

Inventory of Educational Effectiveness Indicators (IEEI) Form

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

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

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

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

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

What 2013 Standards are addressed by this exhibit?

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

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

How are institutions expected to update the IEEI?

At the time of a Reaffirmation of Accreditation review or Interim Report, the IEEI submitted to WSCUC via Box.com along with other appendices. For a Mid-Cycle Review, it is submitted as part of the annual report, as instructed at the time of the review, via the Accreditation Management Portal.

Inventory of Educational Effectiveness Indicators

ILO Name	Date Implemented	Have	Please	If learning	What forms of	If you chose	What forms of	If you	Who interprets the	If you chose	What is the	How are the learning	Last	Next program
		formal	share the	outcomes	direct evidence	"other" for direct	indirect evidence	chose	evidence?	"other" for who	process for	outcomes findings used?	program	review date.
		learning	link to	publication	of learning	evidence, please	of learning	"other"		interprets	interpreting and		review	
		outcomes	learning	is not	outcomes are	share type.	outcomes are	for	Enter one or more of	evidence,	analyzing the		date.	
		been	outcomes	available	used?		used?	indirect	the following values. If	please share	learning outcomes			
		developed?	publication,	on your	F.4		5.4	evidence,	multiple values are	role name.	evidence?			
			if available.	institution's	Enter one or		Enter one or more	please	needed, separate them					
			(URL)	website,	more of the		of the following	share	with a semicolon:					
				please indicate	following values. If multiple values		values. If multiple values are	type.	-Program or					
				where it is	are needed,		needed, separate		Department Faculty					
				published.	separate them		them with a		-Institutional Faculty or					
				published.	with a semicolon:		semicolon:		Faculty Senate					
							5665.6		-Program Chair/Director					
					-Capstone course		-Institution-		-Dean					
					-Portfolio review		created surveys		-Vice Provost, Associate					
					-Licensure		-Externally-		Provost, Vice					
					examination		created surveys		Chancellor, or Associate					
					-Senior exit		-University of		Chancellor					
					paper, project, or		California		-					
					thesis		Undergraduate		Provost/Chancellor/Vice					
					-Course-		Experience		President of Academic					
					embedded work		Survey		Affairs/Chief Academic					
					-Institutional		-Faculty surveys		Officer					
					data		regarding student		-None					
					-None -Other		outcomes		-Other					
					-Other		-None -Other							
1.Breadth of	5/1/2015	Yes	ILO	N/A	Institutional	Direct	External Survey	Program	Deputy Provost and	NSLVE	For CLA, Dean of	For the purpose of	The ILO	In 2020-21
Knowledge	3, 1, 2013	1.03	Website	11,71	data -	measures for	- NSSE survey;	Review	Vice Provost; NSSE	Director of	Undergraduate	evaluating CSUSB's "added	are	ILO 3 and 4
	-		vvebsite				External Survey		President, Provost,	Community	Studies	value" to students' critical	reviewed	will be
2.Depth of					Participation	individual ILO	- National Study		VP Student Affairs	Engagement;	evaluates the	thinking and reasoning	on a	reviewed
Knowledge					in Collegiate	are being	of Learning,		and others	home grown	report and	compared to other	rotating	and these
3.Critical					Learning	identified	Voting and		and others	surveys are	present findings	institutions; For NSSE,	basis over	are
Literacies					Assessment	through	Engagement			reviewed by	to the	deans indicated they were	a period	reviewed
4.Ways of					(CLA); Course-	alignment of	(NSLVE);			department	President's	going to share findings	of five	every 3
Reasoning					embedded	PLO from all	Institution-			chairs and	Cabinet for the	with department chairs	years.	years. A
and Inquiry					work -	departments	created Surveys			self-study	purpose of	and incorporate more	,	process is
5.Creativity	-				assessment of	with the	- Current			authors; Dean	evaluating	engagement in and out of		being
-					GE Learning	individual ILO.	Student Survey;			of Students	CSUSB's "added	classroom. For NSLVE,		developed
and							Graduating				value" to	director explains results to		beginning in
Innovation					Outcomes	A process is	Student Survey;				students' critical	faculty to guide curriculum		Fall 2021 to
6.Integrative						being	Five Year				thinking and	development in service		review ILO 1
Learning						developed for	Alumni Survey;				reasoning	learning classes. For home		and 2. ILO 5,
						purposeful	Diverse				compared to	grown surveys,		6, 7, and 8
7.Engagement	1					sampling to	Learning				other	department chairs use		will be
						collect and	Leatining				institutions. For	results during program		reviewed on
in the						Concet and					וווסנונענוטווס. דטו	results during brokram		reviewed off

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Campus, Local		analyze	Environment			NSSE, IR	review self-study process.	a continuous
and Global		representative	(DLE); Other			presents results	Rethink how they deliver	basis
Communities		samples of				to President's	activities/talks/courageous	through the
		direct				Cabinet and	conversations to students.	ongoing
8. Diversity		evidence to				eventually to		program
and Inclusion		inform				Academic Affairs		review
and inclusion		assessment of				Council and		process.
		each PLO.				Student Affairs		
		each PLO.				staff, and is		
						posted on IR		
						website. For		
						NSLVE, report is		
						provided to the		
						Director of		
						Community		
						Engagement and		
						is posted on the		
						IR website. For		
						home grown		
						surveys, IR		
						provides reports		
						to department		
						chairs and self-		
						study authors,		
						and is posted on		
						the IR website.		
						IR presents		
						results to President's		
						Cabinet and		
						shares results		
						with Dean of		
						Students and		
						Student Affairs		
						staff.		

GLO Name	Date Implemented	Have formal learning outcomes been developed?	Please share the link to learning outcomes publication, if available. (URL)	If learning outcomes publication is not available on your institution's website, please indicate where it is published.	What forms of direct evidence of learning outcomes are used? Enter one or more of the following values. If multiple values are needed, separate them with a semicolon: -Capstone course -Portfolio review -Licensure examination -Senior exit paper, project, or thesis -Course-embedded work -Institutional data -None	If you chose "other" for direct evidence, please share type.	What forms of indirect evidence of learning outcomes are used? Enter one or more of the following values. If multiple values are needed, separate them with a semicolon: -Institution-created surveys -Externally-created surveys -University of California Undergraduate Experience Survey -Faculty surveys regarding student outcomes -None -Other	If you chose "other" for indirect evidence, please share type.	Who interprets the evidence? Enter one or more of the following values. If multiple values are needed, separate them with a semicolon: -Program or Department Faculty -Institutional Faculty or Faculty Senate -Program Chair/Director -Dean -Vice Provost, Associate Provost, Vice Chancellor - Provost/Chancellor - Provost/Chancellor - Provost/Chancellor - Provost/Chancellor Officer - None - Other	If you chose "other" for who interprets evidence, please share role name.	What is the process for interpreting and analyzing the learning outcomes evidence?	How are the learning outcomes findings used?	Last program review date.	Next program review date.
Learning How to Learn/Metacognition Thinking Critically Critical Literacies Information Literacy Oral Communication Written Communication Quantitative Reasoning Technological Literacy Diverse Perspectives Global Perspectives Integrative Learning Ethical Responsibility Collaboration	June 2015	Yes	General Education Website	On Website and currently added to the university catalog being prepared for fall 2020	-Other Course- embedded work; Institutional data	N/A	Faculty Feedback	N/A	Faculty teams across departments offering GE courses; Faculty Senate GE committee; Institutional Assessment Committee – CLASS	N/A	Data from departments is analyzed for opportunities to improve the program, ensure content inclusion, and provide improved coverage of the GLOs.	GLOs are the central focus of assessment of the program. Program design decisions and faculty development opportunities are based on learning outcomes.	4/1/2017	Ongoing rotation of GLOS over 4-year period with special focus on the implementation of semesters review in spring 2021.

Program Name	Degree Level	Modality	Date Implemen ted	Have formal learning outcomes been developed?	Please share the link to learning outcomes publication, if available. (URL)	If learning outcomes publication is not available on your institution's website, please indicate where it is published.	What forms of direct evidence of learning outcomes are used? Enter one or more of the following values. If multiple values are needed, separate them with a semicolon: -Capstone course -Portfolio review -Licensure examination -Senior exit paper, project, or thesis -Course-embedded work -Institutional data -None -Other	If you chose "other" for direct evidence, please share type.	What forms of indirect evidence of learning outcomes are used? Enter one or more of the following values. If multiple values are needed, separate them with a semicolon: -Institution-created surveys -Externally-created surveys -University of California Undergraduate Experience Survey -Faculty surveys regarding student outcomes -None -Other	If you chose "other" for indirect evidence, please share type.	Who interprets the evidence? Enter one or more of the following values. If multiple values are needed, separate them with a semicolon: -Program or Department Faculty -Institutional Faculty or Faculty Senate -Program Chair/Director -Dean -Vice Provost, Associate Provost, Vice Chancellor, or Associate Chancellor - Provost/Chancellor/V ice President of Academic Affairs/Chief Academic Officer -None -Other	If you chose "other" for who interprets evidence, please share role name.	What is the process for interpreting and analyzing the learning outcomes evidence?	How are the learning outcomes findings used?	Last program review date.	Next program review date.
Accountancy	Masters	On-Site	9/13/2008	Yes	Academic Programs Website		Course- embedded work		None		Director of Accreditation; AoL Coordinator; MSA Coordinator; Accounting Faculty		The results will be discussed by the Assurance of Learning (AoL) Committee, forwarded to the academic departments, and considered at a faculty forum.	Potential major or minor program changes will be solicited from faculty, considered by AoL, and forwarded to the College Curriculum Committee (CCC).	10/17/2016	2020-2021
Accounting Certificate	Non-degree	On-Site	1/1/1978											/		
Adapted Physical Education Added	Non-degree	On-Site	1/1/1981													

Authorization								I	T				
Credential													
Administration	Bachelors	On-Site	2014	Yes	Academic Programs Website Jack H. Brown College Website Jack H. Brown College, Student Success Website		Administrative Assessment Test; Papers; Presentations	Case Analysis	Faculty evaluate each artifact using custom rubrics.	The data is discussed in our Faculty Assurance of Learning (AoL) Committee (with representatives from each academic department), then discussed with the departments, posted on our Intranet Site, reviewed at Faculty Forum, and the followed up with our College Curriculum Committee and Senior Leadership Team.	Potential major or minor program changes will be solicited from faculty, considered by AoL, and forwarded to the College Curriculum Committee (CCC).	10/17/2016	2020-2021
Administrative Services Preliminary Credential	Non-degree	On-Site	1/1/1974			College of Education Office of Assessment and Research							
Administrative Services Preliminary Internship Credential	Non-degree	On-Site	1/1/1992			College of Education Office of Assessment and Research							
Administrative Services Professional Credential	Non-degree	On-Site	1/1/1988			College of Education Office of Assessment and Research							
Anthropology	Bachelors	On-Site		Yes	Academic Programs Website	They are supposed to be included by faculty on their syllabi.	Pre-/post-tests in ANTH 301 and ANTH 500; course-specific assessments	A survey, administered in ANTH500	Faculty. Instructors choose a written assignment as the vehicle to examine student achievement of SLOs. For each	No recent changes have been made at the program level, as the dept. was	The external reviewer at the time recommended the dept. "wait and see how	2015/2016	2022- 2023

								T		written assignment,		commended	the new		
										each instructor develops their own written rubric of what they considered to be "exemplary," "adequate," or "inadequate" attainment of the SLO by each student.		for its use of assessment data in making programmatic changes	curriculum and accompanying assessment plan unfold over the next 4 years".		
Applied Archaeology	Masters	On-Site		'		·									
Applied Cultural Anthropology Certificate	Non-degree	On-Site	1/1/2015	1											
Arabic Certificate	Non-degree	On-Site		1											
Arabic Language Literature and Culture	Bachelors	On-Site	2008	Yes	Academic Programs Website		Other	Since AY 2011-2012, the department of World Languages and Literatures (WLL) has adopted Avant Assessment services (http://www.avantassess ment.com/) to independently validate student learning and programmatic outcomes.	None	The evidence (aka Signature Assessment) is an online placement exam, usually taken during the 9th or 10th week of each quarter through Avant Assessment. The WLL Department pays around \$10/test/student. Results are usually ready within 2-3 business days. Some skills are computer graded (reading and listening comprehension) while others are manually graded (speaking and writing).	American Council on the Teaching of Foreign Language's (ACTFL) proficiency guidelines. Avant Assessment	Education Category (C3) that deals with Foreign Languages, all students who successfully complete a foreign language at the 103 or higher levels must show evidence that they have reached Novice Mid/High to Intermediate Low as defined by the American Council on the Teaching of Foreign Language's (ACTFL) proficiency guidelines. ACTFL is the most credible professional organization that focuses on the teaching	For Programmatic Learning Outcomes, the department has adopted Avant Assessment's two additional services (Stamp Test which is a Proficiency Assessment and iCan Statements which is a Formative Assessment) to validate and document students' learning outcomes. The iCan Statements can trace students' language development over several years where they can upload evidence and their faculty can validate or reject the evidence submitted by	7/22/2014	2020-2021

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<i>i</i>											Languages in	For students		
											the U.S. The	pursuing a		
											reason for the	minor, they		
											difference in	need to reach		
<i>i</i> I											proficiency	Intermediate		
											varies by	Low/Mid		
											language.	proficiency		
											Spanish and	levels while for		
											French, which	those pursuing		
											are Group 1	a major, they		
											Languages	need to reach		
											(easiest to	Intermediate		
											acquire for	High or above		
											English	levels.		
											speakers) can	These outcome		
											reach	expectations		
											Intermediate	meet ACTFL's		
4											Low in one	guidelines,		
4											year while	published under		
											German (the title		
											Group 2), or	"Assessments		
											Japanese,	for the		
											Chinese, and			
<i>i</i>												American		
											Arabic (Group	Council on		
											4) require a	Education for		
											little longer	College Credit		
											time to	Recommendatio		
											acquire.	n"		
Archaeology	Non-degree	On-Site	1/1/2001											
Certificate														
Art	Masters	On-Site	9/13/1997	Yes	<u>Academic</u>	Have not	Random samples		None	 Faculty	The dept. was	The greatest	2013-2014	2020-
					<u>Programs</u>	been in the	of coursework;				missing several	change has		2021
					Website	past but	grades				vital	been the		
						moving					documents/pol	development of		
						forward will					icies, including	these, which is		
						be posted on					PLOs,	work that is		
						notice					assessment	continuing.		
 						boards in the					rubrics, and	Continuing.		
 														
1						department					assessment			
1						and on					plans.			
						syllabi,								
1						Academic								
4						Programs								
						Assessment								
						Website.								
Asian Studies	Non-degree	On-Site	1/1/2008											
Certificate														
Autism	Non-degree	On-Site	1/1/2011											
											1			
Spectrum											l			
Spectrum Disorder Added Authorization in														

					1		1		1			1			
Special															
Education															
Credential															
Bilingual/Cross-	Non-degree	On-Site	1/1/1979												
Cultural Studies:															
Spanish/English															
Certificate															
Bioinformatics	Bachelors	On-Site	9/13/2007	Yes	<u>Academic</u>	Department	Samples of	None		Faculty		Copies of	Based on these	2016-2017	2020-21
					<u>Programs</u>	website,	student					student	findings, the		
					<u>Website</u>	Academic	work/artifacts					work/artifacts	committee		
						Programs						are assessed	forms		
						Assessment						using course	recommendatio		
						Website.						rubrics. These	ns, which are		
												are used to	then shared		
												determine the	with all faculty		
												degree of	department-		
												learning	wide. The		
												outcomes	faculty then		
												attainment.	approves the		
												The committee	recommendatio		
												chair drafts an	ns as they are,		
												assessment	approves with		
												report and	changes, or		
												presents	returns them		
												findings to the	for revision.		
												curriculum			
												committee.			
Biology	Bachelors	On-Site		Yes	Academic Programs	Department website,	BioMAPS (Measuring	None		Faculty		We have been using the	We think our new program	2014-2015	2020- 2021
					<u>Website</u>	syllabi,	Achievement					BioCore Guide	and courses will		2021
					Website	Academic	and Progress in					to inform the	be effectively		
						Programs	Science)					transformation	aligned with the		
						Assessment	Assessment,					of our program	BioCore		
						Website.	additional skills-					and courses in	guidelines.		
							based					the Q2S	8		
							assessments					process			
Biology	Masters	On-Site		Yes	<u>Academic</u>	Academic	Upper division	 None		Faculty		Copies of	Assessment of	2013-2014	2020-
					<u>Programs</u>	Programs	course					student	the program in		2021
					<u>Website</u>	Assessment	assessment,					work/artifacts	the past led		
						Website.	thesis proposal,					are assessed	from having		
							oral proposal					using course	both non-thesis		
							presentation,					rubrics. These	and thesis MS		
							completed					are used to	tracks to only		
							thesis, oral thesis					determine the	keeping the		
							defense					degree of	thesis track.		
												learning			
												outcomes			
												attainment.			
												The committee			
												chair drafts an			
												assessment			
	1				1		Î .					report and		İ	1

l								 			1		
										presents findings to the curriculum committee.			
Biotechnology Certificate	Non-degree	On-Site	1/1/2001										
Business Administration	Masters	Distance Education		Yes	Academic Programs Website	All-college meeting, orientation, college website, Student Success Center website, MBA website, and syllabi. Academic Programs Assessment Website.	Faculty select various measures from their courses to assess PLOs. These may include exams, projects, portfolios, etc.	None	Faculty evaluate each artifact using custom rubrics.	The data is discussed in our Faculty Assurance of Learning (AoL) Committee (with representatives from each academic department), then discussed with the departments, posted on our Intranet Site, reviewed at Faculty Forum, and the followed up with our College Curriculum Committee and Senior Leadership Team.	We operate on a 2-year rotating cycles; with year 1 begin data collection for all goals and year 2 data analysis and subsequent recommendations.	2016	2020-2021
Business Administration	Masters	On-Site	9/13/1973	Yes	Academic Programs Website	All-college meeting, orientation, college website, Student Success Center website, MBA website, and syllabi. Academic Programs Assessment Website.	Faculty select various measures from their courses to assess PLOs. These may include exams, projects, portfolios, etc.	None	Faculty evaluate each artifact using custom rubrics.	The data is discussed in our Faculty Assurance of Learning (AoL) Committee (with representatives from each academic department), then discussed with the departments, posted on our Intranet Site, reviewed at Faculty Forum, and the followed up with our	We operate on a 2-year rotating cycles; with year 1 begin data collection for all goals and year 2 data analysis and subsequent recommendations.	2016	2020-2021

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21.11												College Curriculum Committee and Senior Leadership Team.			
Business Skills for the Artist Certificate	Non-degree	On-Site	1/1/1984												
California Indian Languages and Cultures Certificate	Non-degree	On-Site	1/1/2014												
Career and Technical Education Certificate	Non-degree	On-Site	1/1/2014			College of Education Office of Assessment and Research									
Career and Technical Studies	Bachelors	On-Site		Yes	Academic Programs Website	Syllabi	Capstone Course; Portfolio	None	of of of which the desired properties of the pro	The Dean is the head of the CSUSB College of Education (COE). Within the COE, here are three departments: 1) Teacher Education & Toundations; 2) Educational Leadership & Technology; and, 3) Especial Education, Rehabilitation, and Counseling. Each department Chair. Each program has a Department Chair. Each program Coordinator who is responsible or all program espects and eporting. Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance.	Additionally, under the Dean, are the I. Dean's Cabinet II. COE Unit Assessment Committee III. COE Program Leaders IV. Program Improvement & Effectiveness		Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements.	2016-2017	2023-2024
Chemistry	Bachelors	On-Site		Yes	Academic Programs Website	Department syllabi	Samples of student work/artifacts/la b reports, American Chemical Society	None	Fa	aculty		Chemistry is a very vertical discipline: an introduction to basic skills is followed by	Looking at the assessment findings in aggregate, after many department-	2012-2013	2019- 2020

<i>i</i>				ſ	T	1	standardized				Ţ	1	foundational	level		
	1 1			İ	1	1	exam, oral	1	1	1		ı	knowledge if	discussions, it	1	_
	1]			İ]	1	presentations,	'	1	1		ı	five sub-areas,	appears that	1	
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	1 1			İ	1	1	exams	'	1	1		ı	in depth	problem our	1	
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/	1]			İ	1	1	1	'	1	1	1	ı	1	comprehensive	1	
	1 1			İ	1	1	1	'	1	1		ı	1	knowledge of	1	
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1	1 1			İ	1	1	1	·	1	1		ı	1	to-semester	1	
4	1 1			İ	1	1	1	'	1	1		ı	1	transformation	1	
	1 1			İ	1	1	1	·	1	1		ı	1	of our degree	1	
4	1]			İ	1	1	1	'	1	1	1	ı	1	programs and	1	
4	1]			İ	Ţ	1	1	'		1		ı	1	courses. A new	1	
4	1]			İ	Ţ	1	1	'		1		ı	1		1	
4	1]			İ	Ţ	1	1	'		1		ı	1	assessment plan	1	
/	1]			İ	Ţ	1	1	'		1		ı	1	will likely result	1	
4	1]			İ	Ţ	1	1	'		1		ı	1	from these	1	
A	1		11 - 12 - 20	 	 	 	+	-	 '	 '	<u> </u>		+	deliberations.	+	<u> </u>
Child	Masters	On-Site	9/13/2008	Yes	<u>Academic</u>	Student	Evaluation of	'	None	1	Faculty. All student	ı	Faculty will	As a result,	2015-2016	
Development	1]			İ	<u>Programs</u>	handbook	progress,	'		1	artifacts (evaluation	ı	meet at the	proposed	1	2022
4	1 1			İ	<u>Website</u>	1	student	'	1	1	of progress, portfolio,	ı	end of each	changes will be	1	
4	1 1			İ	1	1	portfolio, senior	·	1	1	senior project/thesis)	ı	academic year	discussed and a	1	
4	1]			İ	1	1	project/thesis	'	1	1	are assessed using a	ı	to discuss the	timeline will be	1	
4	1]			İ	Ţ	1	1 ' '	'		1	checklist/scoring	ı	results of the	implemented to	1	
4	1]			İ	1	1	1	'	1	1	rubric.	ı	various	incorporate said		
4	1]			İ	1	1	1	'	1	1	140115.	ı	assessment	changes into	1	
4	1]			İ	Ţ	1	1	'		1		ı	tools required	the curriculum	1	
4	1 1			İ	1	1	1	·	1	1		ı	of students.	and program as	1	
4	1 1			İ	1	1	1	·	1	1		ı	OI Students.	deemed	1	
4	1			1	1	1	1		1	1	Ţ	í	1			
4	1 1			1	1	1	1		1	1		í	1	appropriate		_ <i>"</i>
	1 1			1	1	1	1		1	1		í	1	based on the		
Coaching	Non-dograd	On-Site	1/1/1988	 	+	'	+		+'	+'	-		+	results.	 	+
Coaching Certificate	Non-degree	On-Site	1/1/1988		1	1	1	'	1	'		ı	1			
	l				l	1'	1	ĺ'	1'	1'		ı	1 '	1'	Í	<i></i>
Communication	Bachelors	On-Site		Yes	<u>Academic</u>	Department	Senior projects;		None	- '	Assessment		The	Changes in the	1/1/2011	2018-
4	1			1	<u>Programs</u>	al	portfolios;		1	1	committee	í	assessment	recent past		2019
				1	<u>Website</u>	Blackboard	coursework		'	┸——'	comprised of faculty.		committee	have included		

<i>l</i>	•	•						,	,	 	-				
						page, all						submits to the	clarifying		
						course			1	1		faculty a	learning		
						syllabi,			1	1		written report	outcomes,		
						COMM 200			1	1		summarizing	reducing the		
									1	1		goal-specific	number of		
									1	1		strengths and	learning		
												weaknesses	outcomes,		
												reflected in the	mapping		
												portfolios	curricula to		
												evaluated in	outcomes,		
												that cycle and	beginning a		
												recommending	rotation of		
												changes in	assessing		
												departmental	outcomes, and		
												procedures and	making learning		
												curricula.	outcomes more		
												Discussions	transparent to		
												about how to	students.		
												"close the	students.		
												loop" and			
												address			
												findings from			
												the report are			
												taken up at the			
												annual			
												department			
												retreat before			
												the Fall term			
												begins.			
Communication	Non-degree	On-Site	1/1/1994									2060.			
Skills Certificate	Non acgree	On Site	1/1/1354												
Skiiis Cei tiiicate															
Communication	Masters	On-Site	1/1/2001	Yes	Academic		Licensure		Institution-	Program or		We used to	Up until 2014,	2010-2011	2018-
	iviasters	On-site	1/1/2001	res										2010-2011	
Studies					<u>Programs</u>		examination;		created	Department Faculty;		conduct	they were used		2019
					<u>Website</u>		Senior exit		surveys	Program		statistical	to asses if we		
							paper, project,		(please list):	Chair/Director		analysis of our	the department		
							or thesis;		student			data using our	was achieving		
							Course-		survey;			assessment	the promised		
							embedded work;		Faculty			forms (see	learning		
							Institutional data		surveys			attached) until	objectives and		
									regarding			2012.	outcomes or		
									student			However,	not to make		
									outcomes			starting 2013,	amends where		
									outcomes			we kept on	necessary. This		
												collecting	process		
												assessment	culminated in		
												data from our	the need to		
												faculty who	change our		
												supervise	whole program.		
												students'			
												culminating			
												experiences,			
		l	1		1	1	1	l	l l	1					
											1	but we stonned 1			
												but we stopped			
												analyzing the data because			

							of the many	
							changes in the	
							program,	
							including a	
							total	
							remodeling of	
							the laterated	
							the Integrated	
							Marketing	
							Communicatio	
							n (IMC) track,	
							the elimination	
							of the	
							intercultural	
							communication	
							focus of the	
							program (used	
							to be the	
							stamp of the	
							program) for	
							lack of faculty	
							interested in	
							teaching that	
							subject, and	
							other curricular	
							changes that	
							culminated in	
							preparing for	
							the	
							transformation	
							into the	
							quarter system	
							in 2014. In	
							2015, we ran	
							several studies	
							and surveys to	
							have a sense of	
							where we were	
							heading. In	
							2016 and 2017,	
							we did	
							comprehensive	
							re-assessment	
							of our	
							program,	
							discontinuing	
							our IMC	
							program and	
							overhauling	
							our	
							Communicatio	
							n Studies (CS)	
							track. So, while	
							we kept on	
							collecting	
							assessment	
			1	l				

								data, we felt that there was no point in analyzing them because they no longer represented what the department had been doing and where it was headed; this has been a transitional period.			
Computer Engineering	Bachelors	On-Site	Yes	Academic Programs Website BS in Computer Engineering, Program Educational Objectives and Student Outcomes	Samples of student work/artifacts	None	Faculty	Copies of student work/artifacts are assessed using course rubrics. These are used to determine the degree of learning outcomes attainment. The committee chair drafts an assessment report and presents findings to the curriculum committee.	Based on these findings, the committee forms recommendations, which are then shared with all faculty department-wide. The faculty then approves the recommendations as they are, approves with changes, or returns them for revision.	2016-2017	2019-2020
Computer Science	Bachelors	On-Site	Yes	BS in Computer Science, Program Educational Objectives and Student Outcomes Academic Programs Website	Samples of student work/artifacts	None	Faculty	Copies of student work/artifacts are assessed using course rubrics. These are used to determine the degree of learning outcomes attainment. The committee chair drafts an assessment report and presents findings to the curriculum committee.	Based on these findings, the committee forms recommendations, which are then shared with all faculty departmentwide. The faculty then approves the recommendations as they are, approves with changes, or returns them for revision.	2016-2017	2019-2020

	T	l		T	Г	1			1				·	1
Computer Science	Masters	On-Site	9/13/1994	Yes	Academic Programs Website		Samples of student work/artifacts	None		Faculty	Copies of student work/artifacts are assessed using course rubrics. These are used to determine the degree of learning outcomes attainment. The committee chair drafts an assessment report and presents findings to the curriculum committee.	Based on these findings, the committee forms recommendations, which are then shared with all faculty department-wide. The faculty then approves the recommendations as they are, approves with changes, or returns them for revision.	2016-2017	2019-2020
Computer Systems	Bachelors	On-Site		Yes	Academic Programs Website		Samples of student work/artifacts	None		Faculty	Copies of student work/artifacts are assessed using course rubrics. These are used to determine the degree of learning outcomes attainment. The committee chair drafts an assessment report and presents findings to the curriculum committee.	Based on these findings, the committee forms recommendations, which are then shared with all faculty departmentwide. The faculty then approves the recommendations as they are, approves with changes, or returns them for revision.	4/18/2014	2020-2021
Computer Systems and Programming Certificate	Non-degree	On-Site	1/1/1978											
Conflict Management Certificate	Non-degree	On-Site	1/1/2000											
Counseling and Guidance	Masters	On-Site	9/13/1992	Yes	Academic Programs Website	Syllabi	Comprehensive Exam, Capstone Course, Portfolio, Thesis/Project, and Licensing Exam	Exit Interview with students		The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education &	Additionally, under the Dean, are the I. Dean's Cabinet II. COE Unit Assessment	Assessment results are presented to the faculty at monthly department and program	2016-2017	2023- 2024

									Foundations; 2) Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. Each department Chair. Each program has a Program Coordinator who is responsible for all program aspects and reporting. Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance.	Committee III. COE Program Leaders IV. Program Improvement & Effectiveness Each of these groups works together and with Program Coordinators and program faculty for assessment and reporting activities.	meeting to discuss any program changes or improvements.		
Counseling Certificate	Non-degree	On-Site	1/1/2013						Santa in the santa				
Criminal Justice	Bachelors	On-Site		Yes	Academic Programs Website	Course syllabi	Capstone paper; quantitative pre- post exam	None	Departmental Outcomes Assessment Committee.	A random sample of papers from a course were analyzed and evaluated according to the five major elements of the required curriculum.	Faculty met and decided to continue to incorporate theory, methods and statistics in all of our undergraduate courses, especially regarding the way that studies that we typically cover in our courses are actually done.	2015	2022-2023
Criminal Justice	Masters	On-Site		Yes	Academic Programs Website	Course syllabi	Portfolios, assessment tests	None	Departmental Committee on Outcomes Assessment.	Portfolios and paper assessments are evaluated based on students' demonstrated knowledge of CJ System, Methods, Statistics, and Theory.	Findings are used to add/modify courses/curricul um.	2015	2022- 2023

	Bachelors	Distance Education	1/1/2008		Academic Programs Website	Course syllabi	Portfolios, assessment tests	None	Departmental Committee on Outcomes Assessment.	Portfolios and paper assessments are evaluated based on students' demonstrated knowledge of CJ System, Methods, Statistics, and Theory.	Findings are used to add/modify courses/curricul um.	2015	2022-2023
Cyber Security Certificate	Non-degree	On-Site	1/1/2012										
Cyber Security Professional Cerificate	Non-degree	Distance Education	1/1/2017										
Cyber Security Professional Certificate	Non-degree	On-Site	1/1/2017										
Designated Subjects Career and Technical Education Credential	Non-degree	On-Site	1/1/2012										
Early Childhood Special Education Added Authorization Credential	Non-degree	On-Site	1/1/2011										
Earth and Environmental Studies	Masters	On-Site		Yes	Academic Programs Website	Department bulletin board	Embedded exam questions/assign ments, oral presentations, graduate thesis, graduate project	None	Faculty	Student assignments, presentations, theses, and projects are scored using rubrics.	Faculty involved in the MSEES program meet to discuss the assessment data collected and to identify areas where improvements/ changes could be made, as well as suggestions for making such improvements. Issues that require curricular changes will be considered as part of the Q2S transformation.	2015-2016	2020-2021

Economics	Bachelors	On-Site		Yes	Academic Programs Website	Disseminate d amongst faculty members	Form submitted by faculty to assess students' knowledge of SLOs, alumni survey	None	Faculty		The faculty responses on the forms measuring SLOs are aggregated and put onto an Excel file to provide the department with a measure of "average" performance on the various SLOs.	Assessment finding are disseminated to department faculty and discussed at annual department retreats.	1/13/2016	2022-2023
Education	Masters	On-Site		Yes	Academic Programs Website	Syllabi	Comprehensive Exam, Capstone Course, Portfolio, Thesis/Project	None	The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. Each department Chair. Each program has a Program Coordinator who is responsible for all program aspects and reporting. Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance.	Additionally, under the Dean, are the I. Dean's Cabinet II. COE Unit Assessment Committee III. COE Program Leaders IV. Program Improvement & Effectiveness	Each of these groups works together and with Program Coordinators and program faculty for assessment and reporting activities.	Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements.	2016-2017	2023-2024
Education	Masters	Distance Education	1/1/2007	Yes	Academic Programs Website	Syllabi	Comprehensive Exam, Capstone Course, Portfolio, Thesis/Project	None	The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational Leadership & Technology; and, 3)	Additionally, under the Dean, are the I. Dean's Cabinet II. COE Unit Assessment Committee III. COE Program Leaders	Each of these groups works together and with Program Coordinators and program faculty for assessment and reporting activities.	Assessment results are presented to the faculty at monthly department and program meeting to discuss any program	2016-2017	2023- 2024

									Special Education, Rehabilitation, and Counseling. Each department has a Department Chair. Each program has a Program Coordinator who is responsible for all program aspects and reporting. Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance.	IV. Program Improvement & Effectiveness		changes or improvements.		
Educational Administration	Masters	On-Site		Yes	Academic Programs Website	Syllabi	Comprehensive Exam, Capstone Course, Portfolio, Thesis/Project	None	The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. Each department Chair. Each program has a Program Coordinator who is responsible for all program aspects and reporting. Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance.	Additionally, under the Dean, are the I. Dean's Cabinet II. COE Unit Assessment Committee III. COE Program Leaders IV. Program Improvement & Effectiveness	Each of these groups works together and with Program Coordinators and program faculty for assessment and reporting activities.	Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements.	2016-2017	2023-2024
Educational Leadership	Professional Doctorate	On-Site	9/13/2007	Yes	Academic Programs Website	Syllabi	Comprehensive Exam, Capstone Course, Portfolio, and Dissertation	None	The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2)	Additionally, under the Dean, are the I. Dean's Cabinet II. COE Unit Assessment Committee	Each of these groups works together and with Program Coordinators and program faculty for assessment	Assessment results are presented to the faculty at monthly department and program meeting to	2016-2017	2023- 2024

									Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. Each department has a Department Chair. Each program has a Program Coordinator who is responsible for all program aspects and reporting. Department Chairs work with the Program Coordinators in their	III. COE Program Leaders IV. Program Improvement & Effectiveness	and reporting activities.	discuss any program changes or improvements.		
									departments to provide feedback and guidance.					
Educational Technology Certificate	Non-degree	On-Site	1/1/1987						-					
Education Certificate	Non-degree	On-Site	1/1/2012											
Education of the Gifted and Talented Certificate	Non-degree	On-Site	1/1/1987											
Education Specialist Clear Credential	Non-degree	On-Site	1/1/2014											
E-Learning Certificate	Non-degree	On-Site	1/1/2010											
English	Bachelors	On-Site		Yes	Academic Programs Website	ENG 516 syllabi	ENG 516 senior project with artifacts, senior project essay	None	Faculty		The faculty portfolio readers will assess the artifacts for what they reveal about student achievement on the selected goals and will attend to what students' understand or do not understand	Make changes to the PLOs in response to student feedback on them. Take note of areas that students seem to be excelling in relation to the new PLOs and areas where they struggle. Consider these findings in refining our	2015-2016	2022-2023

								T							/
					ļ	, ,				1		about the	pedagogies with		
		1 '	'			, !		'		1		PLOs.	an eye toward		
		1 '	'	'		, !		'					our semester		
		 '	<u> </u> '	 '		,							curriculum.	<u> </u>	┴──── │
English Composition	Masters	On-Site		Yes	Academic Programs Website		Reflective essays, thesis proposals, theses, and comprehensive exam		None		Faculty	Faculty assess the artifacts	We have engaged in close-the-loop activities, including implementing an alternative M.A. thesis (a publishable article and conference abstract) in response to our findings that students completing a	2015-2016	2022-2023
													traditional thesis were not making timely progress to degree.		
English Creative Writing	Bachelors	On-Site	1/1/1989												
Environmental Studies	Bachelors	On-Site		Yes	Academic Programs Website	Revised PLOs shared and discussed with students in the senior seminar course	Individual course assessments, senior portfolio,		narrative student assessments of the success of the dept. in meeting existing PLOs		Faculty	The department has completely overhauled its PLOs and altered the type and richness of the data collected.	Focus is now on the extent to which students feel as though PLOs are being met, which has influenced thinking around the revision of the curriculum. A stronger system of course prerequisites will be initiated to assure students complete the program in a more sequential manner.	2013-2014	2020-2021
Fitness Management Certificate	Non-degree	On-Site	1/1/1988												

French	Bachelors	On-Site	Ţ	Yes	Academic	Other	Since AY 2011-2012, the	None	American Council on	For the	The evidence	These outcome	2013-2014	2017-
FIERICII	Dacifelois	Oii-site		162	Programs	Guiei	department of World	NOTIE	the Teaching of	General	(aka Signature	expectations	2015-2014	2017-
					Website		•		_		Assessment) is			2018
					<u>vv Cusite</u>		Languages and		Foreign Language's	Education	an online	meet ACTFL's	1	
							Literatures (WLL) has		(ACTFL) proficiency guidelines	Category (C3)		guidelines,	1	
							adopted Avant		guidelines	that deals	placement	published under		
							Assessment services		A	with Foreign	exam, usually	the title		
							(http://www.avantassess		Avant Assessment	Languages, all	taken during	"Assessments		
							ment.com/) to			students who	the 9th or 10th	for the		
							independently validate			successfully	week of each	American		
							student learning and			complete a	quarter	Council on		
							programmatic outcomes.			foreign	through Avant	Education for		
										language at	Assessment.	College Credit		
										the 103 or	The WLL	Recommendatio		
										higher levels	Department	n"		
										must show	pays around			
										evidence that	\$10/test/stude			
										they have	nt. Results are			
										reached	usually ready			
										Novice	within 2-3			
										Mid/High to	business days.			
										Intermediate	Some skills are			
										Low as	computer			
										defined by the	graded			
										American	(reading and			
										Council on the	listening			
										Teaching of	comprehension			
										Foreign) while others			
										Language's	are manually			
										(ACTFL)	graded			
										proficiency	(speaking and			
										guidelines.	writing).			
										ACTFL is the	For			
										most credible	Programmatic			
										professional	Learning			
										organization	Outcomes, the			
										that focuses	department			
										on the	has adopted			
										teaching and	Avant			
										learning of	Assessment's			
										Foreign	two additional			
										Languages in	services (Stamp			
										the U.S. The	Test which is a			
										reason for the	Proficiency			
										difference in	Assessment			
										proficiency	and iCan			
										varies by	Statements			
										language.	which is a			
										Spanish and	Formative			
										French, which	Assessment) to			
										are Group 1	validate and			
										Languages	document		1	
										(easiest to	students'		1	
										acquire for	learning		1	
										English	outcomes. The		1	
						 				speakers) can	iCan			

l										 					
											reach Intermediate Low in one year while German (Group 2), or Japanese, Chinese, and Arabic (Group 4) require a little longer time to acquire.	Statements can trace students' language development over several years where they can upload evidence and their faculty can validate or reject the evidence submitted by their students. For students pursuing a minor, they need to reach Intermediate Low/Mid proficiency levels while for those pursuing a major, they need to reach Intermediate High or above			
French/English	Non-degree	On-Site	1/1/1979	 		<u> </u>	—— '	 				levels.		<u> </u>	<u> </u>
Translation Certificate	Non-degree	Off-Site	1/1/19/9]								
Gender and Sexuality Studies Certificate			1/1/1977												
Geographic Information Systems Certificate	Non-degree	On-Site	1/1/2003												
Geography	Bachelors	On-Site		Yes	Academic Programs Website	Revised PLOs shared and discussed with students in the senior seminar course	Individual course assessments, senior portfolio		narrative student assessments of the success of the dept. in meeting existing PLOs	Faculty		The department has completely overhauled its PLOs and altered the type and richness of the data collected. Focus is now on the extent to which students feel as though PLOs	A stronger system of course prerequisites will be initiated to assure students complete the program in a more sequential manner.	2013-2014	2020-2021

										are being met, which has influenced thinking around the revision of the curriculum.			
Geology	Bachelors	On-Site		Yes	Academic Programs Website	Department al website and bulletin board, distributed via hardcopy to students at annual meeting and as they prepare for their senior project.	Practical exam, various embedded course assignments, senior research project/paper, oral presentations	None	Faculty	Results of assessment are discussed annually at a departmental assessment meeting.	The development and continual improvement of our undergraduate research program, which is required for all geology majors, has been routinely driven by assessment results.	2014-2015	2020-2021
German/English Translators Certificate	Non-degree	On-Site	1/1/1978										
Gerontology Certificate	Non-degree	On-Site	1/1/1988										
Health Care Management Certificate	Non-degree	On-Site	1/1/2003										
Healthcare Spanish Certificate	Non-degree	On-Site	1/1/2015										
Health Equity and Health Disparities Certificate	Non-degree	On-Site	1/1/2013										
Health Science	Bachelors	On-Site		Yes	Academic Programs Website	syllabi, Blackboard	Faculty select various measures from their courses to assess PLOs. These may include exams, projects, portfolios, etc.	None	The assessment coordinator provided a PLO template where requested information about the assessment plan for each PLO was reported. The collected data was later compiled into a database by the assessment coordinator, and was	Program planning and evaluation is an on-going process with a formalized evaluation scheduled every three years. Each academic year, the program coordinators, along with the assessment coordinator,	More effective assessment measures have been identified for the PLOs. The database of compiled PLO data will be used to reevaluate the current assessment activities reported by faculty and to identify any	2014 2016-2017 2017	2018-2019

								made available for dept. chair review.	review the program learning outcomes (PLOs). This evaluation includes examples of student artifacts and a review of the syllabus to ensure consistency.	gaps in assessment activities/plans. At the end of each academic year, the program coordinators compile the program coordinator's report, and disseminate the results and recommendations to the HSCI department.		
Health Services Administration	Masters	On-Site	Yes	Academic Programs Website	course syllabi	course assignments	Surveys	Faculty The assessment coordinator provided a PLO template where requested information about the assessment plan for each PLO was reported. The collected data was later compiled into a database by the assessment coordinator, and was made available for dept. chair review.	Program planning and evaluation is an on-going process with a formalized evaluation scheduled every three years. Each academic year, the program coordinators, along with the assessment coordinator, review the program learning outcomes (PLOs). This evaluation includes examples of student artifacts and a review of the syllabus to ensure consistency.	More effective assessment measures have been identified for the PLOs. The database of compiled PLO data will be used to reevaluate the current assessment activities reported by faculty and to identify any gaps in assessment activities/plans. At the end of each academic year, the program coordinators compile the program coordinator's report, and disseminate the results and recommendations to the HSCI department.	2013-2014	2020-2021

				1	1		I						
Hispanic	Non-degree	On-Site	1/1/2014										
Literatures													
Certificate													
History	Bachelors	On-Site	7/1/2015	Yes	<u>Academic</u>	Department	Embedded	None	Currently, the History	Based on the	Results and	2015	2020-
					Programs	PLOs are	course		program relies on	results of these	findings of		2021
					Website	communicat	assignments,		faculty to interpret	surveys, the	assessment are		
					WEDSILE	ed to the	portfolios,		results of the	faculty	discussed in		
						students on	papers, pre-		assessment report.	members	departmental		
						their	/post-tests		As it stands (though	charged with	retreats- of		
						syllabus.			there will be changes	departmental	particular		
						Faculty are			implemented during	assessment	importance		
						required to			conversion) the	judge the	these days is		
						note on			department	effectiveness	the link		
						syllabi for			determines a rotating	of our teaching	between		
						each class			number of classes	as it pertains to	assessment and		
										·			
						what SLOs.			and individual faculty	student	DFWI rates, as I		
									assess student	success and	am sure you	1	
									learning under their	student	know.	1	
									supervision in those	learning. We			
									classes. (Note:	also take into		1	
									student learning and	consideration		1	
									grades are not linked;	graduation		1	
									in other words,	rates and post-			
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									faculty receive a	graduate plans			
									work sheet and they	when looking			
									judge calibre of	at assessment			
									student learning	(ie: how many			
									based on work	students go to			
									submitted). That	graduate			
									evidence is then	school/credent			
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										conversion).			
Hospitality	Non-degree	On-Site	1/1/2017										
Management	J												
Certificate													
Human	Bachelors	On-Site	7/1/2016	Yes	Academic		Internship	Α	Internship Supervisor	To date, no	We do	2014-2015	2021-
	pacife(015	OII-3ile	1/1/2010	162								2014-2015	
Development					<u>Programs</u>		course and	departmental	Survey that provides	changes to the	anticipate using	1	2022
					<u>Website</u>		supervisors'	survey that is	input on each	major have	a rotating		
							feedback1.	administered	intern's professional	been made as a	schedule to	1	
							Course grades in	on-line	development during	result of	evaluate the	1	
							core courses that	(unfortunately,	the 120-hour	outcomes	PLOs; however,	1	
							include:	this survey has	experience	assessment	that rotation	1	
							HD 240 or PSYC	a very low	cperieriee	data. As a	has not been	1	
												1	
							201	response rate)		faculty, the	determined as	1	

						HD 245 or HD 246 HD 310 HD 324 HD 400 HD 480 PSYC 303 PSYC 320 PSYC 358 PSYC 384			focus has been on the revision of the plan due to the discontinuation of the school-age track and semester conversion.	the plan is not finalized.		
Information Systems and Technology	Bachelors	On-Site	9/13/2015	Yes	Academic Programs Website	Course- embedded work	None	Faculty evaluate each artifact using custom rubrics.	The data is discussed in our Faculty Assurance of Learning (AoL) Committee (with representatives from each academic department), then discussed with the departments, posted on our Intranet Site, reviewed at Faculty Forum, and the followed up with our College Curriculum Committee and Senior Leadership Team.	Potential major or minor program changes will be solicited from faculty, considered by AoL, and forwarded to the College Curriculum Committee (CCC).	10/17/2016	2020-2021
Information Systems and Technology	Masters	On-Site	1/1/2017	Yes	Academic Programs Website	Course- embedded work	None	Faculty evaluate each artifact using custom rubrics.	The data is discussed in our Faculty Assurance of Learning (AoL) Committee (with representatives from each academic department), then discussed with the departments, posted on our Intranet Site, reviewed at Faculty Forum,	Potential major or minor program changes will be solicited from faculty, considered by AoL, and forwarded to the College Curriculum Committee (CCC).	10/17/2016	2020-2021

										and the followed up with our College Curriculum Committee and Senior Leadership Team.			
Information Systems Management	Non-degree	On-Site	1/1/1996										
Intedislipinary Programs- AmericanStudie s	Bachelors	On-Site	1/1/1978										2019- 2020
Intelligence Methodology Certificate	Non-degree	On-Site	1/1/2014										
Interdisciplinary Studies	Masters	On-Site	1/1/1990										2018- 2019
International Relations Certificate	Non-degree	On-Site	1/1/1975										
Introductory Actuarial Science Certificate	Non-degree	On-Site	1/1/2001										
Introductory Mathematics Certificate	Non-degree	On-Site	1/1/2010										
Islamic and Middle Eastern Studies Certificate	Non-degree	On-Site	1/1/2008										
Japanese Language and Culture Certificate	Non-degree	On-Site	1/1/2014										
Kinesiology	Bachelors	On-Site	4/1/1997	Yes	Academic Programs Website	Email, Blackboard	Student artifacts	Surveys	Outcomes Assessment Coordinator.	Each year the Outcomes Assessment Coordinator asks the faculty that teach classes in the core, whose content is expected to cover the PLOs being assessed that year, to submit	The material is then uploaded in to Taskstream by the Coordinator.	2014-2015	2022-2023

Liberal Studies	Bachelors	On-Site		Yes	Academic Programs Website	Have been kept in a folder; beginning in Summer 2017, emailed to students and will be displayed on posters in the Liberal Studies Office.	CA Subject Exam for Teachers, Elementary Subject Matter Program, essays, and students' professional goals	None	Faculty, Liberal Studies coordinator	assignments or assignment descriptions and examples of student work to fulfill this requirement. Program coordinator develops report.	Changes recently have included hiring a math tutor to help students who do not pass the math requisite skills test, clarifying the purpose of the meeting with the PALS advisor, and using video conferencing to	2013-2014	2021- 2022
Mathematics	Bachelors	On-Site		Yes	Academic Programs Website	syllabi	student portfolios/reflect ions	Math "surveys"	Mathematics Department Assessment Committee and MATH 599 instructors.	Math assessment surveys are scored using a rubric; data is collected and shared via a Google spreadsheet. Student reflections are scored via rubric by individual instructors.	support students at PDC. All assessment data is shared with and discussed amongst math faculty, which has encouraged more collaboration on teaching strategies. The Q2S transformation teams have used the current student learning outcomes to draft a collection of outcomes for the new semester program.	2014-2015	2021-2022
Mathematics	Masters	On-Site	9/13/1992	Yes	Academic Programs Website	course syllabi	Portfolios, post- graduation survey	None	Program Coordinator	There has been a lot of discussion within the department about changing	There continues to be no changes to the program resulting from assessment.	2015-2016	2021- 2022

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									the way we assess the MA program to make it more effective and less burdensome.			
Multiple Subject Credential	Non-degree	On-Site	1/1/2003									
Museum Studies Certificate	Non-degree	On-Site	1/1/1984									
Music	Bachelors	On-Site	4/10/2013		Academic Programs Website	Course- embedded work	None	Assessment committee of three full-time faculty.	Assessment committee of three full-time faculty.	Changes made have included the rescheduling the core sequence in music theory and the introduction of string "technical juries".	Scheduled 2019-202	2019-2020
National Cyber Security Studies	Masters	On-Site	9/13/2015		Academic Programs Website	Comprehensive examination, along with embedded questions.	None	NSS faculty will administer tests with embedded questions.	An Outcomes Assessment Committee of program faculty will annually analyze the data from the embedded items of the comprehensive examination.	The Outcomes Assessment Committee, after analyzing the annual diagnostic exam data, and the embedded questions therefrom, will determine the strengths and weaknesses in course offerings and identify any needed changes in, or improvements to, the curriculum.	2014-2015	2021-2022
National Security Studies	Masters	On-Site		Yes	Academic Programs Website	Comprehensive examination, along with embedded questions.	None	NSS faculty will administer tests with embedded questions.	An Outcomes Assessment Committee of program faculty will annually analyze the data from the embedded items of the	The Outcomes Assessment Committee, after analyzing the annual diagnostic exam data, and the embedded questions therefrom, will determine the	2014-2015	2021-2022

										comprehensiv examination.	weaknesses in course offerings and identify any needed changes		
											in, or improvements to, the curriculum.		
Native Nations/Indigen ous Peoples Studies Certificate	Non-degree	On-Site	1/1/2012										
Nursing	Bachelors	On-Site		Yes	Academic Programs Website	Nursing student handbook, Dept. of Nursing faculty handbook	Course- embedded artifacts	None	Faculty	The lead faculty member for each course in which the selected course-embedded assessments are located wi report aggregated student scores on each assessment. Benchmarks for aggregated student achievement are identified in the Department or Nursing Systematic Program Evaluation Pla (SPEP).	BSN Program Director and the Department Chair/Chief Nurse Administrator, bear the responsibility for data collection, analysis, and recommendatio ns for curriculum revisions.	2012, internal; 2017, Collegiate Commission on Nursing Education	2023-2024

Nursing	Masters	On-Site	9/13/1999	Yes	Academic Programs Website	MSN handbook	Embedded student assignments, graduate presentation, portfolio	Sui	rveys	Assessment, evaluation, and reporting activities are conducted by the Graduate Committee, in collaboration with the Department Chair and Dean, as appropriate.	artii eval	facts are luated ng scoring rics.	Assessment information/res ults are shared with the faculty organization, who meet monthly.	2016, 2017-2018	2023- 2024
Nutrition and Food Sciences	Bachelors	On-Site	9/13/2001	Yes	Academic Programs Website	Syllabi.	Course- embedded work	pro	lling the ogram structors	Program coordinator		rdinator ew	Based on the comments from the instructors, the program will need to review and make changes to improve the deficiencies that may be identified.	2014	2020- 2021
Philosophy	Bachelors	On-Site		Yes	Academic Programs Website	Blackboard	400-level student papers	No	one	All full-time departmental faculty.	pap ano and amo facu mer mee facu mer and the assi acco the scal Onc pap eval scor tabu Afte disc the acti base	e student ers are nymized distributed ong the ulty mbers at eting. Each ulty mber reads evaluates papers gned ording to rubric on a e of 1-5. i.e all the ers are luated, the res are ulated.	No changes to the program have been made as result of assessment. However, they have served to guide the faculty in its efforts to produce the department's PLOs.	2017-2018	2017-2018
Physics	Bachelors	On-Site		Yes	Academic Programs Website	Syllabi	Physics GRE exam, Physics 430 assessment and experiments	No	one	Faculty members who teach the classes are responsible for assessing and sharing data.	the tool pres	assessment ls are sented to artment	and then are discussed by the tenure track faculty as a whole leading up to meeting and agreeing on	2013-2014	2020- 2021

										at the end of the spring	any changes during the		
										quarter,	following fall quarter.		
Political Science	Bachelors	On-Site		Yes	Academic Programs Website	Program review, assessment reports, email communicati ons to faculty, course syllabi	Term paper/essay review	None	Dept. chair, Outcomes Assessment Committee (faculty).	One-fourth of the student term papers from a senior seminar course are selected at random. Once the papers have been identified, the chair requests from the instructor a copy of a course paper for each of the randomly-selected students. The instructor of this course submits copies of the requested papers to the chair, removing all personal student information. The chair, along with the members of the department Outcomes Assessment Committee, Evaluate answers as they relate to knowledge of the identified PLO.	The department Outcomes Assessment Committee will makes any necessary recommendations to the department Curriculum Committee who will study the results and suggest advice to the whole department to improve student outcomes.	2014-2015	2021-2022
Psychological Sciences	Masters	On-Site	9/13/2016	res	Academic Programs Website		Being revised as part of Q2S; papers, projects, theses, student feedback are planned to be used.	None	Faculty.	The main change has been the implementatio n of an annual student feedback system,	which will provide important data to inform the departmental assessment process.	2014-2015	2021- 2022

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Psychology	Masters	On-Site		Yes	Academic Programs Website	Role play assignments, training clinic	None	Faculty	are now routinely used in courses from which student work is selected for the purposes of outcomes assessment. Scoring rubrics are used to assess core	Student satisfaction data from exit	2016	2021- 2022
						supervisor evaluation of work, field site supervisor evaluation of work, outcomes- based assessment of therapeutic alliance, COMPS Exam, papers, projects, presentations, clinical treatment plans			PLOs as evidenced through reflection papers, case conceptualizati on and treatment plans, diagnostic assessment and intake reports, progress notes, research papers and counseling theories classroom presentations.	surveys which led to changes in the structure of clinical supervision from a 5-month rotation to a 10-month rotation, increased use of role-plays in courses to teach application of technique, and increased use of case conceptualizatio n and treatment planning as per student feedback.		
Public Administration	Masters	On-Site	1/1/2007	Yes	Academic Programs Website	Culminating Comprehensive Exam	Graduate Exit Survey Graduate Reflective Essay Employer Survey Faculty Discussion at Annual Program Review	Department Faulty Program Chair/Director National Accreditor: NASPAA	Faculty meet annually to address a program review currently in our Fall Retreat Review includes learning objectives results derived from the Comprehensive Exam, (as well as all other sources of program data.) NASPAA requires an annual data	To revise course content and teaching strategies.	10/5/2018	2023-2024

Public Health	Masters	On-Site		Yes	Academic Programs Website	Blackboard	Faculty select various measures from their courses to assess PLOs. These may include exams, projects, portfolios, etc.	None	Faculty	review and a full Accreditation cycle every 7 years or sooner. They require a universal competency assessment guided by individual program missions. Program planning and evaluation is an on-going process with a formalized evaluation scheduled every three years. Each	At the end of each academic year, the program coordinators compile the program coordinator's report, and disseminate the	2017	2023- 2024
Pupil Personnel			1/1/1988							academic year, the program coordinators, along with the assessment coordinator, review the program learning outcomes (PLOs). This evaluation includes examples of student artifacts and a review of the syllabus to ensure consistency.	results and recommendatio ns to the HSCI department.		
Services Credential: School Counseling Credential	Non-degree	OII-Site											
Pupil Personnel Services Credential: School	Non-degree	On-Site	1/1/1987										

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Psychology Credential																
Puppetry Certificate	Non-degree	On-Site	1/1/2006													
Reading and Literacy Certficate	Non-degree	On-Site	1/1/1987													
Reading and Literacy Leadership Specialist Credential	Non-degree	On-Site	1/1/1987													
Real Estate Certificate	Non-degree	On-Site	1/1/2015													
Recreation Leadership Certificate	Non-degree	On-Site	1/1/1988													
Rehabilitation Counseling	Masters Non-degree	On-Site On-Site	1/1/1984	Yes	Academic Programs Website	Syllabi	Comprehensive Exam, Capstone Course, Portfolio, Thesis/Project		None		The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. Each department has a Department Chair. Each program As a Program Coordinator who is responsible for all program aspects and reporting. Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance.	Additionally, under the Dean, are the I. Dean's Cabinet II. COE Unit Assessment Committee III. COE Program Leaders IV. Program Improvement & Effectiveness	Each of these groups works together and with Program Coordinators and program faculty for assessment and reporting activities.	Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements.	2016-2017	2023-2024
	Non-degree	On-Site	1/1/1984													
Counseling Certificate																

School Business Management Certificate	Non-degree	On-Site	1/1/1987											
School Psychology	Education Specialist	On-Site	9/13/2016	Yes	Academic Programs Website	Syllabi	Capstone Course, Portfolio, Thesis/Project, and Licensing Exam	None	The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. Each department Chair. Each program has a Program Coordinator who is responsible for all program aspects and reporting. Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance.	Additionally, under the Dean, are the I. Dean's Cabinet II. COE Unit Assessment Committee III. COE Program Leaders IV. Program Improvement & Effectiveness	Each of these groups works together and with Program Coordinators and program faculty for assessment and reporting activities.	Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements.	2016-2017	2023-2024
Science, Technology, Engineering and Mathematics Education	Masters	On-Site	9/13/2010	Yes	Academic Programs Website	Syllabi	Comprehensive Exam, Capstone Course, Portfolio, Thesis/Project	None	The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. Each department has a Department Chair. Each program has a Program Coordinator who is responsible for all program aspects and reporting. Department Chairs	Additionally, under the Dean, are the I. Dean's Cabinet II. COE Unit Assessment Committee III. COE Program Leaders IV. Program Improvement & Effectiveness	Each of these groups works together and with Program Coordinators and program faculty for assessment and reporting activities.	Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements.	2016-2017	2023-2024

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									work with the Program Coordinators in their departments to provide feedback and guidance.				
Single Subject Credential - Intern Track Credential		On-Site	1/1/1993										
Single Subject Credential - Student Teaching Track Credential	Non-degree	On-Site	1/1/1993										
Social Media Entrepreneurshi p and Innovation Certificate	Non-degree	On-Site	1/1/2017										
Social Sciences	Bachelors	On-Site		Yes	Academic Programs Website								2018- 2019
Social Sciences and Globalization	Masters	On-Site	9/13/2014	Yes	Academic Programs Website	student orientation packet	Being revised as part of Q2S; culminating comprehensive exam/thesis/project, portfolio, student selfevaluation	None	Faculty	Department faculty review	Based on findings, the dept. has determined it needs to implement a portfolio system, maintain a cohort model, and rethink the program electives.	Scheduled for 2019- 2020	2019- 2020
Social Services Certificate	Non-degree	On-Site	1/1/1982										
Social Work	Bachelors	On-Site	9/13/2003	Yes	Academic Programs Website		Learning Plan Agreement (LPA) scores, portfolio	None	Faculty, program director.	Field instructors completed the LPA in spring quarter; data were downloaded and analyzed by the program director.	Using a scoring rubric, faculty evaluated student portfolios. Scores were entered into Excel and then analyzed, in aggregate, by the program director.	2017	2017- 2018
Social Work	Masters	On-Site		Yes	Academic Programs Website								2019- 2020

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Social Work	Masters	Distance	1/1/2013		<u>Academic</u>											
		Education			Programs Website											
Sociology	Bachelors	On-Site		Yes	Academic Programs Website	Email communicati ons to faculty, hardcopies to faculty	25-question pre- /post-test, term project (SOC 309), SOC 590 term paper		Exit Survey		Faculty		projects/term papers will be selected at random. Projects/term papers will be evaluated using a rubric by at least two faculty members, one of whom teaches the course in which the project/term paper was completed.	The assessment committee reflected on the first cycle of assessment activities. Curriculum changes were made based on previous results. The assessment instrument was also modified based on previous assessment activities, with 5 questions being added.	2013-2014	2020-2021
Spanish	Bachelors	On-Site		Yes	Academic Programs Website		Other	Since AY 2011-2012, the department of World Languages and Literatures (WLL) has adopted Avant Assessment services (http://www.avantassessment.com/) to independently validate student learning and programmatic outcomes.	None		American Council on the Teaching of Foreign Language's (ACTFL) proficiency guidelines. Signature Assessment through Avant Assessment.	For the General Education Category (C3) that deals with Foreign Languages, all students who successfully complete a foreign language at the 103 or higher levels must show evidence that they have reached Novice Mid/High to Intermediate Low as defined by the American Council on the Teaching of Foreign Language's (ACTFL) proficiency guidelines. ACTFL is the most credible	The evidence (aka Signature Assessment) is an online placement exam, usually taken during the 9th or 10th week of each quarter through Avant Assessment. The WLL Department pays around \$10/test/stude nt. Results are usually ready within 2-3 business days. Some skills are computer graded (reading and listening comprehension) while others are manually graded (speaking and writing).	For Programmatic Learning Outcomes, the department has adopted Avant Assessment's two additional services (Stamp Test which is a Proficiency Assessment and iCan Statements which is a Formative Assessment) to validate and document students' learning outcomes. The iCan Statements can trace students' language development over several years where they can upload evidence and their faculty can validate or reject the	2010-2011	2017-2018

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											professional	evidence	
											organization	submitted by	
											that focuses	their students.	
											on the		
											teaching and		
											learning of		
											Foreign		
											Longuages in		
											Languages in		
											the U.S. The		
											reason for the		
											difference in		
											proficiency		
											varies by		
											language.		
											Spanish and		
											French, which		
											are Group 1		
											Languages		
											(easiest to		
											acquire for		
											English		
											speakers) can		
											reach		
											Intermediate		
											Low in one		
											year while		
											German (
											German (
											Group 2), or		
											Japanese,		
											Chinese, and		
											Arabic (Group		
											4) require a		
											little longer		
											time to		
											acquire.		
Spanish	Masters	On-Site	1/1/2005								acquire.	For students	2017-
Spariisii	iviasters	Oll-Site	1/1/2003										2017
												pursuing a	2016
												minor, they	
												need to reach	
												Intermediate	
												Low/Mid	
												proficiency	
												levels while for	
												those pursuing	
												a major, they	
												need to reach Intermediate	
												High or above	
												High or above	
												levels.	
Spanish Applied	Non-degree	On-Site	1/1/2017									These outcome	
Linguistics												expectations	
Certificate												meet ACTFL's	
												guidelines,	
												published under	
												the title	
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			144000									"Assessments for the American Council on Education for College Credit Recommendatio n"		
Spanish for Public Services Certificate	Non-degree	On-Site	1/1/1979											
Special Education	Masters	On-Site	9/13/2015	Yes	Academic Programs Website	Syllabi, Academic Programs Assessment Website.	Comprehensive Exam, Capstone Course, Portfolio, Thesis/Project	None	The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. Each department has a Department Chair. Each program has a Program Coordinator who is responsible for all program aspects and reporting. Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance.	Additionally, under the Dean, are the I. Dean's Cabinet II. COE Unit Assessment Committee III. COE Program Leaders IV. Program Improvement & Effectiveness	Each of these groups works together and with Program Coordinators and program faculty for assessment and reporting activities.	Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements.	2016-2017	2023-2024
Special Major	Bachelors	On-Site	1/1/1974											2018- 2019
Supply Chain Management Certificate	Non-degree	On-Site	1/1/1998											
as a Second Language Certificate	Non-degree	On-Site	1/1/2010											
Teaching Mathematics	Masters	On-Site	1/1/2003											

4								 	 	 			
Teaching Writing Certificate	Non-degree	On-Site	1/1/2013										
Theatre Arts	Bachelors	On-Site		Yes	Academic Programs Website	ons, asse peri wor sho	uries/presentati ns, senior ssessment, erformances, ork in scene nops and roductions	None	Faculty	Assessment is ongoing,	with students being provided feedback nearly continuously throughout the program.	2013-2014	2020- 2021
Theatre Arts	Masters	On-Site	9/13/2006	Yes	Academic Programs Website	Jurii ons, asse perf wor shoj	uries/presentati ns, senior ssessment, erformances, ork in scene nops and roductions	None	Faculty	Assessment is ongoing,	with students being provided feedback nearly continuously throughout the program.	2013-2014	2020- 2021
Theatre for Youth Certificate	Non-degree	On-Site	1/1/1989										
Urban Planning Certificate	Non-degree	On-Site	1/1/1983										
Writing: Creative Writing Certificate	Non-degree	On-Site	1/1/1975										
Writing: Professional Writing Certificate	Non-degree	On-Site	1/1/1985										