

Inventory of Educational Effectiveness Indicators						
CSUF April 2016						
Category	(1) Have formal learning outcomes been developed Yes/No	(2) Where are these learning outcomes published (e.g. catalog; syllabi; other materials)?	(3) Other than GPA; what data/evidence are used to determine that graduates have achieved stated outcomes for the degree? (e.g.; capstone; course; portfolio review; licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program
At the institutional Level:	Yes	(1) University Learning Goals are published at the following locations: OAEE website; Catalog; Academic Senate website [University Policy Statement 300.003]; (2) Student Learning Outcomes of individual degree programs are published at the following locations: Compliance Assist; OAEE website; Catalog; Individual department websites.	Student Learning Outcomes (SLOs) are aligned with the University Learning Goals (ULGs). As such, the ULGs are assessed through the assessment of the SLOs at the degree program level. A wide variety of data/evidence types (detailed below) are used to assess the various SLOs at the program level, with priorities given to embedded measures.	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 this six-step process guides the assessment efforts on campus, the implementation of the process varies by programs/departments/colleges. In some cases, the program faculty are presented with the assessment findings, and they collectively make interpretations and recommend 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.	Assessment findings, depending on their nature, have been used to inform various practices at the program level. If the findings confirm that the SLOs are met, the faculty may decide to continue the current effective practices, and at the same time, regularly monitor the SLOs. If the findings suggest that the SLOs are not met, areas of improvement are typically identified through thorough review of the assessment data, after which, corresponding improvement actions are developed and implemented. Such actions have included course-level changes (e.g. adjustment of instruction on certain topics; interventions on specific skills; textbook update), curricular changes (e.g. course sequencing; special course addition; high impact practice implementation), instructional practice changes (e.g. matching faculty-student research interest; increasing faculty feedback opportunities; inclusion of online instruction), and faculty development (e.g. pedagogy on specific topics; faculty training on assessment and student evaluations). Discussions of assessment findings are also a significant component of Program Performance Review (PPR) process. The programs are required to connect assessment findings to curricular and co-curricular changes in their self-studies, and the use of assessment data is then discussed in the PPR culmination meetings held between the programs, departments, colleges, the Office of Assessment & Educational Effectiveness, the Academic Programs Office, and the Provost's Office. Both the Associate Vice President for Academic Programs and the Deputy Provost co-chair the culmination meetings. Meta-analysis is also conducted annually of all the PPRs taking place in that year, and results are shared through venues such as the Council of Deans and the Academic Senate to promote improvement at the institution level.	N/A
For general education if an undergraduate institution:	Yes	General Education website; OAEE website; Catalog; Academic Senate website [University Policy Statement 411.203]	Course-embedded assignment(s); Student survey (indirect measure)	The campus has recently (spring 2015) established GE Student Learning Goals and Outcomes as well as the GE Assessment Plan. The 2015-2016 academic year is the first year in which the GE assessment plan was piloted. Per plan, the instructors whose GE courses were sampled for GE assessment summarize and interpret the results. The summary is then forwarded to the GE committee of the Academic Senate which comprise faculty. Working with the Director of Undergraduate Studies & General Education and the Director of Assessment & Educational Effectiveness, the GE committee interprets the findings aggregated across faculty and courses, whenever possible, as indicators of the quality of the GE program.	Assessment findings, as interpreted by the course instructors and GE committee, will be described in the <i>GE Annual Report</i> (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 indications that emerge from the data of a need for improvement.	2014-2015
List each degree program:						
Art, B.A.	Yes	Compliance Assist; OAEE website; Catalog	Embedded course assignments; Faculty approved independent study projects; Internships; Portfolio review	Program faculty review the assessment results and determine improvement actions.	Assessment results are reviewed by program faculty in a macro/micro relationship, i.e., an individual class in relationship to the overall curriculum structure, and how curriculum content within one area is cross-pollinated into other areas for greater breadth.	2013-2014
Art, B.F.A.	Yes	Compliance Assist; OAEE website; Catalog	Embedded course assignments; Faculty approved independent study projects; Internships; Portfolio review	Program faculty review the assessment results and determine improvement actions.	Assessment results are reviewed by program faculty in a macro/micro relationship, i.e., an individual class in relationship to the overall curriculum structure, and how curriculum content within one area is cross-pollinated into other areas for greater breadth.	2013-2014
Art, M.A.	Yes	Compliance Assist; OAEE website; Catalog	Embedded course assignments; Formal mid point benchmark review; Capstone project with comprehensive review	The individual faculty members responsible for graduate studies within their concentration areas typically conduct the formal benchmark reviews. Graduate students' committee chair and graduate coordinator perform a comprehensive review of the capstone project. Program faculty collectively review the assessment results and determine improvement actions.	The department is exploring the development of 500-level special topic graduate courses for each M.A. area, e.g. 500-level seminar courses, and/or 500-level art history courses.	2013-2014
Art, M.F.A.	Yes	Compliance Assist; OAEE website; Catalog	Culmination project (thesis/exhibit/project/capstone); Formal mid point benchmark review	Individual faculty members responsible for graduate studies within their concentration areas typically conduct formal reviews of the culmination projects. Program faculty collectively review the assessment results and determine improvement actions.	Assessment findings indicated that the program needs a greater number of 500-level courses designated solely for graduate students. Currently, most graduate coursework is taught at the same time and place as undergraduate courses (stack classes). These combination courses do not serve the graduate or undergraduate students as they diminish the ability for depth and breath within the graduate experience. The Art Department is in the initial planning stage to create a stand-alone graduate art history course, as well as special topic coursework for each area so that professors can garner release time from undergraduate duties and rotate into the individual area's graduate program.	2013-2014
Dance, B.A.	Yes	Compliance Assist; OAEE website; Catalog	Juried performance review; Critical assessment (written paper) of live performance; Embedded course/ project; Midterm evaluations; Final exam; Research paper; Tracking of alumni achievement	Program faculty review the assessment results and determine improvement actions.	1) Assessment findings reinforced dance faculty's dedication to classical characteristics in dance training content, the "hands-on" approach to mentoring student development with one-on-one feedback, in-class personal written and/or oral feedback with each performance project, and end of year meetings between faculty and students to discuss the results of panel assessments. 2) Curricular and pedagogical improvements were made to include; working with the Health Center to conduct a session on dancer efficiency; scheduling a ballet open studio time to address individual student needs; developing a rotation of the faculty teaching the four levels of Modern Dance; utilizing video technology in the classroom to allow the students to self-assess their areas of strength and weakness.	2013-2014
Civil Engineering, M.S.	Yes	OAEE website (PPR document); Department website; Catalog	Exams; Course embedded assignments; Class participation; Group projects; Final graduate project report/thesis	Program faculty review the assessment results and determine improvement actions.	Assessment findings have led to improvements and changes at both the individual course and curriculum levels; changes in individual courses were made for upcoming class sessions as informed by previous student assessment findings, and new and special course offerings were proposed when the findings suggested an area of a Civil Engineering specialty not covered by the current curriculum.	2013-2014

Computer Science, M.S.	Yes	Catalog; Department website	Coursework; Capstone practicum/research projects; 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 are satisfied with their experiences with the professors, consider 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 contents are 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.	2013-2014
Electrical Engineering, M.S.	Yes	Compliance Assist; OAEE website; Catalog; Department website	Course embedded assignments; Exams; Presentations; Final oral exams/thesis/projects; Alumni survey; Employer survey	The Assessment Committee of the Department, composed of three elected faculty members, collect the assessment data from 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 clubs' 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.	2013-2014
Child and Adolescent Development, B.S.	Yes	Compliance Assist; OAEE website; Department website; Catalog	Course embedded assignment with multiple choice questions and short essays; 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 outcome 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. At a retreat each semester, the committee presents and discusses assessment results with all faculty to determine the strengths and weaknesses 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 Titanium. 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 learning theories, ethical guidelines, research, and communication skills. To further 'close the loop', some required student assignments were added in designated courses, and additional resources for students were created 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 content specification (primary theoretical perspectives considered, ethical principles, legal issues analyzed/applied) (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 2011 incorporate the relevant preamble. Reassessment of the outcomes in fall 2014/spring 2015 indicated that the outcomes were met. The department will determine in the next few year cycles how much these changes have improved student learning.	2013-2014
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 select 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 (CJ Research Methods) are desired; 5) more online classes are desired; 6) more professors with different areas of interest and experience would be beneficial.	2013-2014
Psychology, B.A.	Yes	Compliance Assist; OAEE website; Department website (student handbook); Catalog	Research paper/project; Course embedded assignments (internship-based journal entries; problem-solving exercise on ethical issues; statistics homework)	Faculty assess actual learning products from undergraduate psychology classes which rate the extent to which the learning outcome has been achieved by each student. Feedback is given to the Department Chair and Curriculum Committee for review. The assessment activities are linked with the curriculum review process in which the department has a 5-year cycle for reviewing all courses. The review process dictates that courses must explicitly address student learning outcomes in their syllabi and assignments. In addition, feedback from the assessment cycle is used to modify the curriculum of courses in which the assessment occurs.	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. Previously, 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 classes. Course prerequisites were changed to prohibit concurrent enrollment in classes, instead requiring students to take classes in a sequence that maximizes their ability to learn.	2013-2014
Psychology, M.A.	Yes	Compliance Assist; OAEE website; Department website (student handbook); Catalog	Papers; Exams; Formal faculty evaluations; Faculty mentored collaborative research; Master's thesis	The thesis chair and two committee members review the master's thesis and perform a thorough 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 assessment cycle with the curriculum review and development process and to modify the curriculum of 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 such mastery.	2013-2014

Psychology, M.S.	Yes	Compliance Assist; OAEE website; Department website (student Handbook); Catalog	Papers; Exams; Clinical fieldwork supervision; Internships; Video recordings of therapy sessions; Master's thesis	In the M.S. program, assessment of student learning occurs formally after the first semester. Faculty for the three core M.S. classes rate students in five areas that are tied to one or more learning outcomes: oral communication/class participation; written communication; knowledge of subject; readiness for clinical work; and readiness for thesis work. In the fieldwork classes (PSYC 594A & B), faculty review video recordings of students' work with clients. The thesis chair and two committee members review the master's thesis and perform a thorough 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 assessment cycle with the curriculum review and development process and to modify the curriculum of 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 such mastery. Assessment of student learning in the core coursework is used for making judgments about students' readiness to continue toward internship in their second year. Occasionally, the faculty decide that students are not prepared for internship and must wait until their third year to complete an internship in order to give them an extra year to enhance their learning or to mature. On rare occasions, these evaluations may lead M.S. faculty to decide that students are not suited to becoming professional clinicians, and students will be asked to leave the program. All students receive formal evaluation letters in person from the M.S. coordinator at the beginning of their second semester in which the student and the coordinator discuss strengths and weakness and what must be done to ensure continued progress through the program. Assessment of student learning in the fieldwork classes enables faculty to have direct assessment of students' abilities to implement several learning outcomes. In addition, faculty use student performance to alter the content of earlier classes to best prepare students for internship. For example, the same faculty member teaches PSYC 594B and PSYC 547, and uses observations of student performance in 594B to modify his 547 course content to prepare students for internship and to enhance their accomplishment of program learning outcomes.	2013-2014
Sociology, B.A.	Yes	Compliance Assist; OAEE website; Department website; Catalog	Course embedded assignment (essay; in-class activity); Final exam questions; Senior survey; Alumni survey	In the fieldwork classes (PSYC 594A & B), faculty review video recordings of students' work with clients. This enables faculty to have direct assessment of students' abilities to implement several learning outcomes.	Based on findings on students' knowledge of the discipline, faculty reviewed SOCI 101 textbooks and decided to adopt a standard SOCI 101 textbook. 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 method skills led to the following actions: the faculty concentration group of research methods/stats faculty adopted a recommended textbook for statistics; a minimum of skills that should be taught in both 303 and 302 were discussed and; the course descriptions for both 302 and 303 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 best prepare students for internship. For example, the same faculty member who teaches PSYC 594B and PSYC 547, uses observations of student performance in 594B to modify their 547 course content to prepare students for internship and to enhance their accomplishment of program learning outcomes.	2013-2014
Sociology, M.A.	Yes	Compliance Assist; OAEE website; Department website; Catalog	Embedded in coursework, and one of three terminal options available; an M.A. thesis (academic research project with oral defense), an M.A. project (applied research project or design), or a comprehensive exam in the three areas of statistics/methods, theory and, substantive area of choice.	The department's Assessment Committee, composed of three faculty members, reviews and shares the assessment results with faculty. Specific faculty concentration groups determine improvement actions.	1) The establishment of SOCI 585, "The Practice of Sociology", is directly related to previous assessment efforts. Both students and faculty had articulated the need for a theoretical orientation course that also focused on professionalization. Students overwhelmingly expressed their satisfaction with this course as orienting them to the academic challenges of graduate school and how best to navigate them. 2) The reorganization of SOCI 596, "The Teaching Symposium", and the expansion of the readings and seminar content come directly in response to a student M.A. project that evaluated the effectiveness of that program. Students who have been through the improved SOCI 596 (N=14) have been very competitive on the job market. In fact, four of those students are currently employed full-time equivalent as adjuncts and three additional students have signed contracts to teach at least one class next semester. 3) 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. This exam also provides an alternative for students who find themselves stalled at the thesis/project; or it offers students the opportunity to study and demonstrate more general expertise in sociology rather than to focus their work research while in the program.	2013-2014
Earth Science, B.A.	Yes	Compliance Assist; OAEE website; Department website; Catalog	Course embedded projects; Student self-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, GEOL 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 GEOL 420 Earth Science for Science 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 course and an upper-division majors course, which will depend on new faculty hires, as the department currently does not have a faculty member with expertise in Marine Geology/Oceanography.	Data are currently being collected. Upon data collection completion, the program faculty will review the results to determine appropriate actions.	2013-2014
Geology, B.S.	Yes	Compliance Assist; OAEE website; Department website; Catalog	Course embedded assignments (project); Quizzes; Thesis; Capstone field project; Student research poster; Student self-evaluation surveys; Alumni surveys	At present, 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 2-4 theses depending on the number of students in the year). These are provided in electronic format and redacted to maintain confidentiality and are assigned randomly to each faculty member by the Department Coordinator with the caveat that no faculty member shall review his/her own student's thesis. Program faculty discuss the assessment results and determine improvement actions.	The findings confirmed that the curriculum is adequate in addressing the assessed SLOs. Students performed particularly well on the SLOs related to the collection, description, and analysis of data (SLOs 1.a, 1.b, and 1.c). Students also demonstrated a sufficient mastery of the scientific method (SLO 3.a) and were sufficiently able to apply and/or integrate concepts and principles of math, chemistry, physics, and biology into their work (SLO 2.a). The primary area of concern found during the assessment was students' ability to integrate earth system and cycles (SLO 2.b), and demonstrate the role of the earth sciences in everyday life (SLO 2.c). 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 topics when advising students in the final writing stages of the thesis. The faculty also plan 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.	2013-2014

Geology, M.S.	Yes	Compliance Assist; OAEE website; Department website; Catalog	Student research poster; Thesis (if applicable); Student self-evaluation survey	The Assessment Committee reviews the assessment results and determine improvement actions.	The initial assessment of M.S. 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.	2013-2014
Communication Studies, B.A.	Yes	Compliance Assist; OAEE website; Department website; Catalog	Exams (pre and post); Employer surveys; Course embedded assignments (paper; creative work); Student self-assessment survey	Program faculty review the assessment results and determine improvement actions.	Although the findings confirmed successful existing practices, the data also led to the following actions: 1) examination of a reasonable class size for "performance courses" (e.g., HCOM 102); 2) closer scrutiny of faculty to ensure the appropriate instructors for performance courses; 3) changed HCOM 232 to HCOM 315 to reflect change in content and student interest; 4) integration of professional applications/simulations in several courses (e.g., HCOM 326, 333, 433) to better prepare students for the workforce.	2014-2015
Communication Studies, M.A.	Yes	OAEE website (PPR document); Department website; Catalog	Graduate students complete one of three exit options: comprehensive exam, project, or thesis	The student's graduate committee (chair, two committee members) evaluate the exam, project, or thesis.	The findings confirmed existing practices and also led to the following actions: 1) an increased effort to match student areas of interest with the appropriate faculty; 2) initiated study groups to better prepare graduate students for comprehensive exams; 3) promoted graduate student submission of manuscripts for scholarly conference presentations.	2014-2015
Music, B.A.	Yes	Compliance Assist; OAEE website; Department website; Catalog	Portfolio of student works; Student musical performance; Competence testing in individual classes; Research paper for culminating experience	Program faculty review the assessment results and determine improvement actions.	The data analysis process revealed limitations in the type of data collected which resulted in the decision to collect data from multiple areas of instruction, and to collect more information about student's reasons for leaving the major.	2014-2015
Music, B.M.	Yes	Compliance Assist; OAEE website; Department website; Catalog	Student musical performance; Reflective essay; Competence testing in individual classes; Research paper for culminating experience	Program faculty review the assessment results and determine improvement actions.	The data analysis process revealed limitations in the type of data collected which resulted in the decision to collect data from multiple areas of instruction, and to collect more information about student's reasons for leaving the major.	2014-2015
Music, M.A.	Yes	Compliance Assist; OAEE website; Department website; Catalog	Portfolio of student works; Final project or thesis; Oral comprehensive exam; Recital	Graduate students form a 3-member faculty committee who review and evaluate the final project/thesis/recital/exam. The faculty committee then assigns a grade as a summative assessment with verbal feedback.	The initial assessment is conducted by the major professor/committee chair. When deemed ready by the professor, the culminating project is then passed on to the other committee members for their input. Questions and concerns are then conveyed to the student, and the student has another opportunity to defend his/her work with an oral interview. After consultation of the committee, the student is then informed of their status in completion of the program requirements.	2014-2015
Music, M.M.	Yes	Compliance Assist; OAEE website; Department website; Catalog	Final project or thesis; Oral comprehensive exam; Recital	Graduate students form a 3-member faculty committee who review and evaluate the final project/thesis/recital/exam. The faculty committee then assigns a grade as a summative assessment with verbal feedback.	The initial assessment is conducted by the major professor/committee chair. When deemed ready by the professor, the culminating project is then passed on to the other committee members for their input. Questions and concerns are then conveyed to the student, and the student has another opportunity to defend his/her work with an oral interview. After consultation of the committee, the student is then informed of their status in completion of the program requirements.	2014-2015
Civil Engineering, B.S.	Yes	Compliance Assist; OAEE website; Department website; Catalog	SLO Assessment exams; Projects (major design experience/capstone design experience); Course surveys; Senior survey; Alumni survey; Employer survey	Program faculty review the assessment results and determine improvement actions.	When established targets are not met, faculty perform a critical review of the course contents and the course instructor is required to propose an action plan including, but not limited to, introduction of necessary elements of the course at the appropriate time; allocation of more time to areas where students have expressed difficulty; introduction of the latest analytical tools such as software; updated textbooks; course's relevance to, "real life", problems; use of codes and standards; and guest lectures by industry leaders.	2014-2015
Computer Engineering, B.S.	Yes	Compliance Assist; OAEE website; Department website (links to Catalog); Catalog	Exams; Embedded course assignments; Lab reports; Course surveys; Exit survey	The Continuous Improvement Committee (CIC), composed of three full-time faculty, serves as the primary body that reviews assessment results and determines improvement actions. If student performance is unsatisfactory, the instructor recommends appropriate changes/revisions needed for the course. The assessment packet, which includes the assessment results, the instructor's evaluation and analysis, and the instructor's recommendations for the course, is forwarded to the CIC. The CIC then undertakes a comprehensive review and analysis of the program and its curriculum.	The CIC may schedule a meeting with the instructor to discuss his/her analysis of the assessment results as well as his/her recommendations. The CIC makes the final recommendations which may call for the revision of the course if the assessment did not show the level of achievement of the SLOs identified for the course. The instructor assigned to teach the course in the following semester is required to incorporate the revisions, if any, recommended by the CIC. The assessment packet along with the recommendations is made available in the Program Office and is accessible to all faculty and administrators.	2014-2015
Computer Science, B.S.	Yes	OAEE website (PPR Document); Department website; Catalog	Exam/quiz; Research paper/project; Embedded course assignments; Lab reports; Alumni survey; Employer survey	Program faculty, including undergraduate committee and assessment coordinators, review the assessment results and determine improvement actions.	The assessment findings led to the following improvement actions: 1) strengthening course sequence CPSC 120, CPSC 121, and CPSC 131; 2) establishment of supplemental instruction units; 3) moving BIOL 101 to sophomore year so that they can focus and spend more time on the mathematics and programming courses.	2014-2015
Electrical Engineering, B.S.	Yes	Compliance Assist; OAEE website; Department website; Catalog	Exams; Focus groups; Course surveys; Exit surveys; Alumni surveys; Employer surveys; Coursework assessments	The Assessment Committee reviews the assessment results and develops improvement recommendations. Program faculty discuss and implement the recommendations.	The assessment findings confirmed, in general, the effectiveness of the current curriculum. Specific courses that need further review and improvements were identified based on the data: 1) Engineering Probability and Statistics (323), which did not meet three of its intended Student Outcomes, 2) Microcomputers (404) which did not meet four of its intended Student Outcomes; 3) Digital Computer Architecture and Design II (412), which did not meet four of its intended Student Outcomes; and 4) Network Analysis (309) which did not meet five of its intended Student Outcomes.	2014-2015
Mechanical Engineering, B.S.	Yes	Compliance Assist; OAEE website; Department website; Catalog	Embedded course assignment; Exams; Research paper/project; Course surveys; Senior exit surveys; Industry Advisory Board (employer) surveys; Alumni surveys	The Continuous Improvement Committee (CIC), consisting of department faculty members, with the acting department chair serving as an ex officio member, reviews all direct and indirect assessment data and makes recommendations to the entire faculty and the dean concerning needed improvement actions.	The results from direct (student work) and indirect assessments (exit survey) suggested that students are not reaching the expected level of achievement with respect to their ability to design experiments. Based on students' written comments and on faculty input, the CIC recommended additional emphasis/homework assignments on designing experiments to be added to the various lab classes, as well as an update of experimental equipment in EGME 306A, 306B, 476A, and 476B. In addition, the CIC has recommended that the department find additional ways to incorporate Geometrical Dimensioning and Tolerancing (GD&T) skills into the curriculum, such as by expanding the unit on GD&T in EGME 322L, "Introduction to CAD", and by considering a new 2-unit course that focuses on GD&T skills along with other related concepts. The CIC has recommended that course content and procedures for EGME 419 and 490 be reviewed, with additional emphasis placed on professional and ethical responsibility.	2014-2015
Counseling, M.S.	Yes	Compliance Assist; OAEE website; Department website; Catalog	Signature assignment including counseling session transcripts; Written paper and reflection essay; Clinical practice supervisor evaluations of student performance; Portfolios; Exit survey; Alumni surveys; Employer surveys	The assessment results are reviewed at faculty meetings where improvements to the program or to the assessment process are discussed and changed via consensus. If necessary, a committee is formed to conduct more research as applicable.	Twice per year, February and September, reports are generated to evaluate strengths and weaknesses in each of the student learning outcome areas and are discussed in faculty meetings. One of the changes made was the decision that only full-time faculty members may teach COUN 597, "Final Project", to improve the Professional Writing Skills SLO.	2014-2015
American Studies, B.A.	Yes	Compliance Assist; OAEE website; Department website; Catalog	Student essay; Senior survey; Instructor memo; Portfolios; Papers; Alumni surveys	Program faculty review and submit assessment results and areas of strength or weakness in student performance to the Assessment Committee. The Assessment Committee then reviews these reports and sends a summary with recommendations to the department.	The findings confirmed that the curriculum is adequate in addressing the assessed SLOs.	2014-2015
American Studies, M.A.	Yes	OAEE website (PPR Document); Department website; Catalog	Capstone experiences; Comprehensive Exam; M.A. thesis	Program faculty review and submit assessment results and areas of strength or weakness in student performance to the Assessment Committee. The Assessment Committee then reviews these reports and sends a summary with recommendations to the department.	The findings confirmed that our curriculum is adequate, however, we continue to strive for improvement. In 2016-2017, we narrowed our graduate SLOs to three specific goals, entered those into Compliance Assist, and updated all M.A. reading lists.	2014-2015

Ethnic Studies (Chicana/Chicano Studies), B.A.	Yes	Compliance Assist; OAEE website; Catalog	Course embedded assignment (paper); Graduating major survey	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, two writing clinics were held that were well received by the students enrolled in applicable courses. Based on assessment of, "engag[ing] 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.	2014-2015
Geography, B.A.	Yes	Compliance Assist; OAEE website; Department website; Catalog	Exam questions; Course embedded assignment (paper; project); Alumni survey	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.	2014-2015
Geography, M.A.	Yes	OAEE website (PPR Document); Department website; Catalog	Comprehensive exam (Plan A); M.A. thesis (Plan B)	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.	2014-2015
Physics, B.S.	Yes	Compliance Assist; OAEE website; Catalog	Course embedded assignments; Lab reports; Standardized exam; Oral presentation	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.	2014-2015
Physics, M.S.	Yes	Compliance Assist; OAEE website; Catalog	Oral presentation	Program faculty and the Assessment Committee review the assessment results and determine improvement actions.	The initial assessment of M.S. 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.	2014-2015