List each degree institution:
1. University Learning Goals are published at the following locations: OAAE website; Catalog Academic Programs projects, General Education website; OAEE准备工作 Catalog; Individual department level, with priorities given to embedded measures.

2. Student Learning Outcomes (SLOs) are aligned with the University Learning Goals (ULGs). As such, the ULGs are assessed through the assessment of the SLOs in the degree program. A wide variety of assessment types (detailed below) are used to assess the various SLOs at the program level, with priorities given to embedded measures.

a. Faculty are the primary drivers of assessment, and thus serve as the primary group that reviews and interprets the evidence. The university has established a six-step assessment process through thorough faculty/staff consultation, in which the collection, analysis, and interpretation of assessment data is a significant step (i.e. Step 4). In addition, the six-step assessment process explicitly calls for "improvement actions" (i.e. Step 5), highlighting the need to use assessment to inform practice. While the six-step process guides the assessment efforts on campus, the implementation of the process varies by program/department/collage. In some cases, the program faculty are presented with the assessment findings, and they collectively make recommendations and implemented improvement actions. In other cases, a committee of faculty representatives performs the initial review and interpretation and then presents the recommendations to the entire faculty for approval.

b. Assessment findings, as interpreted by the course instructors and GE committee, will be described in the GE Annual Report (written by the Director of Undergraduate Studies & General Education and the Director of Assessment & Educational Effectiveness). Improvement actions will be solicited from the GE Committee at the first GE Committee meeting of the fall semester. The GE Committee, in collaboration with the Academic Programs Office, will determine a plan to follow-up on any indicators that emerge from the data of a need for improvements.

(6) Date of the last program review for this degree program

As the institutional Level:
Yes
Computer Science, M.S.

Yes

Catalog, Department website

Coursework; Capstone practice/research project; Presentations; Student satisfaction survey

Program faculty review the assessment results and determine improvement actions.

The student satisfaction survey results indicated high overall ratings in the area of "your experiences with professors." In general, students indicated that they were satisfied with their professors, considering their professors knowledgeable, and believed that their professors are serious about student learning. In the area of "your experiences in the program," the highest rating was given to "the course content is up-to-date," while students in general were not satisfied with the availability of a variety of courses. Another question that received a low rating is "I know where to ask for help when I need help," in the area of the environment. The results of the student survey were reviewed by the program faculty, and improvement actions are in development.

Psychology, M.A.

Yes

Catalog, Department website

Coursework; Capstone practice/research project; Presentations; Student satisfaction survey

Program faculty review the assessment results and determine improvement actions.

Electrical Engineering, M.S.

Yes

Compliance Assist; OAEE website; Catalog

Course embedded assignments; Exams; Presentations; Final exam/thesis/projects; Alumni survey; Employer survey

The Assessment Committee of the Department, composed of three elected faculty members, collect the assessment data from course constituencies for review. The constituencies include faculty, Industrial Advisory Board, alumni and their employers, and colleagues in other universities. Suggested revisions are presented to the faculty Industrial Advisory Board, and student club officers. If the feedback for the revisions is favorable, the faculty will approve and implement them.

The assessment findings confirmed successful achievement of the department goals, and student learning outcomes. Current successful practices will be continued. The goals and SLOs will continue to be assessed to monitor program effectiveness.

Child and Adolescent Development, B.S.

Yes

Compliance Assist; OAEE website; Catalog

Course embedded assignment with multiple choice questions and short essay; Self-assessment student survey; Signature assignment; Senior paper; Oral presentation; Alumni survey

Each year the department assesses two learning goals using a pilot measure in the fall semester and a final assessment in the spring. These measures are either common assignments in designated courses or stand-alone assignments created by the department's Assessment Committee in conjunction with faculty input, and are intended to gather evidence demonstrating the extent to which the program is meeting its educational goals. The committee, composed of a chair and three additional faculty members, is responsible for implementing the assessment plan, as created by the entire faculty, and oversees the administration of the assessment measures, scoring, and evaluation. As a retreat each semester, the committee present and discuss assessment results with all faculty to determine the strength and weakness of the program.

The department's Assessment Committee holds a faculty retreat each semester to present assessment results, moderate discussion on ways in which the department can "close the loop," and provide workshops that address areas identified as particularly challenging to students. As a result of findings from the assessed outcomes, the department has made changes to course content, increased faculty support, increased student support, changed some assessment measures, and modified some student learning outcomes. For example, the Assessment Committee, in collaboration with CAS faculty members, has provided faculty with relevant resources, such as a workshop on integrating and synthesizing research findings in written work which was presented at a faculty retreat and video recorded and made available to all faculty on campus. In addition, a course coordinator system was also created to help standardize implementation of the learning goals across sections of a particular course as well as assist full-time and part-time faculty with pedagogical approaches to teaching theories, ethical guidelines, research, and communication skills. To further "close the loop," some required student assignments were added in designated courses, and additional resources are provided to students to address students' difficulty in identifying and applying ethical principles and legal issues to their work as professionals in child development, with the following actions taken: 1) incorporate/modify course preamble to provide context specification (primary theoretical perspectives considered, ethical principles, legal issues analyzed/applicated) (CAS 464, 474, and 494); 2) revise course learning goals to more clearly highlight ethical and legal issues (CAS 474); 3) recommend all advanced practicum syllabi starting in spring 2013 incorporate the relevant preamble. Assessment of the outcomes in fall 2014/spring 2015 indicated that the outcomes were met.

The department will determine in the next few years how much these changes have improved student learning.

Criminal Justice, B.A.

Yes

Compliance Assist; OAEE website; Catalog

Course embedded assignment (paper/project); Research paper/proposal; Exams; Focus groups; Pre/Post testing; Student surveys

Program faculty review the assessment results and determine improvement actions.

The findings confirmed that in general the curriculum is adequate in addressing the assessed SLOs. Areas of improvement identified by the findings include: 1) courses generally do not specifically speak to the economic dimensions of crime; 2) students are not getting any specialized knowledge in Criminal Justice although they demonstrate, in general, an understanding of either criminal justice agencies; 3) many students expressed a desire for more hands-on experience, e.g., internships, field trips, guest speakers, greater involvement in existing groups within the major; and campus-sponsored job fairs; 4) more class times for courses such as CJ 340 (Criminal Justice Methods) are desired; 5) more online course are desired; 6) more professors with different areas of interest and experience would be beneficial.

Psychology, B.A.

Yes

Compliance Assist; OAEE website; Department website (student feedback); Catalog

Research paper/project; Course embedded assignments (internet-based journal entries; problem-solving exercise on ethical issues; statistics homework)

The findings confirmed that the curriculum is adequate in addressing the assessed SLOs. Assessment findings from individual courses were utilized to make changes in corresponding courses. For example, one finding was to change the prerequisites for certain research classes. Previous students were allowed to take statistics and research methods concurrently, or research methods and an experimental lab. However, the findings raised the issue that students who had not completed more basic classes did not learn adequately in the later courses. Course prerequisites were changed to prohibit concurrent enrollment in courses, instead requiring students to take classes in a sequence that maximizes their ability to learn.

Psychology, M.A.

Yes

Compliance Assist; OAEE website; Department website (student feedback); Catalog

Papers; Exams; Formal faculty evaluations; Faculty mentor collaborative research; Master's thesis

The thesis chair and two committee members review the master's thesis and perform a through assessment of students' achievement of learning outcomes related to research design, statistics, and writing.

The Assessment Committee and Curriculum Committee work jointly to integrate findings and feedback from the curriculum review and development process and to modify the curriculum courses in which the assessment occurs. As part of the department's curriculum review, existing and new courses are required to specify which learning outcomes students will master and how the assignments of the class will demonstrate mastery.
Geology, B.S.  

- Yes  
- Compliance Assist; OAEE website; Compliance Assist; OAEE website; Compliance Assist; OAEE website; Department website (students' evaluation surveys; Alumni surveys)  
- Data are currently being collected. Upon data collection completion, the program faculty will review the results to determine appropriate actions.

Psychology, M.S.  

- Yes  
- Compliance Assist; OAEE website; Compliance Assist; OAEE website; Compliance Assist; OAEE website; Department website (students' evaluation surveys; Alumni surveys)  
- The assessments confirmed that the curriculum is adequate in addressing the assessed SLOs. Students performed particularly well on the SLOs related to the inclusion of diverse perspectives, and analysis of data (SLO 1a, 1b, and 1c). Students also demonstrated a sufficient mastery of the scientific method (SLO 2.1) and were sufficiently able to apply and/or integrate concepts and principles of math, chemistry, physics, and biology in their work (SLO 2.2). The primary areas of concern found during the assessment were students' ability to integrate earth systems and cycles (SLO 2.3), and demonstrate the role of the earth sciences in everyday life (SLO 2.4). The faculty believe these deficiencies are not necessarily indicative of students' actual mastery of the learning outcomes, but in flaws in both the assessment rubric and the way the thesis assessment is administered. As such, faculty agreed to place greater emphasis on these topic when advising students in the final writing stages of the thesis. The faculty also plans to make the evaluation rubric available to students so that they understand their expectations in advance. Based on indirect assessment results, it was recommended that the faculty provide timely and more detailed comments to the students on all course projects, in order to boost student confidence. The timing of the student self-evaluation survey (GEOL 380) will be changed to mid-semester to allow time for the faculty to adjust assignments accordingly.

Earth Science, B.A.  

- Yes  
- Compliance Assist; OAEE website; Compliance Assist; OAEE website; Compliance Assist; OAEE website; Department website (students' evaluation surveys; Alumni surveys)  
- Recent faculty addition within the department has provided an opportunity to redesign some of the key classes incorporating embedded assessment (e.g., GEOL 201, GEOL 380, GEOG 420, and GEOL 470), while the formal assessment program is under development in the B.A. Earth Science degree. Immediate plans for assessment of student learning will focus on three aspects of the curriculum: 1) assessment of the appropriateness of GEOL 380 in the B.A. curriculum, and, if necessary, developing an alternative; 2) revision and modernization of the B.A. capstone courses (GEOL 470 Environmental Geology and Planning, and GEOG 420 Earth Science for Teachers), including the development of an effective B.A. program assessment instrument for those courses; and 3) restructuring of the oceanography curriculum, perhaps including the division of the existing class (GEOL 333) into a lower-division GE and upper-division GE courses, which will depend on new faculty hires, as the department currently does not have a faculty member with experience in Marine Geology/Oceanography.

Sociology, M.A.  

- Yes  
- Compliance Assist; OAEE website; Compliance Assist; OAEE website; Compliance Assist; OAEE website; Department website (students' evaluation surveys; Alumni surveys)  
- 2) The reintroduction of the comprehensive examination as a terminal option and the rule change to allow students two attempts to pass, have helped to increase our graduation rates. Three additional students have signed contracts to teach at least one class next semester. 3) The reintroduction of the comprehensive examinations as a terminal option and the rule change to allow students two attempts to pass, have helped to increase our graduation rates.

Sociology, B.A.  

- Yes  
- Compliance Assist; OAEE website; Compliance Assist; OAEE website; Compliance Assist; OAEE website; Department website (students' evaluation surveys; Alumni surveys)  
- The department's Assessment Committee, composed of faculty members, reviews and shares the assessment results with faculty. Specific faculty concentration groups determine improvement actions.

Psychology, B.A.  

- Yes  
- Compliance Assist; OAEE website; Compliance Assist; OAEE website; Compliance Assist; OAEE website; Department website (students' evaluation surveys; Alumni surveys)  
- It is the first year that psychology faculty have directly reviewed student’s gradation of performance. Faculty are not bound to use this book, but it is recommended and ordered by default at the bookstore for 101 courses. In addition, findings on students’ research methods skills led to the following actions: the faculty concentration group of research methodology faculty adopted a recommended textbook for statistics; a minimum of skills that should be taught in both 301 and 302 were discussed and the course description for both 301 and 302 were updated. The department curriculum committee has also submitted a new course proposal for research applications, which will be similar to a capstone course which requires students to develop and execute a research project and allows them to practice research methods skills. In addition, faculty use student performance to alter the content of earlier classes to the prepare students for internship. For example, the same faculty member teaches PSYC 598 and PSYC 547, uses observations of student performance in 598 to modify their 547 course content to prepare students for internship and to enhance their accomplishment of program learning outcomes.

Geology, B.S.  

- Yes  
- Compliance Assist; OAEE website; Compliance Assist; OAEE website; Compliance Assist; OAEE website; Department website (students' evaluation surveys; Alumni surveys)  
- As previous, the B.S. in Geology program is assessed via the undergraduate thesis (GEOL 498) which rates each of the Student learning Outcomes on a scale of 1 (insufficient) to 5 (excellent). Each thesis is reviewed by two different faculty members (each faculty member reviews 2-3 theses depending on the number of students in the year). These are provided in electronic format and reduced to maintain confidentiality and are assigned randomly to each faculty member by the Department Coordinator with the caveat that no faculty member shall re-review their own student's thesis. Program faculty discuss the assessment results and determine improvement actions.

Earth Science, B.A.  

- Yes  
- Compliance Assist; OAEE website; Compliance Assist; OAEE website; Compliance Assist; OAEE website; Department website (students' evaluation surveys; Alumni surveys)  
- In the fieldwork classes (PSYC 598 B & E), faculty review video recordings of student’s work with clients. This enables faculty to have direct assessment of students’ abilities to implement several learning outcomes.

Geology, B.A.  

- Yes  
- Compliance Assist; OAEE website; Compliance Assist; OAEE website; Compliance Assist; OAEE website; Department website (students' evaluation surveys; Alumni surveys)  
- The department's Assessment Committee, composed of faculty members, reviews and shares the assessment results with faculty. Specific faculty concentration groups determine improvement actions.

Geology, B.S.  

- Yes  
- Compliance Assist; OAEE website; Compliance Assist; OAEE website; Compliance Assist; OAEE website; Department website (students' evaluation surveys; Alumni surveys)  
- In the P.S. program, assessment of student learning occurs formally after the first semester. Faculty for the three core P.S. classes rate students in five areas that are tied to core learning outcomes: and communication/interaction participation; written, communications knowledge of subject; readiness for clinical work; and readiness for thesis work. In the fieldwork classes (PSYC 598 A & B), faculty review video recordings of student’s work with clients. Faculty members review the master’s thesis and perform a thorough assessment of students’ achievement of learning outcomes related to research design, statistics, and writing.

Psychology, B.A.  

- Yes  
- Compliance Assist; OAEE website; Compliance Assist; OAEE website; Compliance Assist; OAEE website; Department website (students' evaluation surveys; Alumni surveys)  
- The department’s Assessment Committee, composed of faculty members, reviews and shares the assessment results with faculty. Specific faculty concentration groups determine improvement actions.
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<table>
<thead>
<tr>
<th>Program</th>
<th>Year</th>
<th>Compliance</th>
<th>Resources</th>
<th>Assessment Methods</th>
<th>Improvement Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnic Studies (Chicana/Chicano Studies), B.A.</td>
<td>2014-2015</td>
<td>Yes</td>
<td>Compliance Assist; OAEE website; Catalog</td>
<td>Course embedded assignment (paper); Graduating major survey</td>
<td>Program faculty review the assessment results and determine improvement actions. 1) The findings suggested the need to clarify the SLOs. 2) An oral communication rubric was developed to accurately evaluate student oral presentations. 3) Based on the assessment of writing skills, written assignments are now required for all courses (not just GE). In addition, the writing rubric was updated. Further, in spring 2013, new writing clinics were held that were well received by the students enrolled in applicable courses. Based on assessment of “engaging in social justice practices in communities,” the department has decided to embed this assessment more thoughtfully in one of the service-learning courses. In addition, the program is currently working on defining what “social justice practices” are and how students will best benefit from them. In 2013-2014, the program obtained the assistance of a temporary faculty member to support CHIC assessment.</td>
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<tr>
<td>Geography, B.A.</td>
<td>2014-2015</td>
<td>Yes</td>
<td>Compliance Assist; OAEE website; Department website; Catalog</td>
<td>Exam questions; Course embedded assignment (paper; project); Alumni survey</td>
<td>Program faculty review the assessment results and determine improvement actions. The findings led to the following actions: 1) Students in GEO 281 will be required to meet with the instructor prior to the deadline of the final project to check on their progress; 2) increase the number and frequency of applied and geotechnical classes, including Geographic Information Systems (GIS), and especially Remote Sensing.</td>
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<tr>
<td>Geography, M.A.</td>
<td>2014-2015</td>
<td>Yes</td>
<td>Compliance Assist; OAEE website; Department website; Catalog</td>
<td>Comprehensive exam (Plan A); F.A. thesis (Plan B)</td>
<td>Program faculty review the assessment results and determine improvement actions. The findings would be evaluated to see if the graduate curriculum is adequate in addressing the assessed SLOs.</td>
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<tr>
<td>Physics, B.S.</td>
<td>2014-2015</td>
<td>Yes</td>
<td>Compliance Assist; OAEE website; Catalog</td>
<td>Course embedded assignments; Lab reports; Standardized exam; Oral presentation</td>
<td>Program faculty and the Assessment Committee review the assessment results and determine improvement actions. The findings confirmed that the curriculum, in general, is adequate in addressing the assessed SLOs. One weakness observed is students’ ability to correctly use technical language in oral presentations. The faculty are in the process of discussing ways to address this weakness.</td>
</tr>
<tr>
<td>Physics, Ph.D.</td>
<td>2014-2015</td>
<td>Yes</td>
<td>Compliance Assist; OAEE website; Catalog</td>
<td>Oral presentation</td>
<td>Program faculty and the Assessment Committee review the assessment results and determine improvement actions. The initial assessment of Ph.D. SLOs is being conducted in the 2015-16 school year. The assessment committee will determine potential improvement actions and then discuss with the entire faculty.</td>
</tr>
</tbody>
</table>