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."

Quick Links

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).

Rev 4/2015

Inventory of Educational Effectiveness Indicators
California State University San Bernardino 2020-2021

Category	(1) Have formal learning outcomes been developed? *Yes/No*	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
At the institutional level:	Yes	https://www.csusb.edu/academic-programs/assessment/institutional-learning-outcomes-ilos	External Surveys: NSSE survey; National Study of Learning, Voting and Engagement (NSLVE); Diverse Learning Environment (DLE); Institution-created Surveys: Current Student Survey; Graduating Student Survey; Five Year Alumni Survey; Employer surveys Direct Measures: Collegiate Learning Assessment (CLA); assessment of GE Learning Outcomes; Sampling of evidence from program outcomes of academic and co-curricular programs and services; Program Review; institutional data	Working groups will be convened for each of the eight ILO. These groups will be inclusive of faculty, staff, administrators, students, and community members. The recommendations of the working groups will be shared with the campus community for comment. The final report of the findings and recommendations will be provided to the President and the Cabinet for review. The process for assessing the evidence for each ILO will include review and recommendations from groups of stakeholders convened for the purpose of assessing and making recommendations for improvement. The proposed cycle for review of each ILO includes: (1) requesting aggregated results for evidence of aligned PLO from programs and data summaries for external surveys, institution created surveys,	The recommendations for improvement will be aligned to CSUSB Strategic Plan goals and objectives for consideration as strategies for resource allocation. The findings could be used to inform improvements in: • Strategic planning • Resource allocation processes • The usefulness of current measures and/or determining more appropriate evidence • the ILO assessment process and /or GLO and/or PLO assessment processes • engagement in and out of classroom; • institutional support/infrastructure for curriculum development and service-learning • program review self-study processes • institutional infrastructure in the delivery of services/ activities/talks/courageous conversations to students	N/A

				institutional data, and program reviews relevant to the targeted ILO; (2) preparing the evidence for review and assembling the working group for the targeted ILO; (3) scheduling working group meetings and timeline for reporting to the campus community and preparation of final report; (4)review of final report by President and Cabinet.	• community partnerships and outreach	
For general education if an undergraduate institution:	Yes	http://www.csusb.edu/general-education	Course-embedded work; Institutional data; faculty feedback	Faculty teams across departments offering GE courses; Faculty Senate GE committee; Institutional Assessment Committee – CLASS GE evaluators use rubrics to examine artifacts of student work from sampling of courses addressing the GLOs evaluated that year. Three GLOs per year, allowing all twelve GLOs to be assessed in four years.	Assessment results are reviewed by the GE committee to discuss structural changes that may be needed and reported to departments teaching GE courses to make changes to courses in light of assessment results.	N/A

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Category List each degree program:	(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.**
College of Arts and Letters						
1. Bachelor of Arts in Liberal Arts	Yes	PLOs are available to students as part of CAL 2970 and 4970 syllabi and at https://www.csusb.edu/liberal-studies/programs	Portfolio review; Senior exit paper, project, or thesis; Course-embedded work; Faculty surveys regarding student outcomes	Program or Department Faculty; Program Leadership (Coordinator/Director); Dean; Associate Dean, College of Arts and Letters Students will be evaluated on the accumulation, interpretation, analysis, and synthesis of artifacts as evidence of PLOs.	Information will be used to evaluate program and student compliance with GLOs and ILOs, continuity and consistency across the curriculum, the need for curriculum changes, and assessment approaches.	2020
2. Bachelor of Arts in Art	Yes	On all course syllabi.	Capstone course; Portfolio review; Course-embedded work; Institutional data; Institution-created surveys; Faculty surveys regarding student outcomes	Program or Department Faculty; Department Chair/School Director. Senior portfolios are submitted by students at the end of the program. Also, coursework for each course is submitted and stored regularly. Every year between 2 to 4 of the PLOs are examined by taking samples of coursework, as well as analyzing the work submitted in a sample of final year portfolios of art works, to determine if learning outcomes are evidenced in the art works, in written work, oral presentations, and exhibition projects produced by students.† A rubric for each PLO is used to calibrate.	The findings of the efficacy of the PLOs and the program as a whole are discussed every year at special faculty meetings, led by the Outcomes Assessment Committee, and interim adjustments to course delivery are made, and plans to change schedules or purchase new equipment are made, etc. At the end of the 4-year cycle, when all PLOs are reviewed, the Outcomes Assessment Committee creates a report that evaluated the program as a whole, this is discussed with all faculty at a special meeting, and changes to P-Forms and C-Forms are prepared and submitted to amend and refine courses and	2014

#	Program						Year
					Department Outcomes Assessment Committee and the Chair of the Department review 2 to 4 PLOs on a four-year rotation, to determine the efficacy of a PLOs. A rubric, for the program as a whole and all PLOs, is used to calibrate.	the program structure if needed.	
3.	Bachelor of Arts in Art History	Yes	On each course syllabus for the program	Capstone course; Senior exit paper, project, or thesis; Course-embedded work; Institutional data; Institution-created surveys; Faculty surveys regarding student outcomes	Program or Department Faculty; Department Chair/School Director. Senior research project theses are submitted by students at the end of the program. Also, coursework for each course is submitted and stored regularly. Every year between 2 to 4 of the PLOs are examined by taking samples of coursework, as well as analyzing the work submitted in a sample of final year research project theses, to determine if learning outcomes are evidenced in the written work, oral presentations, and exhibition projects produced by students. A rubric for each PLO is used to calibrate. Department Outcomes Assessment Committee and the Chair of the Department review 2 to 4 PLOs on a four-year rotation, to determine the efficacy of a PLOs. A rubric, for the program as a whole and all PLOs, is used to calibrate.	The findings of the efficacy of the PLOs and the program as a whole are discussed every year at special faculty meetings, led by the Outcomes Assessment Committee, and interim adjustments to course delivery are made, and plans to change schedules or purchase new equipment are made. At the end of the 4-year cycle, when all PLOs are reviewed, the Outcomes Assessment Committee creates a report that evaluated the program as a whole, this is discussed with all faculty at a special meeting, and changes to P-Forms and C-Forms are prepared and submitted to amend and refine courses and the program structure if needed.	2020
4.	Bachelor of Arts in Design Studies	Yes	On each course syllabus for the program	Capstone course; Portfolio review; Course-embedded work; Institutional data; Institution-created surveys	Program or Department Faculty; Department Chair/School Director.	The findings of the efficacy of the PLOs and the program as a whole are discussed every year at special faculty meetings, led by the	2020

#	Program						
				Portfolios are submitted by students at the end of the program. Also, coursework for each course is submitted and stored regularly. Every year between 2 to 4 of the PLOs are examined by taking samples of coursework, and analyzing the work submitted in final year portfolios, to determine if learning outcomes are evidenced in the design works produced by students. A rubric for each PLO is used to calibrate. Department Outcomes Assessment Committee and the Chair of the Department review 2 to 4 PLOs on a four-year rotation, to determine the efficacy of a PLOs. A rubric for the program as a whole and all PLOs is used to calibrate.	Outcomes Assessment Committee, and interim adjustments to course delivery are made, and plans to change schedules or purchase new equipment are made. At the end of the 4-year cycle, when all PLOs are reviewed, the Outcomes Assessment Committee creates a report that evaluated the program as a whole, this is discussed with all faculty at a special meeting, and changes to P-Forms and C-Forms are prepared and submitted to amend and refine courses and the program structure if needed.	
5.	Bachelor of Arts in Studio Art Studies	Yes	On each course syllabus for the program	Portfolio review; Course-embedded work; Institutional data; Institution-created surveys; Faculty surveys regarding student outcomes	Program or Department Faculty; Department Chair/School Director. Portfolios are submitted by students at the end of the program. Also, coursework for each course is submitted and stored regularly. Every year between 2 to 4 of the PLOs are examined by taking samples of coursework, and analyzing the work submitted in final year portfolios, to determine if learning outcomes are evidenced in the studio art works as well as art history papers produced by students. A rubric for each PLO is used to calibrate. Department Outcomes Assessment Committee and	The findings of the efficacy of the PLOs and the program as a whole are discussed every year at special faculty meetings, led by the Outcomes Assessment Committee, and interim adjustments to course delivery are made, and plans to change schedules or purchase new equipment are made. At the end of the 4-year cycle, when all PLOs are reviewed, the Outcomes Assessment Committee creates a report that evaluated the program as a whole, this is discussed with all faculty at a special meeting, and changes to P-Forms and C-Forms are prepared and submitted to	2020

#	Program						Year
					the Chair of the Department review 2 to 4 PLOs on a four-year rotation, to determine the efficacy of a PLOs. A rubric for the program as a whole and all PLOs is used to calibrate.	amend and refine courses and the program structure if needed.	
6.	Bachelor of Fine Arts in Art	Yes	On each course syllabus for the program	Capstone course; Portfolio review; Course-embedded work; Institutional data; Institution-created surveys; Faculty surveys regarding student outcomes	Program or Department Faculty; Department Chair/School Director. Portfolios are submitted by students at the end of the program. Also, coursework for each course is submitted and stored regularly. Every year between 2 to 4 of the PLOs are examined by taking samples of course work, and analyzing the work submitted in final year portfolios, to determine if learning outcomes are evidenced in the artworks as well as the art history papers, and professional presentation written documents produced by students.† A rubric for each PLO is used to calibrate. Department Outcomes Assessment Committee and the Chair of the Department review 2 to 4 PLOs on a four-year rotation, to determine the efficacy of a PLOs. A rubric for the program as a whole and all PLOs is used to calibrate.	The findings of the efficacy of the PLOs and the program as a whole are discussed every year at special faculty meetings, led by the Outcomes Assessment Committee, and interim adjustments to course delivery are made, and plans to change schedules or purchase new equipment are made. At the end of the 4-year cycle, when all PLOs are reviewed, the Outcomes Assessment Committee creates a report that evaluated the program as a whole, this is discussed with all faculty at a special meeting, and changes to P-Forms and C-Forms are prepared and submitted to amend and refine courses and the program structure if needed.	2014
7.	Bachelor of Fine Arts in Design	Yes	On each course syllabus for the program	Capstone course; Portfolio review; Senior exit paper, project, or thesis; Course-embedded work; Institutional data; Institution-created surveys; Faculty surveys regarding student outcomes	Program or Department Faculty; Department Chair/School Director. Portfolios are submitted by students at the end of the program. Also, coursework for	The findings of the efficacy of the PLOs and the program as a whole are discussed every year at special faculty meetings, led by the Outcomes Assessment Committee, and interim	2020

				each course is submitted and stored regularly. Every year between 2 to 4 of the PLOs are examined by taking samples of coursework, and analyzing the work submitted in final year portfolios, to determine if learning outcomes are evidenced in the design works as well as the art history essays produced by students. A rubric for each PLO is used to calibrate. Department Outcomes Assessment Committee and the Chair of the Department review 2 to 4 PLOs on a four-year rotation, to determine the efficacy of a PLOs. A rubric for the program as a whole and all PLOs is used to calibrate.	adjustments to course delivery are made, and plans to change schedules or purchase new equipment are made. At the end of the 4-year cycle, when all PLOs are reviewed, the Outcomes Assessment Committee creates a report that evaluated the program as a whole, this is discussed with all faculty at a special meeting, and changes to P-Forms and C-Forms are prepared and submitted to amend and refine courses and the program structure if needed.	
8. Master of Fine Arts in Studio Art	Yes	On all course syllabi, and in the MFA Studio Art Handbook distributed to students at the beginning of their program of study.	Portfolio review; Senior exit paper, project, or thesis; Course-embedded work; Institutional data; Institution-created surveys; Faculty surveys regarding student outcomes	Program or Department Faculty; Department Chair/School Director. Final year thesis exhibitions, a portfolio of artworks and written materials are submitted by students at the end of the program, and they undertake a viva voce examination. Every year between 2 to 4 of the PLOs are examined by taking samples of coursework, as well as analyzing the work submitted in a sample of final year research project theses, and the analyzing of interim grad' committee reports for each student, to determine if learning outcomes are evidenced in the art works, the written work, oral presentations, and exhibition	The findings of the efficacy of the PLOs and the program as a whole are discussed every year at special faculty meetings, led by the Outcomes Assessment Committee, and interim adjustments to course delivery are made, and plans to change schedules or purchase new equipment are made. At the end of the 4-year cycle, when all PLOs are reviewed, the Outcomes Assessment Committee creates a report that evaluated the program as a whole, this is discussed with all faculty at a special meeting, and changes to P-Forms and C-Forms are prepared and submitted to amend and refine courses and	2014

				projects produced by the students.† A rubric for each PLO is used to calibrate. Department Outcomes Assessment Committee and the Chair of the Department review 2 to 4 PLOs on a four-year rotation, to determine the efficacy of the PLOs. A rubric, for the program as a whole and all PLOs, is used to calibrate.	the program structure if needed.	
9.	Bachelor of Arts in Communication	Yes	https://www.csusb.edu/sites/default/files/BAinCOMMSemesterAssessmentPlan_1.pdf	Portfolio review	Program or Department Faculty. Rating portfolios via rubric; analysis, determining implications †related to PLOs	Curriculum changes, PLO modification, procedural changes	2020
10.	Master of Arts in Communication Studies	Yes	https://www.csusb.edu/sites/default/files/MAinCOMMSemesterAssessmentPlan.pdf	Senior exit paper, project, or thesis; Oral Examination, Comprehensive Exams; Faculty surveys regarding student outcomes	Program or Department Faculty; Program Leadership (Coordinator/Director). Data analysis, interpretation, and determining implications for PLOs	Curriculum changes, assessment approach changes	2020
11.	Bachelor of Arts in English	Yes	https://www.csusb.edu/english/programs/undergraduate-english-major-and-minors/mission-goals	Portfolio review; Senior exit paper, project, or thesis; Institution-created surveys	Program or Department Faculty; Department Assessment Coordinator. Two of eight PLOs are chosen for assessment every year. Once every semester, 4-6 faculty members analyze a random sample of student portfolios and exit essays, assessing student learning in relation to that year's PLOs. Exit surveys are also analyzed. This information is then reported to department.	Department review of assessment findings enables curriculum revision, faculty workshops, and changes to assessment itself.	2015
12.	Master of Arts in English and Writing Studies	Yes	https://www.csusb.edu/english-writing-studies/program-learning-outcomes	Portfolio review; Senior exit paper, project, or thesis	Program Leadership (Coordinator/Director). Program coordinators will evaluate one PLO per year in	Coordinators will report findings to the department faculty and determine if curriculum changes or professional development is needed.	2015

				student e-portfolios using a program-generated rubric.		
13. Bachelor of Arts in Music	Yes	https://www.csusb.edu/music/academics	Capstone course; Portfolio review; Senior exit paper, project, or thesis; Course-embedded work	Program or Department Faculty; Department Chair/School Director. Our assessment plan is currently under review. We have two new tenure line instructors beginning in Fall 2020 who are developing new curricula in our core coursework. Assessment will be a priority as we implement are new semester curriculum.	Our departmental assessment plan is currently under review; thus, we have not been able to close the loop on our findings.	2014
14. Bachelor of Music	Yes	https://www.csusb.edu/music/academics	Capstone course; Portfolio review; Senior exit paper, project, or thesis; Course-embedded work	Program or Department Faculty; Department Chair/School Director. Our assessment plan is still under development, we have just hired two tenure line faculty for Fall 2020 who teach all of our core coursework. They are developing new course materials for the entire curriculum. We will be developing our process for interpreting and analyzing learning outcomes evidence during the AY of 2020-2021.	Our assessment plan is in development. We have not been able to close the loop on any findings.	2014
15. Bachelor of Arts in Philosophy	Yes	Department Blackboard site available to full time faculty	Papers written by seniors for upper division philosophy course	Program or Department Faculty. Faculty members on the assessment committee evaluate the papers written by seniors with a rubric measuring the presence of PLOs. †The faculty members then meet to report their results and interpret them. ††	The findings are used to develop plans for improving instruction (e.g. department sponsored meetings on teaching effectiveness) relative to the PLOs.	2017
16. Bachelor of Arts in Theatre Arts	Yes	Course syllabi	Portfolio review; Senior exit paper, project, or thesis; Course-embedded work; High	Program or Department Faculty; Department Staff play	Student outcomes contribute to Season selection of plays, Performance and Design	2013

#	Program		Evidence	Assessment Methods	Analysis by	Use of Results	Year
				School Theatre Festival Workshop Development and Presentation; Faculty surveys regarding student outcomes; Participation in Regional/ National Auditions (Primarily KCATF and URTA)	a critical role in selecting and assessing lab evidence. Analysis of outcomes and interpretation of results. This contributes directly to program learning.	assignments and curriculum decisions especially in upper division classes.	
17.	Bachelor of Arts in Arabic Language, Literature, and Culture	Yes	https://nextbulletin.csusb.edu/programadmin/73/Evidence%20of%20Articulation%20of%20Transformation%20Process%20for%20Q2S.pdf	Capstone course; Portfolio review; Senior exit paper, project, or thesis; Course-embedded work; Institutional data; Standards-Based Measure of Proficiency Testing in Reading, Writing, Listening & Speaking; Faculty surveys regarding student outcomes	Program or Department Faculty. Analysis of data from proficiency assessments, capstone projects, portfolio reviews and surveys in light of program learning outcomes; interpretation of data and determining implications for future planning and potential changes in the learning and teaching process and design to ensure student success.	They will be used to assess the program, its success, strengths and weaknesses. As a result, changes in curriculum may occur; these may include making changes to existing courses or/and offering new courses. Implications may also lead to a revision of the design of the program, its implementation and assessment.	2013
18.	Bachelor of Arts in French	Yes	Program learning outcomes are determined in accordance with the American Council on the Teaching of Foreign Languages (ACTFL) Standards (www.actfl.org). Learning outcomes are included in syllabi for French courses.	Course-embedded work; Avant STAMP Language Proficiency Tests in Reading, Writing, Listening & Speaking (based on the ACTFL Proficiency Guidelines) are administered as students transition from lower to upper-division courses to gauge their learning and knowledge of French; Institution-created surveys; Faculty surveys regarding student outcomes	Program or Department Faculty. French faculty determine through joint consultation whether curricular adjustments are warranted. We hold regular sectional meetings in addition to conducting comprehensive periodic reviews of the French program involving one or more external evaluators.	Based on learning outcomes evidence, students' motivations for learning French (e.g., personal interests and career aspirations), the CSU Graduation Initiative 2025, and other factors, the French faculty have redesigned the program for semesters to ensure that an on-time graduation is achievable for both single and double majors while meeting the program's learning objectives.	2019
19.	Bachelor of Arts in Spanish	Yes	course syllabi	Course-embedded work; STAMP exams in SPAN 295: Junior Assessment and SPAN 496: Senior Assessment; High impact practices such as literary analysis, linguistic research, collaborative projects, conference presentations	Program or Department Faculty. Instructor evaluates using ACTFL standards	Outcomes are used in course and program improvement; curriculum development and student advisement.	2017

| 20. Master of Arts in Spanish | Yes | https://www.csusb.edu/world-languages-and-literatures/graduate | Course-embedded work; Comprehensive Exam | Program or Department Faculty.

Evidence from coursework assessment and comprehensive exams is interpreted and contrasted to coursework and program contents, goals, and objectives. | Findings are used to periodically evaluate the program contents, goals, and objectives and determine whether course contents or assessment tools need to be modified. | 2017 |

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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.
College of Education						
21. Bachelor of Arts in Career and Technical Studies	Yes	Available on syllabi	Portfolio review; Licensure examination; Course-embedded work; Institution-created surveys; Externally-created surveys; Faculty surveys regarding student outcomes	Program Leadership (Coordinator/Director). The program coordinator reviews student evidence to determine whether the student has met learning outcomes. Additionally, the faculty in the program assess students based on evidence to determine if the learning outcomes have been met. The employers of the students in the program advise the program about students' abilities related to the learning outcomes.	The program meets to ensure that students are reaching the learning outcomes. Advisory board meetings are held for employers to communicate with the program about whether students they employ have met the learning outcomes. A process of continuous evaluation and improvement is used in the program. The goal is to always improve student's ability to accomplish the learning outcomes. When students are having difficulty in meeting learning outcomes many approaches are considered to help students accomplish the learning objects, including possible curriculum improvement.	2009
22. Bachelor of Science in Career and Technical Studies	Yes	Available on syllabi	Portfolio review; Licensure examination; Course-embedded work; Institution-created surveys; Externally-created surveys; Faculty surveys regarding student outcomes	Program Leadership (Coordinator/Director). The program coordinator reviews student evidence to determine whether the student has met learning outcomes. Additionally, the faculty in the program assess students based on evidence to determine if the learning	The program meets to ensure that students are reaching the learning outcomes. Advisory board meetings are held for employers to communicate with the program about whether students they employ have met the learning outcomes. A process of continuous evaluation and improvement is used in the	2009

				outcomes have been met. The employers of the students in the program advise the program about students' abilities related to the learning outcomes.	program. The goal is to always improve student's ability to accomplish the learning outcomes. When students are having difficulty in meeting learning outcomes many approaches are considered to help students accomplish the learning objects, including possible curriculum improvement.	
23. Doctor of Education in Educational Leadership	Yes	Syllabi, student handbook	Portfolio review; Senior exit paper, project, or thesis; Qualifying exam; program leadership-created surveys - Alumni Survey	Program Leadership (Coordinator/Director). Results are disaggregated to allow for group comparisons (where appropriate, e.g., cohort) and shared with faculty and advisory board members for program improvement and updating syllabi/course offerings. Qualitative data are manually coded and analyzed for themes.	Findings are used to inform programming, student support, curriculum changes, structural changes, and procedural changes.	2007
24. Master of Arts in Career and Technical Education	Yes	Available on syllabi	Senior exit paper, project, or thesis; Course-embedded work; Institution-created surveys	Program or Department Faculty; Program Leadership (Coordinator/Director); Advisory committee including alumni and employers. Examples of formative and assessment assignments include but are not limited to the following: ECTS 637, 638, 639, where foundations in CTE, professional competencies, and issue in CTE are addressed. Administrator interviews, text reviews, instructor reviews, timelines, and many other are assigned to assess and evaluate a candidate's background in the field. Additionally, ECTS 501 - Self-	Faculty take such student feedback very serious and work hard to address any updates, modifications, or changes that need to be addressed. The students are held to CTC and WASC standards. Students either meet the requirements the first time or faculty provide more assistance to help students meet the requirements. Programs address concerns and make changes to program according to Advisory committee and student feedback in accordance with acceptable CTC standards. Modifications to online links or information that needs to	2020

				Assessments, Peer Evaluations, Developing Tools for Teaching, ECTS 502 and 503 ñ Personal and Professional Mission Statement, Individual Education Plan, Example of Appropriate Work Study Contract, Example of a Pre and Post Course Survey, Materials for an In-Service Presentation, ECTS 504 ñ Effective Learning Environments, Barriers Perceived and Actual, Reusable Learning Outcomes, ECTS 518 ñ System Evaluation for Teachers, System for Classroom Management, Teacher Observations, and other course work requirements. Other assessment areas include GPA, meeting general education and university required coursework, and follow up with candidate. Measure and analyze results and adjust accordingly. Track how many graduates get hired by districts, get offers for employment, and on campus acceptance, and retention rates.	be changed for educational needs for the online sequence of the program. Additionally, induction information and program plans were updated to meet the needs for the program being reinstated. Many advisory meeting members are alumni and are currently working in administrative or advisory capacity in the county. This is our strongest source of information as they hear from our students directly as they employ them. This information comes to the program and we address the program needs accordingly.	
25. Master of Arts in Educational Administration	Yes	course syllabi, program information handout	Course-embedded work; comprehensive exam; Externally-created surveys; Program Advisory Board	Program or Department Faculty; Program Leadership (Coordinator/Director); Department Chair/School Director; Dean; COE Unit Assessment Committee, Program Advisory Board.

Rubrics are used to score the comprehensive exam and the capstone case-study presentation. Data are | Input from faculty and community members for program improvement, including assignment revision and course updates. | 2009 |

				collected, aggregated and shared in summary reports. CTC provides aggregated data for CSUSB students with a state-wide comparison. CalAPA results are aggregated for CSUSB students with state-wide comparisons		
26. Master of Arts in Instructional Design Technology	Yes	https://www.csusb.edu/instructional-technology-program/masters-degree/program-overview	Portfolio review; Senior exit paper, project, or thesis; Course-embedded work; Faculty surveys regarding student outcomes	Program or Department Faculty; Program Leadership (Coordinator/Director). Rubrics will be completed and delivered to candidates by the program faculty assigned to the evaluation (e.g., course instructor; 1st reader). †The data will be downloaded into an Excel spreadsheet for analysis, interpretation, and reporting by the Instructional Design and Technology Program Coordinator.	Annual reports are required by the College of Education annually in the Spring semester. The findings will be disseminated to program faculty and stakeholders in the following Fall semester for comments and planning purposes. To close the loop, program faculty and stakeholders will be contracted to seek feedback based on the findings in the annual report. This will result in appropriate changes such as curriculum changes, process or procedural changes, assessment approach changes, etc.	2020
27. Education Specialist Degree in School Psychology	Yes	https://csusb.edu/sites/default/files/candidatehandbookmay20.pdf	Licensure examination; Externally-created surveys; Faculty surveys regarding student outcomes	Program or Department Faculty; Program Leadership (Coordinator/Director). Once data are collected, the data is analyzed and summarized in reports that are distributed to faculty.† Faculty discuss the findings and examine the data for outliers and threats to validity.† The data is then compared to previous years and a determination is made to modify or keep the existing outcome measurement.	Data is used to modify curriculum changes, both at the program level and also within each course. Data also guides our procedural changes such as changing our assessment approach or building the sequence of our coursework in a way that best builds upon student skills. Data is shared with all faculty, our advisory board and student during semester advising.	2017
28. Master of Arts in Rehabilitation Counseling	Yes	Rehabilitation Counseling Program Evaluation Plan, syllabi	Licensure examination; Course-embedded work; Institution-created surveys	Program or Department Faculty; Program Leadership (Coordinator/Director);	Based on review of the evidence from the analysis of the evidence collected from	2014

				Rehabilitation Counseling Advisory Board. This process includes analysis, interpretation, and determining implications related to the Program Learning Outcomes. Program faculty, program coordinator, and advisory board members consider the data and make recommendations for adjustments to curriculum and program processes.	the Program Learning Outcomes decisions are made to modify curriculum, program processes, and assessment results.	
29. Master of Science in Counseling	Yes	https://www.csusb.edu/sites/default/files/STUDENT%20HANDBOOK_0.pdf	Licensure examination; exit interviews of all graduating students; Institution-created surveys	Program or Department Faculty; Program Leadership (Coordinator/Director). All graduating students complete an exit survey & interview to support how CTC & BBS standards have been met. Topics are specified as to which classes students learned particular theories and practices to support the meeting of the accrediting standards. Information is collating to review strengths and weaknesses of the overall program & the delivery of information. This is then reviewed by faculty and administration and included in the annual report. Information is used to evaluate if we are meeting CTC and BBS standards and is reviewed by faculty annually.	Findings are examined and compared to syllabi to ensure standards of the profession and our accrediting bodies are being met. This information was scrutinized in the quarter to semester conversion with each course being developed was streamlined to house particular standards and to teach to these as was put forth in syllabi and curriculum forms. All faculty are involved in the review and updating of syllabi to meet standards.	2009
30. Master of Science in Special Education	Yes	program course syllabi	Senior exit paper, project, or thesis; Course-embedded work; comprehensive exam, demonstration lab; Institution-created surveys; Community input survey, advisory board meeting	Program or Department Faculty; students, alumni, and advisory board members/district partners. Multiple data sources will be used to inform the practices	Upon compilation and analyses of the multi-sourced data, we will identify any areas of concern and develop specific courses of action to address such concerns. Ongoing assessment and	2015

				that support the mission of the Special Education Program and, consequently, teacher candidates. Data obtained from the CSU Exit Survey (completed by candidates) and the Community Input Survey (completed by district partners), as well as feedback received during twice-per-year advisory board meetings with district partners, will be utilized to meaningfully measure the PLOs and the degree to which candidates are acquiring such discipline-specific knowledge and competencies. In addition, the faculty have proposed the development of a demonstration lab (or learning center), in which candidates will be required to practice the knowledge and skills that are obtained during prerequisite and core coursework. The evaluation of candidates' application of early knowledge and skills will offer faculty immediate insight regarding the efficacy of early, core preparation and, as such, will permit the immediate adjustment of practices that might better support candidates' efforts. Moreover, key assignments required in coursework (to be determined during the course design phase of the transformation process), will also permit the faculty to ascertain the extent to which candidates are making progress toward learning	review of the learning outcomes indicated for candidates enrolled in the MS degree program will provide opportunities to recalibrate, if necessary, the ways in which the PLOs are measured. Further, as indicated previously, an impending accreditation visit from the CTC will offer an additional opportunity to assess the fitness of the program and ascertain ways in which to address any areas in need of improvement. In addition to an annual examination by the faculty of the efficacy of program procedures and requirements, faculty, students, alumni, and advisory board members/district partners will be included in the review of the data results at the end of the first two-year review and participate in several meetings during the third year regarding how the data informs our practice. The objective of the final meeting during the third year will be to determine and develop specific action plans to be implemented during the fourth year following transformation.	

				outcomes. Candidates' performance on the comprehensive exam will also be utilized to assess the effectiveness of our curriculum and, consequently, the realization of PLOs.		
31. Master of Arts in Education	No	N/A	Senior exit paper, project, or thesis; Comprehensive Examination; Faculty surveys regarding student outcomes	Program or Department Faculty; Program Leadership (Coordinator/Director); Department Chair/School Director; Dean. A faculty committee in the program will be identified each year to review comprehensive exams, thesis, or projects according to a rubric developed and approved by the program faculty. The program coordinator will summarize these results every other year to share with the program faculty, department chair and dean for review and feedback for continuous improvement.	Improvements could be made in any of the following areas, curriculum, instruction, pre-requisites for admission to the program, changes to the assessment tools or methods, etc.	2009
32. Master of Arts in Reading and Literacy Education	Yes		Capstone course; Senior exit paper, project, or thesis; Course-embedded work; Comprehensive Examination	Program or Department Faculty; Program Leadership (Coordinator/Director); Department Chair/School Director. Program faculty would typically meet to discuss Student Learning Outcomes in the M.A. Reading/Literacy Education program. For example, the faculty will examine available evidence (candidates' examination papers, projects, assignments, and presentations) to determine if the can Candidates demonstrate that they are able to draw upon	The learning outcomes are used to identify areas of strength and weakness in the M.A. reading/literacy program. When specific areas of weaknesses are identified, the faculty will discuss how address the problems.	2020

				their students' social and cultural backgrounds such as bi-literacy and bi-culturalism to design and implement reading/literacy lessons in diverse classrooms Candidates demonstrate that they are able to use diverse literacy strategies to facilitate and promote literacy learning and practices of diverse students, including English language learners, struggling readers, gifted and talented (GATE) students, and students with disabilities Candidates demonstrate that are to effectively teach the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Candidates demonstrate their high-level skills in using new media and technology to support student reading and literacy learning, engagement, and practices Candidates demonstrate skills to use theories, research and practices to inform their teaching and support student learning.			
33. Master of Arts in Teaching English to Speakers of Other Languages (TESOL) Back to top	Yes	https://www.csusb.edu/tesol/program-overview	Portfolio review; Course-embedded work; Faculty surveys regarding student outcomes	Program or Department Faculty; Program Leadership (Coordinator/Director). Analysis, interpretation, and determining implications related to the Program Learning as a basis for decision-making by the faculty in terms of curriculum and rubrics for assignments	Analysis, interpretation, and determining implications related to the Program Learning as a basis for decision-making by the faculty in terms of curriculum planning and changes to formative and summative rubrics for assignments	2020

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.
College of Natural Sciences						
34. Bachelor of Science in Biology	Yes	https://www.csusb.edu/biology	Course-embedded work; BioMAPS tool.	Program or Department Faculty. We are still developing courses, and since the transformation during Q2S has changed quite a bit about our program, we haven't determined exactly how we will interpret and analyze the evidence yet... we aren't sure yet which classes we will gather evidence in, what kind of specific evidence we will gather, etc., so it is hard at this time to say how it will be interpreted and analyzed.† Likewise, we are still trying to determine how and when to gather data (some of the "pre" assessment methods have been determined, but we are still not sure when, where and how "mid" and "post" will be assessed). This seems to be a cart-before-the horse question.	Since the program has changed drastically in Q2S, probably "all of the above" (curriculum changes, process or procedural changes, and assessment approach changes) will be necessary as we roll out the new degree program AND assessment.	2013
35. Master of Science in Biology	Yes	https://www.csusb.edu/biology	Senior exit paper, project, or thesis; Course-embedded work; Peer-reviewed publications, Acceptance into professional programs, Employment, contributions to	Program or Department Faculty; Program Leadership (Coordinator/Director); Some students preform research off campus and therefore also	After the first cohort of semester MS students complete degree, Fall 2023, we will review the productivity and successes to determine if we need to alter	2013

			funded grant proposals; Faculty have a shared google spreadsheet to keep track of proposals, thesis defenses, publications, grant contributions, and where our MS students end up after graduation.	have off campus faculty on their committees. We anticipate our new MS program will see students' progress to degree in a more productive and timely fashion. We will look to department productivity in the form of publications, grants, thesis defenses, along with student time to complete degree, as indicators of success in learning outcomes. We hope to see increased productivity and decreased time to degree as we implement our new program.	our curriculum based on outcomes.	
36. Bachelor of Arts in Chemistry	Yes	https://www.csusb.edu/chemistry-biochemistry/degrees-and-program-learning-outcomes	Senior exit paper, project, or thesis; Course-embedded work; Institutional data; Institution-created surveys; Faculty surveys regarding student outcomes; Faculty surveys regarding student outcomes	Program or Department Faculty; Department Chair/School Director. For each PLO, a specific set of data is required which varies from course to course. The faculty member(s) associated with that course collects the data, analyzes the data and summarizes it in a report. This report is then circulated to all faculty and the data is discussed in department meetings.	After preliminary report that includes the relevant assessment data is circulated among the faculty, the report is discussed during department meetings. During the discussion, we consider the data and decide how we can improve student performance in that given area. In some cases, pre-requisites for courses might be adjusted. Discussions of placement exams (as in General Chemistry) might be considered. The discussions might also involve altering a mode of assessment (i.e. changing imbedded questions or changing lab reports being evaluated), or reconsidering our approach to instruction in order to better meet our students' needs. The outcomes collected over the past three years provided valuable guidance for our	2020

					quarter to semester transformation.	
37. Bachelor of Science in Chemistry	Yes	https://www.csusb.edu/chemistry-biochemistry/degrees-and-program-learning-outcomes	Senior exit paper, project, or thesis; Course-embedded work; Institutional data; Institution-created surveys	Program or Department Faculty; Department Chair/School Director. For each PLO, a specific set of data is required which varies from course to course. The faculty(s) member associated with that course collects the data, analyzes the data and summarizes it in a report. This report is then circulated to all faculty and the data is discussed in department meetings.	After preliminary report that includes the relevant assessment data is circulated among the faculty, the report is discussed during department meetings. During the discussion, we consider the data and decide how we can improve student performance in that given area. In some cases, pre-requisites for courses might be adjusted. Discussions of placement exams (as in General Chemistry) might be considered. The discussions might also involve altering a mode of assessment (i.e. changing imbedded questions or changing lab reports being evaluated), or reconsidering our approach to instruction in order to better meet our students' needs. The outcomes collected over the past three years provided valuable guidance for our quarter to semester transformation.	2020
38. Bachelor of Arts in Geology	Yes	https://www.csusb.edu/geology/learning-outcomes	Capstone course; Senior exit paper, project, or thesis; Institutional data; Presentations, posters, research report; Faculty surveys regarding student outcomes	Program or Department Faculty. Undergraduate research projects; Written and practical exam in senior seminar. Undergraduate research projects; Written and practical exam in senior seminar and Reflection of paper in senior seminar	Faculty note areas that meet competency or are deficiencies and evaluate patterns in students understanding. If an area is found to be deficient, the curricula is modified to improve knowing/remembering geological information to improve the work force and have a positive effect on future students in the program.	2014

#	Program		Link				Year
39.	Bachelor of Science in Geology	Yes	https://www.csusb.edu/geology/learning-outcomes	Capstone course; Senior exit paper, project, or thesis; Course-embedded work; Presentation at the Meeting of the Minds, oral presentations and paper on research; Faculty surveys regarding student outcomes	Program or Department Faculty. Faculty review and discuss Undergraduate research projects; †Written and practical exam in senior seminar, undergraduate research papers, oral presentation and poster	Faculty note areas that meet competency or are deficiencies and evaluate patterns in students understanding. If an area is found to be deficient, the curricula is modified to improve knowing/remembering geological information to improve the work force and have a positive effect on future students in the program.	2014
40.	Master of Science in Environmental Sciences	Yes	https://www.csusb.edu/msees/degrees	Capstone course; Senior exit paper, project, or thesis; Course-embedded work	Program or Department Faculty; Program Leadership (Coordinator/Director); Department Chair/School Director; Dean. Compiling, analyzing, and interpreting data patterns	Evaluation of strengths and weaknesses to improve programs overall	2014
41.	Master of Science in Geology	Yes	https://www.csusb.edu/msees/degrees	Capstone course; Senior exit paper, project, or thesis; Course-embedded work	Program or Department Faculty; Program Leadership (Coordinator/Director); Department Chair/School Director; Dean. Compiling, analyzing, and interpreting data patterns	Evaluation of strengths and weaknesses to improve programs overall	2020
42.	Bachelor of Science in Environmental Health Science	Yes	Course Syllabi contain applicable PLOs and SLOs	Course-embedded work	Program or Department Faculty Program Leadership (Coordinator/Director)	Continuous program improvement	2020
43.	Bachelor of Science in Health Services Administration	Yes	Course syllabi	Capstone course; Course-embedded work; Institutional data; Institution-created surveys; SOTEs	Program Leadership (Coordinator/Director); CNS Assessment Coordinator. The program and assessment coordinators will work together to determine a plan to collect, analyze, and interpret program learning outcome data. Data for PLOs 1-4 will be analyzed and disseminated annually,	The program and assessment coordinators will review the collected data in order to better assess the effectiveness of the program and make better informed program-related decisions. This information will be shared with the department chair for feedback.	2020

				starting Fall 2021.Data for PLOs 5-8 will be analyzed and disseminated annually, starting Spring 2023.		
44. Bachelor of Science in Nutritional Science and Dietetics	Yes	https://www.csusb.edu /health-science-human-ecology/degrees-and-programs/undergradua te/nutrition-and-food-sciences-program	Portfolio review; Licensure examination; Course-embedded work; Institution-created surveys;	Program or Department Faculty; Program Leadership (Coordinator/Director). Results of assessment data are analyzed and findings are discussed with faculty to make decisions on continuous program improvement.	curriculum improvement	2020
45. Bachelor of Science in Public Health	Yes	Course syllabi	Portfolio review; Course-embedded work; Faculty surveys regarding student outcomes	Program or Department Faculty; Program Leadership (Coordinator/Director). Analysis based on rubric for point-scores, interpretation if scores meet specific criteria	The findings are used for decision-making regarding student learning and performance. Specifically, the information is used to make adjustments in courses to meet student learning outcomes and discipline competencies.	2020
46. Master of Public Health	Yes	Course syllabi	Capstone course; Portfolio review; Senior exit paper, project, or thesis; Course-embedded work; Institutional data; Institution-created surveys; Faculty surveys regarding student outcomes	Program Leadership (Coordinator/Director). Program coordinators and Assessment coordinator meet to analyze the data, compile reports and submit them to the College, and accreditation body.	To improve program quality as well as students' needs.	2017
47. Master of Science in Health Services Administration	Yes	The program learning outcomes are available to students in each of the program course syllabus.	Course-embedded work; Institution-created surveys	Program Leadership (Coordinator/Director); Department Chair/School Director. The process for interpreting and analyzing the learning outcomes evidence begins with a professional dialogue with the program faculty and students that completed the course. This professional dialogue is aimed to clarify whether the learning outcomes as indicated in the	The learning outcomes findings are used: To redesign or improve the course learning activities to provide a standard point of reference for future course assessments.	2013

				survey showed that students understood the course outcomes. The dialogue also helps to ascertain if more analysis is needed in other to draw good conclusions based on the collected data and evidence.		
48. Bachelor of Science in Kinesiology	Yes	https://www.csusb.edu/kinesiology/program-learning-outcomes	Course-embedded work; Institutional data; Entry Level/Exit Level Assessment Test	Department Chair/School Director; Outcomes Assessment Committee. Each PLO is assessed in a three-year cycle. The outcomes assessment committee collects the information from each core class and from the assessment surveys that are conducted in an entry level and exit level course. Teachers are asked to assess student success within each course by completing a PLO Course Assessment Sheet that asks for assignments/tests, syllabi, and anonymous class results (as a whole) related to each PLO. An anonymous survey (PLO test) is taken in an entry level and exit level course to explore growth across the CSUSB Kinesiology experience. The outcomes committee and the chair analyze the results and report to the faculty for feedback/future adjustments.	The findings (course and survey) are analyzed by the outcomes committee and the chair and shared with the faculty. Faculty discussion based on student results will determine in future adjustments to the PLOs or the assessment plan are necessary to meet the needs of the students and for accreditation purposes.	2015
49. Bachelor of Arts in Mathematics	Yes	https://www.csusb.edu/mathematics/faculty-resources/assessment	Course-embedded work; Performance tasks developed by the Math Department Assessment Committee (MDAC), implemented in various undergraduate courses, and scored by MDAC.	Program or Department Faculty; Program Leadership (Coordinator/Director). The Math Department Assessment Committee (MDAC), comprised of program faculty and the program coordinator, will	Some of the decisions that will be considered include the following: (1) no change to the program (including to the Program Learning Outcomes) and to course design is needed at this time; (2) modifications to Program Learning Outcomes and/or	2014

#	Program	Assessed	Link	Methods	Who	Decisions	Year
					examine assessment data each year, compare to prior year data, consolidate findings, and disseminate information to department faculty and chair at a department meeting. Department faculty will share their learnings and discuss any implications. The MDAC, in consultation with department program faculty, will make relevant recommendations.	assessment approach may be warranted; (3) modifications to program design may be warranted; (4) modifications to course design may be warranted.	
50.	Bachelor of Science in Mathematics	Yes	https://www.csusb.edu/mathematics/faculty-resources/assessment	Capstone course; Course-embedded work; Performance tasks developed by the Math Department Assessment Committee (MDAC), implemented in various undergraduate courses, and scored by MDAC.	Program or Department Faculty; Program Leadership (Coordinator/Director).

The Math Department Assessment Committee (MDAC), comprised of program faculty and the program coordinator, will examine assessment data each year, compare to prior year data, consolidate findings, and disseminate information to department faculty and chair at a department meeting. Department faculty will share their learnings and discuss any implications. The MDAC, in consultation with department program faculty, will make relevant recommendations. | Some of the decisions that will be considered include the following: (1) no change to the program (including to the Program Learning Outcomes) and to course design is needed at this time; (2) modifications to Program Learning Outcomes and/or assessment approach may be warranted; (3) modifications to program design may be warranted; (4) modifications to course design may be warranted. | 2014 |
| 51. | Master of Arts in Mathematics | Yes | https://sites.google.com/view/mamathprogram/new-plos-under-semesters?authuser=0 | Senior exit paper, project, or thesis; Institution-created surveys | Program or Department Faculty; Program Leadership (Coordinator/Director).

Survey results are collected and analyzed. | The results may help us to change the program in a way that supports our learning objectives. | 2014 |
| 52. | Bachelor of Science in Nursing | Yes | https://www.csusb.edu/nursing/programs/bachelor-science-nursing | Licensure examination; Senior exit paper, project, or thesis; Course-embedded work; Institution-created surveys; Faculty surveys regarding student outcomes | Program or Department Faculty; Program Leadership (Coordinator/Director); Department Chair/School Director. | The Department of Nursing Faculty Organization has approved (in June 2017) the collection of a course-embedded artifact to evaluate students' achievement of each PLO. The lead faculty member | 2016 |

				Systematic Program Evaluation Plan (SPEP) has been used for nursing department. The SPEP specifies assessment criteria for the BSN. Throughout the SPEP, curriculum committee, assessment evaluation committee, and admission, progression, and recognition have collected and analyzed the data. During the monthly faculty organization meetings for nursing department, the data are presented and discussed. The data are the evidences to evaluate the BSN program.	for each course in which the selected course-embedded assessments are located report aggregated student scores on each assessment. Benchmarks for aggregated student achievement are identified in the Department of Nursing Systematic Program Evaluation Plan (SPEP). Based the outcomes from the data interpretation curriculum improvement such as teaching contents, materials, and strategies with assessments methods is made.	
53. Master of Science in Nursing	Yes	https://www.csusb.edu/sites/default/files/MSN%20Handbook%20W2018%20Final.pdf	Capstone course; Course-embedded work; Comprehensive exams; Institution-created surveys	Program or Department Faculty; Program Leadership (Coordinator/Director); Department Chair/School Director. Assessment data are reviewed by members of the Graduate Affairs Committee, the Assessment and Evaluation Committee, or both. Data are reported to the Department of Nursing faculty at the time of Annual Program Review.	To inform continuous curriculum improvement. As of May 2020, the MS in Nursing program has undergone a fairly extensively curriculum revision in preparation for transitioning from quarters to semesters.	2016
54. Bachelor of Arts in Physics	Yes	https://www.csusb.edu/physics/degrees-and-certificates/program-learning-outcomes	Capstone course; Senior exit paper, project, or thesis; Course-embedded work; Institutional data; Externally-created surveys; Faculty surveys regarding student outcomes	Program or Department Faculty; Program Leadership (Coordinator/Director); Department Chair/School Director. The assessment committee will analyze student work and concept tests related to the PLO goals planned for that year to determine if the program is achieving its goals	The assessment committee will evaluate this material to determine whether the majority of students are attaining the assessed level and investigate current literature in physics education research to suggest changes in pedagogy or interventions via targeted assignments if shortfalls are found.	2014

				at the appropriate level for that course and goal.			
55.	Bachelor of Science in Physics	Yes	https://www.csusb.edu/physics/degrees-and-certificates/program-learning-outcomes	Capstone course; Senior exit paper, project, or thesis; Course-embedded work; Institutional data; Externally-created surveys; Faculty surveys regarding student outcomes	Program or Department Faculty; Program Leadership (Coordinator/Director); Department Chair/School Director. The assessment committee will analyze student work and concept tests related to the PLO goals planned for that year to determine if the program is achieving it's goals at the appropriate level for that course and goal.	The assessment committee will evaluate this material to determine whether the majority of students are attaining the assessed level and investigate current literature in physics education research to suggest changes in pedagogy or interventions via targeted assignments if shortfalls are found.	2014
56.	Bachelor of Arts in Computer Systems	Yes	https://www.csusb.edu/sites/default/files/upload/file/cse_computer_systems_objectives_and_outcomes.pdf	Senior exit paper, project, or thesis; Course-embedded work; Faculty surveys regarding student outcomes	Program or Department Faculty.

CSE faculty collected assessment data throughout a subset of coursework using course-embedded performance indicators. The data are reviewed and analyzed annually for course-level review and program level student outcome attainment analysis. | The CSE Undergraduate Curriculum Committee reviews the student outcome attainment data and make appropriate recommendations to address the issues raised, and will present at CSE faculty meetings for discussion and approval. Meeting minutes will document the recommendations and pertinent curricular changes. | 2014 |
| 57. | Bachelor of Science in Bioinformatics | Yes | https://www.csusb.edu/sites/default/files/upload/file/cse_bioinformatics_objectives_and_outcomes.pdf | Senior exit paper, project, or thesis; Course-embedded work; Faculty surveys regarding student outcomes | Program or Department Faculty.

Faculty collected assessment data each quarter throughout a subset of coursework across the program using course-embedded performance indicators. The data are reviewed and analyzed annually for course-level review and program level student outcome attainment analysis. | The data analysis is used for periodical review of student outcome attainment. The undergraduate committee reviews the student outcome attainment data and make recommendations to address issues for continuous improvement, and presents at CSE faculty meetings for discussion and approval. Meeting minutes will document the recommendations and pertinent curricular changes. | 2014 |
| 58. | Bachelor of Science in Computer Engineering | Yes | https://www.csusb.edu/sites/default/files/upload/file/cse_computer_ | Capstone course; Course-embedded work; Faculty surveys regarding student | Program or Department Faculty. | All reviews are conducted by the CSE Undergraduate Curriculum Committee and | 2019 |

				outcomes; PLO surveys to students and alumni. Exit Student Surveys	CSE faculty collected assessment data each quarter throughout a set of course work and course-embedded performance indicators. The data are reviewed and analyzed annually for course-level review and program-level student outcome attainment analysis.	recommendations are made for continuous improvement, and will present at CSE faculty meetings for discussion and approval. Meeting minutes will document the recommendations and pertinent curricular changes.	
59.	Bachelor of Science in Computer Science	Yes	https://www.csusb.edu/sites/default/files/cse_computer_science_objectives_and_outcomes_Spring2019.pdf	Capstone course; Course-embedded work; Faculty surveys regarding student outcomes; Surveys to students and alumni	Program or Department Faculty. CSE faculty collected assessment data each quarter throughout a set of course work and course-embedded performance indicators. The data are reviewed and analyzed annually for course-level review and program level student outcome attainment analysis	All reviews are conducted by the CSE Undergraduate Curriculum Committee and recommendations are made for continuous improvement, and will present at CSE faculty meetings for discussion and approval. Meeting minutes will document the recommendations and pertinent curricular changes.	2019
60.	Master of Science in Computer Science	Yes	https://www.csusb.edu/cse/programs/ms-computer-science	Senior exit paper, project, or thesis; course-embedded work	Program or Department Faculty. CSE faculty collected assessment data annually throughout the course-embedded work (e.g. exams) and MS thesis/project reports.	CSE Graduate Curriculum Committee collect, review, and analyze the data for student outcome attainment. The committee make appropriate recommendations for continuous improvement and presents at CSE faculty meetings for discussion and approval.	2019

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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.
College of Social & Behavioral Sciences						
61. Bachelor of Arts in Social Sciences	Yes	Course syllabi	Capstone course; Portfolio review; Senior exit paper, project, or thesis; Course-embedded work; Faculty surveys regarding student outcomes	Program or Department Faculty; Program Leadership (Coordinator/Director); Department Chair/School Director. Lower-division courses: PLOs will be assessed by the faculty instructing the courses. Upper-division courses: The faculty will assign a final project or reflective essay according to the rubric.	The assessment process for PLOs and SLOs will be used to refine curriculum on the course and program levels.	2020
62. Bachelor of Arts in Anthropology	Yes	https://www.csusb.edu/anthropology/ba-program	Capstone course; Course-embedded work; Objective questions or rubric; Seminar-style discussions of how ILOs, PLOs, and SLOs relate	Program or Department Faculty; Department Chair/School Director. Lower-division courses: PLOs will be assessed according to objective questions administered by the faculty. Upper-division courses: The faculty may administer objective questions or assign a final project or presentation to be assessed according to a 5-point rubric.	The assessment process for PLOs and SLOs may be used to refine curriculum.	2015
63. Master of Arts in Applied Archaeology	Yes	https://www.csusb.edu/anthropology/ma-program	Senior exit paper, project, or thesis; Course-embedded work; Seminar-style discussion of how ILOs, PLOs, and SLOs relate	Program or Department Faculty; Program Leadership (Coordinator/Director); Department Chair/School Director.	The assessment process for PLOs and SLOs may be used to refine curriculum.	2020

					PLOs will be assessed according to final projects for individual courses. Faculty may assess these projects according to a 5-point rubric. Students completing the program also prepare a thesis as a cumulative project.		
64.	Bachelor of Arts in Criminal Justice	Yes	https://www.csusb.edu/criminal-justice/undergraduate-programs/ba-criminal-justice	Capstone course; Pre and Post Exams	Program or Department Faculty; Program Leadership (Coordinator/Director); Department Chair/School Director. Using t-test to compare pre- and post-test scores.	Findings will be used for revising course content and breadth	2015
65.	Bachelor of Science in Intelligence and Crime Analysis	Yes	https://www.csusb.edu/criminal-justice/undergraduate-programs/bs-crime-analysis	Course-embedded work; pre- and post-test	Program or Department Faculty; Program Leadership (Coordinator/Director); Department Chair/School Director. Using t-test compare pre- and post-test scores and course GPA to determine learning outcomes achievement	Findings will be used for revising course content and breadth	2020
66.	Master of Arts in Criminal Justice	Yes	https://www.csusb.edu/criminal-justice/graduate-programs	Capstone course; Portfolio review	Program or Department Faculty; Program Leadership (Coordinator/Director); Department Chair/School Director. Grading portfolio and capstone course exam quantitatively.	Findings will be used for revising course content and breadth	2015
67.	Bachelor of Arts in Economics	Yes	Economics Student Handbook	Course-embedded work; Faculty surveys regarding student outcomes	Program or Department Faculty. Individual faculty and Department Assessment Committee with analyze and interpret evidence.	Seminar-style discussions focused on concrete changes to make in curriculum, pedagogy, student support, and, when appropriate, in PLOs, and SLOs.	2015
68.	Bachelor of Arts in Political Economy	Yes	Political Economy Student Handbook	Course-embedded work; Faculty surveys regarding student outcomes	Program or Department Faculty.	Seminar-style discussions focused on concrete changes to make in curriculum, pedagogy, student support,	2020

				Individual faculty and Department Assessment Committee with analyze and interpret evidence.	and, when appropriate, in PLOs, and SLOs.	
69.	Bachelor of Arts in Geography	Yes	The PLOs will be on the Department Website	Capstone course; Portfolio review; Course-embedded work; Survey of Graduating Seniors Concerning if PLOs are Being Met	Program or Department Faculty; Department Chair/School Director. Review and Interpretation of Data by Department Faculty.	Program and/or Curriculum Changes	2020
70.	Bachelor of Arts in Global Studies	Yes	The PLOs will be on the Department Website	Capstone course; Portfolio review; Course-embedded work; Faculty surveys regarding student outcomes; Survey of Students Regarding if PLOs are Being Met	Program or Department Faculty; Department Chair/School Director. Review and Interpretation of Data Collected.	Program and/or Curriculum Changes	2020
71.	Bachelor of Arts in History	Yes	https://www.csusb.edu/history/programs/ba-history-general-concentration	Capstone course; Senior exit paper, project, or thesis; Course-embedded work; Institutional data; Institution-created surveys	Program or Department Faculty; Department Chair/School Director. Lower-division: Descriptive statistics; Upper-division: Quantitatively based upon a 5-point scale.	Pedagogical methods and content changes, program adjustments	2020
72.	Bachelor of Arts in Public History	Yes	https://www.csusb.edu/history/programs/ba-public-history	Capstone course; Senior exit paper, project, or thesis; Course-embedded work; Institutional data; Institution-created surveys	Program or Department Faculty; Department Chair/School Director. Lower-division: Descriptive statistics; Upper-division: Quantitatively based upon a 5-point scale.	Pedagogical methods and content changes, program adjustments	2020
73.	Master of Arts in History	Yes	https://www.csusb.edu/history/programs/master-arts-history	Portfolio review; Senior exit paper, project, or thesis; Institution-created surveys	Program or Department Faculty. Assessments are measured qualitatively via final projects/papers and/or thesis portfolios. Also, quantitative data will be gathered from faculty via a 5-point scale.	Pedagogical methods and content changes, program adjustments	2020
74.	Bachelor of Arts in Political Science	Yes	https://www.csusb.edu/political-science/undergraduate-programs	Course-embedded work	Program or Department Faculty; Department Chair/School Director. Analysis of written assignments.	Findings examined for ongoing review of curriculum and instruction.	2014

#	Program		Link	Evidence	Responsibility	Use of Findings	Year
75.	Bachelor of Arts in Psychology	Yes	https://www.csusb.edu/sites/default/files/upload/file/Revised%20Mission%20Goals%20Outcomes%20-%20Final.pdf	Course-embedded work; Institutional data; Institution-created surveys; Externally-created surveys; Faculty surveys regarding student outcomes	Program or Department Faculty; Program Leadership (Coordinator/Director); Department Chair/School Director. Analysis/Interpretation by department outcomes evaluation committee.	Close the loop through modify any needed curriculum or assessment processes	2014
76.	Master of Arts in Child Development	Yes	MACD Manual; website access forth coming	Senior exit paper, project, or thesis; Course-embedded work; Faculty surveys regarding student outcomes; During Faculty-Student meetings; informal program surveys	Program or Department Faculty; Program Leadership (Coordinator/Director). Analysis and interpretation of evidence; Program faculty meetings to discuss implications.	The findings are used to discuss potential changes in curriculum changes, assessment approach changes, and supportive programs for student success	2014
77.	Master of Arts in Psychological Science	Yes	Will be on department website	Instructor-graded course requirements; thesis; student activities report; departmental and community citizenship; PLO rating form; student graduation rates; time to graduation; rates of acceptance to doctoral programs; student productivity in scholarship	The MAPS faculty as part of our annual process by evaluating and providing feedback to individual students. Students are required to submit a Student Activities Report describing all their program-related activities over the course of the previous year which they faculty then meet to discuss and evaluate using the PLO Rating Form. This provides assessment information related to all learning outcomes. A version of the PLO Rating Form will be completed by Master's thesis committee members while evaluating the student's thesis manuscript and oral presentation after both proposal and defense meetings. Provides assessment of all outcomes listed above for thesis.	If our assessment process reveals that specific goals areas are neglected or otherwise poorly served, or that our students are failing to show satisfactory evidence of attaining our PLO's, we will make appropriate changes in our course structures, thesis process, annual feedback process, informal practices and procedures, etc., to address those needs.	2017

78.	Master of Science in Clinical-Counseling Psychology	Yes	Will be on department website	Clinical Student Trainee Evaluation Form; Working Alliance Inventory; comprehensive exam; Community Counseling Center intake reports; course-embedded work; exit survey	The MSCC faculty and MSCC Program Outcomes Assessment Coordinator are involved in data collection, assessment, interpretation and program changes. Data collection will be on-going throughout the academic year and will be entered by individual MSCC faculty and compiled and overseen by the MSCC Program Outcomes Assessment Coordinator in a shared data file with MSCC faculty on Qualtrics.com. Data will be analyzed every 3 years along with exit survey data that primarily is a student satisfaction survey that is assessed on a yearly basis. We will pay particular attention to PLOs associated with licensure requirements.	We will pay particular attention to PLOs associated with licensure requirements.	2017
79.	Master of Science in Industrial and Organizational Psychology	Yes	https://www.csusb.edu/psychology/graduate-programs/graduate-admissions/ms-industrial-organizational-program	Senior exit paper, project, or thesis; Course-embedded work; Institutional data; Internship; Survey of Alumni	Program Leadership (Coordinator/Director). Evaluation by the current five faculty affiliated with the MSIO program.	This information is use to inform and revise curriculum as appropriate.	2020
80.	Bachelor of Arts in Sociology	Yes	Currently students are provided a printed source during freshman and transfer orientation. In the future, we will post our program learning outcomes on our department website	Capstone course; Final research projects from SOC 3010 and SOC 3070; Faculty surveys regarding student outcomes	Program or Department Faculty. For the analysis of direct evidence of learning outcomes taken from courses (SOC 5900, 3010, 3070), using a rubric, we expect 70 percent of sampled students to earn 70 percent of possible points. Each assignment will be evaluated by the Assessment coordinator and the course instructor to ensure inter-coder reliability.	We will identify which learning outcomes are and are not being met by at least 70 percent of sampled students. †We will then address any necessary curriculum changes as well as revising our assessment tools and procedures to ensure more reliable results.	2020

				For the analysis of indirect evidence of learning outcomes which will be assessed using a 25 item pre/posttest, we expect graduating seniors to score significantly higher on the assessment than first-time freshman and new transfer students. Additionally, we expect 70 percent of the graduating seniors to answer at least 70 percent of the questions correctly.		
81. Master of Arts in National Security Studies	Yes	PLOs are on department website.	Course-embedded work	Program or Department Faculty; Department Chair/School Director. Analysis of graduate comprehensive exam.	Findings examined for ongoing review of curriculum and instruction.	2014
82. Master of Arts in Social Sciences and Globalization	Yes	PLOs are on the Department Website.	Senior exit paper, project, or thesis; Course-embedded work; Faculty surveys regarding student outcomes; Survey of Students Regarding if PLOs Are Being Met	Program Leadership (Coordinator/Director). Review and Interpretation of Data Collected.	Program and/or Curriculum Changes	2020
83. Master of Science in National Cyber Security Studies	Yes	PLOs are on department website.	Course-embedded work	Program or Department Faculty; Department Chair/School Director. Analysis of graduate comprehensive exams.	Findings examined for ongoing review of curriculum and instruction.	2015
84. Bachelor of Arts in Social Work	Yes	PLOs and SLOs are present in all syllabi PLOs are listed on the School's main webpage: https://www.csusb.edu /social-work	Capstone course; Course-embedded work; Student internship experience in the field (measured using the Leaning Plan Agreement from Spring Term); Faculty surveys regarding student outcomes	Program or Department Faculty; Program Leadership (Coordinator/Director). For Learning Plan Agreements (Measure 1): Determine the percentage of students that attained the benchmark (a minimum of 3 on a 1 to 5 Likert scale) for each behavior measure. Average the percentages together to obtain the percentage of students	Results are presented and discussed at each year's Faculty Retreat, usually held before the start of the AY. Based on the findings, we discuss what could explain the scores, what changes are needed, and how to carry out the changes.	2018

				demonstrating competence. For Capstone work (Measure 2): Determine the percentage of students that attained the benchmark (a minimum of 3 on a 1 to 5 Likert scale) for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Average the two Measures above to yield an overall percentage of students achieving competency for each of the nine competencies (established by the Council of Social Work Education).		
85. Master of Social Work	Yes	PLOs and SLOs are present in all syllabi PLOs are listed on the School's main webpage: https://www.csusb.edu/social-work	Senior exit paper, project, or thesis; Course-embedded work; Student internship experience in the field (measured using the Leaning Plan Agreement from Spring Term); Faculty surveys regarding student outcomes	Program or Department Faculty; Program Leadership (Coordinator/Director). For Learning Plan Agreements (Measure 1): Determine the percentage of students that attained the benchmark (a minimum of 4 on a 1 to 5 Likert scale) for each behavior measure. Average the percentages together to obtain the percentage of students demonstrating competence. For Course-embedded work and Research Project (Measure 2): Determine the percentage of students that attained the benchmark (a minimum of 4 on a 1 to 5 Likert scale) for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Average the two Measures	Results are presented and discussed at each year's Faculty Retreat, usually held before the start of the AY. Based on the findings, we discuss what could explain the scores, what changes are needed, and how to carry out the changes.	2014

				above to yield an overall percentage of students achieving competency for each of the nine competencies (established by the Council of Social Work Education).		

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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.
Jack H. Brown College of Business & Public Administration						
86. Bachelor of Arts in Administration	Yes	https://csusanbernardino.sharepoint.com/:w:/r/sites/jhbcintranet/_layouts/15/WopiFrame.aspx?sourcedoc=%7b36FEB314-45CA-4DB4-BE3E-BBA67A029EBD%7d&file=Assurance%20of%20Learning%20-%20Learning%20Goals%202013-2018.docx&action=default	Capstone course; Portfolio review; Course-embedded work; Institutional data; Institution-created surveys; Externally-created surveys	Program or Department Faculty; Program Leadership (Coordinator/Director); Department Chair/School Director; Dean; Assurance of Learning (AoL) Committee. The college Assurance of Learning committee is made up of faculty members from each department at JHBC and has the responsibility of coordinating the following processes: (1) identifying program learning goals and accompanying objectives to align with the Institutional learning outcomes and College Mission statement; (2) developing grading rubrics and measuring methods for assessing student achievement for each leaning goal; (3) determining criteria for student success; (4) collecting direct and indirect evidence and performing the data analysis and gap analysis; (5) reporting the results to the senior leadership team, college/department curriculum committees, and	The findings are used for (a) alerting the leadership team and faculty about the program performance; (b) revisiting & revising learning goals and rubrics if necessary to make a better alignment among CLO, PLO, and ILO; (c) proposing measures to close any other gaps observed; (d) updating and revising the course contents or curriculum for sustained improvement; (e) communicating to existing and prospective students to take ownership of their learning standards.	2016

				faculty forum to seek feedback and improvement actions; and (6) assuring a meaningful use of assessment results for continuous learning improvement.		
87. Master of Science in Accountancy	Yes	https://csusanbernardino.sharepoint.com/:w:/r/sites/jhbcintranet/_layouts/15/WopiFrame.aspx?sourcedoc=%7b36FEB314-45CA-4DB4-BE3E-BBA67A029EBD%7d&file=Assurance%20of%20Learning%20-%20Learning%20Goals%202013-2018.docx&action=default	Course-embedded work; Feedback from alumni or Accounting Advisory Board.	Program or Department Faculty; Program Leadership (Coordinator/Director); Department Chair/School Director; Dean. Evaluation results are shared with faculty members, Director, and Chair for analyses, interpretations, and possible implications. At the same time, evaluation results are shared with AoL committee, AoL Director, and Associate Dean for our Accreditation report.	Basing on analyses, interpretations and implications, Accounting Curriculum Committee updates or revises Accounting course contents or curriculum.	2016
88. Master of Science in Finance (self-support)	Yes	https://www.csusb.edu/sites/default/files/JHBC%20Learning%20Goals_9-18-20.pdf	Portfolio review; Course-embedded work; Externally-created surveys; Faculty surveys regarding student outcomes	Program or Department Faculty; Program Leadership (Coordinator/Director); Department Chair/School Director; Dean; Assurance of Learning Committee (AoL). The program curriculum committee will works with college AoL committee to go through the following assessment processes: (1) developing grading rubrics and measuring methods for assessing student achievement for each leaning goal; (2) determining criteria for student success; (3) collecting direct and indirect evidence and performing the data analysis and gap analysis; (4) reporting the results to the senior leadership team and college	The findings are used for (a) alerting the leadership team and faculty about the program performance; (b) revisiting & revising learning goals and rubrics if necessary to make a better alignment among CLO, PLO, and ILO; (c) proposing measures to close any other gaps observed; (d) updating and revising the course contents or curriculum for sustained improvement; (e) communicating to existing and prospective students to take ownership of their learning standards.	2020

				AoL committee to seek feedback and improvement actions; and (5) assuring a meaningful use of assessment results for continuous learning improvement.		
89. Bachelor of Science in Information Systems and Technology	Yes	https://www.csusb.edu /sites/default/files/JHB C%20Learning%20Goals _0.pdf	Capstone course; Course-embedded work; Institution-created surveys	Assurance of Learning Committee & Leadership. Members of the Assurance of Learning (AoL) committee, who represent each program offered by the JHB College of Business and Public Administration are responsible for making sure the necessary data is collected from each program. The AoL committee prepares a protocol used to collect, analyze and interpret the data. AoL faculty committee members are assigned the responsibility of collecting data from selected courses. The data is sent to selected faculty for analysis and interpretation. Gap analysis is done and areas offering opportunities for improvement are identified. The results are presented to the AoL Committee, the Senior Leadership Team, and the respective curriculum committees (College, Department).	The learning outcomes findings are used for: Making trend comparisons: what the results tell us relative to where we wanted to be. Alerting the various programs about their performance. Identifying and proposing measures that should be taken to close any gaps observed. The faculty body is requested to provide ideas and suggestions on what should be done. Communicating with faculty during Department Meetings and the Quarterly/Semester College meeting about the results and recommendations for sustained improvement. Setting new goals and benchmarks to aim for as a result of what has been learned. Communicating the results to students so they can take ownership of their own learning standards and contribute to the maintenance of our AACSB accreditation.	2016
90. Master of Science in Information Systems and Technology	Yes	https://www.csusb.edu /sites/default/files/JHB C%20Learning%20Goals _0.pdf	Portfolio review; Senior exit paper, project, or thesis; Institution-created surveys	Assurance of Learning Committee & Leadership. Members of the Assurance of Learning (AoL) committee, who represent each program offered by the JHB College of Business and Public Administration are	The learning outcomes findings are used for: Making trend comparisons: what the results tell us relative to where we wanted to be. Alerting the various programs about their performance. Identifying and proposing measures that should be taken to close any	2016

#	Program						Year
					responsible for making sure the necessary data is collected from each program. The AoL committee prepares a protocol used to collect, analyze and interpret the data. AoL faculty committee members are assigned the responsibility of collecting data from selected courses. The data is sent to selected faculty for analysis and interpretation. Gap analysis is done and areas offering opportunities for improvement are identified. The results are presented to the AoL Committee, the Senior Leadership Team, and the respective curriculum committees (College, Department).	gaps observed. The faculty body is requested to provide ideas and suggestions on what should be done. Communicating with faculty during Department Meetings and the Quarterly/Semester College meeting about the results and recommendations for sustained improvement. Setting new goals and benchmarks to aim for as a result of what has been learned. Communicating the results to students so they can take ownership of their own learning standards and contribute to the maintenance of our AACSB accreditation.	
91.	Master of Science in Entrepreneurship and Innovation	Yes	https://www.entre.csusb.edu/content/msei-program-learning-goals	Capstone course; Senior exit paper, project, or thesis; Course-embedded work; All specific student entrepreneurial competencies are measured used validated scales; Institution-created surveys	Program or Department Faculty; Program Leadership (Coordinator/Director); Department Chair/School Director. Multiple assessments will be made using: (1) In class assessments tied to exercises, connected to the major learning outcomes for each course; (2) Student takeaways embedded within each course, culminating with a learning reflection at the end of each course; (3) Pre- and post- measures using rating scales of entrepreneurial competencies and entrepreneurial characteristics; (4) Culminating experience, which provides an opportunity to assess the	The MSEI program faculty, program coordinator, and department chair/school director will review annually all the data noted above and make adjustments to the curriculum and program as necessary. This is the model we have been using for both undergraduate (BA and Minor in Entrepreneurship) and graduate (MBA) with tangible positive results in terms of assessing students, gaining critical program and course feedback, and making real time adjustments that close the loop effectively.	2020

				individual student project on each of the PLO and; (5) Self-assessments and program improvement feedback at end of program, using the ENTR 9098 Reflective Essay.		
92. Master of Public Administration	Yes	https://www.csusb.edu/sites/default/files/Mission%20statement%20and%20objectives%20100518_0_0.pdf	Comprehensive Examination; Institution-created surveys; End of program Reflective Essays	Program or Department Faculty. Annual program review by department faculty at an annual Fall retreat, including grades, enrollments, exit survey, reflective essays, comprehensive exam analysis.	Analyzed for what outcomes students are performing less than expected and then adjusting course curriculum to address those shortcomings	2016
93. Master of Business Administration	Yes	https://csusanbernardino.sharepoint.com/:w:/r/sites/jhbcintranet/_layouts/15/WopiFrame.aspx?sourcedoc=%7b36FEB314-45CA-4DB4-BE3E-BBA67A029EBD%7d&file=Assurance%20of%20Learning%20-%20Learning%20Goals%202013-2018.docx&action=default	Portfolio review; Course-embedded work; Comprehensive Exam; Externally-created surveys; Faculty surveys regarding student outcomes	Program or Department Faculty; Program Leadership (Coordinator/Director); Department Chair/School Director; Dean; College Assurance of Learning Committee (AoL). The college Assurance of Learning committee is made up of faculty members from each department at JHBC and has the responsibility of coordinating the following processes: (1) identifying program learning goals and accompanying objectives to align with the Institutional learning outcomes and College Mission statement (2) developing grading rubrics and measuring methods for assessing student achievement for each leaning goal; (3) determining criteria for student success; (4) collecting direct and indirect evidence and performing the data analysis and gap analysis; (5) reporting the	The findings are used for (a) alerting the leadership team and faculty about the program performance; (b) revisiting & revising learning goals and rubrics if necessary to make a better alignment among CLO, PLO, and ILO; (c) proposing measures to close any other gaps observed; (d) updating and revising the course contents or curriculum for sustained improvement; (e) communicating to existing and prospective students to take ownership of their learning standards.	2016

			results to the senior leadership team, college/department curriculum committees, and faculty forum to seek feedback and improvement actions; and (6) assuring a meaningful use of assessment results for continuous learning improvement.		

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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.
Interschool and Interdisciplinary Studies						
94. Bachelor of Arts Environmental Studies	Yes	The PLOs will be on the Department Website	Capstone course; Portfolio review; Course-embedded work; Faculty surveys regarding student outcomes; Survey of Students Regarding if PLOs are Being Met	Program or Department Faculty; Department Chair/School Director. Review and Interpretation of Data Collected	Program and/or Curriculum Changes	2020
95. Bachelor of Arts Child Development	Yes	available directly to student via course syllabi	Capstone course; Course-embedded work; Institutional data; Faculty surveys regarding student outcomes	Program or Department Faculty; Program Leadership (Coordinator/Director); Department Chair/School Director. Department faculty will analyze and interpret two program learning outcomes per academic year. Specific analyses will be dependent upon which program learning outcomes are being considered in a specific academic year.	Learning outcomes findings will be utilized to determined: if students are attaining minimal competency in core child development concepts if course content provided by instructors is current and cutting edge.	2014
96. Bachelor of Arts in Liberal Studies	Yes	PLOs are available to students as part of CAL 2970, 4970, and 5970 syllabi and at https://www.csusb.edu/liberal-studies/programs	Portfolio review; Senior exit paper, project, or thesis; Course-embedded work; Faculty surveys regarding student outcomes	Program or Department Faculty; Program Leadership (Coordinator/Director); Dean; Associate Dean, College of Arts and Letters. Students will be evaluated on the accumulation, interpretation, analysis, and synthesis of artifacts as evidence of PLOs.	Information will be used to evaluate program and student compliance with GLOs, ILOs, and CTC, continuity and consistency across the curriculum, the need for curriculum changes, and assessment approaches.	2014
97. Bachelor of Arts Special Major						2020

						2020
98. Master of Arts Interdisciplinary Studies						

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