# Inventory of Educational Effectiveness Indicators (IEEI) Form

The IEEI requests brief narrative information for each degree program, for general education (if applicable), and for the institution as a whole. The IEEI provides a comprehensive overview of the institution's assessment processes that teams, the Commission, and the institution itself may use to evaluate educational effectiveness.

> *The relevant definition of "program" as presented in the glossary of the *2013 Handbook* is "a systematic, usually sequential, grouping of courses that forms a considerable part, or all, of the requirements for a degree in a major or professional field."

**How can institutions use this exhibit?** Institutions will want to be explicit about expectations for student learning and to ensure that every degree program has in place a quality assurance system for assessing, tracking, and improving the learning of its students. This exhibit can assist institutions in determining the extent to which they have assessment systems in place, and what additional components or processes they may need to develop. Institutions may draw upon or reference this document in preparing institutional reports.

**Why is WSCUC interested in this information?** An institution committed to student achievement and educational effectiveness will have in place a system for collecting and using evidence to set standards of student performance and to improve learning. The indicators asked for in this exhibit reflect how an institution approaches quality assurance and improvement systematically. Institutions submit the IEEI to WSCUC as follows:

- **Reaffirmation and Seeking Initial Accreditation:** The evaluation team will review the institution's IEEI to help understand how comprehensively and successfully the institution addresses both the quality of its students' learning and the quality of the learning and assessment infrastructure. Teams and institutions are encouraged to treat this exhibit as a developmental document: the institution can indicate what activities it already engages in and what remains to be done.
- **Mid-Cycle Review:** Institutions submit an update of their IEEI with the Annual Report in the year of the institution's Mid-Cycle Review as a set of indicators related to educational effectiveness and student achievement.
- **Interim Reports:** Institutions submitting Interim Reports concerned with educational effectiveness submit an updated IEEI with their report when requested by the Commission.

**What 2013 Standards are addressed by this exhibit?**

The indicators listed in this exhibit collectively demonstrate an institution's commitment to quality assurance and improvement of educational results over time (CFRs 4.1, 4.3, and 4.4). Specific standards related to academic quality and effectiveness are addressed by the IEEI as follows:

- Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved (CFR 1.2)
- All degrees have clearly defined levels of student achievement (CFR 2.2)
- Undergraduate programs ensure the development of core competencies (CFR 2.2.a)
- Graduate programs establish clearly stated objectives (CFR 2.2.b)
- Student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level (CFR 2.3)
- Learning outcomes and standards of performance are developed by faculty, who take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards (CFR 2.4)
- The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance (CFR 2.6)
- All programs offered by the institution undergo systematic program review, which includes analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations (CFR 2.7).

## Inventory of Educational Effectiveness Indicators

| 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. |
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| At the institutional level: | 1. **Breath of Knowledge** <br> 2. **Depth of Knowledge** <br> 3. **Critical Literacies** <br> 4. **Ways of reasoning and inquiry.** <br> 5. **Creativity and Innovation** <br> 6. **Integrative Learning** <br> 7. **Engagement in Campus, Local and Global Communities** <br> 8. **Diversity and Inclusion:** | **Academic Affairs Assessment Website** | | | | |
| For general education if an undergraduate institution: | 1. **Learning How to Learning/Metacognition** <br> 2. **Thinking Critically** <br> 3. **Critical Literacies** <br> 4. **Global Perspective** <br> 5. **Integrative Learning** <br> 6. **Ethical Responsibility** <br> 7. **Collaboration** | **Academic Affairs Assessment Website** | | | | |
| 1. **BA in Administration** | 1. **Specific Knowledge and Skills:** Each student should obtain specialized knowledge and skills for the creation of value through integrated operations and distribution of goods, services, and information. <br> 2. **Communication, Written:** Each student can effectively communicate in writing. <br> 3. **Communication, Oral:** Each student can | **All-college meeting, orientation, college website, Student Success Center website, MBA website, and syllabi** | **Administrative Assessment Test, papers, presentations, case analysis** | **Faculty evaluate each artifact using custom rubrics.** | **The data is discussed in our Faculty Assurance of Learning (AoL) Committee (with representatives from each academic department), then discussed with the departments, posted on our Intranet Site, reviewed at Faculty Forum, and the followed up with our College Curriculum Committee and Senior Leadership Team.** | **10/17/2016** |

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| | effectively present information orally.<br><br>4. **Ethical Reasoning:** Each student can recognize/analyze problems and choose/defend resolutions for practical business situations.<br><br>5. **Information Technology:** Each student can use information technology to support the structure and processes of the organization, and use information technology in decision-making.<br><br>6. **Problem Solving:** Each student can apply knowledge in new and unfamiliar circumstances and devise innovative solutions to cope with unforeseen events.<br><br>7. **Global Context:** Each student understands varied cultural perspectives and global environments and can develop innovative business solutions and practices that address complexity. | | | | | |
| 2. **BA in Anthropology** | **Goal 1:** Students will acquire and be able to demonstrate broad knowledge within the several fields of anthropology, with an emphasis on cultural anthropology, archaeology, and biological anthropology<br><br>**Goal 2:** | They are not, unless included by faculty on syllabi, though the extent to which that is done is unknown. | Pre-/post-tests in ANTH 301 and ANTH 500; course-specific assessments, and program survey | Faculty. instructors choose a written assignment as the vehicle to examine student achievement of SLOs. For each written assignment, each instructor develops their own written rubric of what they considered to be "exemplary," "adequate," or "inadequate" attainment of the SLO by each student. | No recent changes have been made at the program level, as the dept. was commended for its use of assessment data in making programmatic changes; the external reviewer at the time recommended the dept. "wait and see how the new curriculum and accompanying assessment | 2015-2016 |

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| | Students will become proficient in their knowledge of the major theoretical approaches, concepts, and terminologies of anthropology;<br><br>**Goal 3:**<br>Students will learn to apply techniques and methods of collecting and analyzing anthropological information;<br><br>**Goal 4:**<br>Students will be able to demonstrate an understanding of the ethical issues specific to anthropology; | | | | **plan unfold over the next 4 years".** | |
| 3. **BA in Arabic** | **Goal 1**<br>**Speaking & Listening:**<br>Students graduating with a major in a foreign language are expected to have achieved at least an Advanced level (level 3 on the scale developed by the American Council on the Teaching of Foreign Languages) in speaking, listening, reading, writing, and cultural knowledge. In oral proficiency, "Advanced" means that the student is able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. They must be able to discuss their particular interests and special fields of competence with reasonable ease. Their comprehension is expected to be quite complete for a | **Academic Affairs Assessment Website** | **Since AY 2011-2012, the department of World Languages and Literatures (WLL) has adopted Avant Assessment services (http://www.avantassessment.com/) to independently validate student learning and programmatic outcomes.** | **For the General Education Category (C3) that deals with Foreign Languages, all students who successfully complete a foreign language at the 103 or higher levels must show evidence that they have reached Novice Mid/High to Intermediate Low as defined by the American Council on the Teaching of Foreign Language's (ACTFL) proficiency guidelines. ACTFL is the most credible professional organization that focuses on the teaching and learning of Foreign Languages in the U.S. The reason for the difference in proficiency varies by language. Spanish and French, which are Group 1 Languages (easiest to acquire for English speakers) can reach Intermediate Low in one year while German ( Group 2), or Japanese,** | | **7/22/2014** |

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| normal rate of speech. Their vocabulary demonstrates sufficient breadth that they rarely have to grope for a word; their accent may be obviously foreign, although they have good control of grammar, and their errors virtually never interfere with understanding and rarely disturb the native speaker.<br><br>**Goal 2. Writing**<br>Students graduating with a major in a foreign language are expected to have achieved at least an Advanced level (level 3 on the scale developed by the American Council on the Teaching of Foreign Languages) in speaking, listening, reading, writing, and cultural knowledge.<br><br>In writing, students are expected to use accurate spelling and punctuation, and not use incorrect conversational spellings and grammatical forms. Students must be able to use MLA format for research papers, including bibliographical references and notes. They are able to employ the language style appropriate for research papers, formal letter writing, description, narration, exposition, and persuasion. They should demonstrate good control of grammar, so that their errors do not interfere with understanding. Strong knowledge of the syntax of the language of their specialty | | | **Chinese, and Arabic (Group 4) require a little longer time to acquire.**<br>**The evidence (aka Signature Assessment) is an online placement exam, usually taken during the 9th or 10th week of each quarter through Avant Assessment. The WLL Department pays around $10/test/student. Results are usually ready within 2-3 business days. Some skills are computer graded (reading and listening comprehension) while others are manually graded (speaking and writing).**<br>**For Programmatic Learning Outcomes, the department has adopted Avant Assessment's two additional services (Stamp Test which is a Proficiency Assessment and iCan Statements which is a Formative Assessment) to validate and document students' learning outcomes. The iCan Statements can trace students' language development over several years where they can upload evidence and their faculty can validate or reject the evidence submitted by their students.**<br>**For students pursuing a minor, they need to reach Intermediate Low/Mid proficiency levels while for those pursuing a major, they need to reach Intermediate High or above levels.**<br>**These outcome expectations meet ACTFL's guidelines, published under the title "Assessments for the** | | |

| | | | American Council on **Education for College Credit Recommendation"** | | |
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| | with little influence of English syntax is required. **GOAL 3. Reading** Students graduating with a major in a foreign language are expected to have achieved at least an Advanced level (level 3 on the scale developed by the American Council on the Teaching of Foreign Languages) in speaking, listening, reading, writing, and cultural knowledge. In reading, students are expected to understand written language that varies in level of style and discourse: formal literature, magazine and newspaper articles, advertising, textbooks, and some technical texts such as medical or legal, if students are specializing in one of those fields. **GOAL 4 Cultural Knowledge** Students are expected to demonstrate cultural knowledge of the regions where the target language is spoken. This may include the following: (a) Knowledge of geography (b) Cultural background & phonetic characteristics of the language (c) Familiarity with regional dialects (d) Integrated historical knowledge of important periods, figures, social trends, artistic movements, political leaders & events (e) Knowledge of current events, governments, political | | | | |

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| | figures, social conditions, tensions, economics, & foreign relations<br>(f) Knowledge of trends and important figures in the arts, including visual arts, music, film & dance, of the regions where the language is spoken<br>(g) Knowledge of important literary figures & literary works<br>(h) Familiarity with regional customs including forms of address, religious practices, cuisine, time schedules, cultural values & attitudes, leisure activities, family relationships, etc.<br>(i) Experience in foreign country where the language is spoken | | | | | |
| 4.  **BA in Art** | **ART HISTORY OUTCOMES (SPECIFICS:**<br>1. Recognize art historical approaches to solving research problems and obtain knowledge related to art in different historical periods globally<br><br>2. Articulate art historical approaches to solving research problems and obtain knowledge related to art in different historical periods globally<br><br>3. Implement multiple approaches to solving research problems and obtain knowledge related to art in different historical periods globally<br><br>4. Comprehend intellectual issues as they pertain to art | **Have not been in the past but moving forward will be posted on notice boards in the department and on syllabi, Academic Programs Assessment Website.** | **Random samples of coursework, grades** | **Faculty.** | **The dept. was missing several vital documents/policies, including PLOs, assessment rubrics, and assessment plans.  The greatest change has been the development of these, which is work that is continuing.** | **NASAD Accreditation review 2012, scheduled next review for 2020-2021** |

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| | from diverse cultures and in different historical periods | | | |
| | 5. Comprehend ethical issues as they pertain to art from diverse cultures and in different historical periods | | | |
| | 6. Comprehend social and political issues as they pertain to art from diverse cultures and in different historical periods | | | |
| | 7. Comprehend issues of practice and methodology as they pertain to art from diverse cultures and in different historical periods | | | |
| | 8. Evidence a high degree of knowledge in relation to subjects and objects of art historical research and methodologies of research | | | |
| | 9. Evidence a high degree of knowledge in relation to art historical practices encompassing research and findings, oral articulation, written expositions for scholarship in the global arts | | | |
| | 10. Demonstrate implementation of art historical knowledge and skills in analysis and verbal/written articulation of current and historical intellectual issues on a global scale for art | | | |
| | 11. Demonstrate implementation of art historical knowledge and skills in analysis and verbal/written articulation of ethical issues | | | |

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| | as they pertain to the global condition for art | | | | |
| | 12. Demonstrate implementation of art historical knowledge and skills in analysis and verbal/written articulation of current and historical social and political issues globally for art | | | | |
| | 13. Demonstrate implementation of art historical knowledge and skills in analysis and verbal/written articulation of current and historical practices of art in a global context | | | | |
| | 14. Engage art historical analysis of artistic expression and pertinent scholarly information | | | | |
| | 15. Engage art historical analysis of oral artistic expression and pertinent scholarly information | | | | |
| | 16. Engage art historical analysis of quantitative representations and pertinent scholarly information | | | | |
| | 17.Engage art historical analysis of technological representations of art and pertinent scholarly information | | | | |
| | 18.Engage art historical analysis of written representations of art and pertinent scholarly information | | | | |

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| | 19.Critically engage with local communities through art historical literacy and scholarship | | | | |
| | 20.Critically engage with global communities through art historical literacy and scholarship | | | | |
| | 21.Engage in diverse art historical methods, showing ability to inquire and reason for arguments related to the arts | | | | |
| | 22. Define intellectual questions and problems related to the research of subjects and objects of art history in a global context | | | | |
| | 23. Identify potential solutions to intellectual questions and problems related to the research of subjects and objects of art history in a global context | | | | |
| | 24. N/A | | | | |
| | 25. Determine intellectual strategies and courses of action appropriate to resolving questions and problems related to the research of subjects and objects of art history | | | | |
| | 26.Develop new art historical approaches to critical thought in relation to art historical scholarship in a global context | | | | |
| | 27.Implement innovative art historical approaches to critical thought in relation to | | | | |

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| | art historical scholarship in a global context | | | | |
| | 28.Develop new art historical approaches to solving intellectual problems in relation to art historical scholarship in a global context | | | | |
| | 29.Implement innovative art historical approaches to resolving intellectual problems in relation to art historical research in a global context | | | | |
| | 30.Develop new art historical approaches to verbal and written expressions in relation to art historical research in a global context | | | | |
| | 31.Implement innovative art historical approaches to verbal and written expressions in relation to art historical research in a global context | | | | |
| | 32.Connect art historical comprehension and learning experiences to those of other disciplines including sociological, gender studies, ethnic studies, literary and anthropological studies | | | | |
| | 33.Situate unscripted and non-categorized intellectual inquiries and problems in art history using the perspectives of multiple-disciplined learning engagements | | | | |
| | 34.Strategize and resolve unscripted and non-categorized intellectual | | | | |

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| | inquiries and problems in art history using the perspectives of multiple-disciplined learning engagements<br><br>35. Demonstrate the use of perspectives from multiple fields, contexts, cultures and identities to conduct art historical research in the global context<br><br>36. Develop through an art historical worldview a disposition and impetus for human respect and the promotion of social justice and equality<br><br>37. Apply art historical knowledge leading to intellectual confidence to promote human respect, social justice and equality<br><br>38. Apply art historical knowledge leading to intellectual confidence to transform behaviors of human respect, social justice and equality.<br><br>39. Demonstrate use of art historical knowledge leading to intellectual confidence to promote human respect, social justice and equality on school campus<br><br>40. Demonstrate use of art historical knowledge leading to intellectual confidence to promote human respect, social justice and equality in local communities | | | | |

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| | 41.Demonstrate use of art historical knowledge leading to intellectual confidence to promote human respect, social justice and equality in global communities | | | | |
| | 42.Comprehend how dynamics in global communities shape vision through the art historical study of past and current subjects and objects of art in the global context | | | | |
| | 43.Develop through art historical worldviews a disposition and impetus to respectfully interact with diverse individuals | | | | |
| | 44.Develop through art historical worldviews a disposition and impetus to respectfully interact with diverse social groups | | | | |
| | 45.Develop through art historical worldviews a disposition and impetus to respectfully collaborate with diverse individuals | | | | |
| | 46.Develop through art historical worldviews a disposition and impetus to respectfully collaborate with diverse social groups | | | | |
| | 47.Recognize and demonstrate one's own perspective and worldview through the art historical study of past and current cultural contexts for art objects | | | | |

| | 48.Recognize and demonstrate self-awareness of one's own social biases through the art historical study of past and current cultural contexts for art objects | | | | | |
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| | **DIGITAL MEDIA LEARNING OUTCOMES (SPECIFICS):** | | | | | |
| | 1. Identify and explain multiple approaches to problem solving as it relates to problem identification, research and information gathering, and analysis. In addition you will be able to show proficiency in the generation of ideas, alternative solutions, prototyping, and user testing, including the ability to evaluate final outcomes keeping in mind intellectual, ethical, social and practical issues surrounding their final design decisions. | | | | | |
| | 2. Demonstrate the ability to investigate and integrate the needs of marketing, manufacturing and production into your design process and final design decisions. You will understand user centric design practices in terms of user/audience satisfaction, aesthetics, ecology, safety and value. | | | | | |
| | 3. You will be able to demonstrate depth of knowledge in your ability to create and develop visual form in response to communication problems | | | | | |

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| | using the principles of visual organization, composition, information and message hierarchy, symbolism, typography, aesthetics, and the construction of meaningful images. These representations must include consideration for intellectual, ethical, social and practical issues as they apply to the scholarly field of applied digital media.<br><br>4. You will be able to demonstrate depth of knowledge in your ability to use current technology to conceive, design, produce, and create visual form to successfully communicate ideas, opinions, and concepts that are consistent with the professional field of applied digital media.<br><br>5. Understand the relevance of design history, theory, and criticism from a variety of perspectives, including those of art history, linguistics, communication theory, technology, and the social and cultural use of designed objects and systems. Special emphasis will include sensitivity to the theory and practice of the ability of design to contribute positively to local and global communities.<br><br>6. Demonstrate the ability to identify, define, and evaluate potential, problems, variables, and requirements; conceptualize and evaluate | | | | |

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| alternatives; and, test and refine solutions throughout the formal design process to determine final design decisions and outcomes.<br><br>7. Demonstrate the ability to identify, develop and initiate innovative research, analyzation and ideation, to the processes of problem solving with emphasis on innovative expressions and the role that innovation plays in your final design decisions and final outcomes.<br><br>8. Demonstrate in your design process the recognition and consideration for the physical, cognitive, cultural, social, and human factors that shape your design decisions and final outcomes.<br><br>9. Demonstrate the ability to describe and respond to the audiences and contexts that a communications solution must address, keeping in mind multiple stakeholders that must be considered within the final design decisions.<br><br>10. Demonstrate sensitivity in making informed decisions about social justice and equity issues, including the promotion and the application of the design process to campus, local and/or global communities. You will be concerned with social justice and equity issues effecting current graphic design, design | | | | |

| | production, and consumption of media and/or created objects.<br><br>11. Examine and Interpreted design from multiple perspective and evaluate the relationship between design and its cultural and historical context. You will develop an inclination in your design practice that is aware of the diverse groups and diverse individuals that is serves.<br><br>**Studio Art Learning Outcomes:**<br>1. Students will conduct research toward art production<br><br>2. Students will discuss their research/ideas with class and professor<br><br>3. Students will draft various approaches to art projects<br><br>4. Students will analyze and interpret their art and that of their peers<br><br>5. Students will understand the difference between plagiarism and being influenced<br><br>6. Students will see their work in a contemporary social context<br><br>7. Students will learn tools, materials and techniques<br><br>8. Students will research and write about their work and the work of others | | | | |
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| | 9. Students will learn about contemporary and historical artists and movements | | | | |
| | 10. Students will create works from challenging concepts | | | | |
| | 11. Students will discuss how their work is influenced by others | | | | |
| | 12. Students will discuss how their work reflects the zeitgeist | | | | |
| | 13. Students will demonstrate technical skills sets | | | | |
| | 14. Students will speak about their work and the work of the peers | | | | |
| | 15. Students will write about visiting artist lectures | | | | |
| | 16. Students will write about their research on artist and about their fields | | | | |
| | 17. Students will write analytical reviews of gallery exhibitions | | | | |
| | 18. Students will analyze text | | | | |
| | 19. Students will participate in community based project | | | | |
| | 20. Students will understand their work in a global context | | | | |
| | 21. Students will write research papers and analytical reviews | | | | |

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| | 22. Students will draft various solutions to creative assignments<br><br>23. Students will create works from challenging concepts<br><br>24. Students will critically evaluate their work and that of their peers | | | | |
| 5. **BA in Biology** | **1.1** Students will demonstrate an understanding of cell structure, cell physiology, and the molecular processes of cells.<br><br>**1.2** Students will be able to describe the features which distinguish the Three Domains of life and the developmental and physiological mechanisms which are fundamental to all living organisms.<br><br>**1.3** Students will demonstrate and understanding of the principles of organismal genetics, evolution, and ecology.<br><br>**2.1** Students will demonstrate proper laboratory practice, proper use of equipment and the ability to use basic and advanced techniques in several areas of biology.<br><br>**2.2** Students will demonstrate the ability to perform appropriate statistical analysis of experimental data and draw valid conclusions from their analysis. | **Department website, syllabi, Academic Programs Assessment Website.** | **BioMAPS (Measuring Achievement and Progress in Science) Assessment, additional skills-based assessments** | **Faculty.** | **We have been using the BioCore Guide to inform the transformation of our program and courses in the Q2S process, so we think our new program and courses will be effectively aligned with the BioCore guidelines.** |

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| | **3.1** Students will demonstrate the ability to effectively use scientific journals, periodicals and electronic media to access current biological information<br><br>**3.2** Students will demonstrate the ability to critically evaluate a journal article from the primary literature.<br><br>**4.1** Students will demonstrate the ability to produce a paper written in the format of a scientific journal article reporting the results of their own experiment.<br><br>**4.2** Students will demonstrate the ability to incorporate the findings of experimental research into the existing body of knowledge in that area of biology.<br><br>**5.1** Graduates will demonstrate the ability to use their degrees to undertake careers in biology or to gain admittance to graduate or professional school. | | | | | |
| 6.  **BA in Chemistry** | 1. Students will know 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.<br><br>2. Students will know the common reactions of elements and compounds, | **Department website, syllabi, Academic Programs Assessment Website.** | **Samples of student work/artifacts/lab reports, American Chemical Society standardized exam, oral presentations, comprehensive exams** | **Faculty.** | **Looking at the assessment findings in aggregate, after many department-level discussions, it appears that the major problem our students are facing with respect to success in their courses and comprehensive knowledge of the subject, is non-retention of prerequisite skills.  Some critical threshold concepts are not carried forward.  Chemistry is a very vertical discipline:  an introduction to basic skills is** | 1/18/2014 |

| | | | | followed by foundational knowledge if five sub-areas, finishing with in depth instruction in 3-4 of these areas. We are currently addressing this in the quarter-to-semester transformation of our degree programs and courses. A new assessment plan will likely result from these deliberations. | |
| 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.<br><br>3. Students will practice and demonstrate accurate quantitative measurements, analyze and interpret experimental results, and draw reasonable conclusions.<br><br>4. Students will prepare compounds using common functional group conversions and multi-step syntheses, followed by separation, purification, and identification using modern chemical and spectroscopic analysis.<br><br>5. Students will operate and explain the theoretical basis of sophisticated chemical instrumentation.<br><br>6. Students will anticipate, recognize, and respond properly to the hazards of handling chemicals.<br><br>7. Students will be proficient at using computer technology to learn, gather, display and analyze chemical information.<br><br>8. Students will communicate scientific information effectively through written reports. | | | | | |

| | | 9. Students will communicate scientific information effectively through oral presentations.<br><br>10. Students will be prepared to succeed in their chemistry coursework by having the prerequisite courses necessary. They will have sufficient mathematical and chemical skills to succeed.<br><br>11. Students will have a broad and thorough foundation in all the sub-disciplines of chemistry.<br><br>12. Students will progress through their chosen chemistry degree program in a timely manner.<br><br>13. Chemistry graduates will be educationally prepared to work in a scientific field related to chemistry. | | | | | |
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| 7. | **BA in Communication Studies** | **GOAL 1. THEORETICAL/CRITICAL PERSPECTIVES: Students will learn to apply theoretical/critical communication perspectives in everyday life Objectives: Graduates will** 1. Understand the functions of theory and its relationship to methodology. (e.g.,critique a research article in terms of theoretic rationale and methodology.)<br><br>2. Evaluate extant theories as they apply to their areas of specialization. (e.g., analyze a | **Departmental Blackboard page, all course syllabi, COMM 200, and department website, Academic Programs Assessment Website.** | Senior projects, portfolios, and coursework | **Assessment committee comprised of faculty. The assessment committee submits to the faculty a written report summarizing goal-specific strengths and weaknesses reflected in the portfolios evaluated in that cycle and recommending changes in departmental procedures and curricula. Discussions about how to "close the loop" and address findings from the report are taken up at the annual department retreat before the Fall term begins.** | **Changes in the recent past have included clarifying learning outcomes, reducing the number of learning outcomes, mapping curricula to outcomes, beginning a rotation of assessing outcomes, and making learning outcomes more transparent to students.** | Jan. 2011 |

| | film employing recognized critical theory). | | | | |
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| | 3. Apply theoretical perspectives in addressing demands in their personal and professional lives (e.g., use appropriate models/theories of interpersonal communication in analyzing a communication problem). | | | | |
| | **GOAL 2. CULTURE AND COMMUNICATION: Students will demonstrate an understanding of the interrelationship between communication and culture. Objectives: Graduates will** 1. Understand the connection between communication and culture. (e.g. analyze the representation of African American men in television programming). | | | | |
| | 2. Identify the impact of diverse cultural perspectives on communication interactions. (e.g., analyze a model of intercultural communication). | | | | |
| | **GOAL 3. ETHICAL STANDARDS: Students will learn to apply ethical standards for their communication behavior. Objectives: Graduates will** 1. Identify ethical issues relevant to communication (e.g., analyze the relationship between value systems and communication behavior). | | | | |

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| | 2. Articulate good reasons for ethical choices (e.g., compare and contrast ethical perspectives underlying competing points of view regarding abortion).<br><br>3. Apply relevant ethical perspective and project the consequences of ethical decisions. (e.g. apply ethical perspectives in analyzing media coverage of U.S. involvement in Afghanistan, or analyze a situation which, for you, presents an ethical dilemma with projected short- and long-term consequences of your choice/solution.) | | | | |
| 8. **BA in Computer Systems** | A. An ability to apply knowledge of computing and mathematics appropriate to the discipline.<br><br>B. An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.<br><br>C. An ability to design, implement, and evaluate a computer based system, process, component, or program to meet desired needs.<br><br>D. An ability to function effectively on teams to accomplish a common goal<br><br>E. An understanding of professional, ethical, legal, security and social issues and responsibilities. | **Department website, Academic Programs Assessment Website.** | **Samples of student work/artifacts** | **Faculty. Copies of student work/artifacts are assessed using course rubrics. These are used to determine the degree of learning outcomes attainment. The committee chair drafts an assessment report and presents findings to the curriculum committee.** | **Based on these findings, the committee forms recommendations, which are then shared with all faculty department-wide. The faculty then approves the recommendations as they are, approves with changes, or returns them for revision.** 04-18-2014 |

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| | F. An ability to communicate effectively with a range of audiences.<br><br>G. An ability to analyze the local and global impact of computing on individuals, organizations, and society.<br><br>H. Recognition of the need to and an ability to engage in continuing professional development.<br><br>I. An ability to use current techniques, skills, and tools necessary for computing practice.<br><br>J. An ability to apply design and development | | | | | |
| 9. **BA in Criminal Justice** | **Goal 1 - Policy Issues** Students will be able to evaluate policy-relevant questions and issues surrounding the various components of the criminal justice system: police, courts, and corrections. Students will be measured in this area when they enter the program through a multiple choice examination given in CJ101. The assessment will be completed in their senior year when they re-take this examination and do the paper in CJ598. This is roughly a four year time lapse. Faculty conducting each respective class will give the examination and score it. Pre-post performance data will be evaluated by a departmental curriculum committee, which will include the Chair. These data will provide feedback to | **Course syllabi, Academic Programs Assessment Website.** | **Capstone paper, quantitative pre-post exam** | **Departmental Outcomes Assessment Committee. A random sample of papers from a course were analyzed and evaluated according to the five major elements of the required curriculum.** | **Faculty met and decided to continue to incorporate theory, methods and statistics in all of our undergraduate courses, especially regarding the way that studies that we typically cover in our courses are actually done.** | **2015** |

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| | the department curriculum committee and lead to proposals for revising course content and breadth.<br><br>**Goal 2 - Methods Used by the Criminal Justice System to Process and Sanction Criminal Offenders**<br>Students will understand the methods used by the criminal justice system to process and sanction criminal offenders. Students will be measured in this area when they enter the program through a multiple choice examination given in CJ101. The assessment will be completed in their senior year when they re-take this examination and do the paper in CJ598. This is roughly a four year time lapse. Faculty conducting each respective class will give the examination and score it. Pre-post performance data will be evaluated by a departmental curriculum committee, which will include the Chair. These data will provide feedback to the department curriculum committee and lead to proposals for revising course content and breadth.<br><br>**Goal 3 - Purpose and Function of Law Enforcement**<br>Students will develop an understanding of the purposes and functions of law enforcement in a democratic society.<br><br>Students will be measured in this area when they enter the program through a multiple | | | | |

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| | choice examination given in CJ101. The assessment will be completed in their senior year when they re-take this examination and do the paper in CJ598. This is roughly a four year time lapse. Faculty conducting each respective class will give the examination and score it. Pre-post performance data will be evaluated by a departmental curriculum committee, which will include the Chair. These data will provide feedback to the department curriculum committee and lead to proposals for revising course content and breadth.<br><br>**Goal 4 - Functions and Procedures in Criminal Law and the Justice System** Students will understand the functions of criminal law and the judicial system in American society, inclusive of criminal procedure and the rules of evidence. Students will be measured in this area when they enter the program through a multiple choice examination given in CJ101. The assessment will be completed in their senior year when they re-take this examination and do the paper in CJ598. This is roughly a four year time lapse. Faculty conducting each respective class will give the examination and score it. Pre-post performance data will be evaluated by a departmental curriculum committee, which will include the Chair. These data will provide feedback to | | | | |

the department curriculum committee and lead to proposals for revising course content and breadth.

**Goal 5 - Purpose and Function of the Correctional System**
Students will understand the purposes and functions of the correctional system, inclusive of prisons, jails, and community programs. Students will be measured in this area when they enter the program through a multiple choice examination given in CJ101. The assessment will be completed in their senior year when they re-take this examination and do the paper in CJ598. This is roughly a four year time lapse. Faculty conducting each respective class will give the examination and score it. Pre-post performance data will be evaluated by a departmental curriculum committee, which will include the Chair. These data will provide feedback to the department curriculum committee and lead to proposals for revising course content and breadth.

**Goal 6 - Theories of Crime and Causation**
Students will develop an understanding of the theories of crime and causation, including its measurement.

Students will be measured in this area when they enter the program through a multiple choice examination given in

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| | CJ101. The assessment will be completed in their senior year when they re-take this examination and do the paper in CJ598. This is roughly a four year time lapse. Faculty conducting each respective class will give the examination and score it. Pre-post performance data will be evaluated by a departmental curriculum committee, which will include the Chair. These data will provide feedback to the department curriculum committee and lead to proposals for revising course content and breadth<br><br>**Goal 7 - Research Methods in Criminal Justice**<br>Students will develop an understanding of research methods in criminal justice. Students will be measured in this area when they enter the program through a multiple choice examination given in CJ101. The assessment will be completed in their senior year when they re-take this examination and do the paper in CJ598. This is roughly a four year time lapse. Faculty conducting each respective class will give the examination and score it. Pre-post performance data will be evaluated by a departmental curriculum committee, which will include the Chair. These data will provide feedback to the department curriculum committee and lead to proposals for revising course content and breadth. | | | | |

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| | **Goal 8 - Statistical Techniques**<br>Students will develop a basic understanding in common statistical techniques used in social science, particularly criminological research.<br><br>Students will be measured in this area when they enter the program through a multiple choice examination given in CJ101. The assessment will be completed in their senior year when they re-take this examination and do the paper in CJ598. This is roughly a four year time lapse. Faculty conducting each respective class will give the examination and score it. Pre-post performance data will be evaluated by a departmental curriculum committee, which will include the Chair. These data will provide feedback to the department curriculum committee and lead to proposals for revising course content and breadth. | | | | | |
| 10. **BA in Economics** | **Goal 1: Acquire an understanding of economic principles.**<br>**1. Student Learning Outcomes (SLOs):**<br><br>**SLO-1A.** Know supply and demand analysis; know theories of the firm (production, cost and pricing); know theories of the consumer; know the basic features of different market structures. | **Disseminated amongst faculty members, Academic Programs Assessment Website.** | **Form submitted by faculty to assess students' knowledge of SLOs, alumni survey** | **Faculty. The faculty responses on the forms measuring SLOs are aggregated and put onto an Excel file to provide the department with a measure of "average" performance on the various SLOs.** | **Assessment finding are disseminated to department faculty and discussed at annual department retreats.** | 1-13-2016 |

| | SLO-1B. Know the theory of national income determination. Be able to identify and define gross domestic product, inflation, and unemployment. Know the basics of money, banking, and financial markets. Know the basics of fiscal and monetary policy.<br><br>**Goal 2: Gain an appreciation for the diversity of economic ideas.**<br><br>**1. Student Learning Outcomes (SLOs):**<br><br>**SLO-2.** Know the historical, cultural sociological, and political context of economic ideas. Know the basic theme or position of the major schools of economic thought. Be familiar with the political implications (the policy prescriptions) of schools of economic thought<br><br>**Goal 3: Gain an appreciation for economic history and institutions.**<br>**1. Student Learning Outcomes (SLOs):**<br><br>**SLO-3.** Understand the broad themes of economic history and be familiar with how economic institutions and conditions affect different classes of people.<br><br>**Goal 4: Develop an appreciation for economic analysis and modeling.** | | | | | |

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| | **1. Student Learning Outcomes (SLOs):**<br><br>**SLO-4A.** Know how to develop a mathematical model of economic relationships. Be able to apply marginal analysis in different decision-making contexts.<br><br>**SLO-4B.** Know how to use mathematics and statistics in the analysis of economic data and in the development of economic models.<br><br>**Goal 5: Learn the skills needed to effectively analyze and communicate economic information.**<br>**1. Student Learning Objectives (SLOs):**<br><br>**SLO-5.** Be able to write clearly and develop arguments systematically. Be able to use data and logic to support and critique arguments. Be able to understand and explain simple mathematical models. Be able to use reference sources to gather economic information.<br><br>**Goal 6: Graduating seniors are satisfied with their overall academic experience in the department.**<br>**1. Departmental Objectives:**<br><br>**DO-1.** To ensure that students have a positive academic experience in Economics; that students | | | | |

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| | acquired useful skills; and that classes are offered frequently enough to graduate in a timely manner.<br><br>**Goal 7: Upon graduation, students will be employable in a variety of occupations in the public or private sector.**<br>**1. Departmental Objectives:**<br><br>**DO-2.** The education received by the Economics Department helps students find employment.<br>The education received by the Economics Department helps students pursue other (non-job) educational and personal goals. | | | | |
| 11. **BA in English** | 1. Theory Students will understand how scholarly paradigms and theories develop, shift, contest, and construct knowledge in the disciplines of English. Students will engage dynamically with these theories in their own acts of interpretation, knowledge production, and professional practice.<br><br>2. Scholarly Identity and Ethical Responsibility<br>3. Students will understand that they are scholarly agents engaged in research, which is an ethical and potentially transformative practice. Students will develop and carry out their own inquiries that display ethical engagement in | Department website, ENG 516, Academic Programs Assessment Website. | ENG 516 senior project with artifacts, senior project essay | **Faculty. The faculty portfolio readers will assess the artifacts for what they reveal about student achievement on the selected goals and will attend to what students' understand or do not understand about the PLOs.** | **Make changes to the PLOs in response to student feedback on them. Take note of areas that students seem to be excelling in relation to the new PLOs and areas where they struggle. Consider these findings in refining our pedagogies with an eye toward our semester curriculum.** | 2015-2016 |

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| | scholarly conversations and the dialogic production of knowledge.<br><br>4. Text as Social Action Students will understand that the production of text is a form of social action and that texts have consequences for both individuals and communities, and they will produce rhetorically savvy texts that aim to make a social impact.<br><br>5. Critical Reading Students will understand that texts and knowledge-making practices are never neutral. Students will analyze texts to illuminate their presumptions and biases and to understand their cultural work within a particular social and historical context.<br><br>6. Pedagogy Students will understand that pedagogy is always ideological, theoretical, and contextualized within the subject matter and by the scene of teaching, and thus requires intentional and reflective practice. Students will demonstrate the ability to theorize and explain their pedagogical intentions within particular contexts, and to reflect meaningfully on classrooms of which they are a part. | | | | | |
| 12. **BA in Environmental Studies—Track A** | **Being revised as part of Q2S** | **Revised PLOs shared and** | **Individual course assessments, senior portfolio, narrative student** | **Faculty.** | **The department has completely overhauled its PLOs and altered the type** | **2013-2014** |

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| | | discussed with students in the senior seminar course; once adopted, new PLOs will be posted on website and provided to all students who declare the major, Academic Programs Assessment Website. | assessments of the success of the dept. in meeting existing PLOs | | and richness of the data collected.  Focus is now on the extent to which students feel as though PLOs are being met, which has influenced thinking around the revision of the curriculum.  A stronger system of course prerequisites will be initiated to assure students complete the program in a more sequential manner. | |
| 13. **BA in Environmental Studies—Track B** | **Being revised as part of Q2S** | **Revised PLOs shared and discussed with students in the senior seminar course; once adopted, new PLOs will be posted on website and provided to all students who declare the major, Academic Programs Assessment Website.** | **Individual course assessments, senior portfolio, narrative student assessments of the success of the dept. in meeting existing PLOs** | **Faculty.** | **The department has completely overhauled its PLOs and altered the type and richness of the data collected.  Focus is now on the extent to which students feel as though PLOs are being met, which has influenced thinking around the revision of the curriculum.  A stronger system of course prerequisites will be initiated to assure students complete the program in a more sequential manner.** | **2013-2014** |

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| 14. **BA in French** | **Goal 1 Speaking & Listening:** Students graduating with a major in a foreign language are expected to have achieved at least an Advanced level (level 3 on the scale developed by the American Council on the Teaching of Foreign Languages) in speaking, listening, reading, writing, and cultural knowledge. In oral proficiency, "Advanced" means that the student is able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. They must be able to discuss their particular interests and special fields of competence with reasonable ease. Their comprehension is expected to be quite complete for a normal rate of speech. Their vocabulary demonstrates sufficient breadth that they rarely have to grope for a word; their accent may be obviously foreign, although they have good control of grammar, and their errors virtually never interfere with understanding and rarely disturb the native speaker.

**Goal 2. Writing** Students graduating with a major in a foreign language are expected to have achieved at least an Advanced level (level 3 on the scale developed by the American Council on the Teaching of | **Academic Affairs Assessment Website** | **Since AY 2011-2012, the department of World Languages and Literatures (WLL) has adopted Avant Assessment services (http://www.avantassessment.com/) to independently validate student learning and programmatic outcomes.** | **For the General Education Category (C3) that deals with Foreign Languages, all students who successfully complete a foreign language at the 103 or higher levels must show evidence that they have reached Novice Mid/High to Intermediate Low as defined by the American Council on the Teaching of Foreign Language's (ACTFL) proficiency guidelines. ACTFL is the most credible professional organization that focuses on the teaching and learning of Foreign Languages in the U.S. The reason for the difference in proficiency varies by language. Spanish and French, which are Group 1 Languages (easiest to acquire for English speakers) can reach Intermediate Low in one year while German ( Group 2), or Japanese, Chinese, and Arabic (Group 4) require a little longer time to acquire.** **The evidence (aka Signature Assessment) is an online placement exam, usually taken during the 9th or 10th week of each quarter through Avant Assessment. The WLL Department pays around $10/test/student. Results are usually ready within 2-3 business days. Some skills are computer graded (reading and listening comprehension) while others are manually graded (speaking and writing).** | | |

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| | Foreign Languages) in speaking, listening, reading, writing, and cultural knowledge.<br>In writing, students are expected to use accurate spelling and punctuation, and not use incorrect conversational spellings and grammatical forms. Students must be able to use MLA format for research papers, including bibliographical references and notes. They are able to employ the language style appropriate for research papers, formal letter writing, description, narration, exposition, and persuasion. They should demonstrate good control of grammar, so that their errors do not interfere with understanding. Strong knowledge of the syntax of the language of their specialty with little influence of English syntax is required.<br><br>**GOAL 3. Reading**<br>Students graduating with a major in a foreign language are expected to have achieved at least an Advanced level (level 3 on the scale developed by the American Council on the Teaching of Foreign Languages) in speaking, listening, reading, writing, and cultural knowledge.  In reading, students are expected to understand written language that varies in level of style and discourse: formal literature, magazine and newspaper articles, | | | **For Programmatic Learning Outcomes, the department has adopted Avant Assessment's two additional services (Stamp Test which is a Proficiency Assessment and iCan Statements which is a Formative Assessment) to validate and document students' learning outcomes. The iCan Statements can trace students' language development over several years where they can upload evidence and their faculty can validate or reject the evidence submitted by their students.**<br>**For students pursuing a minor, they need to reach Intermediate Low/Mid proficiency levels while for those pursuing a major, they need to reach Intermediate High or above levels.**<br>**These outcome expectations meet ACTFL's guidelines, published under the title "Assessments for the American Council on Education for College Credit Recommendation"** | | |

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| | advertising, textbooks, and some technical texts such as medical or legal, if students are specializing in one of those fields.<br><br>**GOAL 4 Cultural Knowledge Students are expected to demonstrate cultural knowledge of the regions where the target language is spoken. This may include the following:**<br><br>**(a)** Knowledge of geography<br>**(b)** Cultural background & phonetic characteristics of the language<br>**(c)** Familiarity with regional dialects<br>**(d)** Integrated historical knowledge of important periods, figures, social trends, artistic movements, political leaders & events<br>**(e)** Knowledge of current events, governments, political figures, social conditions, tensions, economics, & foreign relations<br>**(f)** Knowledge of trends and important figures in the arts, including visual arts, music, film & dance, of the regions where the language is spoken<br>**(g)** Knowledge of important literary figures & literary works<br>**(h)** Familiarity with regional customs including forms of address, religious practices, cuisine, time schedules, cultural values & attitudes, leisure activities, family relationships, etc. | | | | |

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| | **(i)** Experience in foreign country where the language is spoken | | | | | |
| 15. **BA in Geography** | **Being revised as part of Q2S** | **Revised PLOs shared and discussed with students in the senior seminar course; once adopted, new PLOs will be posted on website and provided to all students who declare the major. Academic Programs Assessment Website.** | **Individual course assessments, senior portfolio, narrative student assessments of the success of the dept. in meeting existing PLOs** | **Faculty.** | **The department has completely overhauled its PLOs and altered the type and richness of the data collected. Focus is now on the extent to which students feel as though PLOs are being met, which has influenced thinking around the revision of the curriculum. A stronger system of course prerequisites will be initiated to assure students complete the program in a more sequential manner.** | **2013-2014** |
| 16. **BA in Geology** | **GOAL 1: Provide geology majors with a strong background in the geological sciences and in supporting sciences.** **OBJECTIVES:** **A.** Ability to identify minerals and rocks and to understand and interpret how they form. **B.** Understanding and appreciation of tectonic forces and their large and small scale effects. **C.** Ability to make field observations, to make and | **Departmental website and bulletin board, distributed via hardcopy to students at annual meeting and as they prepare for their senior project. Academic Programs Assessment Website.** | **Practical exam, various embedded course assignments, senior research project/paper, oral presentations,** | **Faculty.** | **Results of assessment are discussed annually at a departmental assessment meeting. The development and continual improvement of our undergraduate research program, which is required for all geology majors, has been routinely driven by assessment results.** | **2014-2015** |

| | interpret geologic maps and cross-sections, and to construct stratigraphic sections. | | | | |
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| | **D.** Understanding and appreciation of geologic time and the fossil record. | | | | |
| | **E.** Understanding of the regional geology of California and North America. | | | | |
| | **F.** Understanding of related science disciplines including physics, chemistry, biology and math. | | | | |
| | **GOAL 2: Educate students regarding the basic methods and philosophy used to conduct scientific research, particularly in the geological sciences.** **OBJECTIVES:** **A.** Ability to collect and analyze geologic data and draw conclusions to solve geologic problems in both the lab and the field. | | | | |
| | **B.** Be involved in research under the direction of faculty who are active researchers, thus gaining practical experience in how research is done. | | | | |
| | **GOAL 3: Help students to develop effective communication skills** **OBJECTIVES:** **A.** Ability to clearly express ideas in writing. | | | | |
| | **B.** Ability to clearly express ideas orally. | | | | |

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| | **GOAL 4: Provide students with an opportunity to become familiar with the use of modern scientific instruments.**<br>**OBJECTIVES:**<br><br>**A.** Ability to use instruments for collecting field data, such as surveying instruments, Global<br>Positioning System Transceivers, Brunton Transits, Jacob's Staffs.<br><br>**B.** Ability to use laboratory instruments and equipment, such as an X-ray diffraction instrument, petrographic microscopes, the Scanning Electron Microscope, Transmission Electron Microscope, thin-sectioning equipment and other rock preparation equipment.<br><br>**C.** Ability to use standard software and to process geologic data on computers.<br><br>**GOAL 5: Encourage students to develop intellectual independence and to develop skills that will assist them in continuing to learn after graduating.**<br>**OBJECTIVES:**<br>**A.** Select and develop a research topic.<br><br>**B.** Effectively utilize information resources, including scientific journals, geologic databases, and | | | | | |

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| | resources available on the Internet. | | | | | |
| 17. **BA in History** | **I. Historical Knowledge Skills:**<br>**1.1** Students will demonstrate knowledge of relevant historical facts and context<br><br>**1.2** Students will demonstrate the ability to frame historical question**s**<br><br>**1.3** Student demonstrates awareness of historical interpretative differences<br><br><br>**II. Research Skills:**<br>**2.1** Student will demonstrate the ability to thoroughly use a broad range of historical sources.<br>**2.2** Students will demonstrate the ability to evaluate and analyze primary historical sources.<br><br>**2.3** Students will demonstrate the ability to develop an historical interpretation based on evidence.<br><br>**III. Communication Skills:**<br>**3.1** Students will demonstrate the ability to write clearly.<br><br>**3.2** Students will demonstrate the ability to speak clearly. | **Departmen t PLOs are communica ted to the students on their syllabus. Faculty are required to note on syllabi for each class what SLOs. Academic Programs Assessment Website.** | **Embedded course assignments, portfolios, papers, pre-/post-tests** | | | **2015** |
| 18. **BA in Human Development** | **Being revised as part of Q2S** | **Academic Programs Assessment Website.** | **Internship course and supervisors' feedback** | | **To date, no changes to the major have been made as a result of outcomes assessment data. As a faculty, the focus has been on the revision of the plan due to the discontinuation of the school---age track and semester conversion. We do** | **2014-2015** |

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| | | | | | anticipate using a rotating schedule to evaluate the PLOs; however, that rotation has not been determined as the plan is not finalized. | |
| 19. **BA in Liberal Studies** | **1. Students will have foundational knowledge and recognize significant ideas, concepts, structures, and values within and among disciplines by demonstrating foundational understandings of concepts in** (1) reading, language and literature (2) history and social science, (3) mathematics, (4) science, (5) humanities, (6) research skills, (7) human development. 2. Students will explore the interconnections and relationships among the various disciplines' methodologies as they attend to the theoretical, ethical, and practical implications, by applying methodologies from multiple disciplines to real-world situations. 3. Students will demonstrate ability to engage in change, tolerance and inclusion, advance principles of social justice, equity and ethical practice. 4. Students will communicate clearly and effectively (both verbally and in writing) with a variety of audiences, using appropriate academic | **Have been kept in a folder; beginning in Summer 2017, emailed to students and will be displayed on posters in the Liberal Studies Office. Academic Programs Assessment Website.** | **CA Subject Exam for Teachers, Elementary Subject Matter Program, essays, and students' professional goals** | **Faculty, Liberal Studies coordinator** | **Changes recently have included hiring a math tutor to help students who do not pass the math requisite skills test, clarifying the purpose of the meeting with the PALS advisor, and using video conferencing to support students at PDC.** | **2013-2014** |

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| | discourse and technology. Students' writings will demonstrate their capabilities to analyze information and use appropriate academic discourse and technologies. In addition, students will organize and give effective presentations using appropriate academic discourse and technologies.

**5.** Students will demonstrate sensitivity to the diverse cultural, linguistic, and learning abilities of others and will be able to recognize and explain the complex and complicated nature of the human condition with interest to multicultural and other socially diverse perspectives.

**6.** Students will acquire the qualities needed to become life-long learners who can critically analyze, reflect on experiences, and apply their learning to develop research skills to draw conclusions.

**7.** Students will be able to express and justify an appreciation for the arts and their role in and contributions in culturally diverse societies. | | | | | |
| 20. **BA in Mathematics** | **Goal 1: Students will acquire a broad graduate education.**

**1.1:** Students will have a graduate level understanding | **Department website, syllabi, Academic Programs** | **Math "surveys", student portfolios/reflections** | **Mathematics Department Assessment Committee and MATH 599 instructors. Math assessment surveys are scored using a rubric; data is collected and shared via a** | **All assessment data is shared with and discussed amongst math faculty, which has encouraged more collaboration on teaching strategies. The Q2S** | **2014-2015** |

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| | of Geometry, Algebra, Analysis, and Problem Solving.<br><br>**1.2:** Students will be familiar with the mathematical concepts arising in a range of mathematical areas (e.g. topology, mathematical physics, etc.).<br><br>**Goal 2: Students will acquire an in-depth understanding of a particular mathematical topic and its place in the broader context of mathematics.**<br><br>**2.1:** Students will be able to write a thesis on the area of mathematics that they have chosen.<br><br>**2.2:** Students will be able to give a knowledgeable oral presentation on this topic.<br><br>**Goal 3: Students will develop advanced analytical and problem solving skills.**<br><br>**3.1:** Students will be able to identify and analyze the mathematical structure of a problem.<br><br>**3.2:** Students will be able to solve mathematical problems using advanced problem solving techniques.<br><br>**Goal 4: Students will develop advanced critical thinking skills.** | **Assessment Website.** | | **Google spreadsheet. Student reflections are scored via rubric by individual instructors.** | **transformation teams have used the current student learning outcomes to draft a collection of outcomes for the new semester program.** |

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| | **4.1:** Students will be able to critique mathematical arguments.<br><br>**4.2:** Students will be able to write well-supported mathematical proofs.<br><br>**Goal 5: Students will develop expository skills.**<br><br>**5.1:** Students will be able to communicate advanced mathematics orally in a clear an effective manner.<br><br>**5.2:** Students will be able to write a clear and succinct mathematical exposition. | | | | | |
| 21. **BA in Music** | **I. Written Analysis of Music**<br><br>**1)** analysis of form — assessed through examinations embedded in the Music Theory sequence<br><br>**2)** harmonic analysis — assessed through examinations embedded in the Music Theory sequence<br><br>**3)** creative application of analytic knowledge — assessed through composition assignments embedded in the Music Theory sequence, and Mus 406 & 408<br><br>**II. General Musicianship Ability**<br>**1)** passive aural comprehension (dictation) — assessed through examinations embedded in the Music | **Not communicated or posted,** | | **Assessment committee of three full-time faculty.** | **Changes made have included the rescheduling the core sequence in music theory and the introduction of string "technical juries".** | **Scheduled 2019-2020** |

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| | Theory Lab sequence<br><br>**2)** active aural comprehension (sight-singing) — assessed through examinations embedded in the Music Theory Lab sequence<br><br>**3)** keyboard proficiency — assessed through an examination embedded in the Class Piano courses<br><br>**III. Historical and Cultural Understanding of Music**<br><br>**1)** Ability to retain factual historical data (e.g. names of composers, dates, etc.)<br><br>**2)** Ability to recognize musical events in the evolution of Western musical style (e.g. genres, form, harmony, counterpoint, dissonance, consonance, texture, rhythm)<br><br>**3)** Ability to synthesize musical/historical/philosophical/religious information within context.<br>All three outcomes will be assessed through examinations embedded in the course sequence in Music History (Mus 304, 305, 306, 307) — more specific details yet to be determined.<br><br>**IV. Verbalizing about Music**<br><br>**1)** Ability to carry out college-level research. | | | | |

| | 2) Ability to write about music using conventional college-level English grammar, style and format.<br><br>3) Ability to communicate verbally about music in both a specialized context (ie, teaching a lesson to a student) and to a general audience (ie, a pre-concert talk)<br>The first two outcomes will likely be assessed through examinations embedded in Music History courses. Assessment of the third outcome will be discussed at a future meeting<br><br>**V. Technical proficiency on an instrument**<br>**Outcomes will likely be measured through examinations embedded in the Applied Music courses (ie,**<br>**juries at the end of each quarter).**<br><br>**VI. Collaborative Skill in Music**<br>**Outcomes to be measured: professional conduct and discipline; leadership (conducting)** | | | | | |
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| 22. **BA in Philosophy** | **I.** Students are able to analyze arguments from historical and contemporary philosophical texts.<br><br>**II.** Students will understand the logical concepts of validity and soundness and the application of formal tools in their analysis. | **Blackboard, Academic Programs Assessment Website.** | **400-level student papers** | **All full-time departmental faculty.  The student papers are anonymized and distributed among the faculty members at meeting. Each faculty member reads and evaluates the papers assigned according to the rubric on a scale of 1-5. Once all the papers are evaluated, the scores are tabulated.** | **No changes to the program have been made as result of assessment.  However, they have served to guide the faculty in its efforts to produce the department's PLOs.** | **2017-2018** |

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| | **III.** Students are able to write philosophy papers in clear prose that contain exposition and analysis of arguments from historical and contemporary philosophical texts. | | | After a discussion of the results, an action plan based on them is formulated. | | |
| 23. **BA in Physics** | **Goal 1:** **Students should have in-depth knowledge of the foundational subjects in physics (primarily classical mechanics, electrodynamics, thermodynamics & statistical mechanics, special relativity, and quantum mechanics) and be able to apply that knowledge to problem - solving.** **Outcome 1.1** Students will demonstrate an understanding of the principles of classical mechanics by formulating and solving quantitative problems . **Outcome 1.2** Students will demonstrate an understanding of the principles of electrodynamics by formulating and solving quantitative problems. **Outcome 1.3** Students will demonstrate an understanding of the principles of thermodynamics and statistical mechanics by formulating and solving quantitative problems. **Outcome 1.4** Students will demonstrate an understanding of the principles of special relativity | **Syllabi, Academic Programs Assessment Website.** | **Physics GRE exam, Physics 430 assessment and experiments** | **Faculty members who teach the classes are responsible for assessing and sharing data.** | **The results of the assessment tools are presented to the department faculty yearly at the end of the spring quarter, and then are discussed by the tenure track faculty as a whole leading up to meeting and agreeing on any changes during the following fall quarter.** | **2013-2014** |

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| | by formulating and solving quantitative problems . | | | | | |
| | **Outcome 1.5** Students will demonstrate an understanding of the principles of quantum mechanics by formulating and solving quantitative problems. | | | | | |
| | **Goal 2: Students should be able to design and perform a physics experiment, analyze the acquired data, draw meaningful conclusions from the data, and communicate the results at a professional level.** | | | | | |
| | **Outcome 2.1** Students will demonstrate the ability to perform physics experiments, analyze the results, and draw meaningful conclusions from those results. | | | | | |
| | **Outcome 2.2** Students will demonstrate the ability to write experimental reports in a professional format. | | | | | |
| | **Outcome 2.3** Students will demonstrate the ability to present experimental results in a standard professional contributed talk format. | | | | | |
| 24. **BA in Political Science** | **Goal 1: Students will have experience as active participants in politics and/or academic organizations within the discipline of political science.** | **Program review, assessment reports, email communica** | **Term paper/essay review** | **Dept. chair, Outcomes Assessment Committee (faculty). One-fourth of the student term papers** | **The department Outcomes Assessment Committee will makes any necessary recommendations to the department Curriculum Committee who** | **2014-2015** |

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| • **Outcome 1.1:** Students, where possible, will participate in extra-curricular activity in student government, organizations, or community service.<br><br>• **Outcome 1.2:** Students, where possible, will participate in practical political activities: either through internships administered in the major; independent study projects; student clubs such as the Law Society or Pi Sigma Alpha; or attendance at professional meetings.<br><br>**Goal 2: Students will be able to evaluate the institutions of politics.**<br><br>• **Outcome 2.1:** Students will be able to evaluate political institutions in terms of their relationship to individuals.<br><br>• **Outcome 2.2:** Students will be able to evaluate political institutions in terms of their relationship to societies.<br><br>• **Outcome 2.3:** Students will be able to evaluate political institutions in terms of their relationship to the international arena.<br><br>**Goal 3: Students will be able to evaluate the theories of politics.**<br><br>• **Outcome 3.1:** Students will be able to evaluate political theories in terms of their | **tions to faculty, course syllabi, Academic Programs Assessment Website.** | | **from a senior seminar course are selected at random. Once the papers have been identified, the chair requests from the instructor a copy of a course paper for each of the randomly-selected students. The instructor of this course submits copies of the requested papers to the chair, removing all personal student information. The chair, along with the members of the department Outcomes Assessment Committee, Evaluate answers as they relate to knowledge of the identified PLO.** | **will study the results and suggest advice to the whole department to improve student outcomes.** |

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| | relationship to individuals.<br><br>• **Outcome 3.2:** Students will be able to evaluate political theories in terms of their relationship to societies.<br><br>• **Outcome 3.3:** Students will be able to evaluate political theories in terms of their relationship to the international arena. | | | | | |
| 25. **BA in Psychology** | **Goal 1. Psychology Knowledge Base Students will acquire knowledge of the major concepts, empirical findings, theoretical perspectives, and historical trends in psychology.**<br><br>**Learning Outcome 1.1:** Students will be able to describe psychology as a science whose primary objectives are to describe, understand, predict, and control behavior and mental processes.<br><br>**Learning Outcome 1.2:** Students will demonstrate an understanding of, and knowledge of, relevant theory and research in the general domains of the field.<br><br>**Learning Outcome 1.3:** Students will be able to explain the major perspectives of psychology, to compare and contrast these perspectives, and to describe their advantages and limitations. | **Course syllabi, Academic Programs Assessment Website.** | **Graduation rates/time to degree, course assignments, senior exit exam, signature assignments, and indirect measures including surveys** | **Faculty. Instructor---assigned grades on exams, presentations, empirical research papers, literature review papers, and other class assignments can indicate the degree to which learning outcomes are being realized if 1) the graded assignment is a clear measure of one or more specific learning outcomes, and 2) instructor grading of the assignment is based in a clear rubric with high inter-rater reliability when used by multiple instructors to grade a sample of students on the assignment. In view of this, the Department has been moving toward insuring that graded assignments potentially used for outcomes assessment meet these standards. Rubrics for grading assignments are now routinely used in courses from which student work is selected for the purposes of outcomes assessment.** | **Faculty utilize assessment data/results to make programmatic decisions. Our assessment practices have helped us to recognize the need for impaction. Other key strategies to address this problem include the creation of a new Teaching of Psychology course to complement the existing course. Assessment findings also help to identify potential curricular roadblocks to student progress so that appropriate strategies (i.e., supplemental instruction, advising) might be implemented.** | **2015** |

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| | **Learning Outcome 1.4:** Students will demonstrate knowledge of the history of psychology.<br><br>**Learning Outcome 1.5:** Students will be able to use the concepts, language, and major theories of the discipline to account for psychological phenomena.<br><br>**Goal 2: Research Methods in Psychology** **Students will understand and be able to apply basic research methods in psychology, including research design, measurement, data analysis, and interpretation.**<br><br>**Learning Outcome 2.1:** Students will be able to articulate the strengths and limitations of the different research designs used by psychologists.<br><br>**Learning Outcome 2.2:** Students will demonstrate an appreciation of the appropriate use of psychological tests and measurements.<br><br>**Learning Outcome 2.3:** Students will be able to interpret and evaluate the appropriateness of basic statistical results, distinguish between statistical significance and practical significance, and be able to describe effect size. | | | | |

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| | **Learning Outcome 2.4:** Students will understand how data are collected, analyzed, interpreted, and reported in psychological research.<br><br>**Goal 3: Application of Psychological Principles** Students will be able to apply psychological principles in solving problems in different sub---disciplines within psychology, as well as applying these principles to personal, social, and organizational issues.<br><br>**Learning Outcome 3.1:** Students will be able to identify appropriate applications of psychology in solving problems associated with different sub---disciplines of psychology.<br><br>**Learning Outcome 3.2:** Students will be able articulate how psychological principles can be used to explain social issues and inform public policy.<br><br>**Goal 4.: Critical Thinking Skills in Psychology** Students will respect and use critical and creative thinking, skeptical inquiry, and, when applicable, the scientific approach to solve problems related to behavior and mental processes.<br><br>**Learning Outcome 4.1:** Students will engage in critical | | | | |

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| | thinking by identifying and evaluating the source, context, and credibility of information, differentiating empirical evidence from speculation, and recognizing and defending against common fallacies in thinking.<br><br>**Learning Outcome 4.2:** Students will demonstrate an attitude of critical thinking that includes persistence, open---mindedness, tolerance for ambiguity, and intellectual engagement.<br><br>**Learning Outcome 4.3:** Students will have the ability to recognize, develop, defend, and criticize arguments and other persuasive appeals, and will be able to explain their ideas clearly and objectively.<br><br>**Learning Outcome 4.4:** Students will have the ability to support conclusions with reasons and evidence, to weigh support for conclusions, to identify weak, contradictory, and inappropriate assertions, and to make appropriate generalizations based on empirical findings.<br><br>**Goal 5: Information and Technological Literacy Students will learn how to use information and technology for research and professional activities** | | | | |

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| | **including the identification and evaluation of scholarly material, data analyses, written reports, presentations, and communications.**<br><br>**Learning Outcome 5.1:** Students will be able to locate and use online databases and sources to gather and evaluate scholarly material.<br><br>**Learning Outcome 5.2:** Students will be able to use the American Psychological Association guidelines to create and interpret written reports, statistical analyses, tables, and graphs.<br><br>**Learning Outcome 5.3:** Students will use information and technology ethically and responsibly.<br><br>**Learning Outcome 5.4:** Students will know how to use technology for safe and effective communications and will be able to convey information clearly, appropriately, and in a variety of formats and contexts.<br><br>**Goal 6: Values in Psychology** **Students will understand and apply high ethical standards across academic and professional settings.**<br><br>**Learning Outcome 6.1:** Students will behave in | | | | |

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| | accordance with the professional and ethical standards of California State University, San Bernardino and the Department of Psychology.<br><br>**Learning Outcome 6.2:** Students will behave in accordance with APA standards covering all aspects of research activity including the ethical treatment of human and nonhuman subjects in study design, data collection, and the presentation of research findings.<br><br>**Learning Outcome 6.3:** Students will recognize that ethically complex situations can develop in the application of psychological principles.<br><br>**Goal 7. Career Planning and Development Students will emerge from the Psychology major with realistic ideas about how to implement their knowledge, skills, and values in occupational pursuits in a variety of settings.**<br><br>**Learning Outcome 7.1:** Students will apply knowledge of psychology to formulate their career path, post---baccalaureate education, or both.<br><br>**Learning Outcome 7.2:** Students will identify preferred post--- | | | | |

| | baccalaureate plans based on accurate self---assessment of abilities, achievement, motivation, and work habits, and will develop skills and experiences to help them achieve these goals.

**Learning Outcome 7.3:** Students will understand the importance of lifelong learning and personal flexibility to sustain personal and professional development as the nature of work evolves.

**Goal 8. Interpersonal skills Students will develop their interpersonal skills so that they can participate effectively in social interactions.**

**Learning Outcome 8.1:** Students will work effectively and cooperatively in social settings (e.g., managing conflicts ethically, integrating diverse viewpoints).

**Learning Outcome 8.2:** Students will be able to identify their personal and professional values, demonstrate awareness of their feelings, emotions, motives, and attitudes, and evaluate their own thinking.

**Learning Outcome 8.3:** Students will demonstrate the ability to apply psychological concepts and | | | | |
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| | theory to understand social interactions, communicate effectively with diverse audiences, and provide constructive feedback to colleagues.<br><br>**Goal 9. Diversity Students will develop an appreciation and respect for individual uniqueness and diversity and individual differences in human behavior.**<br><br>**Learning Outcome 9.1:** Students will demonstrate an understanding of, and sensitivity to, individual differences, including an ability to interact effectively with people from diverse backgrounds and cultures.<br><br>**Learning Outcome 9.2:** Students will recognize how the diversity of individual differences shape research questions, research design, data collection, data analysis, data interpretation, and societal use of research.<br><br>**Learning Outcome 9.3:** Students will understand the nature and causes of prejudice and discrimination, including the societal impacts of privilege, power, and oppression on individual outcomes.<br><br>**Learning Outcome 9.4:** Students will demonstrate an | | | | |

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| | understanding of applications of psychology to contemporary societal policy issues such as violence, mental illness, homelessness, or disabilities.<br><br>**Goal 10. Commitment to learning**<br>**Students will be committed to life---long learning.**<br><br>**Learning Outcome 10.1:** Students will demonstrate curiosity about behavior and develop skills for studying its causes.<br><br>**Learning Outcome 10.2:** Students will participate in activities that foster intellectual growth.<br><br>**Learning Outcome 10.3:** Students will recognize that psychological knowledge evolves and will have the desire to seek out empirically based information to apply to personal and professional contexts. | | | | |
| 26. ==BA in Social Science== | **1.** Principles and Methods of Inquiry of Social Sciences for the primary and secondary disciplines, identify prevailing principles and methods of inquiry of social sciences as they relate to the selected primary and secondary disciplines.<br><br>**2.** Development of Critical Thinking Skills for the primary and the two | | | | |

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| | secondary disciplines, use critical thinking skills to analyze, evaluate, explain and/or solve social issues and problems from the disciplinary and multidisciplinary perspectives.<br><br>3. Social Science Research as a tool of Analysis for the primary and secondary disciplines, students will be able to understand the application of social science research methods to analyze, evaluate, explain and/or solve social issues and problems. | | | | | |
| 27. **BA in Social Work** | **Competency 1:** Demonstrate Ethical and Professional Behavior<br><br>**Competency 2:** Engage Diversity and Difference in Practice<br><br>**Competency 3:** Advance Human Rights and Social, Economic, and Environmental Justice<br><br>**Competency 4:** Engage in practice-informed research and research-informed practice.<br><br>**Competency 5:** Engage in Policy Practice<br><br>**Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities | **Academic Programs Assessment Website.** | **Learning Plan Agreement (LPA) scores, portfolio** | **Faculty, program director. Field instructors completed the LPA in spring quarter; data were downloaded and analyzed by the program director. Using a scoring rubric, faculty evaluated student portfolios. Scores were entered into Excel and then analyzed, in aggregate, by the program director.** | | **2017** |

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| | **Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities<br><br>**Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities<br><br>**Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | | | | | |
| 28. **BA in Sociology** | **Goal 1**<br>**Students will demonstrate an understanding of the range of sociological concepts, theories and reasoning.**<br><br>**Outcome 1.1**<br>Students will identify and distinguish between major sociological theories.<br><br>**Outcome 1.2**<br>Students will understand basic concepts ( i.e., culture, role, norms, stratification, social class, race, ethnicity, gender, globalization, prejudice, discrimination, social institution, and social control) to problems in Sociology.<br><br>**Outcome 1.3**<br>Students will demonstrate an understanding of cultural diversity within and among societies.<br><br>**Goal 2:**<br>**Students will demonstrate an understanding of research** | **Email communications to faculty, hardcopies to faculty, Academic Programs Assessment Website.** | **25-question pre-/post-test, term project (SOC 309), SOC 590 term paper, exit survey** | **Faculty. 15-20 projects/term papers will be selected at random. Projects/term papers will be evaluated using a rubric by at least two faculty members, one of whom teaches the course in which the project/term paper was completed.** | **The assessment committee reflected on the first cycle of assessment activities. Curriculum changes were made based on previous results. The assessment instrument was also modified based on previous assessment activities, with 5 questions being added.** | **2013-2014** |

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| | **methods in sociology and how they are used to generate and report evidence.**<br><br>**Outcome 2.1**<br>Students will describe, compare, and contrast basic methodological approaches for gathering sociological data, including both quantitative and qualitative methods.<br><br>**Outcome 2.2** Students will be aware of ethical issues involved in research.<br><br>**Outcome 2.3**<br>Students will understand elementary statistical analysis.<br><br>**Outcome 2.4**<br>Students will design and implement a research study in an area of choice and explain why various decisions were made, including sampling, variables, measures, methods of data collection, data analysis, and ethical considerations.<br><br>**Outcome 2.5**<br>Students will perform elementary statistical analysis.<br><br>**Outcome 2.6**<br>Students will convey data findings in writing.<br><br>**Goal 3**<br>**To demonstrate a mastery of basic academic skills in** | | | | |

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| **written communication and critical thinking.**<br><br>**Outcome 3.1**<br>Students will identify and use major sociological journals and other relevant source materials.<br><br>**Outcome 3.2**<br>Students will write effectively.<br><br>**Outcome 3.3**<br>Students will demonstrate cause and effect reasoning.<br><br>**Outcome 3.4**<br>Students will recognize and articulate different points of view and critically evaluate them.<br><br>**Goal 4**<br>**Students will learn how sociology can benefit their personal lives, future employment opportunities and/or pursuit of graduate school.**<br><br>**Outcome 4.1**<br>Most students will report that sociology was helpful to them in making contributions to society, understanding social forces and understanding their personal lives.<br><br>**Outcome 4.2**<br>Most students will indicate that sociology prepared them for employment.<br><br>**Outcome 4.3** | | | | |

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| | Most students will report that sociology helped them prepare for graduate school. | | | | | |
| 29. **BA in Spanish** | **Goal 1 Speaking & Listening:** Students graduating with a major in a foreign language are expected to have achieved at least an Advanced level (level 3 on the scale developed by the American Council on the Teaching of Foreign Languages) in speaking, listening, reading, writing, and cultural knowledge. In oral proficiency, "Advanced" means that the student is able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. They must be able to discuss their particular interests and special fields of competence with reasonable ease. Their comprehension is expected to be quite complete for a normal rate of speech. Their vocabulary demonstrates sufficient breadth that they rarely have to grope for a word; their accent may be obviously foreign, although they have good control of grammar, and their errors virtually never interfere with understanding and rarely disturb the native speaker.<br><br>**Goal 2. Writing:** Students graduating with a major in a foreign language are expected to have achieved at least an Advanced | **Academic Affairs Assessment Website** | **Since AY 2011-2012, the department of World Languages and Literatures (WLL) has adopted Avant Assessment services (http://www.avantassessment.com/) to independently validate student learning and programmatic outcomes.** | **For the General Education Category (C3) that deals with Foreign Languages, all students who successfully complete a foreign language at the 103 or higher levels must show evidence that they have reached Novice Mid/High to Intermediate Low as defined by the American Council on the Teaching of Foreign Language's (ACTFL) proficiency guidelines. ACTFL is the most credible professional organization that focuses on the teaching and learning of Foreign Languages in the U.S. The reason for the difference in proficiency varies by language. Spanish and French, which are Group 1 Languages (easiest to acquire for English speakers) can reach Intermediate Low in one year while German ( Group 2), or Japanese, Chinese, and Arabic (Group 4) require a little longer time to acquire.**<br>**The evidence (aka Signature Assessment) is an online placement exam, usually taken during the 9th or 10th week of each quarter through Avant Assessment. The WLL Department pays around $10/test/student. Results are usually ready within 2-3 business days. Some skills are computer graded (reading and listening comprehension) while others are manually** | | |

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| level (level 3 on the scale developed by the American Council on the Teaching of Foreign Languages) in speaking, listening, reading, writing, and cultural knowledge.<br><br>In writing, students are expected to use accurate spelling and punctuation, and not use incorrect conversational spellings and grammatical forms. Students must be able to use MLA format for research papers, including bibliographical references and notes. They are able to employ the language style appropriate for research papers, formal letter writing, description, narration, exposition, and persuasion. They should demonstrate good control of grammar, so that their errors do not interfere with understanding. Strong knowledge of the syntax of the language of their specialty with little influence of English syntax is required. GOAL 3. Reading<br><br>Students graduating with a major in a foreign language are expected to have achieved at least an Advanced level (level 3 on the scale developed by the American Council on the Teaching of Foreign Languages) in speaking, listening, reading, writing, and cultural knowledge.<br><br>In reading, students are expected to understand written language that varies in level of style and discourse: | | | **graded (speaking and writing).**<br><br>**For Programmatic Learning Outcomes, the department has adopted Avant Assessment's two additional services (Stamp Test which is a Proficiency Assessment and iCan Statements which is a Formative Assessment) to validate and document students' learning outcomes. The iCan Statements can trace students' language development over several years where they can upload evidence and their faculty can validate or reject the evidence submitted by their students.**<br><br>**For students pursuing a minor, they need to reach Intermediate Low/Mid proficiency levels while for those pursuing a major, they need to reach Intermediate High or above levels.**<br><br>**These outcome expectations meet ACTFL's guidelines, published under the title "Assessments for the American Council on Education for College Credit Recommendation"** | |

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| | formal literature, magazine and newspaper articles, advertising, textbooks, and some technical texts such as medical or legal, if students are specializing in one of those fields.<br><br>**GOAL 4 Cultural Knowledge:** Students are expected to demonstrate cultural knowledge of the regions where the target language is spoken. This may include the following:<br>**(a)** Knowledge of geography<br>**(b)** Cultural background & phonetic characteristics of the language<br>**(c)** Familiarity with regional dialects<br>**(d)** Integrated historical knowledge of important periods, figures, social trends, artistic movements, political leaders & events<br>**(e)** Knowledge of current events, governments, political figures, social conditions, tensions, economics, & foreign relations<br>**(f)** Knowledge of trends and important figures in the arts, including visual arts, music, film & dance, of the regions where the language is spoken<br>**(g)** Knowledge of important literary figures & literary works<br>**(h)** Familiarity with regional customs including forms of address, religious practices, cuisine, time schedules, cultural values & attitudes, leisure activities, family relationships, etc. | | | | |

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| | (i) Experience in foreign country where the language is spoken | | | | | |
| 30. **BA in Theatre Arts** | **Program Learning Outcomes** **1.** To develop the capacity to create theatre and present it in a public context.<br><br>**2.** To recognize and be able to articulate the basic characteristics and the chronological framework for the development of various theatre arts in a global context.<br><br>**3.** To develop an appreciation of theatre as an art, and in their own work demonstrate an understanding of the aesthetic principles.<br><br>**4.** To understand theatre as a process and to develop competency with a variety of theatre skills.<br><br>**5.** To demonstrate competency in research, analysis, evaluation, collaboration, problem solving and visual and verbal communication.<br><br>**6.** To recognize and evaluate their own individual progress toward becoming an independent creative artist.<br><br>**7.** To demonstrate an enhanced level of proficiency in a particular aspect of the discipline. | **Academic Programs Assessment Website.** | **Juries/presentations, senior assessment, performances, work in scene shops and productions** | **Faculty. Assessment is ongoing, with students being provided feedback nearly continuously throughout the program.** | | **2013-2014** |
| 31. **Bachelor of Music** | | **Not communicated or posted** | | **Assessment committee of three full-time faculty.** | **Changes made have included the rescheduling the core sequence in music theory and** | **Scheduled 2019-2020** |

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| 32. **BS in Bioinformatics** | **A.** An ability to extract information from different types of bioinformatics data (gene, protein, disease, ecological, environmental etc.), including their biological characteristics and relationships.<br><br>**B.** An ability to employ different data representation models and formats used for bioinformatics data representation.<br><br>**C.** An ability to apply existing approaches used for data integration and data management.<br><br>**D.** Master computational techniques and diversified bioinformatics tools for processing data.<br><br>**E.** Ability to analyze processed data with the support of analytical and visualization tools.<br><br>**F.** Ability to carry out bioinformatics research under advisement, including systems biology, structural bioinformatics and proteomics.<br>**G.** An ability to communicate with non-bioinformatics professionals, such as biologists and biomedical researchers, to better understand their bioinformatics needs for improved support and | **Department website, Academic Programs Assessment Website.** | **Samples of student work/artifacts** | **Faculty. Copies of student work/artifacts are assessed using course rubrics. These are used to determine the degree of learning outcomes attainment. The committee chair drafts an assessment report and presents findings to the curriculum committee.** | **Based on these findings, the committee forms recommendations, which are then shared with all faculty department-wide. The faculty then approves the recommendations as they are, approves with changes, or returns them for revision.** | **2016-2017** |

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| | service delivery.<br><br>**H.** An ability to design and develop bioinformatics solutions by adapting existing tools, designing new ones or a combination of both.<br><br>**I.** An understanding of professional and ethical responsibility.<br><br>**J.** The broad education necessary to understand the impact of bioinformatics in a global, economic, environmental, and societal context.<br>**K.** A recognition of the need for, and an ability to engage in lifelong learning. | | | | | |
| 33. **BS in Biology** | **1.1** Students will demonstrate an understanding of cell structure, cell physiology, and the molecular processes of cells.<br><br>**1.2** Students will be able to describe the features which distinguish the Three Domains of life and the developmental and physiological mechanisms which are fundamental to all living organisms**.**<br><br>**1.3** Students will demonstrate and understanding of the principles of organismal genetics, evolution, and ecology.<br><br>**2.1** Students will demonstrate proper | **Department website, syllabi, Academic Programs Assessment Website.** | **BioMAPS (Measuring Achievement and Progress in Science) Assessment, additional skills-based assessments** | **Faculty.** | **We have been using the BioCore Guide to inform the transformation of our program and courses in the Q2S process, so we think our new program and courses will be effectively aligned with the BioCore guidelines.** | **2014-2015** |

| | laboratory practice, proper use of equipment and the ability to use basic and advanced techniques in several areas of biology. | | | | |
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| | **2.2** Students will demonstrate the ability to perform appropriate statistical analysis of experimental data and draw valid conclusions from their analysis. | | | | |
| | **3.1** Students will demonstrate the ability to effectively use scientific journals, periodicals and electronic media to access current biological information | | | | |
| | **3.2** Students will demonstrate the ability to critically evaluate a journal article from the primary literature**.** | | | | |
| | **4.1** Students will demonstrate the ability to produce a paper written in the format of a scientific journal article reporting the results of their own experiment. | | | | |
| | **4.2** Students will demonstrate the ability to incorporate the findings of experimental research into the existing body of knowledge in that area of biology. | | | | |
| | **5.1** Graduates will demonstrate the ability to use their degrees to undertake careers in biology | | | | |

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| | or to gain admittance to graduate or professional school. | | | | | |
| 34. **BA in Career and Technical Studies** | **Goal 1:** Candiate become effective Instructors, managers, leaders<br><br>**Goal 2:** Publish clear expectations<br><br>**Goal 3:** Develop valid evaluation instruments<br><br>**Goal 4:** ADA and EL strategies Understanding of the ADA, responsibilities of institute, teacher, student, and parents if applicable. Ability to comply with ADA relevant to teaching and learning. Strategies for accommodating ELs. Provide for opportunities for ELs to practice English skills.<br><br>**Goal 5:** Valid evaluation candidate met expectations<br><br>**Goal 6:** ADA Compliance Understanding of the ADA, responsibilities of institute, teacher, student, and parents if applicable. Ability to comply with ADA relevant to teaching and learning.<br><br>**Goal 7:** Faculty provide ADA and EL accommodation Faculty provide ADA compliant course materials, verify required readings are available in alternative formats, and actively work with the SSD office to | **Syllabi, Academic Programs Assessment Website.** | **Capstone Course, and Portfolio** | **The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. Each department has a Department Chair. Each program has a Program Coordinator who is responsible for all program aspects and reporting. Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance. Additionally, under the Dean, are the**<br>**I. Dean's Cabinet**<br>**II. COE Unit Assessment Committee**<br>**III. COE Program Leaders**<br>**IV. Program Improvement & Effectiveness**<br>**Each of these groups works together and with Program Coordinators and program faculty for assessment and reporting activities.** | **Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements.** | **2016-2017** |

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| | accommodate disabled students.<br><br>**Goal 8:**<br>Faculty uphold COE concept framework & CTE code of ethics<br><br>**Goal 9:**<br>Advisory committee to meet semi-annually<br><br>**Goal 10:**<br>Provide resources for 21st Century teaching & learning | | | | | |
| 35. **BS in Career and Technical Studies** | **Goal 1:**<br>Candiate become effective Instructors, managers, leaders<br><br>**Goal 2:**<br>Publish clear expectations<br><br>**Goal 3:**<br>Develop valid evaluation instruments<br><br>**Goal 4:** ADA and EL strategies Understanding of the ADA, responsibilities of institute, teacher, student, and parents if applicable. Ability to comply with ADA relevant to teaching and learning. Strategies for accommodating ELs. Provide for opportunities for ELs to practice English skills.<br><br>**Goal 5:**<br>Valid evaluation candidate met expectations<br><br>**Goal 6:** ADA Compliance Understanding of the ADA, responsibilities of institute, teacher, student, and parents if applicable. Ability to comply | **Syllabi, Academic Programs Assessment Website.** | **Capstone Course, and Portfolio** | **The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. Each department has a Department Chair. Each program has a Program Coordinator who is responsible for all program aspects and reporting. Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance. Additionally, under the Dean, are the**<br>**I. Dean's Cabinet**<br>**II. COE Unit Assessment Committee**<br>**III. COE Program Leaders**<br>**IV. Program Improvement & Effectiveness**<br>**Each of these groups works together and with Program Coordinators and program faculty for assessment and reporting activities.** | **Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements.** | 2016-2017 |

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| | with ADA relevant to teaching and learning.<br><br>**Goal 7:** Faculty provide ADA and EL accommodation Faculty provide ADA compliant course materials, verify required readings are available in alternative formats, and actively work with the SSD office to accommodate disabled students.<br><br>**Goal 8:** Faculty uphold COE concept framework & CTE code of ethics<br><br>**Goal 9:** Advisory committee to meet semi-annually<br><br>**Goal 10:** Provide resources for 21st Century teaching & learning | | | | | |
| 36. **BS in Chemistry** | 1. Students will know 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.<br><br>2. Students will know the common reactions of elements and compounds, including oxidation-reduction, neutralization, and precipitation reactions. They will know the common methods of | **Department website, syllabi, Academic Programs Assessment Website.** | **Samples of student work/artifacts/lab reports, American Chemical Society standardized exam, oral presentations, comprehensive exams** | **Faculty.** | **Looking at the assessment findings in aggregate, after many department-level discussions, it appears that the major problem our students are facing with respect to success in their courses and comprehensive knowledge of the subject, is non-retention of prerequisite skills. Some critical threshold concepts are not carried forward. Chemistry is a very vertical discipline: an introduction to basic skills is followed by foundational knowledge if five sub-areas, finishing with in depth instruction in 3-4 of these areas. We are currently addressing this in the** | **2012-2013** |

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| | functional group inter-conversions, be able to perform retro-synthetic analysis, propose multistep syntheses, and evaluate synthetic schemes.<br><br>**3.** Students will practice and demonstrate accurate quantitative measurements, analyze and interpret experimental results, and draw reasonable conclusions.<br><br>**4.** Students will prepare compounds using common functional group conversions and multi-step syntheses, followed by separation, purification, and identification using modern chemical and spectroscopic analysis.<br>**5.** Students will operate and explain the theoretical basis of sophisticated chemical instrumentation.<br><br>**6.** Students will anticipate, recognize, and respond properly to the hazards of handling chemicals.<br><br>**7.** Students will be proficient at using computer technology to learn, gather, display and analyze chemical information.<br><br>**8.** Students will communicate scientific information effectively through written reports. | | | | **quarter-to-semester transformation of our degree programs and courses. A new assessment plan will likely result from these deliberations.** |

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| | **9.** Students will communicate scientific information effectively through oral presentations.<br><br>**10.** Students will be prepared to succeed in their chemistry coursework by having the prerequisite courses necessary. They will have sufficient mathematical and chemical skills to succeed.<br><br>**11.** Students will have a broad and thorough foundation in all the sub-disciplines of chemistry.<br><br>**12.** Students will progress through their chosen chemistry degree program in a timely manner.<br><br>**13.** Chemistry graduates will be educationally prepared to work in a scientific field related to chemistry. | | | | | |
| 37. **BS in Computer Engineering** | **A.** An ability to apply knowledge of mathematics, science, and engineering.<br><br>**B.** An ability to design and conduct experiments, as well as to analyze and interpret data.<br>**C.** 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. | **Department website, Academic Programs Assessment Website.** | **Samples of student work/artifacts** | **Faculty. Copies of student work/artifacts are assessed using course rubrics. These are used to determine the degree of learning outcomes attainment. The committee chair drafts an assessment report and presents findings to the curriculum committee.** | **Based on these findings, the committee forms recommendations, which are then shared with all faculty department-wide. The faculty then approves the recommendations as they are, approves with changes, or returns them for revision.** | **2016-2017** |

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| | **D.** An ability to function on multidisciplinary teams.<br><br>**E.** An ability to identify, formulate, and solve engineering problems.<br><br>**F.** An understanding of professional and ethical responsibility.<br><br>**G.** An ability to communicate effectively.<br><br>**H.** The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.<br><br>**I.** A recognition of the need for, and an ability to engage in lifelong learning<br><br>**J.** A knowledge of contemporary issues.<br><br>**K.** An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice. | | | | | |
| 38. **BS in Computer Science** | **A.** An ability to apply knowledge of computing and mathematics appropriate to the discipline.<br><br>**B.** An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.<br><br>**C.** An ability to design, implement, and evaluate a | **Department website, Academic Programs Assessment Website.** | **Samples of student work/artifacts** | **Faculty. Copies of student work/artifacts are assessed using course rubrics. These are used to determine the degree of learning outcomes attainment. The committee chair drafts an assessment report and presents findings to the curriculum committee.** | **Based on these findings, the committee forms recommendations, which are then shared with all faculty department-wide. The faculty then approves the recommendations as they are, approves with changes, or returns them for revision.** | **2016-2017** |

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| | computer-based system, process, component, or program to meet desired needs.<br><br>**D.** An ability to function effectively on teams to accomplish a common goal<br><br>**E.** An understanding of professional, ethical, legal, security and social issues and responsibilities.<br><br>**F.** An ability to communicate effectively with a range of audiences.<br><br>**G.** An ability to analyze the local and global impact of computing on individuals, organizations, and society.<br><br>**H.** Recognition of the need to and an ability to engage in continuing professional development.<br><br>**I.** An ability to use current techniques, skills, and tools necessary for computing practice.<br><br>**J.** An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices. | | | | |

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| | **K.** An ability to apply design and development principles in the construction of software systems of varying complexity. | | | | | |
| 39. **BS in Geology** | **GOAL 1: Provide geology majors with a strong background in the geological sciences and in supporting sciences.**<br><br>**OBJECTIVES:**<br>**A.** Ability to identify minerals and rocks and to understand and interpret how they form.<br><br>**B.** Understanding and appreciation of tectonic forces and their large and small scale effects.<br><br>**C.** Ability to make field observations, to make and interpret geologic maps and cross-sections, and to construct stratigraphic sections.<br><br>**D.** Understanding and appreciation of geologic time and the fossil record.<br><br>**E.** Understanding of the regional geology of California and North America.<br><br>**F.** Understanding of related science disciplines including physics, chemistry, biology and math.<br><br>**GOAL 2: Educate students regarding the basic methods and philosophy used to conduct scientific** | **Departmental website and bulletin board, distributed via hardcopy to students at annual meeting and as they prepare for their senior project, Academic Programs Assessment Website.** | **Practical exam, various embedded course assignments, senior research project/paper, oral presentations,** | **Faculty.** | **Results of assessment are discussed annually at a departmental assessment meeting. The development and continual improvement of our undergraduate research program, which is required for all geology majors, has been routinely driven by assessment results.** | **2014-2015** |

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| **research, particularly in the geological sciences.**<br><br>**OBJECTIVES:**<br>**A.** Ability to collect and analyze geologic data and draw conclusions to solve geologic problems in both the lab and the field.<br><br>**B.** Be involved in research under the direction of faculty who are active researchers, thus gaining practical experience in how research is done.<br><br>**GOAL 3: Help students to develop effective communication skills**<br><br>**OBJECTIVES:**<br>**A.** Ability to clearly express ideas in writing.<br><br>**B.** Ability to clearly express ideas orally.<br><br>**GOAL 4: Provide students with an opportunity to become familiar with the use of modern scientific instruments.**<br><br>**OBJECTIVES:**<br>**A.** Ability to use instruments for collecting field data, such as surveying instruments, Global Positioning System Transceivers, Brunton Transits, Jacob's Staffs.<br><br>**B.** Ability to use laboratory instruments and equipment, such as an X-ray diffraction instrument, | | | | |

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| | petrographic microscopes, the Scanning Electron Microscope, Transmission Electron Microscope, thin-sectioning equipment and other rock preparation equipment.<br><br>**C.** Ability to use standard software and to process geologic data on computers.<br><br>**GOAL 5: Encourage students to develop intellectual independence and to develop skills that will assist them in continuing to learn after graduating.**<br><br>**OBJECTIVES:**<br>**A.** Select and develop a research topic.<br><br>**B.** Effectively utilize information resources, including scientific journals, geologic databases, and resources available on the Internet. | | | | | |
| 40. **BS in Health Science, Environmental Health** | **Competency 15. ANALYZE ENVIRONMENTAL HEALTH PROBLEMS:**<br>Students will be able to analyze environmental health problems and their causes, including an understanding of the fundamental impacts of human activities on human and environmental health and the processes by which these activities cause damage. | **Department Taskstream page, syllabi, Blackboard, Academic Programs Assessment Website.** | | | | **2016-2017** |

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| | **15.1.** Discuss the impacts of air pollution on public health and the environment. | | | | |
| | **15.2.** Discuss the basic principles of ionizing radiation. | | | | |
| | **15.3.** Describe general instrumentation and survey techniques for measuring radiation. | | | | |
| | **15.4.** Analyze host-parasite-vector interactions and describe the causes and impacts of such interactions on human health and the environment. | | | | |
| | **15.5.** Create and use effective search strategies in order to engage actively and confidently in research related to vector-borne disease control and prevention. | | | | |
| | **15.6.** Describe food-borne diseases, the biological or chemical agents that cause them, and their relationship to food handling, preparation, production, and service. | | | | |
| | **Competency 16. WORKPLACE ENVIRONMENTAL EXPOSURES:** Students will be able to determine the relationship between environmental and workplace exposures and acute and chronic disease in humans, including understanding the complexity of social, | | | | |

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| environmental, and genetic factors in disease etiology.<br><br>**16.1** Identify general occupational safety hazards.<br><br>**16.2.** Recognize fundamental control technologies for occupational hazards.<br><br>**16.3.** Use common analytical instruments and survey techniques for the measurement of biological, chemical, and physical agents that are environmental hazards.<br><br>**16.4.** Recognize and describe methods for the anticipation, identification, evaluation and control of health hazards which are found in t e work environment.<br><br>**Competency 17. PHYSIOLOGICAL PROCESSES:** Students will be able to apply knowledge from physiology, chemistry, toxicology and epidemiology to understand the physiological processes involved in environmentally related illness.<br><br>**17.1** Describe tools and methods used in the evaluation and prevention of environmental pollution including the ability to understand basic toxicological principles and risk assessment, applying | | | | |

| | critical analysis and reasoning skills to problem solving. | | | | |
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| | **17.2.** Identify, access, and critically evaluate research on toxicological problems. | | | | |
| | **Competency 18. PLANS, POLICIES, MANAGEMENT:** Students will be able to develop and implement plans and policies based on economic, historical, political/legal, and scientific knowledge for environmental health problems and solutions. | | | | |
| | **18.1.** Discuss current legislation and regular air pollution control | | | | |
| | **18.2.** Communicate the general methods and strategies of exposure control (e.g. air pollution, ionizing radiation) | | | | |
| | **18.3.** Analyze current occupational health standards and regulations for worker protection against harmful biological, chemical, and physical agents. | | | | |
| | **18.4.** Analyze the scientific concepts which serve as a basis for regulations and mitigating the effects of human activities on environmental systems | | | | |

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| | **18.5.** Identify and develop the analytic tools and skills needed for effective management of environmental problems<br><br>**18.6. Apply the basic requirements in managing a food protection program**<br><br>**Competency 19. RISK ASSESSMENT AND PREVENTION:**<br>Students will be able to utilize options and tools for the evaluation of and prevention of local environmental health problems, including an ability to understand and conduct b sic field investigations, risk assessments and alternatives assessments.<br><br>**19.1.** Describe prevention strategies for various environmental health problems including the pros and cons of various control technologies and approaches, applying critical analysis and reasoning skills to problem solving<br><br>**19.2.** Identify and access resources for researching environmental health problems and issues and critically evaluate research<br><br>**19.3.** Conduct basic ergonomic assessments for injury and illness prevention | | | | |

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| | **19.4.** Identify major vectors of disease, understand their biology and control methods, both chemical and non-chemical, and apply this knowledge to vector-borne disease control and prevention, based on surveillance tools and options<br><br>**Competency 20.  FIELD EXPERIENCE:** Student will be able to apply environmental health science related Knowledge and skills to in a supervised field experience in the community.<br><br>**20.1.** Demonstrate the ability to anticipate, recognize, evaluate, and solve problems in a workplace setting using knowledge, tools, and skills appropriate for entry-level environmental health science positions<br><br>**20.2.** Complete a technical project report demonstrating satisfactory evidence of knowledge, skills, professionalism, an   time management skills. | | | | | |
| 41. **BS in Health Science, Health Care Mgmt.** | **HSCI 120 and 120 L** Demonstrate effective written and oral presentation skills for public health and health care audiences | **Syllabi, Academic Programs Assessment Website.** | **Faculty select various measures from their courses to assess PLOs. These may include exams, projects, portfolios, etc.** | **The assessment coordinator provided a PLO template where requested information about the assessment plan for each PLO was reported. The collected data was later compiled into a database by the assessment coordinator,** | **More effective assessment measures have been identified for the PLOs. The database of compiled PLO data will be used to re-evaluate the current assessment activities reported by faculty and to** | **2016-2017** |

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| | Analyze the environmental factors that affect the health of individuals, populations and communities. Assess the relative impact of theory-based interventions for individuals and populations.

**HSCI 271**
Explain the underlying signs of human health and disease including opportunities for promoting and protecting health across the life course. Assess the relative impact of theory-based interventions for individuals and populations. Describe the roles of history, power, privilege, and structural inequality in health disparities.

**HSCI 273**
Demonstrate effective written and oral presentation skills for public health and health care audiences. Describe the basic concepts, methods and tools of health data collection, use, analysis and interpretation. Develop an e-portfolio to show to preceptors and potential employers.

**HSCI 301**
Demonstrate effective written and oral presentation skills for public health and health care audiences. Describe the legal and ethical basis for public health and health services. | | | **and was made available for dept. chair review.** | **identify any gaps in assessment activities/plans.** | |

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| | Develop an e-portfolio to show to preceptors and potential employers.<br>Assess the relative impact of theory-based interventions for individuals and populations.<br>Describe the roles of history, power, privilege, and structural inequality in health disparities.<br><br>**HSCI 310**<br>Demonstrate effective written and oral presentation skills for public health and health care audiences.<br>Explain the underlying signs of human health and disease including opportunities for promoting and protecting health across the life course.<br><br>**HSCI 315**<br>Demonstrate effective written and oral presentation skills for public health and health care audiences.<br>Describe the basic concepts, methods and tools of health data collection, use, analysis and interpretation<br>Use information technology (word processing, spreadsheet, presentation, statistical software, audio/video, mail merge, wordle, and mapping) to access and interpret health related data.<br><br>**HSCI 342**<br>Demonstrate effective written and oral presentation skills for public health and health care audiences. | | | | |

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| | Demonstrate the relationship among behavioral, social, cultural, and environmental factors related to population health and health disparities.<br><br>**HSCI 352**<br>Describe federal and state regulatory programs, guidelines, and authorities that control environmental health issues.<br>Determine various risk management and risk communication approaches in relation to issues of environmental justice and equity.<br><br>**HSCI 359**<br>Analyze the environmental factors that affect the health of individuals, populations and communities.<br>Determine various risk management and risk communication approaches in relation to issues of environmental justice and equity.<br>Demonstrate the relationship among behavioral, social, cultural, and environmental factors related to population health and health disparities.<br>Describe the roles of history, power, privilege, and structural inequality in health disparities.<br><br>**HSCI 360**<br>Describe the structure, organization, and functions of the major components of the health care delivery system.<br>Discuss main issues of the organization, financing and | | | | |

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| | delivery of health care in the U.S.<br><br>**HSCI 364**<br>Demonstrate effective written and oral presentation skills for public health and health care audiences. Explain the underlying signs of human health and disease including opportunities for promoting and protecting health across the life course.<br><br>**HSCI 367**<br>Demonstrate effective written and oral presentation skills for public health and health care audiences. Explain the underlying signs of human health and disease including opportunities for promoting and protecting health across the life course.<br><br>**HSCI 370**<br>Demonstrate effective written and oral presentation skills for public health and health care audiences. Demonstrate the relationship among behavioral, social, cultural, and environmental factors related to population health and health disparities. Assess the relative impact of theory-based interventions for individuals and populations.<br><br>**HSCI 404**<br>Demonstrate the relationship among behavioral, social, cultural, and environmental factors related to population health and health disparities. | | | | |

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| | Describe the roles, of history, power, privilege, and structural inequality in health disparities.<br><br>**HSCI 423**<br>Demonstrate effective written and oral presentation skills for public health and health care audiences.<br>Demonstrate the relationship among behavioral, social, cultural, and environmental factors related to population health and health disparities.<br>Explain the underlying signs of human health and disease including opportunities for promoting and protecting health across the life course.<br>Describe the roles, of history, power, privilege, and structural inequality in health disparities.<br><br>**HSCI 436**<br>Identify and define what constitutes ethical and socially responsible management behavior.<br>Describe the state and federal laws that affect the health care work place.<br>Explain principles of human resources management in health care organizations<br>Describe the elements of management control and governance structure in managed care.<br><br>**HSCI 438**<br>Recognize basic principles of accounting and financial management in health care organizations. | | | | |

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| | Explain fundamental theories of finance concerning time value of money, cost of capital, capital structure, capital budgeting, risk analysis, working capital management, and valuation.<br><br>**HSCI 451**<br>Demonstrate effective written and oral presentation skills for public health and health care audiences.<br>Describe the basic concepts, methods and tools of health data collection, use, analysis and interpretation<br>Demonstrate the relationship among behavioral, social, cultural, and environmental factors related to population health and health disparities.<br>Describe the legal and ethical basis for public health and health services.<br><br>**HSCI 455**<br>Demonstrate effective written and oral presentation skills for public health and health care audiences.<br>Describe the legal and ethical basis for public health and health services.<br>Describe the health law-making and rule-making processes at the federal, state, and local levels.<br><br>**HSCI 460**<br>Apply principles of strategic planning and marketing in health care organizations<br>Discuss the importance of the essential components of marketing strategy formulation. | | | | |

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| | Describe the impact of the five environmental forces on organizational strategy<br><br>**HSCI 468**<br>Demonstrate effective written and oral presentation skills for public health and health care audiences.<br>Describe the basic concepts, methods and tools of health data collection, use, analysis and interpretation.<br>Describe the legal and ethical basis for public health and health services.<br><br>**HSCI 471**<br>Demonstrate effective written and oral presentation skills for public health and health care audiences.<br>Apply principles of organizational behavior, planning, marketing, program management and evaluation in public health and health services.<br>Assess the relative impact of theory-based interventions for individuals and populations.<br><br>**HSCI 473**<br>Demonstrate effective written and oral presentation skills for public health and health care audiences.<br>Apply principles of organizational behavior, planning, marketing, program management and evaluation in public health and health services.<br>Assess the relative impact of theory-based interventions | | | | |

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| | for individuals and populations.<br><br>**HSCI 480**<br>Demonstrate effective written and oral presentation skills for public health and health care audiences.<br>Describe the health law-making and rule-making processes at the federal, state, and local levels.<br><br>**HSCI 489**<br>Demonstrate effective written and oral presentation skills for public health and health care audiences.<br>Use information technology (word processing, spreadsheet, presentation, statistical software, audio/video, mail merge, wordle, and mapping) to access and interpret health related data.<br>Develop an e-portfolio to show to preceptors and potential employers.<br><br>**HSCI 493/495**<br>Demonstrate effective written and oral presentation skills for public health and health care audiences.<br>Use information technology (word processing, spreadsheet, presentation, statistical software, audio/video, mail merge, wordle, and mapping) to access and interpret health related data.<br>Develop an e-portfolio to show to preceptors and potential employers. | | | | |

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| | **HSCI 495 ONLY** Apply principles of organizational behavior, planning, marketing, program management and evaluation in public health and health services.<br><br>**HSCI 513** Demonstrate effective written and oral presentation skills for public health and health care audiences. Describe the legal and ethical basis for public health and health services. Describe the health law-making and rule-making processes at the federal, state, and local levels.<br><br>**HSCI 550** Demonstrate effective written and oral presentation skills for public health and health care audiences. Demonstrate the relationship among behavioral, social, cultural, and environmental factors related to population health and health disparities. Explain the underlying signs of human health and disease including opportunities for promoting and protecting health across the life course. | | | | |
| 42. **BS in Health Science, Nutrition and Food Sci.** | **1.1.** demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions.<br><br>**1.2** analyze research findings using appropriate analytical techniques to graphically | **Syllabi, Academic Programs Assessment Website.** | | | **Based on the comments from the instructors, the program will need to review and make changes to improve the deficiencies that may be identified.** | **2014** |

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| | depict data and compare/evaluate results with emerging research and applications in dietetics practice<br>(CEPH) Demonstrate effective written and oral presentation skills for public health and health care audiences.<br>(CEPH) Describe the basic concepts, methods and tools of health data collection, use, analysis and interpretation<br>(CEPH) Use information technology (word processing, spreadsheet, presentation, statistical software, audio/video, mail merge, wordle, and mapping) to access and interpret health related data.<br><br>**1.3.** Describe the basic concepts, methods and tools of health data collection, use, analysis and interpretation.<br>(CEPH) Use information technology (word processing, spreadsheet, presentation, statistical software, audio/video, mail merge, wordle, and mapping) to access and interpret health related data.<br>(CEPH) Develop an e-portfolio to show to preceptors and potential employers.<br><br>**2.1**. demonstrate effective and professional oral and written communication and documentation and use of current information technologies when communicating with individuals, groups and the public. | | | | | |

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| | **2.2.** locate, understand and apply established guidelines to a professional practice scenario. | | | | |
| | **2.3.** demonstrate counseling techniques to facilitate behavior change. | | | | |
| | **2.4.** demonstrate basic understanding of the role of genetics in human nutrition status | | | | |
| | **2.5.** demonstrate professionalism and a positive work ethic | | | | |
| | **3.2.** develop a plan that integrates various factors that impact health promotion and disease prevention. | | | | |
| | **3.3.** demonstrate active participation, teamwork and contributions in group settings | | | | |
| | **3.4.** demonstrate counseling techniques to facilitate behavior change. | | | | |
| | **4.2.** identify and describe the roles of others with whom the Registered Dietitian collaborates in the delivery of food and nutrition services. | | | | |
| | **4.3.** apply management and business theories and principle to the development, marketing, and delivery of services | | | | |

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| | **4.4.** demonstrate the ability to assign appropriate patient care activities to support personnel per practice and facility policies<br><br>**4.5.** explain the impact of a public policy position on dietetics practice.<br><br>**4.6.** use current information technologies to locate and apply evidence-based guidelines and protocols, such as the ADA Evidence Analysis Library, Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites.<br><br>**4.7.** apply coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers.<br><br>**5.1.** demonstrate knowledge of food science principles<br><br>**5.2.** demonstrate knowledge of concepts of human behavior and diversity such as biology, chemistry, psychology, sociology, or anthropology (courses taken outside the department) | | | | |
| 43. **BS in Health Science, Public Health Ed.** | **1.** Demonstrate effective written and oral presentation | **Departmen t website, Blackboard,** | **Faculty select various measures from their courses to assess PLOs. These may** | **Faculty. Program planning and evaluation is an on-** | **At the end of each academic year, the program coordinators compile the** | **2017** |

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| | skills for public health and health care audiences | **Academic Programs Assessment Website.** | **include exams, projects, portfolios, etc.** | **going process with a formalized evaluation scheduled every three years. Each academic year, the program coordinators, along with the assessment coordinator, review the program learning outcomes (PLOs). This evaluation includes examples of student artifacts and a review of the syllabus to ensure consistency.** | **program coordinator's report, and disseminate the results and recommendations to the HSCI department.** |
| | **2.** Describe the basic concepts, methods and tools of health data collection, use, analysis and interpretation. | | | | |
| | **3.** Analyze the environmental factors that affect the health of individuals, populations, and communities. | | | | |
| | **4.** Describe federal and state regulatory programs, guidelines, and authorities that control environmental health issues. | | | | |
| | **5.** Determine various risk management and risk communication approaches in relation to issues of environmental justice and equity. | | | | |
| | **6.** Demonstrate the relationship among behavioral, social, cultural, and environmental factors related to population health and health disparities. | | | | |
| | **7.** Describe the legal and ethical basis for public health and health services. | | | | |
| | **8.** Use information technology (word processing, spreadsheet, presentation, statistical | | | | |

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| | software, audio/video, mail merge, wordle, and mapping) to access and interpret health related data.<br><br>**9.** Develop an e-portfolio to show to preceptors and potential employers. | | | | | |
| 44. <mark>**BS in Information Systems and Technology**</mark> | | | | | | |
| 45. **BS in Kinesiology** | **Goal 1:**<br>**Demonstrate core critical thinking skills and penchants to ask and answer questions relevant to Kinesiology.**<br><br>**1.1**<br>Evaluate peer reviewed published research in Kinesiology.<br><br>**1.2**<br>Identify solutions to issues related to Kinesiology.<br><br>**1.3**<br>Understand opposing viewpoints and alternative hypotheses on issues in Kinesiology.<br><br>**1.4**<br>Evaluate current trends and practices using discipline based knowledge.<br><br>**1.5** | Email, Blackboard, Academic Programs Assessment Website. | Student artifacts, surveys | **Outcomes Assessment Coordinator.  Each year the Outcomes Assessment Coordinator asks the faculty that teach classes in the core, whose content is expected to cover the PLOs being assessed that year, to submit assignments or assignment descriptions and examples of student work to fulfill this requirement. The material is then uploaded in to Taskstream by the Coordinator.** | | 2014-2015 |

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| | Pursue discipline based issues as opportunities to apply core critical thinking skills.<br><br>**Goal 2:**<br>**Demonstrate effective oral, written, and other interpersonal skills to communicate knowledge and promote healthy lifestyles in diverse communities.**<br><br>**2.1**<br>Use effective business and technical writing skills to communicate information about Kinesiology.<br><br>**2.2**<br>Use effective presentation skills to convey information about Kinesiology.<br><br>**2.3**<br>Use effective social skills as part of an ongoing and guided dialogue with individuals who may benefit from modifying their health behavior. | | | | | |
| 46. **BS in Mathematics** | **Goal 1: Students will demonstrate a conceptual understanding of mathematics**<br>**Student Learning Outcomes**<br>**1.1** Students will demonstrate an understanding of and | **Department website, syllabi, Academic Programs Assessment Website.** | **Math "surveys", student portfolios/reflections** | **Mathematics Department Assessment Committee and MATH 599 instructors.  Math assessment surveys are scored using a rubric; data is collected and shared via a Google spreadsheet. Student** | **All assessment data is shared with and discussed amongst math faculty, which has encouraged more collaboration on teaching strategies. The Q2S transformation teams have** | **2014-2015** |

| | | | | reflections are scored via rubric by individual instructors. | used the current student learning outcomes to draft a collection of outcomes for the new semester program. | |
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| | apply fundamental concepts, operations, and relations | | | | | |
| | **1.2** Students will make connections between mathematical ideas verbally, numerically, analytically, visually, and graphically | | | | | |
| | **1.3** Students will achieve proficiency in modeling with mathematics | | | | | |
| | **Goal 2: Students will attain procedural fluency in mathematics** **Student Learning Outcomes** **2.1** Students will correctly apply mathematical theorems, properties and definitions | | | | | |
| | **2.2** Students will calculate efficiently, flexibly, and with appropriate accuracy | | | | | |
| | **Goal 3: Students will demonstrate adaptive reasoning and problem-solving skills in mathematics** **Student Learning Outcomes** **3.1** Students will choose and use appropriate tools (including technology) and strategies to gain insight into and present solutions to mathematical problems | | | | | |
| | **3.2** Students will use and produce valid arguments | | | | | |
| | **3.3** Students will explain and justify solutions using a variety of representations | | | | | |

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| | **3.4** Students will be able to reflect on and learn from previous problems | | | | |
| | **3.5** Students will be able to evaluate reasonableness of proposed results using estimation and context | | | | |
| | **3.6** Students will be able to critique mathematical reasoning, both correct and flawed | | | | |
| | **Goal 4: Students will demonstrate mathematical communication skills**<br>**Student Learning Outcomes**<br>**4.1** Students will demonstrate mathematical communication skills using appropriate mathematical vocabulary and references | | | | |
| | **Goal 5: Students will understand and produce correct mathematical proofs**<br>**Student Learning Outcomes**<br>**5.1** Students will understand correct mathematical proofs | | | | |
| | **5.2** Students will produce correct mathematical proofs | | | | |
| | **Goal 6: Students will reflect on their mathematical experiences**<br>**Student Learning Outcomes**<br>**6.1** Students will be able to analyze mathematical content of the secondary classroom, including content and practice standards | | | | |
| | **6.2** Students will connect mathematical concepts within and between secondary and undergraduate levels | | | | |

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| 47. **BS in Nursing** | **1.** Demonstrate competent practice and evidence-based care based on the foundations of biological, physical, social, and nursing sciences in caring for individuals, families, and communities.<br><br>**2.** Demonstrate competence in critical thinking and clinical reasoning skills in the practice of nursing.<br>**3.** Apply the nursing process to provide ethical, patient-centered, holistic, and culturally sensitive care, health promotion, and disease and injury prevention to individuals, families, communities, and populations across the lifespan, including care of acute and chronic health conditions and during public health disasters.<br><br>**4.** Utilize various forms of communication, including oral, written, and technological applications for disseminating accurate patient information and plans of care in order to maximize safety and optimize health outcomes.<br><br>**5.** Demonstrate leadership as a professional nurse and collaborate in clinical practice within a multidisciplinary team to monitor outcomes, improve patient care, and apply and promote health policies and regulatory standards that advocate for | **Nursing student handbook, Dept. of Nursing faculty handbook, program website, Academic Programs Assessment Website.** | **Course-embedded artifacts** | **Faculty. The lead faculty member for each course in which the selected course-embedded assessments are located will report aggregated student scores on each assessment. Benchmarks for aggregated student achievement are identified in the Department of Nursing Systematic Program Evaluation Plan (SPEP).** | **As regards the two BSN tracks, the Undergraduate Curriculum Committee and the Assessment and Evaluation Committee, along with the BSN Program Director and the Department Chair/Chief Nurse Administrator, bear the responsibility for data collection, analysis, and recommendations for curriculum revisions. However, final decisions re: curriculum revision are made by the Department Faculty Organization which is comprised of tenured and tenure-track faculty along with full-time lecturers.** | **2012, internal; 2017, Collegiate Commission on Nursing Education** |

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| | comprehensive and safe delivery of healthcare.<br><br>**6.** Apply evidence as basis for practice, and support, facilitate and participate in research.<br><br>**7.** Assume the responsibility for knowledge acquisition of nursing science, excellence in clinical practice, nursing professional code of conduct and nursing values which serve as the basis for lifelong learning and professional development. | | | | | |
| 48. **BS in Physics** | **Goal 1:**<br>**Students should have in-depth knowledge of the foundational subjects in physics (primarily classical mechanics, electrodynamics, thermodynamics & statistical mechanics, special relativity, and quantum mechanics) and be able to apply that knowledge to problem -solving.**<br>**Outcome 1.1**<br>Students will demonstrate an understanding of the principles of classical mechanic s by formulating and solving quantitative problems.<br><br>**Outcome 1.2**<br>Students will demonstrate an understanding of the principles of electrodynamics by formulating and solving quantitative problems .<br><br>**Outcome 1.3**<br>Students will demonstrate an | **Syllabi, Academic Programs Assessment Website.** | **Physics GRE exam, Physics 430 assessment and experiments** | **Faculty members who teach the classes are responsible for assessing and sharing data.** | **The results of the assessment tools are presented to the department faculty yearly at the end of the spring quarter, and then are discussed by the tenure track faculty as a whole leading up to meeting and agreeing on any changes during the following fall quarter.** | **2013-2014** |

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| | understanding of the principles of thermodynamics and statistical mechanics by formulating and solving quantitative problems .<br><br>**Outcome 1.4**<br>Students will demonstrate an understanding of the principles of special relativity by formulating and solving quantitative problems .<br><br>**Outcome 1.5**<br>Students will demonstrate an understanding of the principles of quantum mechanics by formulating and solving quantitative problems.<br><br>**Goal 2:**<br>**Students should be able to design and perform a physics experiment, analyze the acquired data, draw meaningful conclusions from the data, and communicate the results at a professional level.**<br>**Outcome 2.1**<br>Students will demonstrate the ability to perform physics experiments, analyze the results , and draw meaningful conclusions from those results.<br><br>**Outcome 2.2**<br>Students will demonstrate the ability to write experimental reports in a professional format.<br><br>**Outcome 2.3**<br>Students will demonstrate | | | | |

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| | the ability to present experimental results in a standard professional contributed talk format.<br><br>**Goal 3:**<br>**Students should have knowledge of analog electronics, computer interfacing, data acquisition, and control. They should be able to apply that knowledge to the analysis and design of experimental systems.**<br>**Outcome 3.1**<br>Students will demonstrate An understanding of analog electronic sand be able to apply that knowledge to both theoretical and practical(hands -on) problem solving.<br><br>**Outcome 3.2**<br>Students will demonstrate An understanding of computer interfacing, data acquisition, and control and be able to apply that knowledge to practical experimental | | | | | |
| 49. **Doctor of Educational Leadership** | **Goal 1 Collaboration, Communication, and Support** Increase communication, opportunities for collaboration and shared resources, including all stakeholders (Faculty, Alumni, Students, Community Partners), and support.<br>**Outcome 1.1:**<br>**Community Based Problems of Practice** | **Syllabi, Academic Programs Assessment Website.** | **Comprehensive Exam, Capstone Course, Portfolio, and Dissertation** | **The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. Each department has a Department Chair. Each program has a Program Coordinator who is responsible for all program aspects and reporting.** | **Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements.** | **2016-2017** |

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| | Increase collaborative efforts around community problems of practice in the field.<br><br>**Outcome 1.2**<br>**Increase Support and Resources for Alumni**<br>Increase alumni support and resources<br><br>**Outcome 1.3**<br>**IRB and Dissertation Support**<br>Increase support for doctoral students on the IRB process and chapters for dissertation.<br><br>**Outcome 1.4**<br>**Grant Writing, Publishing, and Presenting Support**<br>Increase support for doctoral students and alumni on grant writing, publishing, and professional presentations<br><br>**Outcome 1.5**<br>**Fellowship and Grant Awareness**<br>Increase fellowship and grant awareness and opportunities<br><br>**Outcome 1.6**<br>**Advisory Board Involvement**<br>Increase involvement of Advisory Board<br><br>**Goal 2 Course Development and Modifications**<br>**Modify courses and course sequence based on Stakeholder's input**<br>**Outcome 2.1**<br>**What a 21st Century Educational Leader Should be Able to Do and Know**<br>**Address stakeholders' responses to:** What a 21st Century Educational Leader | | | **Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance. Additionally, under the Dean, are the**<br>**I. Dean's Cabinet**<br>**II. COE Unit Assessment Committee**<br>**III. COE Program Leaders**<br>**IV. Program Improvement & Effectiveness**<br>**Each of these groups works together and with Program Coordinators and program faculty for assessment and reporting activities.** | |

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| | should be able to do and know | | | | |
| | **Outcome 2.2**<br>**Course Content Review**<br>Review course content based on stakeholder data and SLO evidence data (SLO 1.6 Written Communication; SLO 2 Premise that all students can learning; SLO 3.1, 3.3 Application and Interpretation of Research Methodology; and SLO 4 Ethics in Practice). | | | | |
| | **Outcome 2.3**<br>**Candidate Feedback on Course Content**<br>revise and update course content based on input from candidates' and SLO evidence data | | | | |
| | **Goal 3 Ethics and Equitable Practices Program will focus on professional behaviors among faculty, leaders, and students, as well as practices that are equitable.** | | | | |
| | **Outcome 3.1**<br>**Ethical and professional practices**<br>Increase ethical and professional behavior | | | | |
| | **Goal 3.2**<br>**Equitable Practices**<br>Increase equitable practices. | | | | |
| | **Outcome 3.3**<br>**Organizational Culture**<br>Increase organizational culture where all members feel valued | | | | |

| | | Syllabi, Academic Programs Assessment Website. | Capstone Course, Portfolio, Thesis/Project, and Licensing Exam | The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. Each department has a Department Chair. Each program has a Program Coordinator who is responsible for all program aspects and reporting. Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance. Additionally, under the Dean, are the<br>I. Dean's Cabinet<br>II. COE Unit Assessment Committee<br>III. COE Program Leaders<br>IV. Program Improvement & Effectiveness<br>Each of these groups works together and with Program Coordinators and program faculty for assessment and reporting activities. | Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements. | 2016-2017 |
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| 50. **Ed.S. in School Psychology** | **Goal 1:**<br>**Operate Independently as school psychologists from a multicultural perspective.**<br><br>**Goal 2:**<br>**Understand a variety of techniques for supporting needs of students, teachers, staff, and parents.**<br><br>**Goal 3:**<br>**Contributing to society through providing psychological services.**<br><br>**Goal 4:**<br>**Understand principles of learning and human growth and development.**<br><br>**Goal 5:**<br>**Understand and use psychological assessments to enable educational success taking cultural differences into account.**<br><br>**USA- NCATE- Unit Standards w/Sub-Standards**<br><br>**Standard 1**<br>**Candidate Knowledge, Skills, and Professional Dispositions**<br><br>**Sub-Standard 1a**<br>**Content Knowledge for Teacher Candidates (Initial and Advanced Preparation of Teachers)**<br><br>**Sub-Standard 1b.**<br>Pedagogical Content Knowledge and Skills for Teacher Candidates | | | | | |

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| (Initial and Advanced Preparation of Teachers)<br><br>**Sub-Standard 1c.**<br>Professional and Pedagogical Knowledge and Skills for Teacher Candidates<br>(Initial and Advanced Preparation of Teachers)<br><br>**Sub-Standard 1d.**<br>Student Learning for Teacher Candidates<br>(Initial and Advanced Preparation of Teachers)<br><br>**Sub-Standard 1e.**<br>Knowledge and Skills for Other School Professionals10<br><br>**Sub-Standard 1f.**<br>Student Learning for Other School Professionals<br><br>**Sub-Standard 1g.**<br>Professional Dispositions for All Candidates<br><br>**Standard 2**<br>**Assessment System and Unit Evaluation**<br>**Sub-Standard 2a.**<br>Assessment System<br><br>**Sub-Standard 2b.**<br>Data Collection, Analysis, and Evaluation<br><br>**Sub-Standard 2c.**<br>Use of Data for Program Improvement<br><br>**Standard 3**<br>**Field Experiences and Clinical Practice**<br>**Sub-Standard 3a.** | | | | |

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| | Collaboration between Unit and School Partners | | | | |
| | **Sub-Standard 3b.** Design, Implementation, and Evaluation of Field Experiences and Clinical Practice | | | | |
| | **Sub-Standard 3c.** Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions To Help All Students Learn | | | | |
| | **Standard 4 Diversity** **Sub-Standard 4a.** Design, Implementation, and Evaluation of Curriculum and Experiences | | | | |
| | **Sub-Standard 4b.** Experiences Working with Diverse Faculty | | | | |
| | **Sub-Standard 4c.** Experiences Working with Diverse Candidates | | | | |
| | **Sub-Standard 4d.** Experiences Working with Diverse Students in P–12 Schools | | | | |
| | **Standard 5** **Faculty Qualifications, Performance, and Development** **Sub-Standard 5a.** Qualified Faculty | | | | |
| | **Sub-Standard 5b.** Modeling Best Professional Practices in Teaching | | | | |
| | **Sub-Standard 5c.** | | | | |

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| | Modeling Best Professional Practices in Scholarship<br><br>**Sub-Standard 5d.**<br>Modeling Best Professional Practices in Service<br><br>**Sub-Standard 5e.**<br>Unit Evaluation of Professional Education Faculty Performance<br><br>**Sub-Standard 5f.**<br>Unit Facilitation of Professional Development<br><br>**Standard 6**<br>**Unit Governance and Resources**<br>**Sub-Standard 6a.**<br>Unit Leadership and Authority<br><br>**Sub-Standard 6b.**<br>Unit Budget<br><br>**Sub-Standard 6c.**<br>Personnel<br><br>**Sub-Standard 6d.**<br>Unit Facilities<br><br>**Sub-Standard 6e.**<br>Unit Resources including Technology | | | | |
| 51. **MA in Art** | **1. ART HISTORY at CSUSB – PLOs**<br>**ART HISTORY OUTCOMES (SPECIFICS): "by taking art history you will be able to …"**<br>**1. Recognize art historical approaches to solving research problems and obtain knowledge related to art in different historical periods globally** | **Have not been in the past but moving forward will be posted on notice boards in the departmen t and on syllabi,** | **Random samples of coursework, grades** | **Faculty.** | **The dept. was missing several vital documents/policies, including PLOs, assessment rubrics, and assessment plans. The greatest change has been the development of these, which is work that is continuing.** |

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| | **2. Articulate art historical approaches to solving research problems and obtain knowledge related to art in different historical periods globally**<br><br>**3. Implement multiple approaches to solving research problems and obtain knowledge related to art in different historical periods globally**<br><br>**4. Comprehend intellectual issues as they pertain to art from diverse cultures and in different historical periods**<br><br>**5. Comprehend ethical issues as they pertain to art from diverse cultures and in different historical periods**<br><br>**6. Comprehend social and political issues as they pertain to art from diverse cultures and in different historical periods**<br><br>**7. Comprehend issues of practice and methodology as they pertain to art from diverse cultures and in different historical periods**<br><br>**8. Evidence a high degree of knowledge in relation to subjects and objects of art historical research and methodologies of research**<br><br>**9. Evidence a high degree of knowledge in relation to art historical practices encompassing** | **Academic Programs Assessment Website.** | | | |

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| | **research and findings, oral articulation, written expositions for scholarship in the global arts**<br>**10. Demonstrate implementation of art historical knowledge and skills in analysis and verbal/written articulation of current and historical intellectual issues on a global scale for art**<br><br>**11. Demonstrate implementation of art historical knowledge and skills in analysis and verbal/written articulation of ethical issues as they pertain to the global condition for art**<br><br>**12. Demonstrate implementation of art historical knowledge and skills in analysis and verbal/written articulation of current and historical social and political issues globally for art**<br><br>**13. Demonstrate implementation of art historical knowledge and skills in analysis and verbal/written articulation of current and historical practices of art in a global context**<br><br>**14. Engage art historical analysis of artistic expression and pertinent scholarly information**<br><br>**15. Engage art historical analysis of oral artistic** | | | | |

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| | expression and pertinent scholarly information<br><br>16. Engage art historical analysis of quantitative representations and pertinent scholarly information<br><br>17. Engage art historical analysis of technological representations of art and pertinent scholarly information<br>18. Engage art historical analysis of written representations of art and pertinent scholarly information<br>19. Critically engage with local communities through art historical literacy and scholarship<br><br>20. Critically engage with global communities through art historical literacy and scholarship<br><br>21. Engage in diverse art historical methods, showing ability to inquire and reason for arguments related to the arts<br>22. Define intellectual questions and problems related to the research of subjects and objects of art history in a global context<br>23. Identify potential solutions to intellectual questions and problems related to the research of subjects and objects of art history in a global context | | | | |

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| | **24. N/A** <br> **25. Determine intellectual strategies and courses of action appropriate to resolving questions and problems related to the research** <br> **of subjects and objects of art history** <br><br> **26. Develop new art historical approaches to critical thought in relation to art historical scholarship in a global context** <br> **27. Implement innovative art historical approaches to critical thought in relation to art historical scholarship in a global context** <br> **28. Develop new art historical approaches to solving intellectual problems in relation to art historical scholarship in a global context** <br> **29. Implement innovative art historical approaches to resolving intellectual problems in relation to art historical research in a global context** <br><br><br> **30. Develop new art historical approaches to verbal and written expressions in relation to art historical research in a global context** <br> **31. Implement innovative art historical approaches to** | | | | |

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| | verbal and written expressions in relation to art historical research in a global context | | | | |
| | 32. Connect art historical comprehension and learning experiences to those of other disciplines including sociological, gender studies, ethnic studies, literary and anthropological studies | | | | |
| | 33. Situate unscripted and nonQcategorized intellectual inquiries and problems in art history using the perspectives of multipleQ disciplined learning engagements | | | | |
| | 34. Strategize and resolve unscripted and nonQcategorized intellectual inquiries and problems in art history using the perspectives of multipleQdisciplined learning engagements | | | | |
| | 35. Demonstrate the use of perspectives from multiple fields, contexts, cultures and identities to conduct art historical research in the global context | | | | |
| | 36. Develop through an art historical worldview a disposition and impetus for human respect and the promotion of social justice and equality | | | | |

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| | **37. Apply art historical knowledge leading to intellectual confidence to promote human respect, social justice and equality**<br>**38. Apply art historical knowledge leading to intellectual confidence to transform behaviors of human respect, social justice and equality.**<br>**39. Demonstrate use of art historical knowledge leading to intellectual confidence to promote human respect, social justice and equality on school campus**<br>**40. Demonstrate use of art historical knowledge leading to intellectual confidence to promote human respect, social justice and equality in local communities**<br>**41. Demonstrate use of art historical knowledge leading to intellectual confidence to promote human respect, social justice and equality in global communities**<br><br>**42. Comprehend how dynamics in global communities shape vision through the art historical study of past and current subjects and objects of art in the global context**<br><br>**43. Develop through art historical worldviews a disposition and impetus to respectfully interact with diverse individuals**<br>**44. Develop through art historical worldviews a** | | | | |

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| | **disposition and impetus to respectfully interact with diverse social groups**<br>**45. Develop through art historical worldviews a disposition and impetus to respectfully collaborate with diverse individuals**<br>**46. Develop through art historical worldviews a disposition and impetus to respectfully collaborate with diverse social groups**<br>**47. Recognize and demonstrate one's own perspective and worldview through the art historical study of past and current cultural contexts for art objects**<br><br>**48. Recognize and demonstrate self awareness of one's own social biases through the art historical study of past and current cultural contexts for art objects**<br><br><br>**2. Design at CSUSB – PLOs DIGITAL MEDIA LEARNING OUTCOMES (SPECIFICS): "by studying digital media design you will be able to …"**<br>**1. Identify and explain multiple approaches to problem solving as it relates to problem identification, research and information gathering, and analysis. In addition you will be able to** | | | | |

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| | show proficiency in the generation of ideas, alternative solutions, prototyping, and userQtesting, including the ability to evaluate final outcomes keeping in mind intellectual, ethical, social and practical issues surrounding their final design decisions.<br>**2.** Demonstrate the ability to investigate and integrate the needs of marketing, manufacturing and production into your design process and final design decisions. You will understand user centric design practices in terms of user/audience satisfaction, aesthetics, ecology, safety and value.<br>**3.** You will be able to demonstrate depth of knowledge in your ability to create and develop visual form in response to communication problems using the principles of visual organization, composition, information and message hierarchy, symbolism, typography, aesthetics, and the construction of meaningful images. These representations must include consideration for intellectual, ethical, social and practical issues as they apply to the scholarly field of applied digital media.<br>**4.** You will be able to demonstrate depth of | | | | |

| | knowledge in your ability to use current technology to conceive, design, produce, and create visual form to successfully communicate ideas, opinions, and concepts that are consistent with the professional field of applied digital media. 5. Understand the relevance of design history, theory, and criticism from a variety of perspectives, including those of art history, linguistics, communication theory, technology, and the social and cultural use of designed objects and systems. Special emphasis will include sensitivity to the theory and practice of the ability of design to contribute positively to local and global communities. 6. Demonstrate the ability to identify, define, and evaluate potential, problems, variables, and requirements; conceptualize and evaluate alternatives; and, test and refine solutions throughout the formal design process to determine final design decisions and outcomes. 7. Demonstrate the ability to identify, develop and initiate innovative research, analyzation and ideation, to the processes of problem solving with emphasis on innovative expressions and the role that innovation plays in your final design decisions and final outcomes. | | | | | |
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| | 8. Demonstrate in your design process the recognition and consideration for the physical, cognitive, cultural, social, and human factors that shape your design decisions and final outcomes.<br>9. Demonstrate the ability to describe and respond to the audiences and contexts that a communications solution must address, keeping in mind multiple stakeholders that must be considered within the final design decisions.<br>10. Demonstrate sensitivity in making informed decisions about social justice and equity issues, including the promotion and the application of the design process to campus, local and/or global communities. You will be concerned with social justice and equity issues effecting current graphic design, design production, and consumption of media and/or created objects.<br>11. Examine and interpret design from multiple perspectives and evaluate the relationship between design and its cultural and historical contexts. You will develop an inclination in your design practice that is aware of the diverse groups and diverse individuals that it serves.<br>. Studio Arts at CSUSB – PLOs | | | | |
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| | STUDIO ART OUTCOMES (SPECIFICS): "by taking studio art classes you will be able to …" | | | | |
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| | 1. Students will conduct research toward art production | | | | |
| | 2. Students will discuss their research/ideas with class and professor | | | | |
| | 3. Students will draft various approaches to art projects | | | | |
| | 4. Students will analyze and interpret their art and that of their peers | | | | |
| | 5. Students will understand the difference between plagiarism and being influenced | | | | |
| | 6. Students will see their work in a contemporary social context | | | | |
| | 7. Students will learn tools, materials and techniques | | | | |
| | 8. Students will research and write about their work and the work of others | | | | |
| | 9. Students will learn about contemporary and historical artists and movements | | | | |
| | 10. Students will create works from challenging concepts | | | | |
| | 11. Students will discuss how their work is influenced by others | | | | |

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| | **12. Students will discuss how their work reflects the zeitgeist**<br><br>**13. Students will demonstrate technical skills sets**<br><br>**14. Students will speak about their work and the work of the peers**<br><br>**15. Students will write about visiting artist lectures**<br><br>**16. Students will write about their research on artist and about their fields**<br><br>**17. Students will write analytical reviews of gallery exhibitions**<br><br>**18. Students will analyze text**<br><br>**19. Students will participate in community based project**<br><br>**20. Students will understand their work in a global context**<br><br>**21. Students will write research papers and analytical reviews**<br><br>**22. Students will draft various solutions to creative assignments**<br><br>**23. Students will create works from challenging concepts** | | | | |

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| | 24. Students will critically evaluate their work and that of their peers<br><br>25. Students will create final projects after careful evaluation by their peer and instructor<br>26. Students will be challenged to find solutions to intellectual and creative problems<br>27. Students will develop various research methodologies<br>28. Students will develop various solutions to challenging project ideas<br>29. Students will develop various drafts of their projects<br>30. Students will learn try techniques to express their ideas<br>31. Students will develop a degree of mastery of new techniques<br>32. Students will develop independent multiQdisciplinary projects<br>33. Students will work on independent projects<br>34. Students will problemQsolve while creating studio projects<br>35. Students will use research from various fields, contexts, cultures and identities in their written and creative works<br>36. Students will learn to respect diverse points of view, backgrounds and experiences in critique, creative and written project | | | | |

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| | **37. Students will learn to respect diverse points of view, backgrounds and experiences in critique, creative and written project**<br>**38. Students will learn to respect diverse points of view, backgrounds and experiences in critique, creative and written project**<br>**39. Students will present work that respects diverse points of view, backgrounds and experiences in campus exhibitions**<br>**40. Students will present work that respects diverse points of view, backgrounds and experiences in community exhibitions**<br>**41. Students will present work that respects diverse points of view, backgrounds and experiences in online and published works**<br>**42. Students will learn to analyze and interpret art within the context of multiple viewpoints and experiences**<br>**43. Students will learn to analyze and interpret art within the context of multiple viewpoints and experiences, and to respectfully share their opinions.**<br>**44. Students will learn to analyze and interpret art within the context of multiple viewpoints and experiences, and to respectfully share their opinions.**<br>**45. Students will learn to collaborate on group projects** | | | | |

| | and respectfully share their ideas and opinions. 46. Students will learn to collaborate on group projects and respectfully share their ideas and opinions. 47. Students will learn to analyze and interpret their own work and to see their own perspectives 48. Students will learn to analyze and interpret their own work and to see their own biases.<br><br>4. Visual Studies at CSUSB – PLOs VISUAL STUDIES SUBJECT LEARNING OUTCOMES (SPECIFICS): 1.  Investigate the multifaceted relationship between art and society, in the present and through time, with an emphasis on examining the ways that social, cultural, and economic issues impact access to and understandings of art across cultures. 2.  Research a particular historical period and/or approach to art education and present a case study on this topic with a focus on examining the theoretical, practical, and cognitive approaches to learning, the way ideas about art have changed over time, and how each approach expanded and/or limited access to art. 3.  Read, interpret, research, discuss, analyze, and | | | | |
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| | question works of art, texts, and educational and communityQbased practices from a diversity of perspectives.<br>4. Question, dig deeper, and reflect on unconscious societal and personal biases and the ways that these impact how and what we see. You will be able to identify relevant sources and justify their individual positions about art and education in presentations, texts, and discussions.<br><br>5. Create and implement sociallyQengaged art projects. You will be able to originate, develop, plan, and facilitate a project applying what you have learned about art and society; it can be sociallyQengaged art, an exhibition, a workshop, or other.<br>6. Create an integrated 8Qweek arts curriculum and teach it in the community. You will be able to identify connections between learning in this and other disciplines, locate problems and brainstorm solutions, and consider multiple perspectives.<br>7. Apply what you have learned about art and social justice through participation in service learning projects and community internships. You will be able to facilitate the interaction of art | | | | | |
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| | with individuals and groups that are marginalized, including those that are incarcerated, living in poverty, seniors, and atQrisk youth.<br>8.  Complete a fieldwork study in which you will facilitate art with six individuals from the ages of toddlers through children, teens, and seniors. You will be able to collaborate, reflect, listen, and share ideas and perspectives throughout the major, with one another and with individuals and groups across the spectrum of society. | | | | | |
| 52. **MA in Child Development** | Goal 1: Demonstrate theoretical and empirical knowledge of diverse and universal aspects of development from infancy through adulthood in the core domains of cognitive/language, physical, social-emotional, and neurological development.<br>Program<br>Learning<br>Outcome<br>(PLO)<br>1.1:<br>Summarize<br>each<br>of<br>the<br>major<br>theories<br>of<br>human<br>and<br>family<br>development; | Student handbook, Academic Programs Assessment Website. | Evaluation of progress, student portfolio, senior project/thesis | Faculty.  All student artifacts (evaluation of progress, portfolio, senior project/thesis) are assessed using a checklist/scoring rubric. | Faculty will meet at the end of each academic year to discuss the results of the various assessment tools required of students. As a result, proposed changes will be discussed and a timeline will be implemented to incorporate said changes into the curriculum and program as deemed appropriate based on the results. | 2015-2016 |

| | PLO 1.2: be able to describe diverse and normative development within each of the core domains of human development and within each of the basic age periods; PLO 1.3: demonstrate an understanding of the relationship among developmental domains. Goal 2: Effectively evaluate behavioral research including general research methods, specific developmental methodologies, test and measurement theory, and the design and evaluation of interventions; PLO | | | | | |
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| | 2.1: Demonstrate an understanding of the basic research designs employed in developmental research; PLO 2.2: be proficient in tests and measures used in developmental research, reliability and validity, and scoring categories for observational or interview data; PLO 2.3: write a research proposal that includes a research question | | | | | |
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| | and develop appropriate methodology to assess that question. **Goal 3: Oral and Written Communication Skills in a Research Context** **PLO 3.1:** Demonstrate proficiency in reviewing and critiquing literature; **PLO 3.2:** produce a research proposal including rationale based on careful consideration of previous research; **PLO 3.3:** write effective descriptions of methodologies and results of data analysis; | | | | |

| | PLO 3.4: develop and defend a position on an issue; PLO 3.5: develop a proficiency in communicating ideas orally in class discussions, group presentations, and conference---style presentations. Goal 4: Apply knowledge of development to real-world problems including social and policy issues, risk factors in development, and the needs of developmental populations; PLO 4.1: Articulate the distinction between personal beliefs and empirically supported information PLO | | | | | |
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| | **4.2: apply their knowledge to real---world problems and consider policy changes and interventions to address these problems; PLO 4.3: utilize research to inform practice policies and advocacy platforms.** **Goal 5: Participate in professional organizations in human development and make contact with professionals in their field;** **Objective 5.1: Prepare and submit papers to professional conferences; Objective 5.2: become members** | | | | |

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| | of professional organizations in developmental psychology and/or child development. | | | | | |
| 53. **MA in Communication** | | | | | | |
| 54. **MA in Criminal Justice** | YES | Course syllabi, Academic Programs Assessment Website. | Portfolios, assessment tests | Departmental Committee on Outcomes Assessment. Portfolios and paper assessments are evaluated based on students' demonstrated knowledge of CJ System, Methods, Statistics, and Theory. | Findings are used to add/modify courses/curriculum. | 2015 |
| 55. **M.Ed. in Career and Technical Education** | YES | Syllabi, Academic Programs Assessment Website. | Comprehensive Exam, Capstone Course, Portfolio, Thesis/Project | The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. Each department has a Department Chair. Each program has a Program Coordinator who is responsible for all program aspects and reporting. Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance. Additionally, under the Dean, are the I. Dean's Cabinet II. COE Unit Assessment Committee III. COE Program Leaders IV. Program Improvement & Effectiveness | Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements. | 2016-2017 |

| | | | | Each of these groups works together and with Program Coordinators and program faculty for assessment and reporting activities. | | |
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| 56. **MA in Educational Administration** | **USA- NCATE- Unit Standards w/Sub-Standards**<br><br>**Standard 1**<br>**Candidate Knowledge, Skills, and Professional Dispositions**<br>**Sub-Standard** **Mapping**<br>**Sub-Standard 1e.**<br>**Knowledge and Skills for Other School Professionals10**<br>**No Mapping**<br>**Sub-Standard 1f.**<br>**Student Learning for Other School Professionals**<br>**No Mapping**<br>**Sub-Standard 1g.**<br>**Professional Dispositions for All Candidates**<br>**No Mapping**<br>**Standard 4**<br>**Diversity**<br>**Sub-Standard** **Mapping**<br>**Sub-Standard 4a.**<br>**Design, Implementation, and Evaluation of Curriculum and Experiences**<br>**No Mapping**<br>**Sub-Standard 4b.**<br>**Experiences Working with Diverse Faculty**<br>**No Mapping**<br>**Sub-Standard 4c.**<br>**Experiences Working with Diverse Candidates**<br>**No Mapping**<br>**Sub-Standard 4d.**<br>**Experiences Working with Diverse Students in P–12 Schools**<br>**No Mapping**<br>**Standard 5** | **Syllabi, Academic Programs Assessment Website.** | **Comprehensive Exam, Capstone Course, Portfolio, Thesis/Project** | **The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. Each department has a Department Chair. Each program has a Program Coordinator who is responsible for all program aspects and reporting. Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance. Additionally, under the Dean, are the**<br>**I. Dean's Cabinet**<br>**II. COE Unit Assessment Committee**<br>**III. COE Program Leaders**<br>**IV. Program Improvement & Effectiveness**<br>**Each of these groups works together and with Program Coordinators and program faculty for assessment and reporting activities.** | **Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements.** | 2016-2017 |

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| | **Faculty Qualifications, Performance, and Development** **Sub-Standard**     **Mapping** **Sub-Standard 5a.** **Qualified Faculty** **No Mapping** **Sub-Standard 5b.** **Modeling Best Professional Practices in Teaching** **No Mapping** **Sub-Standard 5c.** **Modeling Best Professional Practices in Scholarship** **No Mapping** **Sub-Standard 5d.** **Modeling Best Professional Practices in Service** **No Mapping** **Sub-Standard 5e.** **Unit Evaluation of Professional Education Faculty Performance** **No Mapping** **Sub-Standard 5f.** **Unit Facilitation of Professional Development** **No Mapping** | | | | | |
| 57. **M.Ed. in Instructional Technology** | **History & Background of the Field of Instructional Technology/Design** **Application of underlying principles of the field. Candidates will demonstrate an understanding of Instructional Technology as a field of study and as a profession through application of its underlying principles.** **Develop and communicate ideas in the field. Candidates will develop and express ideas and information for the purposes** | **Syllabi, Academic Programs Assessment Website.** | **Comprehensive Exam, Capstone Course, Portfolio, Thesis/Project** | **The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. Each department has a Department Chair. Each program has a Program Coordinator who is responsible for all program aspects and reporting. Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance.** | **Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements.** | 2016-2017 |

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| | of communicating about the field.<br><br>**Instructional Design**<br>Develop and communicate ideas related to instruction. Candidates will develop and express ideas and information for the purposes of development of instruction and multimedia production related to instruction.<br><br>**Application of design models.** Candidates will apply instructional systems design models.<br><br>**Evaluate learning theories of instructional design.** Candidates will compare and contrast similarities and differences among learning theories and apply learning theories to instructional design (teaching) models, and to technology.<br><br>**Technology**<br>Information literacy skills. Candidates will demonstrate effective information literacy skills.<br><br>**Use of technology in a variety of settings.** Candidates will apply technology appropriately in a variety of settings.<br>**Research**<br><br>**Consumption of Research** Candidate will critically analyze existing body of research to inform design and research projects. | | | | |

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| | **Production of Research** Candidates will able to collaboratively conduct a research project including research questions, data collection, data analysis and reporting.<br><br>**Professional Practice**<br><br>**Professional Practices** Candidates will identify appropriate professional practices and demonstrate proper professional conduct.<br><br>**Services & leadership.** Candidates will provide leadership in the field of instructional technology in their chosen career or educational path including through service and professional activities.<br><br>**Collaboration** Candidates will work collaboratively with others in the practice of instructional technology | | | | | |
| 58. **MA in English Composition** | **Theory** Students will understand how scholarly paradigms and theories develop, shift, contest, and construct knowledge in the disciplines of English. Students will engage dynamically with these theories in their own acts of interpretation, knowledge production, and professional practice.<br><br>**Scholarly Identity and Ethical Responsibility** Students will understand that they are scholarly agents | **Program** website, Academic Programs Assessment Website. | Reflective essays, thesis proposals, theses, and comprehensive exam | Faculty. | We have engaged in close-the-loop activities, including implementing an alternative M.A. thesis (a publishable article and conference abstract) in response to our findings that students completing a traditional thesis were not making timely progress to degree. | 2015-2016 |

| | engaged in research, which is an ethical and potentially transformative practice. Students will develop and carry out their own inquiries that display ethical engagement in scholarly conversations and the dialogic production of knowledge.

**Text as Social Action** Students will understand that the production of text is a form of social action and that texts have consequences for both individuals and communities, and they will produce rhetorically savvy texts that aim to make a social impact.

**Critical Reading** Students will understand that texts and knowledge-making practices are never neutral. Students will analyze texts to illuminate their presumptions and biases and to understand their cultural work within a particular social and historical context.

**Pedagogy** Students will understand that pedagogy is always ideological, theoretical, and contextualized within the subject matter and by the scene of teaching, and thus requires intentional and reflective practice. Students will demonstrate the ability to theorize and explain their pedagogical intentions within particular contexts, and to reflect meaningfully | | | | | |
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| | on classrooms of which they are a part. | | | | | |
| 59. **MA in Mathematics** | Goal 1: Students will acquire a broad graduate education.<br>1.1: Students will have a graduate level understanding of Geometry, Algebra, Analysis, and Problem Solving.<br>1.2: Students will be familiar with the mathematical concepts arising in a range of mathematical areas (e.g. topology, mathematical physics, etc.).<br>Goal 2: Students will acquire an in-depth understanding of a particular mathematical topic and its place in the broader context of mathematics.<br>2.1: Students will be able to write a thesis on the area of mathematics that they have chosen.<br>2.2: Students will be able to give a knowledgeable oral presentation on this topic.<br>Goal 3: Students will develop advanced analytical and problem solving skills.<br>3.1: Students will be able to identify and analyze the mathematical structure of a problem.<br>3.2: Students will be able to solve mathematical problems using advanced problem solving techniques.<br>Goal 4: Students will develop advanced critical thinking skills.<br>4.1: Students will be able to critique mathematical arguments. | Websites, course syllabi, Academic Programs Assessment Website. | Portfolios, post-graduation survey | There has been a lot of discussion within the department about changing the way we assess the MA program to make it more effective and less burdensome. | There continues to be no changes to the program resulting from assessment. | 2015-2016 |

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| | **4.2: Students will be able to write well-supported mathematical proofs.**<br>**Goal 5: Students will develop expository skills.**<br>**5.1: Students will be able to communicate advanced mathematics orally in a clear an effective manner.**<br>**5.2: Students will be able to write a clear and succinct mathematical exposition.** | | | | | |
| 60. **MAT in Mathematics (Program suspended since 2015)** | **Goal 1. Analyze and critique secondary school mathematics**<br>**MAT candidates will analyze and critique secondary school mathematics from an advanced viewpoint, at levels ranging from the teaching and understanding specific concepts to broader, programmatic levels.**<br><br>**1.1 Approach Mathematics from a problem solving viewpoint**<br>**1.2 Be able to utilize a variety of alternate solution methods**<br>**1.3 Be able to compare and use various approaches to teaching mathematical topics**<br>**1.4 Be aware of connections between advanced mathematical** | **Course syllabi, Academic Programs Assessment Website.** | **Student surveys** | **Program coordinator. Assessment has focused on barriers that students encounter while attempting to complete the MAT thesis. The program coordinator conducted a student survey in hopes of identifying barriers to completion of the thesis. The survey revealed that most students do not engage in detailed planning for their thesis work.** | **The program coordinator met separately with program faculty and a group of program students to discuss these results.** | **2015-2016** |

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| | **topics and high school curriculum**<br><br>**Goal 2. Present mathematics in writing and orally**<br>**MAT candidates will present mathematics clearly and coherently in writing and orally.**<br><br>**2.1 Present a variety of topics in inclass oral presentations as well as written reports.**<br>**2.2 Utilize a variety of technological tools as appropriate for the topics they study**<br>**2.3 Make an oral presentation of their MAT projects to faculty of the Mathematics Department and of the College of Education**<br><br>**Goal 3. Analyze student understanding**<br>**MAT candidates will be able to analyze K-12 student understanding of mathematical** | | | | |

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| | topics.<br><br>**3.1 Analyze samples of student work in various topics**<br>**3.2 Analyze alternate solution methods in a variety of topics**<br>**3.3 Identify correct and false solution methods**<br><br>**Goal 4. Enhance student understanding**<br>**MAT candidates will be able to apply a variety of methods to enhance K-12 student understanding of mathematics, and to correct their misunderstandings.**<br><br>**4.1 Analyze alternate solution methods in a variety of topics**<br><br>**4.2 Utilize a variety of** | | | | |

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| | technological tools to enhance student understanding<br><br>Goal 5. Find, critique and use outside sources<br>MAT candidates will learn to find, critique, and use outside sources to enhance their mathematics teaching<br><br>5.1 Apply outside sources to topics studied in class<br>5.2 Apply outside sources to the development of their MAT projects<br>5.3 Critique various articles and approaches to the topics they study in the program | | | | | |
| 61. **MA in National Security Studies** | Goal 1:<br>Graduate students will be able to evaluate the major institutions that develop national security.<br>Learning Outcome 1.1<br>Students will be able to evaluate the major national | Academic Programs Assessment Website. | Comprehensive examination, along with embedded questions. | NSS faculty will administer tests with embedded questions.<br>An Outcomes Assessment Committee of program faculty will annually analyze the data from the embedded items of the comprehensive examination. | The Outcomes Assessment Committee, after analyzing the annual diagnostic exam data, and the embedded questions therefrom, will determine the strengths and weaknesses in course offerings and identify any needed changes in, or | 2014-2015 |

| | | | | improvements to, the curriculum. | |
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| | security architecture of the United States.<br>**Learning Outcome 1.2**<br>**Students will be able to evaluate the roles of intelligence in support of U.S. national security policy**<br>**Learning Outcome 1.3**<br>**Students will be able to evaluate the major institutions that implement national security objectives.**<br><br>**Goal 2:**<br>**Graduate students will be able to evaluate the theories and concepts of national security.**<br>**Learning Outcome 2.1**<br>**Students will be able to evaluate how and why states have competitive interests.**<br>**Learning Outcome 2.2**<br>**Students will be able to evaluate the security dilemma hypothesis.**<br>**Learning Outcome 2.3**<br>**Students will be able to evaluate the different theories of international relations that pertain to national security.**<br><br>**Goal 3:**<br>**Graduate students will be able to evaluate the major policies and strategies of national security.**<br>**Learning Outcome 3.1**<br>**Students will be able to evaluate major U.S. national security strategies.**<br>**Learning Outcome 3.2**<br>**Students will be able to evaluate whether terrorism threatens U.S. national security.** | | | | |

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| | **Learning Outcome 3.3** Students will be able to evaluate the competing theories of nuclear deterrence. **Goal 4** Graduate students will communicate effectively in writing, leading to lifelong learning. **Learning Outcome 4.1** Students will be able to write coherent analytical essays. | | | | | |
| 62. **MS in National Cyber Security Studies** | | Academic Programs Assessment Website. | Being revised as part of Q2S; papers, projects, theses, student feedback are planned to be used. | Faculty. | The main change has been the implementation of an annual student feedback system, which will provide important data to inform the departmental assessment process. | 2014-2015 |
| 63. **MA in Psychological Sciences** | YES | Academic Programs Assessment Website. | Being revised as part of Q2S; papers, projects, theses, student feedback are planned to be used. | Faculty. | The main change has been the implementation of an annual student feedback system, which will provide important data to inform the departmental assessment process. | |
| 64. **MA in Rehabilitation Counseling** | **C.1 PROFESSIONAL IDENTITY AND ETHICAL BEHAVIOR** **C.1.1 Rehabilitation counseling scope of practice C.1.1.a.** Explain professional roles, purposes, and relationships of other human service and counseling/psychological providers. **C.1.1.b.** Articulate the principles of independence, inclusion, choice and self-determination, empowerment, access, and | Syllabi, Academic Programs Assessment Website. | Comprehensive Exam, Capstone Course, Portfolio, Thesis/Project | The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. Each department has a Department Chair. Each program has a Program Coordinator who is responsible for all program aspects and reporting. Department Chairs work with the Program Coordinators in their departments to provide | Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements. | 2016-2017 |

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| respect for individual differences.<br><br>**C.1.2 History, systems, and philosophy of rehabilitation**<br>**C.1.2.a.**<br>Integrate into one's practice, the history and philosophy of rehabilitation, as well as the laws affecting individuals with disabilities**.**<br><br>**C.1.2.b.**<br>Describe, in general, the organizational structure of the rehabilitation, education, and healthcare systems, including public, private-for-profit, and not-for-profit service settings.<br><br>**C.1.2.c.**<br>Explain the role and values of independent living philosophy for individuals with a disability.<br><br>**C.1.3 Legislation related to people with disabilities**<br>**C.1.3.a.**<br>Apply the principles of disability-related legislation, including the rights of people with disabilities, to the practice of rehabilitation counseling.<br><br>**C.1.4 Ethics**<br>**C.1.4 a.**<br>Practice rehabilitation counseling in a legal and ethical manner, adhering to the Code of Professional Ethics and Scope of Practice for the profession | | | **feedback and guidance. Additionally, under the Dean, are the**<br>**I. Dean's Cabinet**<br>**II. COE Unit Assessment Committee**<br>**III. COE Program Leaders**<br>**IV. Program Improvement & Effectiveness**<br>**Each of these groups works together and with Program Coordinators and program faculty for assessment and reporting activities.** | |

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| | **C.1.5 Professional credentialing, certification, licensure and accreditation**<br>**C.1.5.a.**<br>Explain differences between certification, licensure, and accreditation.<br><br>**C.1.6 Informed consumer choice and consumer empowerment**<br> **C.1.6.a.**<br>Integrate into practice an awareness of societal issues, trends, public policies, and developments, as they relate to rehabilitation.<br><br>**C.1.6.b.**<br>Articulate the value of consumer empowerment, choice, and personal responsibility in the rehabilitation process.<br><br>**C.1.7 Public policies, attitudinal barriers, and accessibility**<br>**C.1.7.a.**<br>Assist employers to identify, modify, or eliminate architectural, procedural, and/or attitudinal barriers**.**<br><br>**C.1.8.a**<br>Educate the public and individuals with a disability regarding the role of advocacy and rights of people with disabilities under federal and state law.<br><br>**C.2 PSYCHOSOCIAL ASPECTS OF DISABILITY AND CULTURAL DIVERSITY** | | | | |

| | C.2.1 Sociological dynamics related to self-advocacy, environmental influences, and attitude formation | | | | |
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| | **C.2.1.a.** Identify and articulate an understanding of the social, economic, and environmental forces that may present barriers to a consumer's rehabilitation. | | | | |
| | **C.2.1.b.** Identify strategies to reduce attitudinal barriers affecting people with disabilities. | | | | |
| | **C.2.2 Psychological dynamics related to self-identity, growth, and adjustment** **C.2.2.a.** Identify strategies for self-awareness and self-development that will promote coping and adjustment to disability. | | | | |
| | **C.2.2.b.** Identify and demonstrate an understanding of stereotypical views toward individuals with a disability and the negative effects of these views on successful completion of the rehabilitation outcomes. | | | | |
| | **C.2.2.c.** Explain adjustment stages and developmental issues that influence adjustment to disability. | | | | |
| | **C.2.3 Implications of cultural and individual diversity including cultural, disability,** | | | | |

| | **gender, sexual orientation, and aging issues** | | | | |
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| | **C.2.3.a.** Provide rehabilitation counseling services in a manner that reflects an understanding of psychosocial influences, cultural beliefs and values, and diversity issues that may affect the rehabilitation process. | | | | |
| | **C.2.3.b.** Identify the influences of cultural, gender, sexual orientation, aging, and disability differences and integrate this knowledge into practice. | | | | |
| | **C.2.3.c.** Articulate an understanding of the role of ethnic/racial and other diversity characteristics such as spirituality and religion, and socio-economic status in groups, family, and society. | | | | |
| | **C.3 HUMAN GROWTH AND DEVELOPMENT** **C.3.1 Human growth and development across the life span** **C.3.1.a.** Articulate a working knowledge of human development and the needs of individuals with disabilities across the life span. | | | | |
| | **C.3.1.b.** Describe and implement approaches that enhance personal development, decision-making | | | | |

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| | abilities, personal responsibility, and quality of life of individuals with a disability.<br><br>**C.3.2 Individual and family response to disability**<br>**C.3.2.a.**<br>Assist the development of transition strategies to successfully complete the rehabilitation process.<br><br>**C.3.2.b.**<br>Recognize the influence of family as individuals with disabilities grow and learn.<br><br>**C.3.2.c.**<br>Demonstrate counselor sensitivity to stressors and the role of positive attitudes in responding to coping barriers and challenges.<br><br>**C.3.3 Theories of personality development**<br>**C.3.3.a.**<br>Describe and explain established theories of personality development.<br><br>**C.3.3.b.**<br>Identify developmental concepts and processes related to personality development and apply them to rehabilitation counseling practice.<br><br>**C.3.4 Human sexuality and disability**<br>**C.3.4.a.**<br>Identify impact that different disabilities can have on human sexuality. | | | | |

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| **C.3.4.b.** Discuss sexuality issues with individuals with a disability as part of the rehabilitation process.<br><br>**C.3.5 Learning styles and strategies**<br>**C.3.5.a.** Develop rehabilitation plans that address individual learning styles and strengths of individuals with a disability.<br><br>**C.4 EMPLOYMENT AND CAREER DEVELOPMENT**<br>**C.4.1 Disability benefits systems including workers' compensation, long-term disability, and social security**<br>**C.4.1.a.** Demonstrate understanding of various public and private disability benefits systems and the influence on rehabilitation, independent living, and employment.<br><br>**C.4.1.b.** Explain the requirements of benefits available to people with disabilities through systems such as workers' compensation, long-term disability insurance, and social security.<br><br>**C.4.2 Job analysis, transferable skills analysis, work site modification and restructuring**<br>**C.4.2.a.** Utilize job and task analyses methodology to determine essential functions of jobs | | | | | |

| | for employment planning and placement, worksite modifications, or job restructuring.<br><br>**C.4.2.b.**<br>Apply the techniques of job modification/restructuring and the use of assistive devices to facilitate placement of people with disabilities.<br><br>**C.4.2.c**<br>Apply transferable skills analysis methodology to identify alternative vocational and occupational options given the work history and residual functional capacities of individuals with a disability.<br>**C.4.3 Career counseling, career exploration, and vocational planning**<br>**C.4.3.a.**<br>Provide career counseling utilizing appropriate approaches and techniques.<br><br>**C.4.3.b.**<br>Utilize career/occupational materials to assist the individual with a disability in vocational planning.<br><br>**C.4.3.c.**<br>Facilitate involvement in vocational planning and career exploration.<br><br>**C.4.4 Job readiness development**<br>**C.4.4.a.**<br>Assess an individual's (who lives with disability) readiness for gainful | | | | |
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| | employment and assist individuals with a disability in increasing this readiness. | | | | |
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| | **C.4.5 Employer consultation and disability prevention** **C.4.5.a.** Provide prospective employers with appropriate consultation information to facilitate prevention of disability in the workplace and minimize risk factors for employees and employers. | | | | |
| | **C.4.5.b.** Consult with employers regarding accessibility and issues related to ADA compliance. | | | | |
| | **C.4.6 Workplace culture and environment** **C.4.6.a.** Describe employer practices that affect the employment or return to work of individuals with disabilities and utilize that understanding to facilitate successful employment. | | | | |
| | **C.4.7 Work conditioning/work hardening** **C.4.7.a.** Identify work conditioning or work hardening strategies and resources as part of the rehabilitation process. | | | | |
| | **C.4.8 Vocational consultation and job placement strategies** **C.4.8.a.** Conduct and utilize labor market analyses and apply labor market information to | | | | |

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| | the needs of individuals with a disability.<br><br>**C.4.8.b.**<br>Identify transferable skills by analyzing the consumer's work history and functional assets and limitations and utilize these skills to achieve successful job placement.<br><br>**C.4.8.c.**<br>Utilize appropriate job placement strategies (client-centered, place then train, etc.) to facilitate employment of people with disabilities.<br><br>**C.4.9 Career development theories**<br>**C.4.9.a.**<br>Apply career development theories as they relate to an individual with a disability.<br><br>**C4.10 Supported employment, job coaching, and natural supports**<br>**C.4.10.a.**<br>Effectively use employment supports to enhance successful employment.<br><br>**C.4.10.b.**<br>Assist individuals with a disability with developing skills and strategies on the job.<br><br>**C.4.11 Assistive technology**<br>**C.4.11.a.**<br>Identify and describe assistive technology resources available to individuals with a disability for independent living and employment. | | | | |

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| | **C.5 COUNSELING APPROACHES AND PRINCIPLES**<br>**C.5.1 Individual counseling and personality theory**<br>**C.5.1.a.**<br>Communicate a basic understanding of established counseling theories and their relationship to personality theory.<br><br>**C.5.1.b.**<br>Articulate a personal philosophy of rehabilitation counseling based on an established counseling theory.<br><br>**C.5.2 Mental health counseling**<br>**C.5.2.a.**<br>Recognize individuals with a disability who demonstrate psychological or mental health related problems and make appropriate referrals.<br><br>**C.5.2.b.**<br>Analyze diagnostic and assessment information (e.g., vocational and educational tests, records and psychological and medical data) and communicate this information to the consumer.<br><br>**C.5.2.c.**<br>Explain and utilize standard diagnostic classification systems for mental health conditions within the limits of the role and responsibilities of the rehabilitation counselor. | | | | |

| | C.5.3 Counseling skills and techniques development | | | | |
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| | **C.5.3 Counseling skills and techniques development**<br>**C.5.3.a.**<br>Develop and maintain confidential counseling relationships with individuals with a disability using established skills and techniques**.**<br><br>**C.5.3.b.**<br>Establish, in collaboration with the consumer, individual counseling goals and objectives.<br><br>**C.5.3.c.**<br>Apply basic counseling and interviewing skills.<br>**C.5.3.d.**<br>Employ consultation skills with and on behalf of the consumer.<br><br>**C.5.4 Gender issues in counseling**<br>**C.5.4.a.**<br>Counsel individuals with a disability who face lifestyle choices that may involve gender or multicultural issues.<br><br>**C 5.4.b.**<br>Identify gender differences that can affect the rehabilitation counseling and planning processes.<br><br>**C.5.5 Conflict resolution and negotiation strategies**<br>**C.5.5.a.**<br>Assist individuals with a disability in developing skills needed to effectively | | | | |

| | respond to conflict and negotiation in support of their interests. | | | | |
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| | **C.5.6 Individual, group, and family crisis response** **C.5.6.a.** Recognize and communicate a basic understanding of how to assess individuals, groups, and families who exhibit suicide ideation, psychological and/or emotional crisis. | | | | |
| | **C.5.7 Termination of counseling relationships** **C.5.7.a.** Facilitate counseling relationships with individuals with a disability in a manner that is constructive to their independence. | | | | |
| | **C.5.7.b.** Develop a plan of action in collaboration with the consumer for strategies and actions anticipating the termination of the counseling process. | | | | |
| | **C.5.8 Individual empowerment and rights** **C.5.8.a.** Promote ethical decision-making and personal responsibility that is consistent with an individual's culture, values and beliefs. | | | | |
| | **C.5.9 Boundaries of confidentiality** **C.5.9.a.** Explain the legal limits of confidentiality for rehabilitation counselors for | | | | |

the state in which they practice counseling.

**C.5.9.b.**
Identify established rehabilitation counseling ethical standards for confidentiality
and apply them to actual case situations.

**C.5.10 Ethics in the counseling relationship**
**C.5.10.a.**
Explain the practical implications of the CRCC Code of Ethics as part of the rehabilitation counseling process.

**C.5.10.b.**
Confirm competency in applying an established ethical decision-making process to rehabilitation counseling case situations.

**C.5.11 Counselor Supervision**
**C.5.11.a.**
Explain the purpose, roles, and need for counselor supervision in order to enhance the professional development, clinical accountability, and gate-keeping function
for the welfare of individuals with a disability.

**C.6 GROUP WORK AND FAMILY DYNAMICS**
**C.6.1 Group Dynamics and Counseling Theory**
**C.6.1.a.**
Apply theories and principles of group counseling when working with persons

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| with disabilities.<br><br>**C.6.2 Group leadership styles and techniques**<br>**C.6.2.a.**<br>Demonstrate effective group leadership skills.<br><br>**C.6.3 Family dynamics and counseling theory**<br>**C.6.3.a.**<br>Apply an understanding of family systems and the impact of the family on the rehabilitation process.<br><br>**C.6.4 Family support interventions**<br>**C.6.4.a.**<br>Use counseling techniques to support the individual's family/significant others, including advocates.<br><br>**C.6.4.b.**<br>Facilitate the group process with individual's family/significant others, including advocates to support the rehabilitation goals.<br><br>**C.6.5 Ethical and legal issues impacting individuals and families**<br>**C.6.5.a.**<br>Apply ethical and legal issues to the group counseling process and work with families.<br><br>**C.6.5.b.**<br>Know the ethical implications of work in group settings with racial/ethnic, | | | | |

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| cultural, and other diversity characteristics/issues when working with people with disabilities.<br><br>**C.7 ASSESSMENT**<br>**C.7.1 Role of assessment**<br>**C.7.1.a.**<br>Explain purpose of assessment in rehabilitation process.<br><br>**C.7.1.b.**<br>Use assessment information to determine eligibility and to develop plans for services.<br><br>**C.7.2 Assessment resources and methods**<br>**C.7.2.a.**<br>Identify assessment resources and methods appropriate to meet the needs of individuals with a disability.<br><br>**C.7.2.b.**<br>Describe resources to assist rehabilitation counselors in identifying appropriate test instruments and other assessment methods.<br><br>**C.7.2.c.**<br>Describe computer-based assessments for rehabilitation and employment planning.<br><br>**C.7.3 Individual involvement in assessment planning**<br>**C.7.3.a.**<br>Facilitate individual involvement in evaluating the feasibility of rehabilitation or independent living objectives and planning. | | | | | |

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| | **C.7.3.b.** Utilize assessment as an ongoing process in establishing individual rapport, rehabilitation service planning, objectives and goals.<br><br>**C.7.3.c.** Evaluate the individual's capabilities to engage in informed choice and to make decisions.<br><br>**C.7.4 Measurement and statistical concepts** **C.7.4.a.** Describe basic measurement concepts and associated statistical terms.<br><br>**C.7.4.b.** Comprehend the validity, reliability, and appropriateness of assessment instruments.<br><br>**C.7.5 Selecting and administering the appropriate assessment methods** **C.7.5.a.** Explain differences in assessment methods and testing instruments (i.e., aptitude, intelligence, interest, achievement, vocational evaluation, situational assessment).<br><br>**C.7.5.b.** | | | | |

| | Apply assessment methods to evaluate a consumer's vocational, independent living and transferable skills. | | | | | |
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| | **C.7.6 Ethical, legal, and cultural implications in assessment**<br>**C.7.6.a.**<br>Know the legal, ethical, and cultural implications of assessment for rehabilitation services. | | | | | |
| | **C.7.6.b.**<br>Consider cultural influences when planning assessment. | | | | | |
| | **C.7.6.c.**<br>Analyze implications of testing norms related to the culture of an individual. | | | | | |
| | **C.8 RESEARCH AND PROGRAM EVALUATION**<br>**C.8.1** Basic statistics and psychometric concepts | | | | | |
| | **C.8.1.a.**<br>Understand research methodology and relevant statistics. | | | | | |
| | **C.8.2 Basic research methods**<br>**C.8.2.a.**<br>Interpret quantitative and qualitative research articles in rehabilitation and related fields. | | | | | |
| | **C.8.2.b.**<br>Apply research literature to practice (e.g., to choose appropriate interventions, to plan assessments). | | | | | |

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| | **C.8.3 Effectiveness of rehabilitation counseling services.**<br>**C.8.3.a.**<br>Develop and implement meaningful program evaluation.<br>**C.8.3.b.**<br>Provide a rationale for the importance of research activities and the improvement of rehabilitation services.<br><br>**C.8.4 Ethical, legal, and cultural issues related to research and program evaluation.**<br>**C.8.4.a.**<br>Apply knowledge of ethical, legal, and cultural issues in research and evaluation to rehabilitation counseling practice.<br><br>**C.9 MEDICAL, FUNCTIONAL, AND ENVIRONMENTAL ASPECTS OF DISABILITY**<br><br>**C.9.1 The human body system**<br>**C.9.1.a.**<br>Explain basic medical aspects related to human body system and disabilities.<br><br>**C.9.2 Medical terminology and diagnosis**<br>**C.9.2.a.**<br>Demonstrate an understanding of fundamental medical terminology.<br><br>**C.9.2.b.**<br>Demonstrate an understanding of the | | | | |

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| diagnostic process used by medical and other health professions.<br><br>**C.9.3 Physical, psychiatric, cognitive, sensory and developmental disabilities**<br>**C.9.3.a.**<br>Utilize existing or acquired information about the existence, onset, severity, progression, and expected duration of an individual's disability.<br><br>**C.9.3.b.**<br>Articulate the functional limitations of disabilities.<br><br>**C.9.3.c.**<br>Apply working knowledge of the impact of disability on the individual, the family, and the environment.<br><br>**C.9.3.d.**<br>Explain the implications of co-occurring disabilities.<br><br>**C.9.4 Assistive technology**<br>**C.9.4.a.**<br>Determine the need for assistive technology and the appropriate intervention resources.<br><br>**C.9.4.b.**<br>**Support the evaluation of assistive technology needs as they relate to rehabilitation services.**<br>**C.9.5 Environmental implications for disability**<br><br>**C.9.5.a.** | | | | |

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| | **Evaluate the influences and implications of the environment on disability.** **C.9.6 Classification and evaluation of function**<br><br>**C.9.6.a.**<br>Demonstrate familiarity with the use of functional classification such as the International Classification of Function.<br><br>**C.9.6.b.**<br>Consult with medical/health professionals regarding prognosis, prevention and wellness strategies for individuals with a disability<br><br>**C.10 REHABILITATION SERVICES, CASE MANAGEMENT, AND RELATED SERVICES**<br><br>**C.10.1 Vocational rehabilitation**<br>**C.10.1.a.**<br>Describe the systems used to provide vocational rehabilitation services to people with disabilities including the state/federal vocational rehabilitation program in the United States, private rehabilitation, and community-based rehabilitation programs.<br><br>**C.10.1.b.**<br>Identify and plan for the provision of vocational rehabilitation services with individuals with a disability. | | | | |

| | C.10.1.c. Provide information to prospective employers about the benefits of hiring people with disabilities. | | | | | |
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| | **C.10.2 Case and caseload management** **C.10.2.a.** Evaluate the need for and utilize case and caseload management services. | | | | | |
| | **C.10.2.b.** Apply principles of caseload management, including case recording and documentation. | | | | | |
| | **C.10.2.c.** Identify rehabilitation case management strategies that are evidence-based. | | | | | |
| | **C.10.2.d.** Establish follow-up and/or follow-along procedures to maximize an individual's independent functioning through the provision of post-employment services | | | | | |
| | **C.10.3 Independent living** **C.10.3.a.** Identify and plan for the provision of independent living service alternatives with individuals with a disability. | | | | | |
| | **C.10.4 School to work transition services** **C.10.4.a.** Develop knowledge of transition services that facilitate an individual's movement from school to work. | | | | | |

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| | **C.10.5 Disability management**<br>**C.10.5.a.** Describe employer-based disability management concepts, programs, and practices.<br><br>**C.10.6 Forensic rehabilitation and vocational expert practices**<br>**C.10.6.a.**<br>**Describe the purpose of forensic rehabilitation, vocational expert practice, and the reasons for referral of individuals for services.**<br><br>**C.10.7 Substance abuse treatment and rehabilitation**<br>**C.10.7.a.**<br>Describe different recovery models that apply to substance abuse treatment and rehabilitation.<br><br>**C.10.7.b.**<br>Identify and recommend treatment options that facilitate recovery and successful rehabilitation outcomes.<br><br>**C.10.8 Psychiatric rehabilitation**<br>**C.10.8.a.**<br>Identify and recommend treatment options that facilitate recovery and successful rehabilitation outcomes.<br><br>**C.10.9 Wellness and illness prevention concepts**<br>**C.10.9.a.**<br>Promote constructive lifestyle choices that support positive health and prevents | | | | |

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| | illness or disability.<br><br>**C.10.10 Community Resources**<br>**C.10.10.a.**<br>Work with community agencies to advocate for the integration and inclusion of individuals with disabilities within the community.<br><br>**C.10.10.b.**<br>**Identify the benefits of rehabilitation services to potential individuals with a disability, employers, and the general public.**<br><br>**C.10.11 Community-based rehabilitation and service coordination**<br>**C.10.11.a.**<br>Assist individuals with a disability to access and utilize services available in the community.<br><br>**C.10.11.b.**<br>Collaborate with advocates and other service providers involved with the individual and/or the family.<br><br>**C.10.12 Life care planning**<br>**C.10.12.a.**<br>Describe the purposes of life-care planning and utilize life-care planning services as appropriate.<br><br>**C.10.13 Insurance programs and social security**<br>**C.10.13.a.**<br>Demonstrate knowledge of disability insurance options and social security programs. | | | | |

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| **C.10.13.b.** Explain the functions of workers' compensation, disability benefits systems, and disability management systems.<br><br>**C.10.14 Programs for specialty populations**<br>**C.10.14.a.** Describe programs of services for specialty populations including but not limited to: spinal cord injury, traumatic brain injury intellectual disabilities sensory disability, correctional and veterans.<br><br>**C.10.15 Current technology and rehabilitation counseling**<br>**C.10.15.a.** Explain and plan for the appropriate use of assistive technology including computer-related resources**.**<br>**C.10.15.b.** Utilize internet and other technology to assist in the effective delivery of services.<br>**C.10.15.c.** Assist individuals with a disability in developing strategies to request appropriate accommodation.<br>**C.10.15.d.** Assess individual needs for rehabilitation engineering services.<br><br>**USA- NCATE- Unit Standards w/Sub-Standards**<br><br>**Standard 1**<br>**Candidate Knowledge, Skills, and Professional Dispositions** | | | | |

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| | **Sub-Standard 1a**<br>**Content Knowledge for Teacher Candidates (Initial and Advanced Preparation of Teachers)**<br><br>**Sub-Standard 1b.**<br>**Pedagogical Content Knowledge and Skills for Teacher Candidates**<br>**(Initial and Advanced Preparation of Teachers)**<br><br>**Sub-Standard 1c.**<br>**Professional and Pedagogical Knowledge and Skills for Teacher Candidates**<br>**(Initial and Advanced Preparation of Teachers)**<br><br>**Sub-Standard 1d.**<br>**Student Learning for Teacher Candidates**<br>**(Initial and Advanced Preparation of Teachers)**<br><br>**Sub-Standard 1e.**<br>**Knowledge and Skills for Other School Professionals10**<br><br>**Sub-Standard 1f.**<br>**Student Learning for Other School Professionals**<br><br>**Sub-Standard 1g.**<br>**Professional Dispositions for All Candidates**<br><br>**Standard 2**<br>**Assessment System and Unit Evaluation**<br><br>**Sub-Standard 2a.**<br>**Assessment System**<br><br>**Sub-Standard 2b.** | | | | |

| | Data Collection, Analysis, and Evaluation | | | | |
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| | Sub-Standard 2c.<br>Use of Data for Program Improvement | | | | |
| | **Standard 3**<br>**Field Experiences and Clinical Practice** | | | | |
| | Sub-Standard 3a.<br>Collaboration between Unit and School Partners | | | | |
| | Sub-Standard 3b.<br>Design, Implementation, and Evaluation of<br>Field Experiences and Clinical Practice | | | | |
| | Sub-Standard 3c.<br>Candidates' Development and Demonstration of Knowledge, Skills,<br>and Professional Dispositions To Help All Students Learn | | | | |
| | **Standard 4**<br>**Diversity** | | | | |
| | Sub-Standard 4a.<br>Design, Implementation, and Evaluation of Curriculum and Experiences | | | | |
| | Sub-Standard 4b.<br>Experiences Working with Diverse Faculty | | | | |
| | Sub-Standard 4c.<br>Experiences Working with Diverse Candidates | | | | |
| | Sub-Standard 4d. | | | | |

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| Experiences Working with Diverse Students in P–12 Schools<br><br>**Standard 5**<br>**Faculty Qualifications, Performance, and Development**<br>**Sub-Standard 5a.**<br>**Qualified Faculty**<br><br>**Sub-Standard 5b.**<br>**Modeling Best Professional Practices in Teaching**<br><br>**Sub-Standard 5c.**<br>**Modeling Best Professional Practices in Scholarship**<br><br>**Sub-Standard 5d.**<br>**Modeling Best Professional Practices in Service**<br><br>**Sub-Standard 5e.**<br>**Unit Evaluation of Professional Education Faculty Performance**<br><br>**Sub-Standard 5f.**<br>**Unit Facilitation of Professional Development**<br><br>**Standard 6**<br>**Unit Governance and Resources**<br>**Sub-Standard 6a.**<br>**Unit Leadership and Authority**<br><br>**Sub-Standard 6b.**<br>**Unit Budget**<br><br>**Sub-Standard 6c.**<br>**Personnel**<br><br>**Sub-Standard 6d.**<br>**Unit Facilities** | | | | |

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| | **Sub-Standard 6e.** **Unit Resources including Technology** | | | | |
| 65. **MS in Counseling and Guidance** | **Counseling and psychotherapeutic theories and techniques including the counseling process in a multicultural society, an orientation to wellness and prevention, counseling theories to assist in selection of appropriate counseling interventions, models of counseling consistent with current professional research and practice, development of a personal model of counseling, and multidisciplinary responses to crises, emergencies, and disasters** **Human growth and development across the lifespan including normal and abnormal behavior and an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior** **Career development theories and techniques including career development decision making models and interrelationships among and between work, family, and other life roles and factors, including the role of** | Syllabi, Academic Programs Assessment Website. | Comprehensive Exam, Capstone Course, Portfolio, Thesis/Project, and Licensing Exam | The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. **Each department has a Department Chair. Each program has a Program Coordinator who is responsible for all program aspects and reporting. Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance. Additionally, under the Dean, are the** I. Dean's Cabinet II. COE Unit Assessment Committee III. COE Program Leaders IV. Program Improvement & Effectiveness **Each of these groups works together and with Program Coordinators and program faculty for assessment and reporting activities.** | Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements. | 2016-2017 |

| | multicultural issues in career development | | | | |
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| | **Group counseling theories and techniques** including principles of group dynamics, group process components, developmental stage theories, therapeutic factors of group work, group leadership styles and approaches, pertinent research and literature, group counseling methods, and evaluation of effectiveness | | | | |
| | **Assessment, appraisal, and testing of individuals** including basic concepts of standardized and nonstandardized testing and other assessment techniques, norm-referenced and criterion-referenced assessment, statistical concepts, social and cultural factors related to assessment and evaluation of individuals and groups, and ethical strategies for selecting, administering, and interpreting assessment instruments and techniques in counseling | | | | |
| | **Multicultural counseling theories and techniques** including counselors' roles in developing cultural self-awareness, identity development, promoting cultural social justice, individual and community strategies for working with and advocating for diverse | | | | |

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| | populations, and counselors' roles in eliminating biases and prejudices, and processes of intentional and unintentional oppression and discrimination | | | | |
| | Principles of the diagnostic process including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual, the impact of co-occurring substance use disorders or medical psychological disorders, established diagnostic criteria for mental or emotional disorders, and the treatment modalities and placement criteria within the continuum of care | | | | |
| | Research and evaluation including studies that provide an understanding of research methods, statistical analysis, the use of research to inform evidence-based practice, the importance of research in advancing the profession of counseling, and statistical methods used in conducting research, needs assessment, and program evaluation | | | | |
| | Professional orientation, ethics, and law in counseling including professional ethical standards and legal considerations, licensing law and process, regulatory laws that delineate the | | | | |

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| | profession's scope of practice, counselor-client privilege, confidentiality, the client dangerous to self or others, treatment of minors with or without parental consent, relationship between practitioner's sense of self and human values, functions and relationships with other human service providers, strategies for collaboration, and advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients<br><br>Psychopharmacology including the biological bases of behavior, basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of those medications can be identified<br><br>Addictions counseling including substance abuse, co-occurring disorders, and addiction, major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction, legal and medical aspects of substance abuse, populations at risk, the role of support persons, support systems, and community resources | | | | |

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| | **Crisis or trauma counseling** including crisis theory; multidisciplinary responses to crises, emergencies, or disasters; cognitive, affective, behavioral, and neurological effects associated with trauma; brief, intermediate, and long-term approaches; and assessment strategies for clients in crisis and principles of intervention for individuals with mental or emotional disorders during times of crisis, emergency, or disaster | | | | |
| | **Advanced counseling and psychotherapeutic theories and techniques** including the application of counseling constructs, assessment and treatment planning, clinical interventions, therapeutic relationships, psychopathology, or other clinical topics | | | | |
| | **Advanced coursework** to develop knowledge of specific treatment issues or special populations | | | | |
| | **Field study experience** in a clinical setting that provides a range of professional clinical counseling experience | | | | |
| | **Socioeconomic status** The understanding of human behavior within the social context of socioeconomic status and other contextual | | | | |

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| | **issues affecting social position**<br><br>**Cultures found within California**<br>**The understanding of human behavior within the social context of a representative variety of the cultures found within California**<br><br>**Cultural competency and sensitivity**<br>**Cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California**<br><br>**Multicultural development and cross-cultural interaction including experiences of race, ethnicity, class, spirituality, sexual orientation, gender, and disability and their incorporation into the psychotherapeutic process**<br><br>**Case management, systems of care for the severely mentally ill**<br>**public and private services for the severely mentally ill, community resources for victims of abuse, disaster and trauma response, advocacy for the severely mentally ill, and collaborative treatment**<br><br>**Human sexuality**<br>**including the study of the physiological, psychological, and social cultural variables associated with sexual behavior, gender identity,** | | | | |

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| | and the assessment and treatment of psychosexual dysfunction<br><br>Spousal or partner abuse assessment, detection, intervention strategies, and same-gender abuse dynamics<br><br>Child abuse assessment and reporting<br><br>Aging and long-term care including biological, social, cognitive, and psychological aspects of aging. This coursework shall include instruction on the assessment and reporting of, as well as treatment related to, elder and dependent adult abuse and neglect<br><br>Principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments | | | | | |
| 66. MA in Reading/Language Arts | Contemporary Foundations of Literacy Candidates will survey basic theoretical principles underlying the contemporary teaching of literacy Candidates will survey basic theoretical principles underlying cognitive versus sociocultural models of literacy development, theories about the sociocultural contexts of literacy, the role of multiple literacies in literacy development (multilingual, multimodal, Digital literacies). | Syllabi, Academic Programs Assessment Website. | Comprehensive Exam, Capstone Course, Portfolio, Thesis/Project | The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. Each department has a Department Chair. Each program has a Program Coordinator who is responsible for all program aspects and reporting. Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance. | Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements. | 2016-2017 |

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| | **Culture of Literacy** Candidates will analyze the Sociocultural contexts of literacy in their school, their students' homes, and their school's community, and develop a plan for fostering a culture of literacy in that context.<br><br>**21st Century Skills** Candidates will recognize and apply standards based practices, especially related to Common Core Standards to foster their students '21st Century Skills<br><br>**Models of Reading** Candidates will identify the characteristics of skills-based versus transactional approaches to literacy instruction.<br><br>**Practices in Literacy Instruction** Candidates will deploy a range of situationally and learner-appropriate practices underlying the contemporary teaching of literacy, using a learner-centered and socially conscious praxis.<br><br>**Emergent Literacy** Candidates will identify the components of emergent literacy and implement basic reading instruction for beginning readers.<br><br>**Best Practices for the needs of all students** Candidates will utilize research based best practices in literacy instructional settings that | | | Additionally, under the Dean, are the<br>I. Dean's Cabinet<br>II. COE Unit Assessment Committee<br>III. COE Program Leaders<br>IV. Program Improvement & Effectiveness<br>Each of these groups works together and with Program Coordinators and program faculty for assessment and reporting activities. | | |

| | address the needs of all students.<br><br>**Balanced Literacy Candidates will plan a developmentally appropriate and challenging instructional environment based on a balanced approach to literacy that integrates teaching practices that focus on oral language development, fluency, listening and reading comprehension, vocabulary development, word analysis, academic language development, voluntary reading and authentic writing.**<br><br>**Strategies and Methods in Literacy Instruction Candidates will articulate a repertoire of strategies and methods for the teaching of literacy, and be able to organize instruction using this repertoire across a range of situations and a diversity of learners.**<br><br>**Skills Integration Candidates will systematically structure a range of teaching strategies for listening, speaking, reading and writing across the curriculum, including writing instruction that is consistent with learners' writing process.**<br><br>**Strategies for Teaching reading Candidates will identify the core elements of the gradual release model, guided reading, shared reading, independent** | | | | |
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| | **reading, read a louds, comprehension strategies, and explicit vocabulary instruction, decoding strategies, reading and writer's workshop.**<br><br>**Materials Candidates will have the skills and knowledge at three levels to recognize and evaluate a variety of materials for literacy instruction.**<br><br>**Curricular Models Students will be able to identify a range of curricular models in literacy and evaluate their effectiveness.**<br><br>**Digital Literacies Candidates Will identify a range of multimodal and digital literacies that must be taught in literacy curricula, and design instruction that addresses these literacies.**<br><br>**Second Language Acquisition Candidates will identify key characteristics of literacy instruction that supports learners' second language development, and design literacy instruction that supports English Language Learners.**<br><br>**Assessment Candidates will have the skills and knowledge at three levels to recognize and use a variety of assessment materials and strategies as a part of literacy instruction.** | | | | |

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| | **Data-driven Assessment** Candidates will explain how data from a range of assessments impact their instructional practice and literacy program design.<br><br>**Classroom based Literacy Assessment Candidates will** identify and use arrange of classroom based assessments that provide information about individual learners' literacy skills, strategies, interests, motivations, and backgrounds.<br><br>**Content Area Reading and Information Literacy** Candidates identify and use a range of assessments for assessing learner's content area reading and information literacy.<br><br>**Intervention Candidates** will acquire the knowledge and skills to connect literacy assessments with a repertoire of intervention strategies as a part of literacy instruction<br><br>**Intervention Candidates** design intervention plans for individual learners based on a range of assessments.<br><br> **USA- NCATE- Unit Standards w/Sub-Standards**<br><br>**Standard 1** **Candidate Knowledge, Skills, and Professional Dispositions** | | | | |

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| | **Sub-Standard 1a**<br>**Content Knowledge for Teacher Candidates (Initial and Advanced Preparation of Teachers)**<br><br>**Sub-Standard 1e.**<br>**Knowledge and Skills for Other School Professionals10**<br><br>**Sub-Standard 1f.**<br>**Student Learning for Other School Professionals**<br><br>**Sub-Standard 1g.**<br>**Professional Dispositions for All Candidates**<br><br>**Standard 3**<br>**Field Experiences and Clinical Practice**<br><br>**Sub-Standard 3a.**<br>**Collaboration between Unit and School Partners**<br><br>**Sub-Standard 3b.**<br>**Design, Implementation, and Evaluation of**<br>**Field Experiences and Clinical Practice**<br><br>**Sub-Standard 3c.**<br>**Candidates' Development and Demonstration of Knowledge, Skills,**<br>**and Professional Dispositions to help all students learn** | | | | | |
| 67. **MA Teaching English to Speakers of Other Languages (TESOL)** | **1. English Content Knowledge/Proficiency Sum of Summary Matrix Evidence**<br>**1.1 (Linguistics Glossary** | **Syllabi, Academic Programs Assessment Website.** | **Comprehensive Exam, Capstone Course, Portfolio, Thesis/Project** | **The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational** | **Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements.** | **2016-2017** |

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| | 1.2 (Graduate Entrance Writing Requirement and GPA rating<br><br>2. Instructional Plan Competency<br><br>3.Fieldwork Competency (Aggregate Fieldwork Rubrics)<br><br>4.Candidate Assessment Portfolio Summary evidence of Goals 1-8<br><br>5. Exit Writing Requirement Competency<br>5.1. Comp Exam; M. A.<br><br>6.Disposition (Candidate Statements + Reflective Rubrics)<br><br>6.1. Admissions Statement of Purpose<br><br>6.2. Admissions Statement of Purpose Revised<br><br>6.3. Fieldwork Reflective Statement (aligned to CoE Conceptual Framework)<br><br>6.4. Candidate | | | Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. Each department has a Department Chair. Each program has a Program Coordinator who is responsible for all program aspects and reporting. Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance. Additionally, under the Dean, are the<br>I. Dean's Cabinet<br>II. COE Unit Assessment Committee<br>III. COE Program Leaders<br>IV. Program Improvement & Effectiveness<br>Each of these groups works together and with Program Coordinators and program faculty for assessment and reporting activities. | | |

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| | **Assessment Portfolio Reflective Statement**<br><br>**NCATE- USA – Unit Standards w/ Substandards**<br>**Sub-Standard 1a**<br>**Content Knowledge for Teacher Candidates (Initial and Advanced Preparation of Teachers)**<br><br>**Sub-Standard 1b.**<br>Pedagogical Content Knowledge and Skills for Teacher Candidates (Initial and Advanced Preparation of Teachers)<br><br>**Sub-Standard 1c.**<br>Professional and Pedagogical Knowledge and Skills for Teacher Candidates (Initial and Advanced Preparation of Teachers)<br><br>**Sub-Standard 1d.**<br>Student Learning for Teacher Candidates (Initial and Advanced Preparation of Teachers)<br><br>**Sub-Standard 1g.**<br>**Professional Dispositions for All Candidates** | | | | | |
| 68. **MA in Math & Science Education** | **Goal 1: Pedagogy**<br>**The program will provide models of pedagogical strategies that support K-12 students' learning of math and science concepts and practices.**<br><br>**Outcome 1.1:** Math Pedagogy Students will learn appropriate pedagogy to | **Syllabi, Academic Programs Assessment Website.** | **Comprehensive Exam, Capstone Course, Portfolio, Thesis/Project** | **The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. Each department has a Department Chair.** | **Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements.** | **2016-2017** |

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| | support the learning of mathematics concepts and skills reflected in the CCSS-M.<br><br>**Outcome 1.2:** Science Pedagogy<br>Students will learn appropriate pedagogical skills to support learning of physical science, life science and earth/planetary science reflected in the NGSS.<br><br>**Outcome 1.3:** Standards for Mathematical Practice<br>Students will be able to identify instances in classrooms in which the Standards for Mathematical Practice are reflected in student work.<br><br>**Outcome 1.4:** Science and Engineering Practices<br>Students will be able to identify instances in which the science and engineering practices in the Next Generation Science Standards are reflected in student work.<br><br><br>**Goal 2:** Planning Lessons<br>The program will provide strategies to plan, implement and assess lessons that integrate mathematics and science concepts and skills.<br><br>**Outcome 2.1:** Integrating Math and Science Lessons<br>Students will plan, implement and assess inquiry-based problem solving lessons that integrate Common Core State Standards for mathematics content, Next Generation | | | **Each program has a Program Coordinator who is responsible for all program aspects and reporting. Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance. Additionally, under the Dean, are the**<br>**I. Dean's Cabinet**<br>**II. COE Unit Assessment Committee**<br>**III. COE Program Leaders**<br>**IV. Program Improvement & Effectiveness**<br>**Each of these groups works together and with Program Coordinators and program faculty for assessment and reporting activities.** | | |

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| | Science Standards and Common Core Standards for Mathematical Practice.<br><br>**Outcome 2.2:** Implementing Reforms in Lesson Planning Students will transform skills-based lessons into lessons that integrate the content standards with the Common Core Standards for Mathematical Practice and with the Next Generation Science Standards.<br><br>**Outcome 2.3:** Difficulties With Integrating Lessons Students will identify problems associated with planning, implementing and assessing lessons that integrate mathematics, science, engineering and technology.<br><br>**Outcome 2.4:** Mediating Difficulties with Integration Students will develop strategies for mediating problems associated with planning, implementing and assessing lessons that integrate mathematics, science, engineering and technology.<br><br>**Goal 3:** Avocating Math-Science Integration Candidates in the program will become advocates of integrated teaching and learning strategies in mathematics and science.<br><br>**Outcome 3.1:** Research in Integration | | | | |

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| | Students will collect and analyze peer reviewed research articles that address issues connected with creating meaningful integrated mathematics and science lessons.<br><br>**Outcome 3.2:** Research in CCSS-M and NGSS Students will collect and analyze peer reviewed research articles related to the Common Core State Standards, the Standards for Mathematical Practice and the Next Generation Science Standards. | | | | | |
| 69. **MA in Social Science and Globalization** | **1.** Structure, analyze, evaluate, and support arguments, evidence, and scholarship both orally and in writing in the social sciences (anthropology, economics, geography, history, political science, and sociology).<br><br>**2.** Interpret, compare, and contrast academic ideas in the social sciences (anthropology, economics, geography, history, political science, and sociology).<br><br>**3.** Demonstrate knowledge of the methods, techniques, concepts, and vocabularies of the social sciences (anthropology, economics, geography, history, political science, and sociology). | **Program website, student orientation packet, Academic Programs Assessment Website.** | **Being revised as part of Q2S; culminating comprehensive exam/thesis/project, portfolio, student self-evaluation** | **Faculty.** | **Based on findings, the dept. has determined it needs to implement a portfolio system, maintain a cohort model, and rethink the program electives.** | **Scheduled for 2019-2020** |

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| | **4.** Demonstrate knowledge of and an ability to critical engage with theories of globalization as it applies to the social science disciplines (anthropology, economics, geography, history, political science, and sociology), and to either regions of study or specific groups, such as Indigenous populations. | | | | | |
| 70. **MA in Spanish** | | | | | | |
| 71. **MS in Special Education** | **Goal 1:**<br>**Candidates will demonstrate better understanding of general education State Content Standards.**<br><br>**Outcome 1.1:** Core Curriculum Subject Matter Knowledge Candidates will have average ratings of 3.5 or higher on supervised fieldwork competencies that are aligned with TPE 1: Specific Pedagogical Skills for Subject Matter Instruction. This outcome will address the following component of TPE 1, "Education Specialist teachers instruct students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment."<br><br>**Outcome 1.2:** Core Curriculum Subject Matter Knowledge Candidates will have average ratings of 3.5 or higher on supervised fieldwork | **Syllabi, Academic Programs Assessment Website.** | **Comprehensive Exam, Capstone Course, Portfolio, Thesis/Project** | **The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. Each department has a Department Chair. Each program has a Program Coordinator who is responsible for all program aspects and reporting. Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance. Additionally, under the Dean, are the**<br>**I. Dean's Cabinet**<br>**II. COE Unit Assessment Committee**<br>**III. COE Program Leaders**<br>**IV. Program Improvement & Effectiveness**<br>**Each of these groups works together and with Program Coordinators and program faculty for assessment and reporting activities.** | **Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements.** | 2016-2017 |

competencies that are aligned with TPE 2: Monitoring Student Learning During Instruction. This outcome will assess the following component of TPE 2, "to determine whether students are progressing adequately toward achieving the state adopted content standards for students."

**Goal 2:**
**Candidates will communicate effectively in written form.**

**Outcome 2.1:** Effective Written Communication Candidates will have average ratings of 3.5 on supervised fieldwork competencies aligned with TPE 10: Instructional Planning. This outcome will assess the following component of TPE 10, "Candidates demonstrate the ability to coordinate, direct and communicate effectively..."

**Outcome 2.2:** Effective Written Communication MA degree candidates will pass the comprehensive exam at a rate of 90% or better in each emphasis area (i.e., Early Childhood, Mild/Moderate Disabilities, and Moderate/Severe Disabilities) each quarter.

**NCATE- USA – Unit Standards w/ Substandards**
**Sub-Standard 1a**
Content Knowledge for Teacher Candidates (Initial

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| | and Advanced Preparation of Teachers) | | | | | |
| | **Sub-Standard 1b.** Pedagogical Content Knowledge and Skills for Teacher Candidates (Initial and Advanced Preparation of Teachers) | | | | | |
| | **Sub-Standard 1c.** Professional and Pedagogical Knowledge and Skills for Teacher Candidates (Initial and Advanced Preparation of Teachers) | | | | | |
| | **Sub-Standard 1d.** Student Learning for Teacher Candidates (Initial and Advanced Preparation of Teachers) | | | | | |
| | **Sub-Standard 1g.** Professional Dispositions for All Candidates | | | | | |
| 72. **MA in Theatre Arts** | **ART HISTORY OUTCOMES (SPECIFICS: 1. Recognize art historical approaches to solving research problems and obtain knowledge related to art in different historical periods globally** **2. Articulate art historical approaches to solving research problems and obtain knowledge related to art in different historical periods globally** **3. Implement multiple approaches to solving research problems and obtain knowledge related to** | **Academic Programs Assessment Website.** | **Juries/presentations, senior assessment, performances, work in scene shops and productions** | **Faculty. Assessment is ongoing, with students being provided feedback nearly continuously throughout the program.** | | 2013-2014 |

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| art in different historical periods globally<br><br>4. Comprehend intellectual issues as they pertain to art from diverse cultures and in different historical periods<br><br>5. Comprehend ethical issues as they pertain to art from diverse cultures and in different historical periods<br><br>6. Comprehend social and political issues as they pertain to art from diverse cultures and in different historical periods<br><br>7. Comprehend issues of practice and methodology as they pertain to art from diverse cultures and in different historical periods<br><br>8. Evidence a high degree of knowledge in relation to subjects and objects of art historical research and methodologies of research<br><br>9. Evidence a high degree of knowledge in relation to art historical practices encompassing research and findings, oral articulation, written expositions for scholarship in the global arts<br><br>10. Demonstrate implementation of art historical knowledge and skills in analysis and verbal/written articulation of current and historical intellectual issues on a global scale for art | | | | |

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| | **11. Demonstrate implementation of art historical knowledge and skills in analysis and verbal/written articulation of ethical issues as they pertain to the global condition for art**<br><br>**12. Demonstrate implementation of art historical knowledge and skills in analysis and verbal/written articulation of current and historical social and political issues globally for art**<br><br>**13. Demonstrate implementation of art historical knowledge and skills in analysis and verbal/written articulation of current and historical practices of art in a global context**<br><br>**14. Engage art historical analysis of artistic expression and pertinent scholarly information**<br><br>**15. Engage art historical analysis of oral artistic expression and pertinent scholarly information**<br><br>**16. Engage art historical analysis of quantitative representations and pertinent scholarly information**<br><br>**17.Engage art historical analysis of technological representations of art and** | | | | |

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| | pertinent scholarly information | | | | |
| | 18.Engage art historical analysis of written representations of art and pertinent scholarly information | | | | |
| | 19.Critically engage with local communities through art historical literacy and scholarship | | | | |
| | 20.Critically engage with global communities through art historical literacy and scholarship | | | | |
| | 21.Engage in diverse art historical methods, showing ability to inquire and reason for arguments related to the arts | | | | |
| | 22. Define intellectual questions and problems related to the research of subjects and objects of art history in a global context | | | | |
| | 23. Identify potential solutions to intellectual questions and problems related to the research of subjects and objects of art history in a global context | | | | |
| | 24. N/A | | | | |
| | 25. Determine intellectual strategies and courses of action appropriate to resolving questions and problems related to the research of subjects and objects of art history | | | | |

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| | **26.** Develop new art historical approaches to critical thought in relation to art historical scholarship in a global context | | | | |
| | **27.** Implement innovative art historical approaches to critical thought in relation to art historical scholarship in a global context | | | | |
| | **28.** Develop new art historical approaches to solving intellectual problems in relation to art historical scholarship in a global context | | | | |
| | **29.** Implement innovative art historical approaches to resolving intellectual problems in relation to art historical research in a global context | | | | |
| | **30.** Develop new art historical approaches to verbal and written expressions in relation to art historical research in a global context | | | | |
| | **31.** Implement innovative art historical approaches to verbal and written expressions in relation to art historical research in a global context | | | | |
| | **32.** Connect art historical comprehension and learning experiences to those of other disciplines including sociological, gender studies, ethnic studies, literary and anthropological studies | | | | |

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| | **33.**Situate unscripted and non-categorized intellectual inquiries and problems in art history using the perspectives of multiple-disciplined learning engagements<br><br>**34.**Strategize and resolve unscripted and non-categorized intellectual inquiries and problems in art history using the perspectives of multiple-disciplined  learning engagements<br><br>**35.** Demonstrate the use of perspectives from multiple fields, contexts, cultures and identities to conduct art historical research in the global context<br><br>**36.** Develop through an art historical worldview a disposition and impetus for human respect and the promotion of social justice and equality<br><br>**37.** Apply art historical knowledge leading to intellectual confidence to promote human respect, social justice and equality<br><br>**38.** Apply art historical knowledge leading to intellectual confidence to transform behaviors of human respect, social justice and equality.<br><br>**39.**Demonstrate use of art historical knowledge leading | | | | |

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| | to intellectual confidence to promote human respect, social justice and equality on school campus<br><br>40.Demonstrate use of art historical knowledge leading to intellectual confidence to promote human respect, social justice and equality in local communities<br><br>41.Demonstrate use of art historical knowledge leading to intellectual confidence to promote human respect, social justice and equality in global communities<br><br>42.Comprehend how dynamics in global communities shape vision through the art historical study of past and current subjects and objects of art in the global context<br><br>43.Develop through art historical worldviews a disposition and impetus to respectfully interact with diverse individuals<br><br>44.Develop through art historical worldviews a disposition and impetus to respectfully interact with diverse social groups<br><br>45.Develop through art historical worldviews a disposition and impetus to respectfully collaborate with diverse individuals<br><br>46.Develop through art historical worldviews a | | | | |

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| disposition and impetus to respectfully collaborate with diverse social groups<br><br>**47.Recognize and demonstrate one's own perspective and worldview through the art historical study of past and current cultural contexts for art objects**<br><br>**48.Recognize and demonstrate self-awareness of one's own social biases through the art historical study of past and current cultural contexts for art objects**<br><br>**DIGITAL MEDIA LEARNING OUTCOMES (SPECIFICS):**<br><br>**1. Identify and explain multiple approaches to problem solving as it relates to problem identification, research and information gathering, and analysis. In addition you will be able to show proficiency in the generation of ideas, alternative solutions, prototyping, and user testing, including the ability to evaluate final outcomes keeping in mind intellectual, ethical, social and practical issues surrounding their final design decisions.**<br><br>**2. Demonstrate the ability to investigate and integrate the needs of marketing, manufacturing and production into your design process and final design** | | | | |

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| decisions. You will understand user centric design practices in terms of user/audience satisfaction, aesthetics, ecology, safety and value.<br><br>3. You will be able to demonstrate depth of knowledge in your ability to create and develop visual form in response to communication problems using the principles of visual organization, composition, information and message hierarchy, symbolism, typography, aesthetics, and the construction of meaningful images. These representations must include consideration for intellectual, ethical, social and practical issues as they apply to the scholarly field of applied digital media.<br><br>4. You will be able to demonstrate depth of knowledge in your ability to use current technology to conceive, design, produce, and create visual form to successfully communicate ideas, opinions, and concepts that are consistent with the professional field of applied digital media.<br><br>5. Understand the relevance of design history, theory, and criticism from a variety of perspectives, including those of art history, linguistics, communication theory, technology, and the social and cultural use of designed | | | | |

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| | objects and systems. Special emphasis will include sensitivity to the theory and practice of the ability of design to contribute positively to local and global communities.<br><br>6. Demonstrate the ability to identify, define, and evaluate potential, problems, variables, and requirements; conceptualize and evaluate alternatives; and, test and refine solutions throughout the formal design process to determine final design decisions and outcomes.<br><br>7. Demonstrate the ability to identify, develop and initiate innovative research, analyzation and ideation, to the processes of problem solving with emphasis on innovative expressions and the role that innovation plays in your final design decisions and final outcomes.<br><br>8. Demonstrate in your design process the recognition and consideration for the physical, cognitive, cultural, social, and human factors that shape your design decisions and final outcomes.<br><br>9. Demonstrate the ability to describe and respond to the audiences and contexts that a communications solution must address, keeping in mind multiple stakeholders that must be considered | | | |

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| | within the final design decisions.<br><br>10. Demonstrate sensitivity in making informed decisions about social justice and equity issues, including the promotion and the application of the design process to campus, local and/or global communities. You will be concerned with social justice and equity issues effecting current graphic design, design production, and consumption of media and/or created objects.<br><br>11. Examine and Interpreted design from multiple perspective and evaluate the relationship between design and its cultural and historical context. You will develop an inclination in your design practice that is aware of the diverse groups and diverse individuals that is serves.<br><br>**Studio Art Learning Outcomes:**<br>1.  Students will conduct research toward art production<br><br>2.  Students will discuss their research/ideas with class and professor<br><br>3.  Students will draft various approaches to art projects<br><br>4.  Students will analyze and interpret their art and that of their peers | | | | |

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| | 5.  Students will understand the difference between plagiarism and being influenced<br><br>6.  Students will see their work in a contemporary social context<br><br>7.  Students will learn tools, materials and techniques<br><br>8.  Students will research and write about their work and the work of others<br><br>9.  Students will learn about contemporary and historical artists and movements<br><br>10. Students will create works from challenging concepts<br><br>11. Students will discuss how their work is influenced by others<br><br>12. Students will discuss how their work reflects the zeitgeist<br><br>13. Students will demonstrate technical skills sets<br><br>14. Students will speak about their work and the work of the peers<br><br>15. Students will write about visiting artist lectures<br><br>16. Students will write about their research on artist and about their fields | | | | |

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| | **17. Students will write analytical reviews of gallery exhibitions**<br><br>**18. Students will analyze text**<br><br>**19. Students will participate in community based project**<br><br>**20. Students will understand their work in a global context**<br><br>**21. Students will write research papers and analytical reviews**<br><br>**22. Students will draft various solutions to creative assignments**<br><br>**23. Students will create works from challenging concepts**<br><br>**24. Students will critically evaluate their work and that of their peers** | | | | | |
| 73. **Master of Business Administration** | **1. Specific Knowledge and Skills: Each student should obtain required specialized knowledge and skills for the creation of value through integrated operations and distribution of goods, services, and information.**<br><br>1.1. Accounting: The student understands financial statements and applies accounting analysis to support business decisions. Strong competencies in utilizing financial information | **All-college meeting, orientation, college website, Student Success Center website, MBA website, and syllabi. Academic Programs Assessment Website.** | **AAT, papers, portfolios, presentations,** | **Faculty evaluate each artifact using custom rubrics.** | **The data is discussed in our Faculty Assurance of Learning (AoL) Committee (with representatives from each academic department), then discussed with the departments, posted on our Intranet Site, reviewed at Faculty Forum, and the followed up with our College Curriculum Committee and Senior Leadership Team.** | **2016** |

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| | to support business decisions or to improve profitability.<br><br>1.2. Finance: The student understands and applies financial theories to increase firm value or investment return. Demonstrates mastery of financial theory and principles of financial management to increase firm value and investment return.<br><br>1.3. Information Systems: The student is able to apply technology skills to access, organize, and synthesize information to solve business problems. Mastery of computer skills and/or information systems to access, organize, or synthesize information to solve business problems.<br><br>1.4. Management: The student can analyze organizational problems involving employee behaviors and work situations and develop appropriate solutions. Identified and defined all problems and developed well-crafted solutions consistent with applied managerial theory and practice.<br><br>1.5. Marketing: The student can apply marketing concepts, market mix and strategies for the global environment. Complete and well-crafted plans and strategies for global marketing based upon effective utilization of | | | | |

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| | marketing concepts and marketing mix.<br><br>1.6. Public Administration: The student can describe and analyze government policies affecting business development at local, state and national levels.<br><br>1.7. Supply Chain Management: The student can apply information technology and supply chain management principles and applications to create value in a business environment.<br><br>**2. Communication, Written: Each student can effectively communicate in writing.**<br>2.1. Clarity/Meaning: Responds thoroughly and well to the assignment but may not be as direct or<br>clear as possible—may slight some aspects of the task. Defined critical thinking skills with fresh<br>ideas and maintains a strong point of view.<br><br>2.2. Development, reasoning and support: Includes well-chosen examples and expands on those examples in appropriate detail.<br><br>2.3. Organization/Format: Main point is presented or clearly implied with noticeable coherence; provided specific and accurate support. No errors in professional business format. | | | | |

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| 2.4. Language: Sophisticated choice of language and sentence structure; precise and purposeful demonstrating a command of language and a variety of sentence structures.<br><br>2.5. Conventions: Control of conventions; free of most, if not all, mechanical errors—a polished document.<br><br>**3. Communication, Oral: Each student can effectively present information orally.**<br><br>3.1. Organization: Students can present material orally in an organized manner (i.e. main points distinct from support, transitions, and coherence).<br><br>3.2. Clarity of Key Points: Students can present materials orally with clarity of key points (i.e. explicit, identifies topic, previews main points).<br><br>3.3. Eye Contact: Student can make eye contact with the audience when presenting materials orally (i.e. establish rapport; expand zone of interaction).<br><br>3.4. Vocal Presentation: Students can present materials orally with consistent articulate, volume, and tone (i.e. rate, pitch, volume and tone are natural and authentic). | | | | | |

| | 3.5. Body Language: Students can present material orally comfortably, poised, and with confidence (i.e. expressive, comfortable, enhances message). | | | | | |
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| | **4. Ethical Reasoning: Each student can recognize/analyze problems and choose/defend resolutions for practical business situations.** | | | | | |
| | 4.1. Articulation: Articulation of ethical dilemma and competing values in the business situation. Student comprehended the ethical dilemma presented in the case. Shows thorough understanding of both general ethical dilemma and specific ethical issues. | | | | | |
| | 4.2. Identification: Identification of key stakeholders and their responsibilities to the public in the situation. | | | | | |
| | 4.3. Principles: Familiarity with the professional ethical principles applicable to the situation. | | | | | |
| | 4.4. Solution: Provision of fair, equitable, and responsible solutions to the ethical dilemma. Quality of the solution(s) presented to resolve the ethical dilemma. Recommend a course of action that would resolve the ethical dilemma in an effective manner under the circumstances. | | | | | |

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| | 4.5. Attitude: Student attitude about resolving solution(s) to resolve the ethical problem. Student attitude about resolving the ethical dilemma presented in the case. Words and manner suggest a view that it is very important for managers to address and resolve ethical dilemmas like that illustrated in the case.<br><br>**5. Information Technology: Each student can use information technology to support the structure and processes of the organization, and use information technology in decision-making.**<br><br>5.1. Identify Systems: Identify and describe major information systems used in enterprises.<br><br>5.2. Identify Technologies: Identify and describe major information technologies used in business.<br><br>5.3. Business Value: Identify the business value that these systems and technologies provide.<br><br>5.4. Business Application: Solve business problems by using these information systems and technologies.<br><br>5.5. Ethical Considerations: Identify and analyze ethical considerations involved in the use of information systems | | | | |

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| | for the enterprise and customers. | | | | |
| | **6. Problem Solving: Each student can apply knowledge in new and unfamiliar circumstances and devise innovative solutions to cope with unforeseen events.** | | | | |
| | 6.1. Identification: Identification of central problems in complex situations. Identified all central problems and relevant issues involved in the situation. | | | | |
| | 6.2. Recognition: Recognition of multiple causal factors involved in a problem situation. Correctly recognized all causal factors involved in the problem situation. | | | | |
| | 6.3. Correct Theories: Correct usage of theories, methods, and/or principles to address the problem. Relevant theories and principles are perfectly applied to address the problem. | | | | |
| | 6.4. Alternative Solutions: Generation of plausible solutions to address the problem. Solutions generated were completely plausible, very realistic and feasible. | | | | |
| | 6.5. Persuasive Reasons: Provision of persuasive reasons and evidence in support of proposed solution. Strongly persuasive and convincing reasons and | | | | |

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| | evidence were provided to support the proposed solution. | | | | |
| | **7. Global Context: Each student understands varied cultural perspectives and global environments and can develop innovative business solutions and practices that address complexity.**<br><br>7.1. Culture: Each student is aware of the importance of culture and the role it plays in the global context.<br><br>7.2. Skills: Each student has the ability to use appropriate tools and techniques to analyze global situations.<br><br>7.3. Institutions: Each student understands the role and importance of international institutions of various types.<br><br>7.4. Mindset: Each student is able to evaluate and frame opportunities, threats and solutions from a global perspective.<br><br>7.5. Discourse: Each student is conversant about the critical (global) issues facing the global community and business leaders. | | | | |
| 74. **Master of Public Administration** | | | | | |
| 75. **MPH in Public Health** | **MPH CORE**<br>1. Describe a population health problem in terms of | Department website, Blackboard. Academic | Faculty select various measures from their courses to assess PLOs. These may | Faculty. Program planning and evaluation is an on-going process with a formalized evaluation scheduled every | At the end of each academic year, the program coordinators compile the program coordinator's | 2017 |

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| magnitude, person, time, and place.<br><br>2. Use information techniques (e.g. bibliography, database management, graphical, and statistical software) to retrieve, analyze, summarize, and present population health data to a variety of audience.<br><br>3. Identify and describe environmental, behavioral, social, and cultural factors that affect the etiology, prevention or resolution of public health problems.<br><br>4. Apply the health law-making and rule-making processes at federal, state, and local level to provide public health solutions.<br><br>5. Analyze and apply public health ethics in practice.<br><br>6. Demonstrate oral and written public health communication skills for both professional and lay person.<br><br>7. Understand how information is shaped and changed over time based on the sources, quality, value, and perspective.<br><br>**MPH Concentration**<br>1. Demonstrate an understanding of history, power, privilege, and | **Programs Assessment Website.** | include exams, projects, portfolios, etc. | three years. Each academic year, the program coordinators, along with the assessment coordinator, review the program learning outcomes (PLOs). This evaluation includes examples of student artifacts and a review of the syllabus to ensure consistency. | report, and disseminate the results and recommendations to the HSCI department. |

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| | structural inequity in health education.<br><br>2. Demonstrate an understanding of the principles of management, budgeting, and leadership.<br><br>3. Develop health program plans and evaluation based on the diverse cultural values and traditions of the community at large.<br><br>4. Critically analyze health behavior theories for evidence-based recommendations<br><br>5. Integrate analytic reasoning (quantitative and qualitative) and principals of organizational behavior and health equity to address questions in community health education. | | | | | |
| 76. **MS in Accountancy** | **Goal 1: Accounting – Specific Knowledge and Skills: 1.1 The student understands and applies financial accounting theories & GAAP to resolve financial accounting issues.**<br><br>1.2The student understands and applies management accounting theories to make business decisions.<br><br>1.3 The student understands and applies auditing theories and GAAP to conduct financial statement audit.<br><br>1.4 The student understands and applies taxation rules to | **Academic Affairs Assessment Website** | **The Director of Accreditation, AoL Coordinator, MSA Coordinator, and Accounting Faculty.** | **The results will be discussed by the Assurance of Learning (AoL) Committee, forwarded to the academic departments, and considered at a faculty forum. Potential major or minor program changes will be solicited from faculty, considered by AoL, and forwarded to the College Curriculum Committee (CCC).** | **The results will be discussed by the Assurance of Learning (AoL) Committee, forwarded to the academic departments, and considered at a faculty forum. Potential major or minor program changes will be solicited from faculty, considered by AoL, and forwarded to the College Curriculum Committee (CCC).** | **2013-2014** |

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| | solve tax problems (including some tax return forms).<br><br>1.5 The student understands and applies international accounting theories and principles to resolve international accounting issues.<br><br>**Goal 2: Written Communication:**<br>2.1. Clarity/Meaning: Responds thoroughly and well to the assignment but may not be as direct or clear as possible—may slight some aspects of the task. Defined critical thinking skills with fresh ideas and maintains a strong point of view.<br><br>2.2. Development, reasoning and support: Includes well-chosen examples and expands on those examples in appropriate detail.<br><br>2.3. Organization/Format: Main point is presented or clearly implied with noticeable coherence; provided specific and accurate support. No errors in professional business format.<br><br>2.4. Language: Sophisticated choice of language and sentence structure; precise and purposeful demonstrating a command of language and a variety of sentence structures.<br><br>2.5.Conventions: Control of conventions; free of most, if | | | | |

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| | not all, mechanical errors—a polished document. | | | | | |
| 77. **MS in Biology** | **Goal 1: To train students in experimental design and analysis.**<br><br>• Outcome 1.1 Students will apply scientific methods to advanced problem solving.<br><br>• Outcome 1.2 Students will design and execute experiments using appropriate modern techniques.<br><br>• Outcome 1.3 Students will analyze and interpret data from completed experiments.<br><br>**Goal 2: To train students how to access, critically evaluate, and utilize scientific literature.**<br><br>• Outcome 2.1: Students will effectively use scientific journals, periodicals, and electronic media to access current biological information in specialized fields.<br><br>• Outcome 2.2: Students will critique data and recognize significance of published scientific works.<br><br>• Outcome 2.3: Students will integrate current scientific literature and existing body of knowledge to synthesize and contribute new ideas in specialized fields of biology.<br><br>**Goal 3: To train students in professional scientific** | **Academic Programs Assessment Website.** | **Upper division course assessment, thesis proposal, oral proposal presentation, completed thesis, oral thesis defense** | | **Assessment of the program in the past led from having both non-thesis and thesis MS tracks to only keeping the thesis track.** | **2013-2014** |

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| | **written and oral communications.**<br><br>• Outcome 3.1: Students will identify, inquire, research, and prepare a formal research proposal.<br><br>• Outcome 3.2: Students will report on their completed research project with a written thesis.<br><br>• Outcome 3.3: Students will defend their completed thesis with an oral presentation explaining the research findings, contribution, and importance. | | | | |
| 78. **MS in Computer Science** | **Goal 1:**<br>**Expose the student to the design and analysis methods of modem computer systems.**<br><br>Learning Outcome 1.1 Become acquainted with the interface between architecture and compiler in designing modern computer systems.<br><br>Learning Outcome 1.2 Be able to adopt quantitative measurements for the evaluation of computer systems.<br><br>Learning Outcome 1.3 Be able to select a particular computer system to solve a particular problem.<br><br>Learning Outcome 1.4 Become acquainted with the design and analysis methods of modern computer. | | | | |

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| | **Goal 2:**<br>**Expose the student to design, analysis and implementation of software systems.**<br><br>Learning Outcome 2.1 Develop an understanding of the capabilities and limitations of software systems.<br><br>Learning Outcome 2.2 Undertake software projects using current technologies, notations, terminologies and methodologies.<br><br>Learning Outcome 2.3 Map problem specifications to appropriate algorithms and data structures.<br><br>Learning Outcome 2.4 Able to work effectively as a team member.<br><br>**Goal 3:**<br>**Expose the student to theoretical and analytical principles of computation.**<br><br>Learning Outcome 3.1 Analyze algorithms for correctness and time/space complexities.<br><br>Learning Outcome 3.2 Know the concept of computability.<br><br>Learning Outcome 3.3 Know the theory of formal languages.<br><br>**Goal 4:**<br>**Expose the student to research directions in** | | | | |

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| | **computer science, and develop research skills and the ability to conduct independent research.**<br><br>Learning Outcome 4.1 Be acquainted with standardized bodies and their products.<br><br>Learning Outcome 4.2 Be acquainted with, read, and appreciate current professional literature.<br><br>Learning Outcome 4.3 Be able to conduct literature review.<br><br>Learning Outcome 4.4 Demonstrate ability to solve problems independently.<br><br>Learning Outcome 4.5 Be able to communicate problem statements and solutions effectively. | | | | | |
| 79. **MS in Clinical/Counseling Psychology** | **1. Students will demonstrate empathic, collaborative, authentic, and effective treatment relationships when working with children, adolescents, adults, couples, and families from diverse backgrounds and Socioeconomic classes as well as with other professionals.**<br><br>**Objective 1.1** Displays effective therapy skills with variety of clients<br><br>**Objective 1.2** Demonstrates proper assessment and | **Academic Programs Assessment Website.** | **Role play assignments, training clinic supervisor evaluation of work, field site supervisor evaluation of work, outcomes-based assessment of therapeutic alliance, COMPS Exam, papers, projects, presentations, clinical treatment plans** | **Faculty. Scoring rubrics are used to assess core PLOs as evidenced through reflection papers, case conceptualization and treatment plans, diagnostic assessment and intake reports, progress notes, research papers and counseling theories classroom presentations.** | **Student satisfaction data from exit surveys which led to changes in the structure of clinical supervision from a 5-month rotation to a 10-month rotation, increased use of role-plays in courses to teach application of technique, and increased use of case conceptualization and treatment planning as per student feedback.** | **2016** |

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| treatment of various mental health disorders using evidence---based practices<br><br>**Objective 1.3** Displays ability to evaluate clients' progress in treatment<br><br>**Objective 1.4** Demonstrates strong written communication skills related to clinical/counseling information (e.g., intake reports, treatment plans, notes) in professional, ethical, and respectful manner<br><br>**Objective 1.5** Demonstrates strong relationships with clients, professionals and peers<br><br>**2.    Students will demonstrate an understanding of the intersection of their personal, cultural and professional identities as Marriage and Family Therapists**<br><br>**Objective 2.1**   Develop an identity as a clinical mental health counselor and demonstrate an understanding of the scope of practice in the state of California for the Licensed Marriage and Family Therapist (LMFT).<br><br>**Objective 2.2**   Demonstrate knowledge of ethical and legal guidelines designated by California | | | | |

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| | laws and the California Association of Marriage and Family Therapists (CAMFT**).**<br><br>**Objective 2.3** Engage in reflective practices that enable students to critically and accurately evaluate how their beliefs, values, behaviors, and cultural context affect their perceptions of clients and their work with clients<br><br>**Objective 2.4** Demonstrate awareness of self---care strategies and their importance to the ethical treatment of clients<br><br>**3. Students will conduct psychosocial, family, clinical, diagnostic, crisis, and client progress assessments of clients that account for individual factors, symptomology patterns, multiple theoretical perspectives, family system dynamics and socio---political and cultural contexts.**<br><br>**Objective 3.1** Demonstrate appropriate application of diagnostic nomenclature to identify and treat various mental health conditions<br><br>**Objective 3.2** Formulate treatment plans for clients with varying severity of mental illnesses and/or comorbid and co---occurring disorders | | | | |

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| | **Objective 3.3** Formulate treatment plans for clients accounting for major cultural constructs (e.g., race/ethnicity, common stereotypes and discrimination experiences, systemic inequalities, socioeconomic status, sexual/affectional orientation, gender identity, religion/spirituality, oppression/privilege, and dis/ability) as these relate to clients' mental health | | | | |
| | **Objective 3.4** Apply knowledge of how bio/psycho/sociocultural/spiritual factors intersect with and impact human development and functioning across lifespan for clients | | | | |
| | **Objective 3.5** Identify means to promote social justice and advocacy on behalf of clients | | | | |
| | **4. Locate and critically evaluate research to implement best practice strategies with diverse clients presenting concerns** | | | | |
| | **Objective 4.1** Collect and integrate theoretical knowledge, evidence---based practices, clinical information and client perspectives to formulate and test clinical hypotheses of clients | | | | |
| | **Objective 4.2** | | | | |

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| | Critically analyze research literature pertaining to theories of assessment, diagnosis and treatment

**Objective 4.3**
Demonstrate writing that is grammatically sound and consistent with scientific guidelines of the American Psychological Association (APA). | | | | | |
| 80. **MS in Earth and Environmental Sciences** | **PLO 1: Information Literacy**
PLO 1.1: Compiling Information
MSEES Students can conduct a literature search and compile a set of previously published work relevant to their thesis or project topic.

**PLO 2: Discipline-Specific Content Competency**
PLO 2.1: Summarizing Content
MSEES Students can summarize content related to their thesis or project topic from published sources.

PLO 2.2: Synthesizing Content
MSEES Students can evaluate, compare and synthesize content related to their thesis or project topic from published sources.

PLOs 2.3- 2.5: [Considering adding additional content-based outcomes related to the atmosphere, hydrosphere and geosphere] | **Department bulletin board Academic Programs Assessment Website.** | **Embedded exam questions/assignments, oral presentations, graduate thesis, graduate project** | **Faculty. Student assignments, presentations, theses, and projects are scored using rubrics.** | **Faculty involved in the MSEES program meet to discuss the assessment data collected and to identify areas where improvements/changes could be made, as well as suggestions for making such improvements. Issues that require curricular changes will be considered as part of the Q2S transformation.** | **2015-2016** |

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| | **PLO 3: Scientific Research or Application skills**<br>Outcome 3.1: Collecting or Compiling Data<br>MSEES Students design and implement a program to collect original data (primarily Geology option) or compile existing data (primarily PSM option) that are relevant to solving a geological or environmental problem.<br><br>Outcome 3.2: Analyzing and Interpreting Data<br>MSEES Students utilize logic, hypothesis-testing, modeling, graphical methods, and/or other scientific methods to analyze and interpret data and to draw conclusions related to a geological or environmental problem.<br><br>**PLO 4: Communication Skills**<br>Outcome 4.1: Organization in Written Reports<br>MSEES students can produce technical reports that are well organized, with arguments presented clearly in support of conclusions.<br><br>Outcome 4.2: English usage<br>MSEES students can produce technical reports that are well written using standard, professional<br>English usage, grammar, spelling and punctuation.<br><br>Outcome 4.3: Graphical Communication<br>MSEES students can produce technical reports that are well illustrated, with appropriate tables, graphs, diagrams, | | | | |

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| | maps and/or other figures that show relationships among data and support the conclusions stated in the written document.<br><br>Outcome 4.4: Oral Communication<br>MSEES students can clearly present and defend their scientific ideas orally. | | | | | |
| 81. **MS in Health Sciences Administration** | **Courses: HSCI 602. Management, Organization and Planning**<br>•   Evaluate the role of individual employees and work groups in implementing organizational change and resolving conflicts.<br><br>•   Examine the differences between management and leadership.<br><br>•   Understand the concepts of organizational dynamics, including environmental, structural, innovation, and cultural differences.<br><br>•   Understand the concept of strategic planning in health services administration.<br><br>**HSCI 675 Health Services Administration Leadership, Team and Quality Development**<br>•   Describe how leaders collaborate with stakeholders to change leadership and manage human resources with the appropriate vision and commitment to organizational goals. | **Program website, course syllabi, Academic Programs Assessment Website.** | **Surveys, course assignments** | | | 2013-2014 |

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| | • Develop leadership skills critical for evidence-based decision making.<br><br>**HSCI 645. Information and Technology Systems Management in Health Services**<br>• Evaluate the use of relevant technology and IT management in health services organizations (application software and database technology.)<br><br>• Analyze project management, including the collection of data, the use of statistical and non-statistical analyses, and summarizing project management for decision-making.<br><br>**HSCI 685 Health Services Administration Capstone Seminar**<br>• Prioritize individual, organizational, and community concerns and resources in order to bring organizational awareness to health care settings<br><br>• Through human resource management, identify the major stakeholders and environmental factors affecting the planning for and implementation of health care services.<br><br>**HSCI 653: Health law and medical ethics**<br>• Evaluate the concept of ethical decision-making as it | | | | |

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| | relates to the delivery of healthcare.<br><br>• Evaluate individual beliefs around some critical issues pertaining to ethics, culture, tradition, religion and values.<br><br>• Assess through peer discussions, the concept of personal accountability, and evaluation of ethical conduct.<br><br>**HSCI 697 Administrative residency**<br>• Demonstrate professionalism when applying knowledge, skills, and abilities associated with administrative roles in various organizations in the health services industry.<br><br>• Acting with integrity and self-confidence and interacting constructively with diverse specialists in the health services industry to evaluate and resolve administrative problems.<br><br>**HSCI 635: Communication and Human Relations in Health Services**<br>• Evaluate the techniques of effective written and oral communication at the interpersonal and organizational level<br><br>• Analyze the best strategies required to enhance human relation skills in health service Settings | | | | |

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| | • Demonstrate written and oral skills for communicating health policy and management issues with different audiences | | | | | |
| 82. **MS in Nursing** | **Core Competencies:** **Core competencies are skills and knowledge to ensure safe and professional nursing practice. Upon completion of the MSN degree the graduate will be able to:** **CSUSB MSN Program Terminal Objectives** 1. Demonstrate scientific nursing practice from knowledge of research methods, evidence based practice, nursing theory and other disciplines. 2. Develop and evaluate community/public health programs that address needs of populations. 3. Integrate information technology, systems, and databases, into the advanced role of nurses in public/ community health; 4. Utilize epidemiological, bio-statistical, environmental, and other data to develop effective health- care delivery models; 5. Provide clinical leader-ship/management in key legal & health policy issues. | **MSN handbook, Academic Programs Assessment Website.** | **Surveys, embedded student assignments, graduate presentation, portfolio** | **Assessment, evaluation, and reporting activities are conducted by the Graduate Committee, in collaboration with the Department Chair and Dean, as appropriate. Student artifacts are evaluated using scoring rubrics.** | **Assessment information/results are shared with the faculty organization, who meet monthly.** | **2016, 2017-2018** |

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| 6. Demonstrate advanced public health nursing competencies<br><br>7. Demonstrate advanced specialty competencies<br><br>**Upon completion of the courses, the student will meet competencies/ objectives in the following areas depending on your chosen concentration:**<br><br>**AACN Master's Essentials-updated: (http://www.aacn.nche.edu/ Education/pdf/Master'sEssentials11.pdf)**<br><br>1. Background for Practice from Science and Humanities<br><br>2. Organizational and Systems Leadership<br><br>3. Quality Improvement and Safety<br><br>4. Translating and Integrating Scholarship into Practice<br><br>5. Informatics and Healthcare Technologies<br><br>6. Health Policy and Advocacy<br><br>7. Interprofessional Collaboration for Improving Patient and Population Health Outcomes<br><br>8. Clinical Prevention and Population Health for Improving Health | | | | |

| | 9. Master's Level Nursing Practice | | | | |
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| | **Public Health Nursing Core Competencies: The MS in Nursing core program addresses the following population based objectives. The competencies are derived from the Quad Council Public Health Nursing Competencies (2004) developed and updated by the Council on Linkages.** 1. Analytical and Assessment Skills 2. Policy Development/Program Planning Skills 3. Communication Skills 4. Cultural Competencies Skills 5. Community Dimensions of Practice 6. Basic Public Health Sciences Skills 7. Financial Planning and Management Skills 8. Leadership and Systems Thinking Skills **Nursing Educator Competencies (2012): are woven into the course requirements for this option/concentration. The major objectives to be achieved are listed here.** 1. Facilitate Learning | | | | |

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| | 2. Facilitate Learner Development and Socialization<br><br>3. Use Assessment and Evaluation Strategies<br><br>4. Participate in Curriculum Design and Evaluation of Program Outcomes<br><br>5. Function as a Change Agent and Leader<br><br>6. Pursue Continuous Quality Improvement in the Nurse Educator Role<br><br>7. Engage in Scholarship<br><br>8. Function within the Educational Environment | | | | | |
| 83. **MS in Industrial/Organizational Psychology** | **Goal 1's PLOs:**<br>**Students will:**<br><br>1.1…present information orally in presentations and informal interaction so that listeners understand the main points and the presentation comes across as poised, practiced, and clear. The information will be logical and understandable so that others can respond to the information presented (Oral Communication).<br><br>1.2.prepare information in writing at a mastery level appropriate to the professional expectations of the field. The papers will be well constructed and | **Academic Programs Assessment Website. Some faculty incorporate them into syllabi.** | **First year assessment, externship/internship supervisor ratings, presentations, course grades** | **Faculty.** | **No changes have been made since 2014. Last change was in 2010 when students began being required to attend a fall seminar in their second year in an attempt to boost thesis completion rates.** | **2012-2013** |

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| | comprehensive, grammatically correct and convey clarity of thought (Written Communication).<br><br>1.3…work constructively and effectively with others in groups, understanding the dynamics of interactions in a social organizational environment (Social Organizational Skills).<br><br>**Goal 2: To provide students with technical knowledge and an understanding of major content areas of industrial and organizational psychology, as well as one or more of the major fields of psychology.**<br>**Goal 2's PLOs:**<br>**Students will:**<br><br>2.1…be able to describe and discuss major topics, theories, and issues within I---O psychology including job analysis, performance assessment, personnel selection, organizational development, leadership, work motivation and job satisfaction, training and employee reward systems, work group dynamics, and law and ethics.<br><br>2.2…demonstrate knowledge of at least one core area of psychology such as learning, physiological, cognitive or developmental psychology. | | | | |

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| | **Goal 3: To provide students with opportunities to practice and to think critically about a variety of psychological and analytical issues and problems, particularly in the area of research design, ethics, and methodology, as well as psychological measurement. Research conducted will be according to the standards of the American Psychological Association (APA).**<br>**Goal 3's PLOs:**<br>**Students will demonstrate:**<br><br>3.1…the ability to design, plan, and conduct practical, ethical, and methodologically sound research, including data collection and analyses, that minimize sources of confounds and<br><br>biases, as well as provide evidence relevant to testing initial hypotheses and/or research questions.<br><br>3.2….the ability to develop new, and critically evaluate existing, psychological instruments and assessment procedures commonly used in organizational settings such as ability tests, attitude surveys, job analysis instruments, and job knowledge tests.<br><br>3.3…the ability to apply content knowledge learned in | | | | |

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| | classes to group projects while in school and to assignments completed during externship placements.<br><br>Goal 4: To provide students with technical knowledge of, and skills in carrying out, a wide variety of psychometric, statistical, as well as data collection and management procedures.<br><br>**Goal 4's PLOs:**<br>**Students will demonstrate:**<br><br>4.1…the ability to use computer based statistical packages (primarily SPSS) for statistical analyses, as well as to interpret output generated from use of statistical packages to determine if the research question/hypothesis tested is supported (i.e., statistical inference and interpretation).<br><br>4.2…an ability to determine appropriate statistical procedures (i.e., statistical reasoning) to answer specific research hypotheses and research questions.<br><br>4.3…an ability to determine, identify, and calculate appropriate analyses (e.g., reliability and validity estimation procedures) for test | | | | |

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| | construction purposes as discussed in the current psychometric literature.<br><br>**Goal 5: To help students acquire a professional identification with the field of I---O psychology.**<br>**Goal 5's PLOs:**<br>**Students will:**<br><br>5.1…demonstrate knowledge of current, prominent professional issues within I-O psychology.<br><br>5.2…obtain memberships in local student organizations, local professional organizations with a focus on I-O psychology issues, and regional and national professional organizations.<br><br>5.3…attend and participate in regional and national professional conferences.<br><br>5.4…obtain, upon graduating from the MS I-O psychology program, employment within the field of or closely related to I---O psychology. | | | | |
| 84. **MSW in Social Work** | **Competency 1:** Demonstrate Ethical and Professional Behavior<br><br>**Competency 2:** Engage Diversity and Difference in Practice<br><br>**Competency 3:** Advance Human Rights and Social, Economic, and Environmental Justice | **Academic Programs Assessment Website** | | | |

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| | **Competency 4:** Engage in practice-informed research and research-informed practice.<br><br>**Competency 5:** Engage in Policy Practice<br><br>**Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities<br><br>**Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities<br><br>**Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities<br><br>**Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | | | | |