

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 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?	If you chose "other" for direct evidence, please share type.	What forms of indirect evidence of learning outcomes are used?	If you chose "other" for indirect evidence, please share type.	Who interprets the evidence?	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.
1.Breadth of Knowledge	5/1/2015	Yes	ILO Website	N/A	Institutional data - Participation in Collegiate Learning Assessment (CLA); Course-embedded work - assessment of GE Learning Outcomes	Direct measures for individual ILO are being identified through alignment of PLO from all departments with the individual ILO. A process is being developed for purposeful sampling to collect and	External Survey - NSSE survey; External Survey - National Study of Learning, Voting and Engagement (NSLVE); Institution-created Surveys - Current Student Survey; Graduating Student Survey; Five Year Alumni Survey; Diverse Learning	Program Review	Deputy Provost and Vice Provost; NSSE President, Provost, VP Student Affairs and others	NSLVE Director of Community Engagement; home grown surveys are reviewed by department chairs and self-study authors; Dean of Students	For CLA, Dean of Undergraduate Studies evaluates the report and present findings to the President's Cabinet for the purpose of evaluating CSUSB's "added value" to students' critical thinking and reasoning compared to other institutions. For	For the purpose of evaluating CSUSB's "added value" to students' critical thinking and reasoning compared to other institutions; For NSSE, deans indicated they were going to share findings with department chairs and incorporate more engagement in and out of classroom. For NSLVE, director explains results to faculty to guide curriculum development in service learning classes. For home grown surveys, department chairs use results during program	The ILO are reviewed on a rotating basis over a period of five years.	In 2020-21 ILO 3 and 4 will be reviewed and these are reviewed every 3 years. A process is being developed beginning in Fall 2021 to review ILO 1 and 2. ILO 5, 6, 7, and 8 will be reviewed on
2.Depth of Knowledge														
3.Critical Literacies														
4.Ways of Reasoning and Inquiry														
5.Creativity and Innovation														
6.Integrative Learning														
7.Engagement in the														

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?	If you chose "other" for direct evidence, please share type.	What forms of indirect evidence of learning outcomes are used?	If you chose "other" for indirect evidence, please share type.	Who interprets the evidence?	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	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.

Authorization 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

											written assignment, each instructor develops their own written rubric of what they considered to be "exemplary," "adequate," or "inadequate" attainment of the SLO by each student.		commended for its use of assessment data in making programmatic changes	the new 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													
Arabic Certificate	Non-degree	On-Site														
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.avantassessment.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	For the General Education Category (C3) that deals with Foreign Languages, all students who successfully complete a foreign language at the 103 or higher levels must show evidence that they have reached Novice Mid/High to Intermediate Low as defined by the American Council on the Teaching of Foreign Language's (ACTFL) proficiency guidelines. ACTFL is the most credible professional organization that focuses on the teaching and learning of	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

Special Education Credential																
Bilingual/Cross-Cultural Studies: Spanish/English Certificate	Non-degree	On-Site	1/1/1979													
Bioinformatics	Bachelors	On-Site	9/13/2007	Yes	Academic Programs Website	Department website, Academic Programs Assessment 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	2020-21
Biology	Bachelors	On-Site		Yes	Academic Programs Website	Department website, syllabi, Academic Programs Assessment Website.	BioMAPS (Measuring Achievement and Progress in Science) Assessment, additional skills-based assessments		None		Faculty		We have been using the BioCore Guide to inform the transformation of our program and courses in the Q2S process	We think our new program and courses will be effectively aligned with the BioCore guidelines.	2014-2015	2020-2021
Biology	Masters	On-Site		Yes	Academic Programs Website	Academic Programs Assessment Website.	Upper division course assessment, thesis proposal, oral proposal presentation, completed thesis, oral thesis defense		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	Assessment of the program in the past led from having both non-thesis and thesis MS tracks to only keeping the thesis track.	2013-2014	2020-2021

													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

													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		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
Chemistry	Bachelors	On-Site		Yes	Academic Programs Website	Department syllabi	Samples of student work/artifacts/lab reports, American Chemical Society		None		Faculty		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

							standardized exam, oral presentations, comprehensive exams						foundational knowledge if five sub-areas, finishing with in depth instruction in 3-4 of these areas.	level discussions, it appears that the major problem our students are facing with respect to success in their courses and comprehensive knowledge of the subject, is non-retention of prerequisite skills. Some critical threshold concepts are not carried forward. We are currently addressing this in the quarter-to-semester transformation of our degree programs and courses. A new assessment plan will likely result from these deliberations.		
Child Development	Masters	On-Site	9/13/2008	Yes	Academic Programs Website	Student handbook	Evaluation of progress, student portfolio, senior project/thesis		None		Faculty. All student artifacts (evaluation of progress, portfolio, senior project/thesis) are assessed using a checklist/scoring rubric.		Faculty will meet at the end of each academic year to discuss the results of the various assessment tools required of students.	As a result, proposed changes will be discussed and a timeline will be implemented to incorporate said changes into the curriculum and program as deemed appropriate based on the results.	2015-2016	2021-2022
Coaching Certificate	Non-degree	On-Site	1/1/1988													
Communication	Bachelors	On-Site		Yes	Academic Programs Website	Departmental Blackboard	Senior projects; portfolios; coursework		None		Assessment committee comprised of faculty.		The assessment committee	Changes in the recent past have included	1/1/2011	2018-2019

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

													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 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	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 department-wide. 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 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.		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													
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/curriculum.	2015	2022-2023

Criminal Justice	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/curriculum.	2015	2022-2023
Cyber Security Certificate	Non-degree	On-Site	1/1/2012													
Cyber Security Professional Certificate	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/assignments, 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	Disseminated 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 findings 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 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
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 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
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 departments to provide feedback and guidance.	III. COE Program Leaders IV. Program Improvement & Effectiveness	and reporting activities.	discuss any program changes or improvements.		
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

French	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 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 professional organization that focuses on the teaching and learning of Foreign Languages in the U.S. The reason for the difference in proficiency varies by language. Spanish and French, which are Group 1 Languages (easiest to acquire for English speakers) can	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). 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	These outcome expectations meet ACTFL's guidelines, published under the title "Assessments for the American Council on Education for College Credit Recommendation"	2013-2014	2017-2018
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												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 levels.				
French/English Translation Certificate	Non-degree	On-Site	1/1/1979														
Gender and Sexuality Studies Certificate	Non-degree	On-Site	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	Departmental 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		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	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 re-evaluate 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 re-evaluate 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

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

							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													
Intedisliplinary Programs-AmericanStudies	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

													assignments or assignment descriptions and examples of student work to fulfill this requirement.			
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		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 support students at PDC.	2013-2014	2021-2022
Mathematics	Bachelors	On-Site		Yes	Academic Programs Website	syllabi	student portfolios/reflections		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.	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

													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	Yes	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	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 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

													comprehensive examination.	strengths and weaknesses in course offerings and identify any needed changes in, or improvements to, the curriculum.		
Native Nations/Indigenous 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 will report aggregated student scores on each assessment. Benchmarks for aggregated student achievement are identified in the Department of Nursing Systematic Program Evaluation Plan (SPEP).	As regards the two BSN tracks, the Undergraduate Curriculum Committee and the Assessment and Evaluation Committee, along with the BSN Program Director and the Department Chair/Chief Nurse Administrator, bear the responsibility for data collection, analysis, and recommendations for curriculum revisions. However, final decisions re: curriculum revision are made by the Department Faculty Organization which is comprised of tenured and tenure-track faculty along with full-time lecturers.	2012, internal; 2017, Collegiate Commission on Nursing Education	2023-2024

Nursing	Masters	On-Site	9/13/1999	Yes	Academic Programs Website	MSN handbook	Embedded student assignments, graduate presentation, portfolio		Surveys		Assessment, evaluation, and reporting activities are conducted by the Graduate Committee, in collaboration with the Department Chair and Dean, as appropriate.		Student artifacts are evaluated using scoring rubrics.	Assessment information/results are shared with the faculty organization, who meet monthly.	2016, 2017-2018	2023-2024
Nutrition and Food Sciences	Bachelors	On-Site	9/13/2001	Yes	Academic Programs Website	Syllabi.	Course-embedded work		Polling the program instructors		Program coordinator		Program coordinator review	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		None		All full-time departmental faculty.		The student papers are anonymized and distributed among the faculty members at meeting. Each faculty member reads and evaluates the papers assigned according to the rubric on a scale of 1-5. Once all the papers are evaluated, the scores are tabulated. After a discussion of the results, an action plan based on them is formulated.	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		None		Faculty members who teach the classes are responsible for assessing and sharing data.		The results of the assessment tools are presented to the department faculty yearly	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 quarter,	any changes during the following fall quarter.		
Political Science	Bachelors	On-Site		Yes	Academic Programs Website	Program review, assessment reports, email communications 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 make 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	Yes	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 implementation of an annual student feedback system,	which will provide important data to inform the departmental assessment process.	2014-2015	2021-2022

Psychology	Bachelors	On-Site			Academic Programs Website	Course syllabi	Graduation rates/time to degree, course assignments, senior exit exam, signature assignments		Surveys		Faculty		Instructor-- assigned grades on exams, presentations, empirical research papers, literature review papers, and other class assignments can indicate the degree to which learning outcomes are being realized if 1) the graded assignment is a clear measure of one or more specific learning outcomes, and 2) instructor grading of the assignment is based in a clear rubric with high inter-rater reliability when used by multiple instructors to grade a sample of students on the assignment. In view of this, the Department has been moving toward insuring that graded assignments potentially used for outcomes assessment meet these standards. Rubrics for grading assignments	Faculty utilize assessment data/results to make programmatic decisions. Our assessment practices have helped us to recognize the need for impaction. Other key strategies to address this problem include the creation of a new Teaching of Psychology course to complement the existing course. Assessment findings also help to identify potential curricular roadblocks to student progress so that appropriate strategies (i.e., supplemental instruction, advising) might be implemented.	2015	2021-2022
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													are now routinely used in courses from which student work is selected for the purposes of outcomes assessment.			
Psychology	Masters	On-Site		Yes	Academic Programs Website		Role play assignments, training clinic supervisor evaluation of work, field site supervisor evaluation of work, outcomes-based assessment of therapeutic alliance, COMPS Exam, papers, projects, presentations, clinical treatment plans		None		Faculty		Scoring rubrics are used to assess core PLOs as evidenced through reflection papers, case conceptualization and treatment plans, diagnostic assessment and intake reports, progress notes, research papers and counseling theories classroom presentations.	Student satisfaction data from exit surveys which led to changes in the structure of clinical supervision from a 5-month rotation to a 10-month rotation, increased use of role-plays in courses to teach application of technique, and increased use of case conceptualization and treatment planning as per student feedback.	2016	2021-2022
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 Faculty 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

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 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
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

Social Work	Masters	Distance Education	1/1/2013		Academic Programs Website											
Sociology	Bachelors	On-Site		Yes	Academic Programs Website	Email communications to faculty, hardcopies to faculty	25-question pre-/post-test, term project (SOC 309), SOC 590 term paper		Exit Survey		Faculty		15-20 projects/term papers will be selected at random. Projects/term papers will be evaluated using a rubric by at least two faculty members, one of whom teaches the course in which the project/term paper was completed.	The assessment committee reflected on the first cycle of assessment activities. Curriculum changes were made based on previous results. The assessment instrument was also modified based on previous assessment activities, with 5 questions being added.	2013-2014	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/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).	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

												professional organization that focuses on the teaching and learning of Foreign Languages in the U.S. The reason for the difference in proficiency varies by language. Spanish and French, which are Group 1 Languages (easiest to acquire for English speakers) can reach Intermediate Low in one year while German (Group 2), or Japanese, Chinese, and Arabic (Group 4) require a little longer time to acquire.		evidence submitted by their students.		
Spanish	Masters	On-Site	1/1/2005											For students pursuing a minor, they need to reach Intermediate Low/Mid proficiency levels while for those pursuing a major, they need to reach Intermediate High or above levels.		2017-2018
Spanish Applied Linguistics Certificate	Non-degree	On-Site	1/1/2017											These outcome expectations meet ACTFL's guidelines, published under the title		

