior project and credential program that a small percentage of students are

BS Liberal Studies (continued)

substandard in their writing skills. Analysis of the progression of writing assignments will be done for all the courses that our students take as they advance through our major. Liberal Studies sophomore courses LS 211: Visual Arts in the Elementary Classroom and LS 260: Children's Literature will add additional assignments to improve student-writing abilities. Analysis of upper division courses will inform us if an additional course or assessments are need to be added and its context. For example, writing in the content area such as science to improve technical writing.

Indicate any other significant findings from the program review. (Examples of possible other significant findings: commendations, description of programs strengths and areas needing additional attention (if any), future program goals.

We increased the rigor of some courses and pathways. For example, the math concentration now includes a year of calculus and methods of proof to get access to upper-division courses. Many of our students are following this path, which will give them enough units for an Introductory Subject Matter Authorization in Mathematics when they graduate. Students are being successful following this path that is mainly taken by other Math or Engineering majors but we added tutoring when they get to the MATH 248: Methods of Proof in Mathematics.

We also added Engineering and Literacy activities to our general science courses, matching current changes in the K-12 classroom with the adoption of the Next Generation Science Standards (NGSS) as well as the common core (CCSS-ELA and math). This work is being supported by a Bechtel grant that includes faculty from Liberal Studies, the Sciences and Engineering.

Increasing our student diversity is also a goal. We were able to attract and increase more students of target demographics that represent the state better, and we are actively involved on their retention. We continue to focus on securing scholarship funds to attract outstanding applicants.

Improving our graduation rates is another focus for our Department. We are committed to increase our rates by 10% this year.

Program: BA Liberal Arts and Engineering Studies
College: College of Liberal Arts and Engineering
Program Review AY 2012-13

List the Student Learning Outcomes

1. Think critically and creatively in the process of solving techno-social problems considering philosophical, aesthetic and expressive concerns.
2. Communicate effectively through a variety of media in diverse, multi-cultural perspectives and facilitate communication between technical and non-technical collaborators.
3. Use mathematics, science, and engineering principles to produce solutions to problems within the student's Liberal Arts and Engineering concentrations.
4. Function effectively as a member of interdisciplinary or international teams, formulating sustainable solutions to problems at the intersection of technology and society.
5. Demonstrate ethical and professional responsibilities associated with the creation, use and integration of technology.
6. Serve as informed and responsible citizens in a global culture and remain involved with learning and helping society improve.

Briefly summarize the findings from the student learning outcomes assessments and indicate if the desired levels of learning were achieved.

As part of program review, the LAES Program surveyed student participants in the program's core project-based learning courses LAES 301: Project-Based Learning in Liberal Arts and Engineering Studies and LAES 302: Advanced Project-Based Learning in Liberal Arts and Engineering Studies

LAES 302: Advanced Project-Based Learning in Liberal Arts and Engineering Studies - Course Description

Prerequisite: LAES 301. Teamwork and leadership in project-based learning. Students lead, build, and maintain project teams; guide the creative process; and use and evaluate the principles of project management in theory and practice. Development of a technical proposal suitable for submission to a national design competition seeking innovative solutions to complex technological/social problems. 2 seminars, 2 activities.

Student quantitative and qualitative survey responses (spring 2011 [n=14] & fall 2011 [n=7]) indicated that they believe their learning in these courses was enhanced by working on a focused project and in collaboration with other students in these courses. However, students indicated that course organization could be improved, including increased clarity in the definition of course expectations for students.

BA Liberal Arts and Engineering Studies (continued)

Twenty-seven LAES students also responded to a separate survey designed to evaluate how well the SLOs were met in the 1) LAES coursework (LAES 301, 302, 461, 462); 2) Engineering concentration;

3) Liberal Arts concentration. On a scale of 1 to 5, the average scores were as follows:

- LAES Core Courses: 4.59/5
- Engineering Concentration: 4.26/5
- Liberal Arts Concentration: 4.33/5

An additional survey focused on student study-abroad experiences. Twenty-one LAES students responded. Eighty-six percent of students surveyed indicated that the study abroad experience helped students meet the SLOs.

In fall 2012, the LAES Program also solicited survey responses from thirteen employers of LAES graduates; seven employers responded. Five indicated that the LAES student in their employ was able to think “critically and creatively in the process of solving techno-social problems, considering philosophical, aesthetic, and expressive concerns.” Six of the seven agreed or somewhat agreed that their employed LAES student was able to “demonstrate ethical and professional responsibilities associated with the creation, use and integration of technology.” All respondents indicated that the LAES student in their employ was able to serve as an “informed and responsible citizen in a global culture and seemed to remain involved with learning and helping society improve.”

In addition, the LAES Program undertook assessment of student senior projects as part of program review. A successful senior project in LAES must include technical accomplishment, diligent execution, and effective communication. LAES Program Director David Gillette assessed the LAES senior project experience by employing the **WASC Rubric** for Assessing the Use of the Capstone Experience for Assessing Program Outcomes with the following results:

WASC Criterion	Rating
Relevant outcomes and lines of evidence identified	Emerging
Valid results	Initial
Reliable results	Initial
The results are used	Initial
The student experience	Emerging

Direct assessment by reviewers was also undertaken using the [Cal Poly University Expository Writing Rubric \(PDF\)](#) and the [AAC&U Critical Thinking VALUE Rubric \(PDF\)](#). On a scale of 0 to 4 (with 4 being superior attainment), the six senior projects assessed scored a mean of 2.83 on the University Expository Writing Rubric. The mean was 2.53 for the six senior projects assessed using the Critical Thinking VALUE Rubric (scale 1 to 4). The LAES self-study documents raised questions about whether these two rubrics are appropriate for the evaluation of LAES senior projects given the interdisciplinary nature and diversity of senior projects undertaken in the program.

Reported to the CSU Board of Trustees for the March 2014 Annual Academic Update

The external program review team identified the student learning outcomes (SLOs) as reflective of the interdisciplinary and international nature of the program, and as inclusive of skills valued by employers.

BA Liberal Arts and Engineering Studies (continued)

The external program review team also indicated that, “program assessment has been adequate to evaluate the students’ level of achievement” of the SLOs. However, the external report notes that the LAES Program faces multiple challenges in systemic data gathering to understand student progress and performance in the program (including the admissions policy focused on internal transfers and interdisciplinary aspects of the program), and that, “additional evaluation of the senior project experience would also be beneficial.”

Briefly describe the improvement actions taken based on the findings

The LAES Program is implementing multiple improvement actions based on the above findings. These include the establishment of the **LAES Curriculum & Assessment Committee**. Members for the 2013-14 academic year include:

- Michael Haungs, LAES Co-Director and faculty in Computer Science
- Jane Lehr, LAES interim Co-Director and faculty in Ethnic Studies and Women’s & Gender Studies
- Elizabeth Lowham, Director of the Center for Expressive Technologies and faculty in Political Science
- Liz Schlemer, faculty in Industrial & Manufacturing Engineering

The LAES Program is exploring the addition of a faculty member from Electrical Engineering to the LAES Curriculum & Assessment Committee so that all LAES engineering concentrations are represented, as well as the additional of a faculty member focused on the arts and/or communications components of the Liberal Arts disciplines.

The LAES Program has also implemented multiple changes to **senior project development, advising, and assessment**. For example, all students are provided with an outline of sections that should be included in the written component of their senior project:

- a. Introduction/problem to be addressed in senior project
- b. Deliverable /a description of what the completed project will deliver in addition to the written component
- c. Background & Related Work / literature and technology review (including technologies used to produce the project and how the student project compares to existing projects to both learn from these projects and identify unique features of senior project)
- d. Design/Implementation description and timeline
- e. Analysis and verification of project success (including substantial quantitative analysis)
- f. Societal impacts
- g. Future work /next steps (that could be undertaken by the student or future students)
- h. Conclusion
- i. References

Reported to the CSU Board of Trustees for the March 2014 Annual Academic Update

In addition, external reviewers have been integrated into the senior project review process. Members of the LAES Curriculum & Assessment Committee now evaluate each senior project. Efforts are underway to integrate industry partners into the evaluation and review of student senior projects throughout the senior project process. Lastly, as part of Cal Poly's attention to ongoing program

BA Liberal Arts and Engineering Studies (continued)

evaluation of Critical Thinking (2013-15) and Written Communication (2014-16), the LAES Program is revisiting the rubrics that will be employed to evaluate these aspects of the senior project in order to improve our understanding of student attainment of SLOs and preparation for completion of senior projects in LAES.

The LAES program is also focused on improving **student experiences and learning gains in the two project-based core courses** (LAES 301 and LAES 302). (At the same time, we recognize that the non-traditional nature of these courses and the inclusion of multiple interdisciplinary projects can be challenging – as well as immensely rewarding – for both students and instructors.) Efforts to improve these courses include the continued integration of relevant literatures (e.g., materials on design processes, teamwork, and research on technological development) and the integration of processes for the timely review, reflection, and assessment of each class project and for the course as a whole.

Lastly, we continue to work to improve the **student advising experience**. We have worked with college-based student academic advisors to improve degree flowcharts and integrated mandatory quarterly advising sessions as part of efforts to centralize advising. However, given the ability of individual students to design their major within the LAES Program, intensive one-on-one advising remains a large component of our advising model. We are exploring the possibility of identifying additional faculty members who can serve as “lead advisors” in specific program areas (e.g., a faculty member with expertise in Electrical Engineering [Power] concentration). For example, we have already identified a faculty member in IME (who is now a member of the LAES Curriculum & Assessment Committee). Lastly, the LAES staff administrative coordinator, Karen Donaldson, has taken on increased student advising support responsibilities.

Briefly summarize the findings from the student learning outcomes assessments and indicate if the desired levels of learning were achieved.

To further support student achievement of SLOs, external peer reviewers identified the need to establish “additional flexibility within the engineering tracks which are currently highly specified,” as well as ongoing review of existing Engineering and Liberal Arts concentrations to ensure use and effectiveness for students and the development, as necessary, of additional concentrations. Potential areas of development identified by the external reviewers include: audio engineering, sustainability, technology and global development, and art and technology.

As part of its discussion of program growth (to the current program target of 50 majors or beyond), the external program review team also indicated that the administrative staff position associated with the program must be converted to a full-time position (from its 80% status) given the unique requirements of the LAES program administrative coordinator’s role, including: 1) support for the creative events and activities (e.g., campus-wide video installations, participation in theater productions) that requires fairly intensive administrative efforts; 2) support for student international experiences; 3) support for student internships, corporate donations, and general liaison with partnering enterprises; and 4) assistance with student advising. The LAES Co-Directors strongly agree with this recommendation.

Reported to the CSU Board of Trustees for the March 2014 Annual Academic Update

Additional opportunities for improvement identified by the external peer reviewers include:
1) increasing laboratory/project space (including a space dedicated to audio recording); 2)
creating a guaranteed stable, core budget for regular renewal of equipment essential to the
program; and 3)

BA Liberal Arts and Engineering Studies (continued)

improving interdisciplinary support. We are excited to report that additional lab/workshop spaces have been allocated to the LAES Program in Cal Poly Building 4 (controlled by the College of Engineering) and will be fully functional by Spring 2014. LAES, in coordination with the Center for Expressive Technologies, is currently working with college and university advancement to develop funding streams to support equipment purchases, in-kind donations, project development, and overall program support, as well as reviewing grant opportunities.

Regarding the improvement of support for interdisciplinary programs such as LAES, the external peer review team indicated that the university needs to “more broadly consider the value of interdisciplinary programs such as LAES in achieving the ‘right mix’ between traditional disciplinary enrollments and enrollment in new and emerging technology-based occupations ... [and] expand its emphasis on interdisciplinary programs ...to become an even stronger comprehensive polytechnic.” LAES faculty, staff, students, and alumni remain engaged, active and enthusiastic participants in these efforts across the university – including in the development of new interdisciplinary and cross-college minors focused on interactive entertainment/ gaming and the intersections of science, technology, and society.

Program: BS General Engineering
College: College of Engineering
Program Review AY 2012-13

List the Student Learning Outcomes

1. an ability to apply knowledge of mathematics, science, and engineering
2. an ability to design and conduct experiments, as well as to analyze and interpret data
3. an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
4. an ability to function on multidisciplinary teams
5. an ability to identify, formulate, and solve engineering problems
6. an understanding of professional and ethical responsibility
7. an ability to communicate effectively
8. the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
9. a recognition of the need for, and an ability to engage in life-long learning
10. a knowledge of contemporary issues
11. an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Briefly summarize the findings from the student learning outcomes assessments and indicate if the desired levels of learning were achieved

Reviewers confirmed that desired levels of learning were achieved, and provided specific feedback about the General Engineering Program:

- GENE serves a useful purpose for multiple missions
- GENE needs more formalized assessment processes
- GENE needs its own identity and resources, separate from Biomedical Engineering

Briefly describe the improvement actions take based on findings.

A multidisciplinary General Engineering Faculty Task Force was established in the Fall Quarter to address Program Review recommendations, and implement necessary program changes. One early change is to elevate the General Engineering Program out of the Biomedical & General Engineering Department and into a stand-alone program residing at the College level.

BS General Engineering (continued)

Indicate any other significant findings from the program review. (Examples of possible other significant findings: commendations, description of programs strengths and areas needing additional attention (if any), future program goals.

(The following is the summary statement from the program reviewers report). We believe and assert that the General Engineering Program at Cal Poly SLO is a positive factor for the College of Engineering and for the University, and therefore deserves increased support. A number of factors supporting our recommendations have been cited above. Further evidence for this includes:

1. The application pool of incoming students seems abundant and the quality of these applicants is very high.
2. The application pool continues to be present even without extensive publicity.
3. Students demand better identification with a legitimate department in the College.
4. There is an evident demand from industry that focuses on flexible characteristics of Cal Poly engineers, such as teamwork, systems, and adaptability to innovate. These are the characteristics that will help keep pace with industry needs now and in the future.
5. The GE Program gave rise to the Biomedical Engineering major. Flexibility should be preserved for a similar opportunity in the future.

Program: BArch Architecture
College: College of Architecture and Environmental Design
Program Review AY 2012-13

List the Student Learning Outcomes

1. Think critically and creatively.
2. Communicate effectively.
3. Demonstrate expertise in the integration of building systems.
4. Demonstrate expertise in the development of a project design.
5. Demonstrate expertise in the maintenance of an architectural practice.
6. Understand architecture in relation to the larger world of knowledge.
7. Work productively in groups.
8. Use their knowledge and skills to make a positive contribution to society.
9. Make reasonable decisions informed by shared value.
10. Engage in lifelong learning.

Briefly summarize the findings from the student learning outcomes assessments and indicate if the desired levels of learning were achieved

The on-campus Program Review was a continuation and follow-up to the comprehensive in-depth professional accreditation effort conducted 2010-11 by the National Architectural Accrediting Board, Inc. [NAAB]. That report, while highly favorable endorsing a full six-year accreditation term, drew attention to deficiencies in several student outcomes related to ‘comprehensive design.’ Specific areas referenced in their report included ‘life safety’ [representations of building egress as defined by building codes] and ‘accessibility’ [adequate representations of how interior and exterior space is designed to accommodate differently able occupants/participants on sites and in buildings], and ‘environmental systems’ [adequate representation of heating, cooling, ventilating, and air conditioning systems]. While these were noted as concerns and did not affect the 2011 approval, they must be addressed in future accreditation program review.

The NAAB focus is on outcomes via evidentiary review, and when a deficiency is noted it is a major concern for the program. While the comprehensive evaluation noted many outcomes achieved at a high level, several were not achieved, and the curriculum committee with program area coordinators took action beginning in 2011. The problem was identified and correction seen as a need to improve in only three components of the comprehensive building design criteria [building egress, accessibility and environmental controls systems] at the third year level of the curriculum, and re-evaluate based on resulting evidence.

Briefly describe the improvement actions take based on findings.

The faculty implemented a curricular review process and identified most effective level in the design studio curriculum to achieve the proper evidence in student work to demonstrate proficiency in these outcomes. This Action Plan implementation was discussed as part of the Program Review in 2012. Specifically, the Third Year Design

Area was tasked with curricular revisions which included: 1) piloting a two-quarter long studio by a subset of the faculty to allow more time to develop designs in-depth on issues associated with the deficiencies; 2) changes in Architectural Practice [ARCH 241/242 and

Environmental Control Systems [ARCH 307] activities; and 3) adding a common hour of lecture to assure all lab sections [typically eight different sections] had similar information and tasking. The faculty

BArch Architecture (continued)

committed to an internal review of the findings in Spring 2012, which deemed this a successful experiment, resulting in all studio sections in Winter and Spring 2014 being linked across two quarters for development. In addition, these studio courses are linking content with the structural content through a coordination and collaboration with ARCE.

Indicate any other significant findings from the program review. (Examples of possible other significant findings: commendations, description of programs strengths and areas needing additional attention (if any), future program goals.

The on-campus Program Review was a continuation and follow-up to the comprehensive in-depth professional accreditation effort conducted 2010-11 by the National Architectural Accrediting Board, Inc. [NAAB]. That external review by a visiting team of architecture professionals, administrators, educators, alumni, and current students recommended the maximum possible term of a six-year accreditation and NAAB granted this and gave notice to President Armstrong in a letter dated July 25, 2011.

Other areas discussed in the Program Review were: contracting and now expanding student numbers in entry cohort groups. During 2007-10 typical freshman architecture freshman class was 180, and this had been reduced to 100 in 2011 due to college and department responses to State resource issues. These reductions have had a significant impact on contract faculty numbers, possible impact on tenure-track faculty retention as teaching areas were rebalanced, pedagogy, and curriculum. These cohort numbers combined with shifting campus international programs responsibilities and resource changes had a significant impact on our fourth year off-campus program offerings that required reassessment of demands and negotiated costs with providers. These off-campus programs have shown consistently in alumni and exit polls to be one of the highlights of the Cal Poly experience. These were deemed as institutional concerns as opposed to outcomes per se, and will be dealt with on a different management track as the cohorts continue to increase in size and re-stabilize.

In November 2013, *Design Intelligence* report ranked Cal Poly, San Luis Obispo's Bachelor of Architecture program number one overall in the country, based on extensive polling and interviews with professionals, alumni and deans nationwide. While the program has been recognized in rankings in the top seven since the rankings were developed, this is the first time the program has garnered this status. This is especially noteworthy as only three publicly supported programs were recognized in the top ten rankings. The 2014 *Design Intelligence* report also recognized architecture faculty member Brent Freeby as one of 'Thirty Most Admired Educators' in the U.S. They had similarly recognized faculty member Thomas Fowler in 2012.

The Association of Collegiate Schools of Architecture [ACSA] recognized Tom Fowler with the 2011 Distinguished Professor Award, given for sustained creative contributions to teaching. The Cal Poly Distinguished Teaching Award was bestowed upon faculty members Thomas DiSanto [2012] and Michael Lucas [2008]. The sustainability in the built environment series, EDES 406 and 408 with the Sustainable Environments Minor, an effort led by faculty in the Architecture Department with participation from other CAED faculty, received recognition by the US Green Building Council's California

BArch Architecture (continued)

Central Coast Chapter in December 2013. The B. Arch. was ranked the number one program in the country and Sustainable Design and Practices was also ranked as one of the top qualities of our program in the 2014 *Design Intelligence* report as further recognition in this field of study.

Program: BS Agricultural Science
College: College of Agriculture, Food and Environmental Sciences
Program Review AY 2012-13

List the Student Learning Outcomes

1. Possess the well-rounded subject matter breadth and depth required to effectively teach and communicate about agriculture.
2. Professionally communicate and articulate their knowledge to others in multi modal, succinct and creative communication styles.
3. Can lead and direct individuals and groups in thought and action.
4. Demonstrate critical thinking and problem solving skills.
5. Seamlessly, professionally integrate technology into their teaching and communication

Briefly summarize the findings from the student learning outcomes assessments and indicate if the desired levels of learning were achieved.

With the exception of the first phase of the review process, the department plans to tie our yearly program reviews to each phase of the university learning objective assessments. During the first phase, the department is in the process of evaluating the area of “demonstrates expertise in the scholarly discipline.” In addition, the department is assessing the program learning objective relative to “Seamlessly, professionally integrate technology into their teaching and communication” during the 2013-2014 academic year.

A direct assessment (survey of credential completers- summative evaluation on student teacher) is being completed at the end of fall quarter, 2013, and again with another group at the end of the spring 2014 quarter. The summative evaluation, based on the Teacher Performance Expectations (TPEs), will serve as the defined rubric. The department used the “Advancement to Candidacy” interview to assess student technical readiness to begin student teaching. This was conducted as part of the AGED 303 course. Early findings indicate that students needed practical hands-on skills and knowledge primarily in the areas of animal science and agricultural mechanics. Results of the first evaluation of the TPE’s have yet to be published.

As it relates to the integration of technology in teaching and communication, a review of the assessment rubric for assignments completed in AGED 410 indicated that students consistently performed very well on the three major assignments that evaluated their proficiency with technology (PowerPoint, WebQuest, and Technical Proposal Presentations).

Briefly describe the improvement actions take based on findings.

It has become evident that students need practical hands-on training to supplement their major specific coursework in order to be best prepared for the teaching profession. Most recently, students have been encouraged to become much more involved in enterprise projects, internships, and work experiences

BS Agricultural Science (continued)

that give them the desired knowledge, skills, and attitudes for subject matter competency. As a result of the Advancement to Candidacy interviews, students received a personalized letter indicating the types of experiences each one needed to pursue to become well-qualified graduates of the major. Furthermore, students were strongly encouraged to supplement their degree program by enrolling in the ASCI 232 (one unit lab), and serving as a teaching lab assistant for BRAE 121 (Agricultural Mechanics) course.

No improvements were deemed necessary as it related to student performance of integrating technology into their teaching and communication abilities.

Indicate any other significant findings from the program review. (Examples of possible other significant findings: commendations, description of programs strengths and areas needing additional attention (if any), future program goals.

It has been recommended to change the name of the major from Agricultural Science to an appropriate name that reflects the purpose and intent of the major (i.e. Agricultural Science and Teaching), and to establish a new minor in Agricultural Education. The plan is to have the new minor approved for the 2015-2017 catalog.

Program: BS Business Administration
College: Orfalea College of Business
Program Review AY 2012-13

List the Student Learning Outcomes

1. Apply knowledge to identify opportunities and solve business problems.
2. Evaluate the social and ethical responsibilities of business organizations.
3. Exhibit the ability to work in a diverse environment.
4. Illustrate an understanding of business activities in a global environment.
5. Demonstrate effective written communication skills
6. Demonstrate effective oral communication skills.
7. Demonstrate effective participation in teams.

Briefly summarize the findings from the student learning outcomes assessments and indicate if the desired levels of learning were achieved.

The college set a minimum threshold of 90% as an acceptable percentage for students who meet or exceed expectations for each learning objective of the BSBA. Overall, the desired levels of learning were achieved with a few exceptions in which the minimum threshold was not met. For example, 89% of students met or exceeded expectations for LO 2; 87% of students met or exceeded expectations for LO 3; 87% of students met or exceeded expectations for LO 4. For the remaining BSBA learning objectives, more than 90% of the students assessed met or exceeded expectations. For example, the percentage of students who met or exceeded LO 3; was 95%; for LO 4.1 was 98%, and for LO 4 was 91%.

Briefly describe the improvement actions take based on findings.

LO 2: An intervention tool, *Business Ethics Reinforcement*, was developed and implemented by faculty during AY 2012-13. In addition, it was felt that rubric scoring should be calibrated so that all faculty members understand what is being measured. This “norming” process is deemed necessary so that scores are accurate and consistent across the faculty teaching courses in which business ethics is a central theme.

LO 3: Faculty have been developing new intervention tools, e.g., *Stages of Diversity Awareness and Competency*, to further enhance student learning about diversity. Faculty will continue to refine this learning objective during AY 2013-14, which will include faculty discussions with Robin Parent, CTLTs recently hired Inclusive Excellence specialist.

LO 4: Faculty have been developing new intervention tools, e.g., *Team Contract*, to further enhance student learning about teamwork. The Team Contract highlights responsibilities, time commitments, etc., upfront before a team activity is initiated.

BS Business Administration (continued)

Indicate any other significant findings from the program review. (Examples of possible other significant findings: commendations, description of programs strengths and areas needing additional attention (if any), future program goals.

Note: The findings for all six programs in OCOB have been consolidated into one summary.

Overall, the six programs evaluated are doing a good job of achieving assurance of learning and, in instances in which there are shortcomings, faculty are aware of and addressing the weaknesses revealed through the assessment process. There are specific areas, underscored in the improvement findings, that require further scrutiny as well as modifications to both course content and assessment data collection processes. In response to some of the shortcomings discovered and to continually improve assurance of learning efforts, the OCOB has (1) developed intervention tools, (2) engaged faculty in both a half-day workshop for assessment discussions during fall convocation and an assessment workshop held at the PAC during fall quarter, (3) brought in experts in the field of assessing student learning to conduct workshops, and (4) assigned a faculty member to the role of Faculty Director of Curricular Innovation and Assessment to champion and coordinate our assurance of learning efforts.

The intervention tools created for all faculty to use and customize, as need be, include tools to improve learning in writing, ethics, teamwork, and diversity. The college has decided to select one of the areas needing improvement to focus on each academic year. Written communication will be the college-wide focus area for curricular improvement during AY 2013-2014.

Program: BS Industrial Technology
College: Orfalea College of Business
Program Review AY 2012-13

List the Student Learning Outcomes

1. Demonstrate fundamental knowledge and skills to solve management, technology and applied engineering problems.
2. Recognize the ethical responsibilities as they apply to applications of technology.
3. Demonstrate knowledge of sustainability practices in industry.
4. Act upon decision tools and methods and explain the action taken.
5. Demonstrate effective participation and leadership in teams.
6. Demonstrate effective writing and speaking skills.

Briefly summarize the findings from the student learning outcomes assessments and indicate if the desired levels of learning were achieved.

The college set a minimum threshold of 90% as an acceptable percentage for students who meet or exceed expectations for each learning objective of the BSIT. Overall, the desired levels of learning were achieved with only one exception, namely LO 2, in which the minimum threshold was not met.

Briefly describe the improvement actions based on the findings.

LO 2: The IT faculty think the current method of assessing this learning objective is faulty and are currently exploring solutions for improving the assessment of this learning objective.

Indicate any other significant findings from the program review. (Examples of possible other significant findings: commendations, description of programs strengths and areas needing additional attention (if any), future program goals.

Note: The findings for all six programs in OCOB have been consolidated into one summary.

Overall, the six programs evaluated are doing a good job of achieving assurance of learning and, in instances in which there are shortcomings, faculty are aware of and addressing the weaknesses revealed through the assessment process. There are specific areas, underscored in the improvement findings that require further scrutiny as well as modifications to both course content and assessment data collection processes. In response to some of the shortcomings discovered and to continually improve assurance of learning efforts, the OCOB has (1) developed intervention tools, (2) engaged faculty in both a half-day workshop for assessment discussions during fall convocation and an assessment workshop held at the PAC during fall quarter, (3) brought in experts in the field of assessing student learning to conduct workshops, and (4) assigned a faculty member to the role of Faculty Director of Curricular Innovation and Assessment to champion and coordinate our assurance of learning efforts.

The intervention tools created for all faculty to use and customize, as need be, include tools to improve learning in writing, ethics, teamwork, and diversity. The college has decided to select one of the areas needing improvement to focus on each academic year. Written communication will be the college-wide focus area for curricular improvement during AY 2013-2014.

Program: BS Economics
College: Orfalea College of Business
Program Review AY 2012-13

List the Student Learning Outcomes

Students will be able to

1. Recall and interpret intermediate microeconomic theory.
2. Recall and interpret intermediate macroeconomic theory.
3. Recall and interpret international economic theory.
4. Recall and interpret the fundamental tools of data analysis.
5. Apply economic theory to analyze important business, economic or social issues.
6. Apply algebraic, graphical or statistical methods to analyze important business, economic or social issues.
7. Employ economic research methodology to analyze important business, economic or social issues.
8. Employ technical writing skills to analyze important business, economic or social issues.
9. Identify and examine diverse perspectives when explaining and comparing solutions to important business, economic or social problems whenever relevant and appropriate.
10. Identify and examine the ethical implications of proposed solutions to important business, economic or social problems whenever relevant and appropriate.

Briefly summarize the findings from the student learning outcomes assessment and indicate whether the student learning outcomes assessments were achieved.

The Economics area set its own threshold for determining whether or not students meet, exceed, or do not meet expectations for each of the learning objectives for the economics degree program. The assessment is related to senior project report scores and an ETS major field test in economics. A mean score on the test at or below the mean score of all students taking the ETS exam was gauged as “does not meet expectations”.

For all of the learning objectives except two, namely LO 1 and LO 2 students did not meet learning objective expectations. For example, the percentage of students taking the test who did not meet learning expectations was 54% for LO 1, 68% for LO 2, 60% for LO 5, 20% for LO 6, 20% for LO 7, 10% for LO 9, and 20% for LO 10. The ETS does not provide individual student scores for international issues (LO 4), therefore percentages could not be reported. However, the mean score for this portion of the ETS exam was below the mean score for all students taking the exam.

Based on a thorough analysis of assessment results, the Economics faculty has concluded that the vast majority of poor performers, students who performed below expectations on both the senior project report and the ETS exam, were non-economics concentration students. This is believed to be a consequence of non-economics concentration students not having taken a sufficient number of economics courses at Cal Poly by the time they complete the senior project and take the ETS exam.

BS Economics (continued)

Briefly describe the improvement actions taken based on the findings.

To address this disparity, the Economics area has taken the following actions: (1) wrote a manual to be distributed by the OCOB advising center and the Economics area that contains detailed information and recommendations for students considering concentrating in Economics; (2) conduct an annual orientation meeting to promote the study of economics among technically minded majors in the university; (3) recommended Math 141 become a requirement for the major; and (4) recommended Econ 417 as a pre-requisite for the Economics senior project class.

Indicate any other significant findings from the program review. (Examples of possible other significant findings: commendations, description of programs strengths and areas needing additional attention (if any), future program goals.

Note: The findings for all six programs in OCOB have been consolidated into one summary.

Overall, the six programs evaluated are doing a good job of achieving assurance of learning and, in instances in which there are shortcomings, faculty are aware of and addressing the weaknesses revealed through the assessment process. There are specific areas, underscored in the improvement findings that require further scrutiny as well as modifications to both course content and assessment data collection processes. In response to some of the shortcomings discovered and to continually improve assurance of learning efforts, the OCOB has (1) developed intervention tools, (2) engaged faculty in both a half-day workshop for assessment discussions during fall convocation and an assessment workshop held at the PAC during fall quarter, (3) brought in experts in the field of assessing student learning to conduct workshops, and (4) assigned a faculty member to the role of Faculty Director of Curricular Innovation and Assessment to champion and coordinate our assurance of learning efforts.

The intervention tools created for all faculty to use and customize, as need be, include tools to improve learning in writing, ethics, teamwork, and diversity. The college has decided to select one of the areas needing improvement to focus on each academic year. Written communication will be the college-wide focus area for curricular improvement during AY 2013-2014.

Program: Masters of Business Administration
College: Orfalea College of Business
Program Review AY 2012-13

List the Student Learning Outcomes

1. Demonstrate competency in the following areas of business: management, quantitative methods, economics, accounting, finance, marketing, operations and strategy.
2. Demonstrate strategic integration of the above areas.
3. Demonstrate the ability to apply analytics to decision making.
4. Recognize issues and solutions using an approach that reflects ethical values.
5. Demonstrate knowledge of the issues involved in conducting business in a diverse, global environment.
6. Demonstrate professional written communication.
7. Demonstrate professional oral communication and presentation skills.
8. Recognize leadership skills and link to leadership theory.
9. Demonstrate effective team behavior.

Briefly summarize the findings from the student learning outcome assessments and indicate if the desired levels of learning were achieved.

The college set a minimum threshold of 90% as an acceptable percentage for students who meet or exceed expectations for each learning objective of the MBA. There was quite a bit of variation in the achievement of desired levels of learning for the MBA. For certain learning objectives, the percentage of students meeting or exceeding expectations was quite high. For example, on the positive side, for LO 1 the students scored in the 95th percentile; for LO 2, 97% of the students met or exceeded expectations; for LO 3, 100% of the students met or exceeded expectations; for LO 5, 99% of the students met or exceeded expectations; Whereas for some learning objectives the minimum threshold was not met. For example, for LO 3, 75% of the students met or exceeded expectations; for LO 2, 85% of the students met or exceeded expectations; for LO 4, 89% of the students met or exceeded expectations; for LO 5, 78% of the students met or exceeded expectations.

Briefly describe the improvement actions taken based on the findings.

- **LO 3:** Faculty teaching classes in which this learning objective is emphasized will place greater emphasis on multivariate analysis and internal rate of return in lecture and lab problems as well as develop an assignment that helps students relate numbers to business relevance.
- **LO 2:** To address assessment data reporting issues (only one class reported on this LO), assessment instructions will be provided to faculty prior to the start of each quarter and reminders will be communicated toward the end of the quarter.
- **LO 4:** Based on the assessment data, no curricular changes are warranted at this time; however, it should be noted that *written communication* will be the college-wide focal area for curricular improvement during AY 2013-14. This effort was initiated during Fall Conference, 2013.

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- **LO 7:** A professional speaker was brought in to co-teach the graduate course in Effective Communication Skills for Managers. He served as a model for students, demonstrating what professional oral communication and presentation skills are required in business today.

MBA Business (continued)

Indicate any other significant findings from the program review. (Examples of possible other significant findings: commendations, description of programs strengths and areas needing additional attention (if any), future program goals.

Note: The findings for all six programs in OCOB have been consolidated into one summary.

Overall, the six programs evaluated are doing a good job of achieving assurance of learning and, in instances in which there are shortcomings, faculty are aware of and addressing the weaknesses revealed through the assessment process. There are specific areas, underscored in the improvement findings, that require further scrutiny as well as modifications to both course content and assessment data collection processes. In response to some of the shortcomings discovered and to continually improve assurance of learning efforts, the OCOB has (1) developed intervention tools, (2) engaged faculty in both a half-day workshop for assessment discussions during fall convocation and an assessment workshop held at the PAC during fall quarter, (3) brought in experts in the field of assessing student learning to conduct workshops, and (4) assigned a faculty member to the role of Faculty Director of Curricular Innovation and Assessment to champion and coordinate our assurance of learning efforts.

The intervention tools created for all faculty to use and customize, as need be, include tools to improve learning in writing, ethics, teamwork, and diversity. The college has decided to select one of the areas needing improvement to focus on each academic year. Written communication will be the college-wide focus area for curricular improvement during AY 2013-2014.

Program: MS Accounting (Taxation Specialization)
College: Orfalea College of Business
Program Review AY 2012-13

List the Student Learning Outcomes

1. Demonstrate competency in tax research and identify potential solutions to tax issues.
2. Analyze and solve tax compliance issues through the application of analytic/critical thinking skills.
3. Apply substantive knowledge in a variety of experiential tax projects.
4. Recognize and apply ethical and professional responsibility requirements to tax practice.
5. Professionally communicate in writing.
6. Professionally communicate information through oral presentations.

Briefly summarize the findings from the student learning outcomes assessment and indicate if the desired levels of learning were achieved.

The college set a minimum threshold of 90% as an acceptable percentage for students who meet or exceed expectations for each learning objective of the MS Accounting, Taxation. The students met the minimum threshold for each learning objective except for LO 3. For example, the percentage of students who met or exceeded expectations for LO 1 was 95%; for LO 2 was 91%; for LO 4 was 94%, for LO 5 was 96% and for LO 6 was 100%; whereas for LO 3 the percentage was 87%.

Briefly describe the improvement actions taken based on the findings.

LO 3: Instructors indicated that students tended to select single facts among many without looking at facts holistically, which resulted in students proposing incomplete or incorrect solutions. Thus more problem solving opportunities will be provided to permit students to approach problems and solutions from an integrated, holistic perspective.

Indicate any other significant findings from the program review. (Examples of possible other significant findings: commendations, description of programs strengths and areas needing additional attention (if any), future program goals.

Note: The findings for all six programs in OCOB have been consolidated into one summary.

Overall, the six programs evaluated are doing a good job of achieving assurance of learning and, in instances in which there are shortcomings, faculty are aware of and addressing the weaknesses revealed through the assessment process. There are specific areas, underscored in the improvement findings, that require further scrutiny as well as modifications to both course content and assessment data collection processes. In response to some of the shortcomings discovered and to continually improve assurance of learning efforts, the OCOB has (1) developed intervention tools, (2) engaged faculty in both a half-day workshop for assessment discussions during fall convocation and an assessment workshop held at the PAC during fall quarter, (3) brought in experts in the field of assessing student learning to conduct workshops, and (4) assigned a faculty member to the role of Faculty Director of Curricular Innovation and Assessment to champion and coordinate our assurance of learning efforts.

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The intervention tools created for all faculty to use and customize, as need be, include tools to improve learning in writing, ethics, teamwork, and diversity. The college has decided to select one of the areas needing improvement to focus on each academic year. Written communication will be the college-wide focus area for curricular improvement during AY 2013-2014.

Program: MS Accounting (Financial Accounting Concentration)
College: Orfalea College of Business
Program Review AY 2012-13

List the Student Learning Outcomes

1. Analyze financial statement data and conduct business valuations.
2. Research issues related to accounting standards including international financial reporting standards.
3. Demonstrate the ability to use databases to analyze financial and auditing information.
4. Demonstrate the ability to diagram data models and perform risk assessment of internal controls that apply to data/processes.
5. Recognize and apply ethical and fraud-related concepts in accounting and financial reporting.
6. Demonstrate effective writing communication skills.
7. Demonstrate effective oral communication skills.

Briefly summarize the findings from the student learning outcomes assessment and indicate if the desired levels of learning were achieved.

The college set a minimum threshold of 90% as an acceptable percentage for students who meet or exceed expectations for each learning objective of the MS Accounting, Financial Accounting. The two learning objectives for which students met the minimum threshold were LO 2 and LO 7, at 96% and 100%, respectively. For the other learning objectives, except for LO 4 (for which no data were reported this year), students did not meet the minimum threshold of 90%. For example, the percentage of students who met or exceeded expectations for LO 1 was 80%; for LO 3.1 was 86%; for LO 5 was 85%, and for LO 6 was 81%.

Briefly describe the improvement actions taken based on the findings.

- **LO 1:** Faculty think rubric scoring should be calibrated so that all faculty members understand what is being measured. This “norming” process is necessary so that scores are accurate and consistent across all faculty involved with this learning objective.
- **LO 3:** Faculty will introduce cases in which problems are more complex than those in the textbook and that will provide students with the opportunity to use databases to search for data to solve problems.
- **LO 5:** Faculty will modify assignments to include a discussion of auditors’ reporting choices and the consequences that reporting choices might have on various constituents.
- **LO 6:** Given the absence of comparison data, the subcommittee determined that no specific curricular changes are warranted at this time; however, written communication will be the college-wide focal area for curricular improvement during AY 2013-14.

MS Accounting (Financial Accounting Concentration- continued)

Indicate any other significant findings from the program review. (Examples of possible other significant findings: commendations, description of programs strengths and areas needing additional attention (if any), future program goals.

Note: The findings for all six programs in OCOB have been consolidated into one summary.

Overall, the six programs evaluated are doing a good job of achieving assurance of learning and, in instances in which there are shortcomings, faculty are aware of and addressing the weaknesses revealed through the assessment process. There are specific areas, underscored in the improvement actions, that require further scrutiny as well as modifications to both course content and assessment data collection processes. In response to some of the shortcomings discovered and to continually improve assurance of learning efforts, the OCOB has (1) developed intervention tools, (2) engaged faculty in both a half-day workshop for assessment discussions during fall convocation and an assessment workshop held at the PAC during fall quarter, (3) brought in experts in the field of assessing student learning to conduct workshops, and (4) assigned a faculty member to the role of Faculty Director of Curricular Innovation and Assessment to champion and coordinate our assurance of learning efforts.

The intervention tools created for all faculty to use and customize, as need be, include tools to improve learning in writing, ethics, teamwork, and diversity. The college has decided to select one of the areas needing improvement to focus on each academic year. Written communication will be the college-wide focus area for curricular improvement during AY 2013-2014.

San Marcos

Summary of Assessments of Student Learning and Improvement Actions

January 2014

I. Biological Sciences – BS

Student Learning Outcomes

Students who graduate with a Bachelor of Science in Biological Sciences will be able to:

1. Use the scientific method to ask testable questions and to design and conduct laboratory, field, or theoretical investigations to address these questions.
2. Apply knowledge of the major principles from the fundamental biological areas of 1) cellular and molecular biology, 2) genetics, 3) physiology, and 4) and ecology and evolution.

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3. Employ mathematical and computational skills to organize, analyze, and evaluate biological data.
4. Locate, determine the reliability of, critically evaluate and summarize scientific literature and other sources of biological information.
5. Communicate biological information in an appropriate written and/or oral format to both scientific and general audiences.

Summary of findings – SLO Assessment

The main accomplishment since the last program review was to streamline the SLOs (numbering 59 at the time) to the more measurable number listed above.

Improvement actions taken based on findings

The major curriculum developments since the program's last review include:

- Starting a five-year program to increase the quantitative and computational skills among their students;
- Making the evolution course with a writing component a requirement and dropping second semester of organic chemistry in order to increase communication skills;
- Adding physiology as a concentration; and
- Increasing the prerequisites of upper-division core courses for greater preparation for upper-division work

Any other significant findings from the program review

External reviewers and the dean concur that the program is solid and contemporary with a lab intensive curriculum that rivals programs nationally. Also, that there is a high level of research among the faculty that has resulted in significant grant funding (over \$10.5 million) and involving students in research.

II. Computer Science – BS

Student Learning Outcomes

Students completing the Computer Science Option will be able to:

1. Analyze the effects of different choices of algorithms and data structures.
2. Choose the right programming language and/or hardware system for the task at hand.
3. Design, implement and test systems to meet the requirements specified by the requester.
4. Design, implement and document software in a way that facilitates software maintenance activities.
5. Independently acquire new computer-related skills based on previous knowledge.

Summary of findings – SLO Assessment

- 2007-2008: Faculty reported that the results focused on programming and

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software development were encouraging, concluding that by the end of the semester, students showed significant improvement. No changes to the program were discussed in response to these assessment results.

- 2008-2009: findings related to analytical abilities and mathematical readiness in B4 courses indicated student mathematical background was weak.
- 2009-2010: Data focused on increasing oral and written communication and working as a team to complete a project using a project management tool revealed some improvement, but the degree of improvement was not clear, thus no program changes based on assessment data were noted at that time.

Improvement actions taken based on findings

Based on the finding related to mathematical readiness of students, course-level changes were initiated. In addition, faculty are working on designing a course to better prepare incoming students in mathematics as well as working with all faculty members to make sure Unix and other required knowledge is covered in CS 111 and CS 211.

Any other significant findings from the program review

External reviewers were especially impressed by externally funded research activities carried out with students.

III. Computer Science – MS

Student Learning Outcomes

Students who graduate with a Master of Science in Computer Science will be able to:

1. Analyze the architectures of various communication protocols and emerging technologies in local and wide area networks.
2. Design, implement, test, and document software based on the object-oriented paradigm to meet the requirements specified by the requester.
3. Apply theoretical foundations that they have learned in developing software.
4. Evaluate and compare different algorithms given a task.
5. Conduct independent research in a specific topic in Computer Science, and document the results in appropriate formats.
6. Independently acquire new computer-related skills based on previous knowledge.

Summary of findings – SLO Assessment

- 2007-2008: Data from the 2007-2008 annual assessment revealed that students

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benefitted from involvement in individual and team projects through: exposure to different research topics, methodologies, and approaches to developing a project; preparation to select and work on a research topic for their final project or thesis; and learning the roles and responsibilities entailed in implementing a successful project.

- 2008-2009: Assessment data showed that some students benefitted from continuous training as well as individual and team projects.
- 2009-2010: Assessment revealed that writing a proposal for their culminating project assisted students in choosing a project related to the course, completing the project on time, determining resources, and communication with teammates in accomplishing their goals.

Improvement actions taken based on findings

While no improvements have been finalized, the faculty are discussing a change in one of the courses and a program elective. They are also working on revisions necessary to make the curriculum more current with emerging trends in technology and industry.

Any other significant findings from the program review

NA

IV. Criminology & Justice Studies – BA

Student Learning Outcomes

Students who graduate with B.A.in Criminology & Justice Studies will be able to:

1. Analyze and interpret the diversity of social experience associated with criminology and social justice issues, especially as they relate to race, class, gender, age, sexual preference, religion, and nationality.
2. Assess the merits of competing theoretical approaches to formulate empirically researchable questions about criminology and social justice concerns.
3. Locate, analyze, assess, and communicate criminology and social justice scholarship.
4. Understand and employ research strategies and their applicability to particular research questions, theoretical orientations, and social contexts
5. Construct informed theories of social behavior associated with criminology and social justice from systematic observation of social life.
6. Understand the ethical and social justice implications of criminology and social justice inquiry.
7. Apply criminology and justice studies theories and research to advocate for positive social change.

Summary of findings – SLO Assessment

- 2007-2008: The goal of this assessment was to determine mastery of SLOs related to students' abilities to engage scholarly discourse by: 1) locating, understanding, summarizing, and synthesizing scholarship; and 2) successfully writing a literature review or research report that conformed to professional norms of criminology and justice studies scholarship. Findings from this assessment revealed that: 1) students did better at locating scholarly literature than they did at understanding, summarizing, and synthesizing it; and 2) students demonstrated better than adequate competency in writing mechanics.
- 2008-2009: The goal of this assessment was to evaluate course syllabi in order to discover how comprehensively and where SLOs were being integrated into courses. Findings from this assessment revealed that: 1) two PSLOs were represented in all associated CJS courses; three PSLOs were represented in at least 86% of syllabi; one SLO was represented in only one half of its associated course syllabi; one SLO was not represented at all; and 2) faculty could more effectively use syllabi to communicate the links between specific SLOs, activities that would enable their mastery, and SLO assessment techniques.
- 2010-2011: The goal of this assessment was to determine mastery of the program SLO related to the diversity of human experience. Findings from this assessment show that: 1) student mastery of this PSLO improved from the beginning to the end of the semester in both the lower and upper division courses; 2) their mastery improved as they moved through the major; 3) students who had taken more CJS courses realized greater gains over the semester than those who taken fewer courses in the major; 4) CJS majors experienced greater gains in mastery of the SLO than did non-majors; and 5) students did not do as well in applying structural (vs. individualistic) concepts as they did in showing mastery of other dimensions of this PSLO.

Improvement actions taken based on findings

- Dedicated CJS Internship Course: In response to the 2007-2008 Annual Assessment, faculty decided to make the following programmatic changes: 1) Since CJS majors take different core courses from Sociology majors that draw upon different theoretical bodies of work, CJS majors would benefit from the creation of a capstone internship course that focuses on relating literature in that field to their experiences in community internships; 2) Require skills related to a full literature review in the capstone course to be introduced and developed at the appropriate levels in all core courses; and 3) Collaborate on ways to improve student writing and post suggestions/ideas/resources on the Department website.
- Review and Incorporation of SLOs and Assessment Tools into Course Syllabi: In response to the 2008-2009 Annual Assessment, faculty analyzed their own syllabi and discussed how to incorporate SLOs, activities that would

lead to their mastery, and assessment tools into their syllabi and courses. The faculty used assessment workshops to facilitate an understanding of the need for inclusion of SLOs in syllabi along with descriptions of the activities through which students will demonstrate their mastery. The Department is now engaged in efforts to make sure that this is a part of the training of new faculty hires.

- Refinement of SLOs: One result of the 2008-2009 Annual Assessment was the determination that one of the SLOs, the expectation that students would develop their own theories, was not feasible or necessary for CJS majors, and as a result, it was removed as one of the PSLOs. The 2010-2011 Annual Assessment resulted in developing a new PSLO focused on public criminology and justice studies consisting of scholarship focused on community change.

Any other significant findings from the program review

External Reviewers noted the continued upward growth trajectory (the fastest growing in the College) for a program that holds great potential for attaining a regional and national reputation for uniqueness in addressing critical areas not addressed in mainstream criminal justice programs.

V. History – BA

Student Learning Outcomes

Students who graduate with a Bachelor of Arts in History will be able to:

1. Develop historical research questions, formulate appropriate research strategies, and critically evaluate evidence about the past;
2. Develop and defend historical arguments, demonstrating an understanding of different theoretical approaches to historical interpretation;
3. Effectively communicate, in clear and convincing prose, an understanding of the causes of historical change;
4. Evaluate the influence of new digital and multimedia formats on the practice and presentation of history; and
5. Describe several varieties of experience found in the historical record and explain why diversity is a critical component of history.

Summary of findings – SLO Assessment

- The goal of the first assessment was to establish a baseline for the program's future multi-media SLO, especially regarding student awareness of the impact of the Internet on historical practice and how multi-media resources could be used as historical evidence. Findings of the assessment included: 1) students were skeptical of Internet sources; 2) students at neither the introductory nor capstone levels could specify how they might use multi-media sources available on the Internet; and 3) students did not have an adequate sense of how the Internet and multi-media sources could transform the presentation and practice of history.

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- The goal of the second assessment was to assess student mastery of critical inquiry in using the Internet. Findings of this assessment indicate that: 1) students acquire web literacy as they progress through the program; and 2) the program needs to further address how students present history on the web and other forms of media as well as how multi-media presentations might affect historical content.
- The goal of the third assessment was to measure student mastery of the SLO, "Students will be able to develop and defend historical arguments, understanding the philosophical assumptions of historical interpretation." Findings of this assessment show student improvement in all categories, yet there was relatively little improvement with regard to historical interpretation.

Improvement actions taken based on findings

- Shifted major requirements to a thematic, flexible structure in which students take courses in three world areas, a course focused on gender history, and a course in history prior to 1800 as well as an introductory methods course and a 400-level capstone seminar;
- Added courses to support the new SLO focused on digital practice and multi-media that examine the presentation of history in film and integrate historical arguments with videos, multi-media slide shows, or digital maps;
- Established guidelines and standardized required and recommended content for HIST 301; plans to discuss whether topics related to the theory and philosophy of history, particularly with regard to history and the media, should be incorporated through the upper-division curriculum; and
- State authorization for teacher education subject matter in history approved in the spring of 2011 with courses went under University review.

Any other significant findings from the program review

External reviewers noted the department's admirable attempt to quantitatively measure mastery of SLOs in a field that does not lend itself to standardized testing or sequential curricula. They also commented on how the improvement of undergraduates in achieving mastery of SLOs in assessments was significant over time.

VI. Liberal Studies – BA

Student Learning Outcomes

1. In the area of disciplinary knowledge, all LBST students will:

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- a. Identify the approaches of multiple disciplines including their different questions and methods;
 - b. Be able to frame questions about social problems from different disciplinary perspectives.
2. In the area of interdisciplinary knowledge, all LBST students will:
 - a. Identify the interdisciplinary approach, its questions and methods;
 - b. Be able to frame questions about social problems from an interdisciplinary perspective.
3. All LBST students will critically examine their role(s) in the communities with which they interact.
4. All LBST students will demonstrate skills needed to collaborate to achieve a goal.
5. All LBST students will collect, critically evaluate, and analyze primary and secondary data.

6. All LBST students will formulate an argument and present it effectively both orally and in writing.

Summary of findings – SLO Assessment

The department notes one indicator of student success in achieving program goals is student performance on the California Subject Examination for Teachers (CSET), which consistently shows LBST students scoring higher than other CSUSM students who take the test.

Regarding other assessment findings, the faculty focused the recent Program Review on establishing a baseline for future program reviews by describing the program and identifying data needed for future assessments.

Improvement actions taken based on findings

LBST faculty engaged in extensive curricular review in response to passage of SB 2042 and publication of the California Commission on Teacher Credentialing (CCTC) Standards of Program Quality and Effectiveness that resulted in thirteen standards and seven content specifications for the curriculum required for multiple subject preparation programs across the state. While conducted in response to externally imposed state standards, rather than CSUSM yearly assessments, this three-year review nonetheless led to changes in several courses in fourteen departments and in the (then) College of Education (now School of Education) to bring the ICP into compliance with the new standards.

Any other significant findings from the program review

External reviewers noted that all three options in LBST reflect careful planning, imagination, curricular innovation, and academic excellence. They also mentioned that curricula for the teaching options reflect current standards in the discipline that are aligned with the California state K-8 ESM Standards. ICP is one of the most innovative programs in the state, and the thematic semesters are a great service to students. In

addition, they commented that the degrees are highly valued, and students are well prepared to make important contributions to their disciplines and communities.

VII. Nursing – BS

Student Learning Outcomes

1. Apply the nursing process through critical thinking and professional nursing judgment to provide and evaluate nursing care needed to sustain life, to recover from disease or injury, and cope with their effects in acute and long term care, institutional and community settings.
2. Utilize the research process, its application to the discipline of nursing and its essential relationship to evidence-based nursing practice.
3. Function within the specific nursing roles as a provider of care, a coordinator of care, a health educator, an advocate for individuals, families, groups, and communities, and as a member of the nursing profession.
 - 3.1 As a provider of care the student will demonstrate the knowledge and skills to holistically assess and evaluate client needs across the lifespan and develop, implement and evaluate a plan of care in collaboration with the client and other health care providers which promotes maximum health and well-being.
 - 3.2 As a teacher the student will develop, implement and evaluate a comprehensive health education plan for a specific client that includes strategies for health promotion, risk reduction, and disease prevention that incorporate sociocultural variables across the life span.
 - 3.3 As an advocate the student will develop a plan of care in partnership with the client and their families and respect the right of the client to make decisions about health care but provide information so clients can exercise their rights and make informed decisions regarding their health care.
 - 3.4 As a coordinator of care the student will design, direct, organize and evaluate outcomes of care by other health care providers and secure appropriate community resources to provide cost-effective services to maximize the client's independence and quality of life.
 - 3.5 As a member of the nursing profession the student will incorporate practice standards and accountability within the legal and ethical standards of the profession of nursing and advocate for the role of the professional nurse as a member of the interdisciplinary health care team.

Summary of findings – SLO Assessment

SLO mastery is reflected in evaluation of performance expected of Baccalaureate graduates of nursing using Level I and Level II assessment tools consisting of faculty evaluation of student performance and their successful completion of courses: NURS 440/445 and NURS 450/451. Further, indirect measures indicate high pass rates for the NCLEX (2009: 93.35%, 2010: 80.65%; 2011: 90%), high employer satisfaction (75%

extremely satisfied; 25% very satisfied). Student assessments showed that 99% of students rated 3 or higher on a 5 point scale on Level I assessments; 100% of students rated 3 or higher on Level II assessments.

Improvement actions taken based on findings

Changes to the pre-nursing core were made to provide a broad foundation for educating nurses on human development across the lifespan along with introducing pharmacology to complement fundamentals of nursing courses.

Any other significant findings from the program review

The Board of Registered Nursing review of the program it to be of high quality and “one of the best in the state.” In granting the maximum review interval of eight years, the BRN concluded that the program offers a “well-constructed, prepared and conducted program” of pre-licensure nursing education.

VIII. Sociology - BA

Student Learning Outcomes

Students who graduate with a B.A. in Sociology will be able to:

1. Analyze and interpret the diversity of social experience using a sociological perspective, especially as they relate to race, class, gender, age, sexual preference, religion, and nationality.
2. Assess the merits of competing theoretical approaches to formulate empirically researchable questions about social life.
3. Locate, analyze, assess, and communicate sociological scholarship.
4. Understand and employ a range of research strategies—quantitative and qualitative—and their applicability to particular research questions, theoretical orientations, and social contexts.
5. Understand the ethical and social justice implications of sociological inquiry.
6. Use sociological perspectives, concepts, and theories to understand and identify the societal problems of publics with differing and multiple interests. Be able to specify the underlying sources of these social problems, especially in regard to structural or institutional sources, and be able to propose and assess possible policies, interventions, and/or modes of advocacy to address them.
7. Apply sociological theory and empirical research to advocate for positive social change.

Summary of findings – SLO Assessment

- 2007-2008: The goal of this assessment was to determine mastery of SLOs related to students' abilities to engage scholarly discourses in sociology. Findings from this assessment revealed that: 1) students did better at locating

- scholarly literature than they did at understanding, summarizing, and synthesizing it; 2) they needed to improve their ability to discuss and apply what they learned from sociological literature to what occurred in their field placements; 3) students demonstrated better than adequate mastery of writing mechanics; and 4) many papers reflected thoughtful sociological insights and cumulative sociological knowledge. However, the assessment also revealed two major areas of concern: Students did not do as well at critically assessing articles they found; and students needed to improve their ability to discuss and apply what they learn from the sociological literature to what occurs in their field placements.
- 2008-2009: The goal of this assessment was to evaluate course syllabi to discover how comprehensively and where SLOs were being integrated into courses.
Findings from this assessment revealed that: 1) SLOs were represented in 50% or more of the courses where they should be taught; and 2) faculty could more effectively use syllabi to communicate the links between specific SLOs, activities that would enable their mastery, and SLO assessment techniques.
 - 2010-2011: The goal of this assessment was to determine mastery of the program SLO related to the diversity of human experience. Overall, assessment results reveal greater mastery of analytic and interpretive abilities as students progress through the major.

Improvement actions taken based on findings

- Improved Practices for SLO Curricular Integration and Mastery: In response to the 2007-2008 Annual Assessment, faculty decided to require the incremental inclusion of skills in core courses that would result in mastery of the SLO related to completion of a literature review by the time they completed the capstone course.
- Commitment to Improved Student Writing Skills: In response to the 2007-2008 Annual Assessment, Sociology faculty also agreed to work together to help students improve their writing skills, for example, by posting helpful information on the Department website and through informal brown bag discussions focused on pedagogy.
- Incorporation of SLOs and Assessment Tools into Course Syllabi: In response to the 2009-2010 Annual Assessment, faculty analyzed their own syllabi and discussed how to incorporate SLOs, activities that would lead to their mastery, and assessment tools into their syllabi and courses. The Department is now primed to ensure that this knowledge is part of the mentoring of new faculty.
- Refinement of SLOs: In response to the 2009-2010 Annual Assessment, faculty decided to eliminate one of the program's SLOs because they realized that it did not reflect Departmental objectives. The 2010-2011 Annual Assessment also resulted in developing a new SLO focused on public sociology and potential social solutions or interventions for social problems. A working group within the Department will consider where in the curriculum this SLO should be addressed and what activities for mastery and course-level assessment of mastery of this

new SLO should take place in core courses for the major.

Any other significant findings from the program review

External reviewers noted that capstone courses best capture the strength of the program as learning experiences. Further, they state that requiring 100 hours of internship in community agencies followed by research grounded in the literature, provide students an important link between the classroom and job opportunities.

Sonoma

SONOMA STATE UNIVERSITY

School of Education NCATE/CCTC Accreditation

SSU accepts accreditation reviews in lieu of program review. The review was based on the common National Council for Accreditation of Teacher Education (NCATE) Standards and California Commission on Teacher Credentialing (CTC) Program Standards for all programs basic, advanced and graduate programs in education.

NCATE Standards and CTC Standards:

1. Candidate knowledge, skills, and professional dispositions
2. Assessment system and unit evaluation
3. Field experience and clinical practice
4. Diversity
5. Faculty qualifications, performance and development
6. Unit governance and resources.

The following programs were reviewed: multiple subject; single subject with internship, preliminary education specialist; preliminary education specialist (mild/moderate); preliminary education specialist (moderate/severe); added authorization (autism spectrum disorder; added authorization (adaptive physical education); reading certificate; reading/language arts specialist; preliminary administrative services; professional administrative services; pupil personnel services school counseling. The site team made a finding of all standards Met, using the sampling process of onsite interviews and document review. This process completed the program review and accreditation process for these programs.

The Accreditation Review Team recommended the following:

1. The institution's response to the preconditions is accepted.
2. SSU is permitted to propose new credential programs for approval by the Committee on Accreditation.
3. SSU continues in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

The thirteen-member expert review team did not find any Areas of Concern nor did they find any Areas for Improvement. The Review Team issued four commendations:

1. SSU SOE candidates develop highly creative learning activities and effectively assess student learning
2. SSU SOE candidates exhibit professional dispositions
3. SSU SOE candidates employ pedagogy aligned with state standards

4. The Review Team commends all programs because social justice permeates every aspect of every program as evidenced by the eloquent and inspiring testimonials that our candidates recent grads provided

Kinesiology Program Review

Learning Outcomes (BS):

1. demonstrate knowledge of and skill in a broad variety of motor skill and fitness activities;
2. understand the biological and physical bases of movement and the changes that occur across the life span, within diverse populations, and under a variety of environmental conditions;
3. understand the behavioral and psychological bases of movement and the changes that occur across the life span, within diverse populations, and under a variety of environmental conditions.
4. understand the sociocultural, historical, and philosophical perspectives of human movement within and across diverse cultures, historical periods, and social settings;
5. understand how motor skills are acquired and refined, and how fitness is achieved and maintained across the life span and within diverse populations;
6. understand the relationships among movement, conditioning and training, well-being and skill across the life span and under a variety of environmental and personally unique conditions;
7. know how to apply kinesiological knowledge to enhance motor skill and fitness in a variety of populations and conditions,
8. apply critical thinking, writing, reading, oral communication, quantitative and qualitative analysis and information management skills to movement-related questions;
9. demonstrate knowledge of the conditions of safe practice in movement-related contexts across the life span and within diverse populations, and respond appropriately to common injuries occurring during physical activity;
10. be able to use the computer and other technology to support inquiry and professional practice in movement-related fields;
11. be able to use and apply measurement instruments and principles for qualitative and quantitative assessment of human performance;
12. understand the scientific method and other systematic ways of knowing relative to research and scholarship in human movement;
13. demonstrate ability to integrate multidisciplinary knowledge bases of Kinesiology in an applied, problem-solving context;
14. be familiar with standards, ethics, and expectations of professional communities related to human movement;
15. be prepared to engage in professionally related community activities;
16. be prepared to engage in informed dialogue with diverse professional and lay communities regarding kinesiological principles and practices; and
17. demonstrate additional in-depth knowledge and skills associated with study in any one of the concentrations within the Kinesiology major.

Learning Outcomes (MA):

The MA program is oriented toward professional training for those interested in obtaining terminal degrees in areas such as teaching, coaching, adult fitness, and rehabilitation. The program emphasizes a common core/knowledge base, the interdisciplinary nature of kinesiology, a focus on applied professionals, and a culminating experience that is individualized to meet each student's professional needs and interests. At the completion of the program all graduates will:

1. Demonstrate knowledge of basic principles and an understanding of the current research in the field of kinesiology;
2. Apply critical thinking, writing, reading, oral communication, quantitative and qualitative analysis, and information management skills to movement-related questions;
3. Understand the scientific method and other systematic ways of knowing relative to research and scholarship in human movement;
4. Develop a sense of responsibility to and for the profession and be professionally involved at the local, state, and/or regional levels; and
5. Be prepared to engage in informed dialogue with diverse professional and lay communities regarding kinesiological principles and practices.

Findings: The department has clear student learning objectives for both the undergraduate and graduate curriculum. The student learning outcomes are embedded within and across coursework for the major in a variety of ways. Students are satisfied with their education and are meeting student learning outcomes. External accreditation boards in Adapted Physical Education and Physical Education are involved in the department review process. The California Commission on Teacher Credentialing (CCTC) provides an external review process with specific standards for program quality and both Adapted and Physical Education concentrations are closely aligned and connected with the School of Education and have received National Council for Accreditation of Teacher Education (NCATE) and CCTC approval. The department serves the GE curriculum with two courses that allow students to have a greater understanding of the human body, the importance of movement, the role of sport in culture, and the importance of physical activity across the lifespan.

Recommendations:

- Recommended to place our student learning outcomes on the website like our MA program.
- Recommended to find a consistent way to collect exit interview information from graduates to be institutionalized.
- Recommended to establish an advisory board of professionals in the community to provide feedback on the relevance of curriculum and update department on career trends and hiring patterns.
- Recommended to find a way to systematically review a few of our student learning outcomes (SLO's) each year to see what percentage of students are meeting specific SLO's for future reviews.

French Program Review

Learning Outcomes:

1. Ability to understand spoken French, read a variety of texts written in French, and communicate effectively in French orally and in writing.

2. Appreciation and knowledge of the French culture.
3. Appreciation and knowledge of the French literature.
4. Appreciation and knowledge of the francophone world, cultures and literatures.
5. Ability to respond in culturally appropriate ways in a variety of common situation in the target cultures.
6. Ability to use state of the art technology to access realia in the target language.
7. Knowledge of phonology, morphology, syntax and semantics of the French language.
8. Ability to think and read critically.
9. Development of the habit of intellectual inquiry.
10. Ability to understand literature as a reflection of heterogeneous cultures and lives.
11. Ability to communicate efficiently orally and in writing.
12. Appreciation and knowledge of grammar and linguistic concepts.
13. Appreciation of aesthetic dimensions and movements.
14. Ability to use state of the art technology to access cultural documents and multimedia resources.
15. Ability to make connections between the literature studied and their own lives.
16. Awareness of global history.
17. Appreciation of diversity and difference.
18. Awareness of language as a living product of culture and vice versa.
19. Ability to apply the knowledge and skills learned to situations outside the academic setting.

Findings: Since 2006, the French faculty have consistently found that course-embedded assessments demonstrate that students are indeed fulfilling the mission of the French Program, attaining an advanced level of competency in speaking, listening, reading and writing, and acquiring a comprehensive knowledge of the historic and contemporary culture and institutions of France and the francophone world. The Department of Modern Languages and Literatures is currently working on a new and revised Alumni Survey to gather data on students having graduated since 2006.

Recommendations: In terms of teaching methodology, the French faculty remained committed to using the direct communicative approach in their language classes, their student-centered approach to teaching the French language, francophone cultures, histories and literatures throughout the program, and the use of technology, both in class and in the curriculum. They do not see the need for change in those areas. Following the action plan, the French faculty have accomplished the following changes: In order to address the lack of a variety of elective options within the major, the French faculty have continued to vary the content of upper-division seminars (reading lists, course themes, assignments, etc.). The French faculty have modified upper-division courses offered for the major.

Hutchins Liberal Studies Program Review

Learning Outcomes, Findings and Recommendations:

The framework of the Association of American Colleges and University's Liberal Education and America's Promise (LEAP) "essential learning outcomes" and "high-impact educational practices" are in alignment with Hutchins pedagogy and educational mission.

- *Knowledge of human cultures and the physical and natural world, including study in natural sciences and mathematics, social sciences, histories, languages and the arts.* Hutchins provides students with interdisciplinary content that is connected across disciplines. Students mention high levels of satisfaction with their educational experiences through seminar discussion of a wide variety of topics. Hutchins still needs to work on improving the content and delivery of natural sciences curriculum but the curriculum that is, and has been delivered, is rooted in cultural and ethical contexts.
- *Intellectual and practical skills including inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, and teamwork and problem solving.* Information gained from student surveys indicate that students have excellent critical analysis skills, the ability to think creatively, excellent written and excellent oral communication skills including the ability to listen to others, to keep an open mind, and to respect the views of others. Based on student assessments, Hutchins could improve in the areas of quantitative literacy, information literacy and teamwork and problem solving – though student scores were not particularly low in any of these areas.
- *Personal and social responsibility including civic knowledge and engagement (local and global), intercultural knowledge and competence, ethical reasoning and action, and foundations for lifelong learning.* Again, Hutchins students reported high levels of awareness of local and global issues, a desire to be more socially responsible and “make a difference,” and an increased interest in other cultures.
- *Integrative and applied learning including synthesis and advanced accomplishment across general and specialized studies.* Students most clearly demonstrate this quality as they assemble their LIBS 402/403 portfolios, write an “intellectual journey” paper that traces their educational experiences, create a final capstone paper or project, and then present that paper or project as part of a final “fair.” Hutchins can always improve how curriculum is delivered, the efficacy of individual seminar discussion, the fairness of grading, and other factors throughout the entire Hutchins curriculum.

Summary of External Review: The Hutchins practice is cumulative and relies heavily on student self-reporting and simple checklist markers of achievement of requirements and goals. Arguably, best practice now mixes student self-reporting with other diagnostics and course level assessments that align with more general program goals. While Hutchins students do not come to the program as a pure cohort, there do seem to be opportunities at gateway points to gather simple measures of key learning achievements, especially in the areas of critical thinking, interdisciplinary writing competency, reading comprehension, and self-actualization and autonomy. More active and authentic assessment practice today would involve sharing the duty of evaluating the current student portfolios amongst a subcommittee of two or three instructors, such that faculty-determined key measures could be assigned on a simple scale of “not achieved,” “achieved,” or “achieved with distinction.” State-of-the-art practice would involve not only documenting that students have completed particular learning tasks, but some effort to document that there is a relationship between participation in the program’s instructional efforts and intellectual and personal growth.

**II. Summary of Assessments of Student Learning and Improvement Actions Taken
California State University, Stanislaus**

The purpose of the Academic Program Review (APR) process at CSU Stanislaus is to improve programs through a focused, in-depth self-study. The Program Review is a continuous, collaborative process of gathering, interpreting, reflecting upon, and using data to inform decision making. The culminating Program Review Report is completed by faculty who determine academic quality, assess student learning outcomes, and develop an implementation plan for program improvement. The Report, written once every seven years, documents collaboration amongst faculty, administrators, and external reviewers who plan for a continuous improvement process in harmony with the CSU Stanislaus Mission and Strategic Goals, and the allocation of budgetary resources. Program review summaries are reported to the Chancellor's Office the year following the completion of the scheduled review (i.e., reviews scheduled for 2012/2013 will be reported January 2015).

Faculty completed self-study reports for the following programs during academic years 2010/2011 and 2011/2012 and a summary of their assessments of student learning and improvement actions taken follow:

Program	Degrees	Status of Review
Agricultural Studies	BA	Completed
Business Administration	BS, MBA	Completed
Child Development	BA	In Progress
Cognitive Studies	BA	In Progress
Computer Science	BS	In Progress
Criminal Justice	BA, MA	In Progress
Genetic Counseling	MS	Completed
Geography	BA	Completed
History	BA, MA	Completed
Kinesiology	BA	Completed
Music	BA, BM	Completed
Political Science	BA	Completed
Social Sciences	BA	In Progress
Sociology	BA	Completed
Special Major	BA, BS	In Progress
Theatre	BA, BFA	Completed

Agricultural Studies, BA

Student Learning Outcomes

Students will:

- Explain basic economic principles with respect to the production and distribution of agricultural resources;
- Explain the principles of agricultural and environmental resource management;
- Describe agricultural business and marketing practices;
- Explain the physical, chemical, and biological principles of agroecosystems;

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- Summarize global perspectives on food issues;
- Provide examples of restorative and sustainable agricultural practices;
- Describe spatial and other quantitative techniques;
- Explain the social context of agricultural production;
- Understand public policy, regulatory, and land use issues;
- Critically assess agricultural issues and trends;
- Systematically develop communicative, analytical, quantitative, and critical thinking skills;
- Be exposed to diverse teaching and learning strategies in a number of academic disciplines;
- Gain applied experience through internships and service learning;
- Experience a high quality academic program that prepares them for changing and emerging professional opportunities in the region; and
- Be involved in an educational experience that helps prepare them for graduate studies and teaching.

During the review period, the Agricultural Studies program developed a mission statement, program goals, and student learning outcomes. The program administers a post-graduation student survey as well as gathering input from discussion with program faculty and the Agricultural Studies Advisory Board. Student work (via a required professional portfolio) is also assessed using an established rubric focusing on written communication achievement. The program's Implementation Plan includes suggested curricular changes (development of several lower-division agricultural courses) as well as a recommendation to engage multi-disciplinary faculty more extensively in Agricultural Studies activities and advising through an active Agricultural Council. Recommendations also suggest the possibility of developing an employer survey to determine satisfaction with program graduates and industry trends. The program self-study indicates plans to engage in an external review with members of the Agricultural Studies Industry Advisory committee, community college faculty, and a CSU representative to serve on the review team.

Business Administration

Business Administration, BS

Student Learning Outcomes

- Learning Goal 1: Our students will have a basic understanding of the business disciplines.
 - Learning Objective 1a: Students will demonstrate a basic understanding of the body of knowledge common to the following business-related disciplines.
 - a. Accounting
 - b. Business law
 - c. Economics
 - d. Finance
 - e. Information systems
 - f. Management
 - g. Marketing
 - h. Operations management
 - i. Quantitative analysis
 - j. Statistics
- Learning Goal 2: Our students will communicate clearly and effectively.

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- Learning Objective 2a: Students will prepare a professional quality business document.
- Learning Objective 2b: Students will deliver a professional oral presentation on a business issue.
- Learning Goal 3: Our students will be effective problem solvers.
 - Learning Objective 3a: Students will formulate and implement a strategy to answer an open-ended business-related question, or design and evaluate a strategy to achieve a desired business-related goal.
- Learning Goal 4: Our students will demonstrate ethical decision-making.
 - Learning Objective 4a: Students will identify the major ethical issues and stakeholders in a business-related ethical problem and formulate a reasonable solution to appropriately resolve the problem.

The undergraduate Business Administration program uses a combination of direct and indirect assessment methods to gather data on student achievement. One of the direct methods used is the CSU developed Business Assessment Test (B.A.T.). B.A.T assessment data revealed deficiencies on the quantitative, written communication, and ethical decision-making objectives, with scores falling below the established performance standard threshold. In response, Business Administration faculty have developed assessments and modified curriculum to ensure coverage of the aforementioned learning outcomes. These changes have included the addition of a quantitative assessment test, seeking consultation on Writing Proficiency courses, and developing a Business and Social Responsibility course.

Business Administration, MBA

- Learning Goal 1: Students will have the advanced knowledge of the business disciplines (management, marketing, operations management, management, accounting, finance, and information systems management) and apply the knowledge in new and unfamiliar circumstances.
 - Learning Objective 1: Students will demonstrate understanding of each functional area in a strategic management case.
- Learning Goal 2: Students will demonstrate advanced oral and written communication skills.
 - Learning Objective 2a: Students will effectively present business analyses and recommendations through oral forms of communication.
 - Learning Objective 2b: Students will effectively present business analyses and recommendations through written forms of communication.
- Learning Goal 3: Students will think critically by adapting and innovating to solve business problems.
 - Learning Objective 3: Students will analyze complex business situations and develop and implement effective solutions to the business problems.
- Learning Goal 4: Students will work collaboratively with others in group projects, and have the capacity to lead in an organizational setting.
 - Learning Objective 4: Students will effectively participate and contribute in a team-based environment.
- Learning Goal 5: Students will have awareness of global perspectives.
 - Learning Objective 5: Students will analyze management issues from a global perspective.
- Learning Goal 6: Students will be ethically conscious decision makers.

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- Learning Objective 6: Students will recognize and analyze ethical problems, and choose and defend solutions in business settings.

In the MBA program, each learning goal is assessed twice every five years. The comprehensive examination, which is a final component of the MBA program for most students, is used as a primary assessment measure and is used to assess knowledge, writing effectiveness, and critical thinking. Established rubrics are also used to assess achievement of learning goals/objectives. For the review period, students achieved at the performance standard of 80%, with the exception of Learning Goal 6. In response, the program has determined that a new case study will be developed that more closely aligns with the goal rubric.

In the College of Business Administration's most recent accreditation visit and report by the Association to Advance Collegiate Schools of Business (March, 2013), the college was recognized for having an effective assessment system with faculty who understand and are engaged in assessment.

Genetic Counseling, MS

Student Learning Outcomes

Students in the program will learn:

- The inheritance patterns and clinical symptoms associated with a variety of common, complex, and rare medical genetic conditions.
- The molecular, biochemical, immunological, and cytogenic basis of genetic disorders, and the application of laboratory technologies to diagnose genetic conditions.
- To analyze and interpret laboratory results.
- Research methods and professional written and oral skills.
- The ethical, legal, psychosocial, and cultural issues associated with patient care and health sciences information delivery.
- Counseling techniques and theories for effective communication.
- Business issues related to the genetic counseling profession.
- How to integrate the above information in real world situations through internships.

Student in the Genetic Counseling program receive ongoing evaluation and feedback from their instructors. Program faculty meet regularly to discuss the progress of each student and, when issues are identified, decide on and implement appropriate actions. A continuous process of program evaluation is in place including faculty discussions, formal and informal student feedback and discussion, and consultation with other professionals. Program evaluation measures include feedback from the Advisory Board and subcommittees, student feedback, and qualitative and quantitative analysis of Alumni survey results. Based on a review of results, the program is meeting established goals. A review of the program by the American Board of Genetic Counseling in 2011 resulted in a full six-year accreditation. The Program faculty have found Alumni surveys to provide particularly valuable feedback and plan to administer on a more regular basis.

Geography, BA

Student Learning Outcomes

- Demonstrate understanding of the interrelationships and interactions between culture and the environment.

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- Demonstrate key concepts in the discipline and general awareness of the theories and philosophies underlying geographical inquiry.
- Demonstrate understanding of the natural and cultural processes that affect society and the environment in specific regions and locales.
- Acquire awareness of the diversity of peoples, places, and environments within a specific region or around the world.
- Demonstrate knowledge of qualitative and quantitative research methodologies that may be applied to help our communities, monitor natural areas, plan sensible urban developments, and observe human trends.
- Acquire skills in geographic information science and understand the interpretive capacity of geospatial technologies, and their place in society.

During the review period, the Geography program utilized both direct and indirect measures to assess student achievement and evaluate program effectiveness. In 2006, the Geography program administered a survey to inform curricular modifications. Survey results indicated a need for increased emphasis on communication skills, computer and mapping skills, service learning, fieldwork, and laboratory activities. Based on findings, the program revised the curriculum, adding several courses to meet the needs of majors, minors, and Liberal Studies/Social Science students. The program engaged in an array of assessment activities including the direct assessment of learning outcomes, focus groups (current students, alumni, community), and review of instructor evaluations (IDEA). Geography faculty also constructed an Alumni Survey, updated the program's curriculum map, and constructed and tested assessment rubrics.

An external review of the Geography Self-Study recognized program faculty for their efforts in expanding program-level assessment and noted that the program was using assessment results to both review and revise the curriculum. Campus interviews conducted by the external reviewer also indicated that the Geography program was seen as a leader in assessment on campus.

History

History, BA

Student Learning Outcomes

- Develop skills in critical thinking and analysis.
- Locate primary sources and secondary sources in all forms.
- Analyze and understand the main interpretations of secondary sources.
- Analyze and understand the importance of the historical context for primary sources.
- Communicate effectively orally and in writing.
- Cite sources properly.
- Demonstrate the ability to perceive a given event from more than one cultural perspective.

The History program began formal assessment in fall 2006, exploring student skills regarding the location and analysis of primary and secondary sources. Direct assessment results revealed a need for more focused instruction in this area. In a review of findings, the program found that students' ability to enroll in a Research and Information Literacy course was positively correlated with student performance on information literacy-related goals. Based on results, the program would like to require that all students take a Research and Information Literacy course prior to taking the Senior Seminar, but have been unable to do so due to limited course offerings. Student participation/placement in conferences, publications, job placement, and continuation to graduate school are also used as indicators of student achievement/success.

History, MA

Student Learning Outcomes

Graduate students will be able to demonstrate:

- Advanced skills in critical thinking and analysis;
- The ability to locate secondary and primary historical sources in all forms;
- The ability to analyze primary sources understanding the importance of historical context;
- Effective written and oral communications skills;
- The ability to cite sources properly; and
- The ability to perceive any given event from more than one cultural viewpoint.

The History program directly assesses the achievement of its graduate students through an analysis of grades, comprehensive exam performance, thesis defense, and review by the program director of two graduate papers prior to clearance for graduation. Additional indicators of student achievement include performance/placement at the Phi Alpha Theta conference, number of student publications, review of the program by the Department Graduate Committee, and discussions in monthly department meetings regarding the graduate curriculum and graduate student performance. Beginning in spring 2011, the program began the administration of student and faculty surveys, a pre and post survey to all graduate students to gauge perceptions of achievement. Faculty surveys are also administered to measure students' overall progress as well as to receive feedback on individual graduate student performance.

An analysis of assessment results indicates that the majority of graduate students are meeting the graduate program goals and student learning objectives. Tracking of additional indicators (student publications, conference presentations, placement in doctoral programs and teaching positions, e.g.) indicate that History students are distinguishing themselves while they are in the program as well as after graduation. Several changes have also been made as a result of assessment findings including the discontinuance of the International Relations concentration, increasing the number of 4000 level courses offered through distance education sites, elimination of the foreign language requirement due to student feedback, and an increase in the number of required graduate seminars. Assessment has also revealed the demand for graduate courses in the history of Middle East, Africa, and the Ancient World.

Kinesiology, BA

Student Learning Outcomes

The Department has identified the following student learning outcomes for the kinesiology curriculum:

- Demonstrate knowledge and skill in a broad variety of movement and fitness activities.
- Understand the biological/physical and behavioral bases of movement and the changes that occur across the life span, within diverse populations, and under a variety of environmental conditions.
- Understand the socio cultural and humanistic bases of movement within diverse cultures, historical periods, and social settings.
- Understand how motor skills are acquired, how fitness is achieved, and how to maintain this across the life span under a variety of environmental and personal unique conditions.

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- Understand the relationship between movement, conditioning/training, well-being and skill across the life span and within diverse populations.
- Know how to apply kinesiological knowledge to enhance motor skills and fitness in a variety of populations and conditions.
- Apply critical thinking, writing, reading, oral communication, quantitative and qualitative analysis, and information management skills to movement-related questions.
- Demonstrate the knowledge of the conditions for safety in movement-related contexts across the life span and within diverse populations, and respond appropriately to common injuries occurring during physical activity.
- Be able to use a computer and other technology to support inquiry and professional practice in a movement-related field.
- Be able to use and apply kinesiological data collection techniques and measurement theory to assess, analyze, and evaluate human performance.
- Understand the scientific methods and other systematic ways of knowing relative to research and scholarship in human movement.
- Demonstrate the ability to integrate multidisciplinary knowledge bases of kinesiology in an applied, problem-solving context.
- Be familiar with standards, ethics, and expectations, of professional communities related to human movement.
- Be prepared to engage in professionally related community activities.
- Demonstrate additional in-depth knowledge and skills associated with study in any one of the concentrations, specializations, and emphases that are associated with the Kinesiology (formerly Physical Education) degree.

The Kinesiology department collected program assessment data, focus group data, and data from embedded questions in the capstone course to assess the student learning outcomes. The program found that the course-embedded questions in the capstone did not yield meaningful data for all outcomes. However, based on the assessment data collected, several areas emerged as primary concerns and have been addressed during the program review process. The areas include curricular and career advising, relevance of degree requirements, adequate library holdings, adequate lab facilities, and more student involvement on departmental issues.

The department has articulated several improvement actions that are being implemented as a result of the academic program review process. The actions include: 1) revising assessment plans to include more direct measures; 2) developing an electronic survey to be given to students when applying for graduation; 3) identifying assignments in senior courses that would be used for direct assessment measures to address the student learning outcomes; and 4) discussing ways to encourage, evaluate, and reward high-quality teaching.

Music, BA and BM

Student Learning Outcomes

The Department has identified the following student learning outcomes for the music core curriculum:

- Students will perform on a principal instrument/voice at a level appropriate to their degree program or concentration and apply this skill in both large and small ensemble situations.
- Students will demonstrate technology literacy throughout the curriculum.
- Students will demonstrate understanding of theoretical and formal principles of music

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- through coursework that emphasizes composition analysis, and improvisation.
- Students will demonstrate proficiency in aural and keyboard skills.
 - Students will demonstrate understanding of the development of world music and the historical foundations of European and American styles.
 - Students will show integration of curricular goals through a capstone recital or project.

The Music program assesses student achievement through exams, class presentations, papers, projects and performances. This direct assessment takes place at various levels, such as semester juries, the junior qualifying jury that approves advancement to the junior level of applied study and determines whether the student is to follow a recital or project track, junior and senior recital hearings and recitals, and capstone and final projects. The program also administers several indirect methods including student surveys and exit interviews.

The Music program reviews curriculum on an ongoing basis based on both assessment results and standards established by their specialized accreditation through the National Association of Schools of Music (NASM). The Music program is in the process of implementing several of the recommendations made during their 2012-13 accreditation visit that will include the establishment of a Student Advisory Board.

Political Science, BA

Student Learning Outcomes

The undergraduate program in Political Science has five key objectives applicable to both majors and students in its General Education and service courses:

- To ensure students have a sound and appropriately comprehensive knowledge of modern political institutions and dynamics.
- To ensure students have sound and appropriately comprehensive knowledge of the history of political thought and its key concepts.
- To ensure students are able to successfully analyze complex issues and problems.
- To ensure students are able to successfully analyze complex texts and arguments.
- To ensure students are able to successfully formulate and evaluate policy options.

Three additional objectives apply to students majoring in Political Science

- To ensure students have an appropriate working knowledge of the scope and methods of political science.
- To ensure students have a sound and appropriately comprehensive knowledge of global and comparative political institutions and dynamics.
- To ensure students have the ability to successfully design and conduct research in political science.

Four of the program's objectives have particular application to students in General Education and service courses in the department:

- To ensure that students have sound and appropriately comprehensive knowledge of US and California political institutions and dynamics.
- To ensure that students have a sound and appropriately comprehensive knowledge of multicultural political dynamics.
- To ensure that students have an appropriate working knowledge of civics pedagogy.
- To ensure students have the information gathering, deliberative, and communicative skills necessary in the exercise of citizenship.

The Political Science program uses a combination of indirect and direct assessment methods. The program annually collects both quantitative and qualitative data through a graduating senior exit

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survey. Demographic information gathered from this survey is used to examine their student population and make adjustments to the curriculum if necessary. Survey results indicate that students perceive achievement of the program student learning objectives. Findings also display overall student satisfaction although findings do indicate a need for an upper-division methods course as well as the replacement of a faculty line with expertise in comparative politics and international relations.

Based on a review of median grades, the program has determined that Political Science majors are meeting relevant learning objectives. In the future, the program plans to develop a more direct tool of learning assessment and encourages faculty to continue discussions on grading standards and rubrics as they relate to mapping programmatic goals and student learning objectives.

Sociology, BA

Student Learning Outcomes

- Achieve knowledge competency in sociology;
- Achieve an awareness of the diversity of social institutions, social forces, and structural forms found in contemporary societies both locally, regionally, nationally, and globally;
- Understand the socio-historical and theoretical groundings of sociology as a field;
- Understand the reasoning process involved in theoretical construction;
- Develop facility for critical thinking, with the ability to separate fact from fallacy, myth from reality;
- Learn to methodologically analyze the complexity of society and social structure, particularly question of social control and power relationships;
- Learn analytical skills and research methodologies, including statistical computer applications, appropriate to the practice of sociology methodology;
- Develop and apply a sociological perspective professionally and as an active participant in society;
- Develop the capacity to apply concepts and theories of sociology relevant to social policy;
- Communicate effectively in both written and oral form;
- Develop an increased appreciation for human diversity;
- Develop the ability to apply a sociological imagination to one's personal life.

The Sociology program has utilized both indirect and direct methods of assessment including the administration of a student survey, course-embedded assessment and a departmentally developed test. The program found that qualitative methods were of particular importance to address the student learning needs. An evaluation of current assessment methods has led a revision of the Assessment Plan. Future activities include developing more specificity in learning objectives, establish regular assessment meetings, prioritize time for data analysis, refine the data analysis process, and continue to assess one learning objective per year. The program plans to also establish a portfolio requirement in the capstone course (Senior Seminar) and will begin to formally track student honors, presentations, publication, and continuation to graduate programs as indicators of student success.

Theatre, BA

Student Learning Outcomes

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- Knowledge of the history and traditions of theatre.
- Knowledge of techniques of script and character analysis in the context of a theatrical production/activity.
- Through practical projects, realizations of design and technical work, from both a traditional and contemporary perspective.
- Understanding of shop equipment, safety and techniques through elaboration of production in the scene and costume shops of the department.
- The ability to perform in a variety of studio/stage settings.
- The integration of learning goals through senior projects.
- A strong understanding of teamwork and collaboration.

The Theatre program has developed and implemented annual student evaluations using an established rubric. Evaluation results are shared with students in individual 15-25 minute meetings where students are given the opportunity to respond and ask questions. Based on results of the student evaluations, the program identified several areas for revision and improvement including the need to provide some uniformity across syllabi. The program has since established syllabi templates for all courses that are shared with both part-time and full-time faculty. Theatre faculty also plan to make several curricular revisions based on results, including the creation of a preparatory course to prepare Theatre majors for both professional prospects and academic realities of the program. Theatre faculty continue to discuss assessment practices as well as ensure compliance with the standards established by their specialized accreditation agency, the National Association of Schools of Theatre.