COLLEGE OF THE ARTS
STATUS REPORT ON ASSESSMENT (SPRING 2013)

Summary: the following report provides a brief overview of the current status of the assessment of student learning in the College of the Arts, a reflection on the both the successful, embedded methods already in existence and the challenges for the future, and concludes with a discussion of long-term plans and needs.

Current Status of Assessment in the College

The assessment of student learning has been a long-standing practice in Arts colleges across the country where pre-professional and professional degrees are awarded. Both formative and summative assessment techniques are embedded in the programs and occur on an on-going, regular basis. Assessment in the Arts is, not surprisingly, heavily performance-based. Arts programs like those in the College of the Arts at CSUF, not surprisingly, place a great deal of emphasis on the "doing" of art. The College consists of three departments that collectively embrace four distinct art forms—Music, Visual Arts, Theatre and Dance. Due to the distinct nature of each of these art forms, the system of assessment in the college reflects the nature of the individual disciplines. It is characterized, therefore, by a decentralized approach.

On the national level, direct and indirect assessment is required by the standards established by the four national accreditation bodies that periodically review the programs in the College of the Arts. Those national accrediting bodies are the National Association of Schools of Art and Design (NASAD), the National Association of Schools of Dance (NASD), the National Association of Schools of Music (NASM) and the National Association of Schools of Theatre (NAST).

On the university level, the Learning Goals and Outcomes for each of the disciplines have been posted on the Office of Assessment and Educational Effectiveness website. An initial alignment of the department student learning outcomes (SLOs) been with the University Learning Outcomes (ULOs) has been completed although it still needs to be refined.

A College of the Arts Assessment Committee was formed last fall. This follows the creation of a Department of Art Assessment Committee in 2011-12. The committee's charge is to facilitate assessment activities in the college, as well as establish an on-going conversation among the departments relating to the assessment of student learning.

The following, while not exhaustive, should provide a clear sense of how assessment plays out as a regular part of the cultures of the various disciplines in the arts. It should be apparent as well that assessment in the arts has a particularly heavy emphasis on qualitative rather than quantitative measures. This fact is discussed further below in the section regarding assessment challenges for the future. Finally, it should be clear that approaching assessment in a more decentralized manner permits assessment techniques to

be tailored to the particular needs of each of the artistic disciplines.

The Department of Music requires entrance assessments for all in-coming freshman and transfer students who wish to become music majors. The faculty members in each of the areas (studios) in the Music department use an appropriate combination of audition and personal interview for prospective majors. The entrance assessments are used to insure that students will have the skills, musicianship and disposition that will allow them to pursue successfully their educational objective in the field of music.

In addition, all students who are accepted as music majors must declare a single performance area which must be approved by the faculty of that area upon completion of an entrance audition. This assessment allows for the placement of the student at the appropriate level for state-funded, applied-music instruction (private lessons). Students receive private instruction on a semester basis through the 191-491 and 192-492 sequences of courses.

However, all students are assessed through an audition at the end of each semester to insure they are making appropriate progress in their performance area. As a result of the audition, they may be permitted to move to the next level of private instruction or will be required to continue at their present level of performance. All music majors must receive at least the 300-level of performance. Furthermore, Bachelor of Arts degree students also are assessed through the presentation of a recital (Music 398) that serves as a capstone experience and insures that they have reached the required level of proficiency in performance. Students in the Bachelor of Music program are assessed through the presentation of two recitals, one at the junior level (398) and at the senior level (498).

All music students are assessed through proficiency examinations in traditional harmony (sight-singing, dictation, keyboard and paperwork) and piano before being approved for graduation. Transfer students will fulfill the theory requirement by passing the entrance examination in theory; first-time students and transfers with insufficient preparation at entrance will normally take the examinations in Music 211 and 221.

Students in the performance tracks in Theatre and Dance are assessed at the end of each semester by the faculty in those areas. Students are assessed on the basis of an established set of rubrics that reflect the expected outcomes at each level of their training. The dance faculty also conducts entrance assessments through auditions for all in-coming and transfer students. This allows for the placement of student at the appropriate level of technique classes in ballet, modern and jazz.

Portfolio reviews are a common form of assessment in both the College of the Arts. In areas such as graphic design, illustration and animation in the Department of Art, the faculty conducts portfolio reviews at the end of each semester. These reviews occur over a two-to-three day period of time. The goal of these reviews is to insure that students will graduate with a portfolio that reflects a professional standard of work and will support them as they apply for positions in the field. Similarly, the design faculty in theatre conducts portfolio reviews with their students with the same intent as the faculty

in art.

The college also makes use of external review by professionals as a means of assessing that student learning is aligning with articulated student outcomes. The Department of Art, for example, conducts open portfolio reviews for its students three times a year. The department hosts over a dozen professional artists in the field on-campus for one-day open portfolio reviews. This allows students to have their portfolios critiqued by professionals, and also allows faculty to engage with these individuals and evaluate areas of strength and weakness in the curriculum in order to make appropriate adjustments. In addition, the animation and illustration programs are among a handful of programs that have been selected by Dreamworks Studio to participate in their critique and assessment of student work, called DreamCrit. Students have their work critiqued by animation professionals, and the dialogue that occurs between members of Dreamworks and our CSUF faculty helps define both areas of strength and need for improvement in our curriculum.

The Department of Theatre and Dance utilizes external review and assessment through its participation with the Kennedy Center's American College Theatre Festival (ACTF) and the American College Dance Festival (ACDF). All major productions on campus are critiqued and assessed by visiting professionals. Performers and designers receive separate critiques by individuals who have particular expertise in those fields. These critiques provide valuable insight into the quality of the training programs and assist in identifying where strengths and potential areas of improvement exist in the curriculum. Involvement in ACTF and ACDF have the additional value in that the production programs are matched against their peers on regional and national level. For example, at the regional festival for ACDF this year the CSUF choreographed work was chosen as the best among forty-eight works performed there. ACTF honored CSUF with five national awards this year, including the outstanding production of a musical by a college or university.

Capstone experiences have been introduced into performance areas in theatre. In the area of musical theatre, graduating seniors have two capstone experiences. They both create and produce solo thirty-minute cabarets at the Grand Central Art Center and also produce a professional showcase in New York City for agents and casting directors. Similarly, graduating seniors in acting create and produce one-person performances of classical literature ("Shakespeare Projects") as well as creating and producing a professional showcase in Los Angeles for agents and casting directors.

The Department of Art maintains three auxiliary galleries in the Art complex that are devoted to capstone exhibitions by individual graduating art students. These exhibitions are normally a week in length and are assessed both by instructors and peers. The exhibitions provide demonstrable evidence of the acquisition of complex skills and the ability to apply those skills in a manner that reflects an individual style or "voice."

Challenges for the Future

There are several challenges for the college as it continues to move forward and refine its efforts in the assessment of student learning. One of the major challenges lies in the fact that while assessment is deeply embedded in the programs in the arts (as the examples above should indicate) it is heavily qualitative in nature rather than quantitative. That is to say, assessment has not been data-driven in the college. "Closing the loop" has generally occurred as the result of an on-going dialogue among CSUF arts faculty and external professionals. As an example, the major re-structuring of the voice and movement curriculum in theatre several years ago was the result of recommendations by external accreditors, visiting professional artists and faculty observing the work of students in semester juries. The result of that on-going dialogue led to the tenure-track hiring of a leading professional in the field. That individual was able to facilitate the organization of a clearly articulated sequence of courses in that area. Accreditors, adjudicators and professionals have validated the success of that re-structuring. An additional challenge for the college as it moves forward is developing coherent, detailed assessment plans for each of the disciplines. While an inventory is being developed for each of the disciplines, there are certain areas that will probably need more attention. B.F.A. and B.M. programs are probably the most finely tuned at present. We would anticipate that additional areas of challenge will exist in the assessment of the B.A. programs in disciplines such as art and theatre. Finally, although genuine, on-going assessment has long been a part of the culture in the College of the Arts, it is not universally recognized as such by many faculty members. There is a perception among many faculty members that assessment is a time-consuming process that can add an additional burden of time to disciplines that, by their nature, already require intensive student engagement in learning, often on a one-to-one basis.

Long-term Plans and Needs

Strategic National Arts Alumni Project

It would be particularly desirable if the College of the Arts could participate in the Strategic National Arts Alumni Project (SNAAP). Administered by the Indiana University Center for Postsecondary Research, SNAAP represents the largest single database on the educational backgrounds and careers of graduates of arts-intensive training programs. SNAAP is an annual survey administered online to the arts alumni of participating institutions. The NYU Tisch School of the Arts evaluation of the project states, "SNAAP enables arts education institutions to assess the effectiveness of their programs based on widely gathered statistical information from their graduates. In turn, it helps them to better prepare their students for the careers they enter." As a self-sustaining research project, institutional participation fees underwrite the costs of survey administration, data analysis and school reports. Annual participation fees range from $1,300 to $7,800 depending on the size of the arts alumni population. Participating members for the 2012 annual survey and report included all of the University of California institutions; however, only two California State University institutions participated—Dominguez Hills and San Francisco State.

Assigned Time

It would be of benefit to be able to provide assigned time to one faculty member in each of the three departments who could serve as an assessment coordinator. Assessment is most effective when faculty-owned. By having a peer in such a role, it would facilitate the understanding and effectiveness of our assessment efforts with the departments. While assessment activities are already deeply in embedded in the programs, it still remains a term that is viewed with some suspicion and has not been fully embraced in the college.

Training Needs

While assessment has been traditionally embedded in arts training programs, there will be a continuing need to engage faculty in acquiring knowledge about assessment techniques and the need to be able to articulate how student learning outcomes are being achieved on the department level. Assessment is most successful when it is faculty-owned. We would anticipate the need to provide funding and incentives to engage faculty in assessment conferences and activities on the university, regional and national levels.

CALIFORNIA STATE UI . ERSITY, FULLERTON
College of the Arts

Learning Goals and Student Learning Outcomes	Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	Think critically, using analytical and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	Communicate clearly, effectively, and persuasively, both orally and in writing.	Work effectively as a team member or leader to achieve a broad variety of goals.	Evaluate the significance of how differing perspectives and trends affect their communities.	Recognize their roles in an interdependent global community.
life. Be passionate and confident about their work from performance before thousands.	X					
Practice successful collaboration onstage and backstage through				X		
Be intellectually curious and decisive in exploring new avenues of expression through work on new works and reexamination and analysis of known texts.		X	X			
Have thorough command of makeup materials and the ability to apply one's own makeup	X					
Demonstrate comprehension of the basic business procedure of the actor's profession	X					
Have a flexible, strong and controlled voice. a flexible, relaxed, and controlled body trained in basic movement disciplines.	X					
Have clear and articulate speech.			X			
Have vocal interpretation and role preparation skills, which enable understanding and performance roles in a variety of styles and formats.			X			
Basic knowledge of theatre history, literature and theory.						
Exercise professional standards of oral, written and graphic communication.			X			
Are intellectually, creatively, and technologically prepared to be artistic member of their communities through written critiques, reviews and analytical papers.		X				

			STUDENT LEARNING OUTCOMES ALIGNMENT B.F.A.. in Theatre Dance			
Have well-rounded educational backgrounds acquired through studies in general education courses.						
practitioners of the art of theatre and dance through the study of cultural diversity, dramatic literature and criticism.					X	

CALIFORNIA STATE UNIVERSITY, FULLERTON
College of the Arts

STUDENT LEARNING OUTCOMES ALIGNMENT
B.F.A. in Art

	University Learning Outcomes					
Program Learning Goals and Outcomes	Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	Think critically, using analytical and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	Communicate clearly, effectively, and persuasively, both orally and in writing.	Work effectively as a team member or leader to achieve a broad variety of goals.	Evaluate the significance of how differing perspectives and trends affect their communities.	Recognize their roles in an interdependent global community.
Develop expertise applicable to professional practice affording one the ability to recognize, analyze and solve complex visual problems as evidenced within a portfolio of art, animation, and design.	X	X				
Develop an understanding of basic business practices and the ability to work productively in teams.				X		
Will have acquired fundamental visual experiences and concepts basic to many forms and fields of art, animation, and design.	X					
Be able to access historical and contemporary information about the fine and applied arts through advanced technologies.	X					

	University Learning Outcomes					
Program Learning Goals and Outcomes	Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	Think critically, using analytical and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	Communicate clearly, effectively, and persuasively, both orally and in writing.	Work effectively as a team member or leader to achieve a broad variety of goals.	Evaluate the significance of how differing perspectives and trends affect their communities.	Recognize their roles in an interdependent global community.
Develop a critical appreciation of historical and contemporary art, animation, and design forms as they relate to individual and social needs and values including such issues as culture, ethnicity, and gender.					X	
Be capable of creatively expressing one's personal experience and thought with visual skill and clarity.			X			
Develop knowledge and skills necessary to pursue graduate studies in the visual arts, or to teach art.		X				
Exercise professional standards of oral and written communication.			X			
Integrate knowledge of the arts with the development of values and professional ethics.					X	

CALIFORNIA STATE UNIVERSITY, FULLERTON
College of the Arts

STUDENT LEARNING OUTCOMES ALIGNMENT
B.F.A. in Art

	University Learning Outcomes					
Program Learning Goals and Outcomes	Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	Think critically, using analytical and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	Communicate clearly, effectively, and persuasively, both orally and in writing.	Work effectively as a team member or leader to achieve a broad variety of goals.	Evaluate the significance of how differing perspectives and trends affect their communities.	Recognize their roles in an interdependent global community.
Develop expertise applicable to professional practice affording one the ability to recognize, analyze and solve complex visual problems as evidenced within a portfolio of art, animation, and design.	X	X				
Develop an understanding of basic business practices and the ability to work productively in teams.				X		
Will have acquired fundamental visual experiences and concepts basic to many forms and fields of art, animation, and design.	X					
Be able to access historical and contemporary information about the fine and applied arts through advanced technologies.	X					

	University Learning Outcomes					
Program Learning Goals and Outcomes	Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	Think critically, using analytical and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	Communicate clearly, effectively, and persuasively, both orally and in writing.	Work effectively as a team member or leader to achieve a broad variety of goals.	Evaluate the significance of how differing perspectives and trends affect their communities.	Recognize their roles in an interdependent global community.
Develop a critical appreciation of historical and contemporary art, animation, and design forms as they relate to individual and social needs and values including such issues as culture, ethnicity, and gender.					X	
Be capable of creatively expressing one's personal experience and thought with visual skill and clarity.			X			
Develop knowledge and skills necessary to pursue graduate studies in the visual arts, or to teach art.		X				
Exercise professional standards of oral and written communication.			X			
Integrate knowledge of the arts with the development of values and professional ethics.					X	

CALIFORNIA STATE UNIVERSITY, FULLERTON
College of the Arts

Learning Goals and Student Learning Outcomes	Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	Think critically, using analytical and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	Communicate clearly, effectively, and persuasively, both orally and in writing.	Work effectively as a team member or leader to achieve a broad variety of goals.	Evaluate the significance of how differing perspectives and trends affect their communities.	Recognize their roles in an interdependent global community.
Be capable of living a culturally rich life. Be passionate and confident about their work from performance before thousands.	X					
Practice successful collaboration onstage and backstage through production				X		
Be intellectually curious and decisive in exploring new avenues of expression through work on new works and reexamination and analysis of known texts.		X	X			
Have thorough command of makeup materials and the ability to apply one's own makeup	X					
Demonstrate comprehension of the basic business procedure of the actor's profession	X					
Have a flexible, strong and controlled voice. a flexible, relaxed, and controlled body trained in basic movement disciplines.	X					
Have clear and articulate speech.			X			
Have vocal interpretation and role preparation skills, which enable understanding and performance roles in a variety of styles and formats.			X			
Basic knowledge of theatre history, literature and theory.						
Exercise professional standards of oral, written and graphic communication.			X			

Are intellectually, creatively, and technologically prepared to be artistic member of their communities through written critiques, reviews and analytical papers.		X	ARNING OUTCOMES ALIGNMENT B.F.A.. in Theatre Dance			
Have well-rounded educational backgrounds acquired through studies in general education courses.						
Be competent and reflective practitioners of the art of theatre and dance through the study of cultural diversity, dramatic literature and criticism.					X	

CALIFORNIA STATE UNIVERSITY, FULLERTON
College of the Arts

STUDENT LEARNING OUTCOMES ALIGNMENT
Bachelor of Music

Learning Goals and Student Learning Outcomes	Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	Think critically, using analytical and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	Communicate clearly, effectively, and persuasively, both orally and in writing.	Work effectively as a team member or leader to achieve a broad variety of goals.	Evaluate the significance of how differing perspectives and trends affect their communities.	Recognize their roles in an interdependent global community.
Musical Practitioners: 1.Be competent and reflective practitioners of the art of music through performance, composition, analysis, and reflection. 2.Be passionate and confident about their work through successful performance. 3.Practice successful collaboration through work on concert and recital performance and production.	X					
Musical Scholars: 1.Be intellectually curious and decisive in exploring new avenues of expression. 2.Exercise professional standards of oral and written communication. 3.Have a basic knowledge of music history, literature and theory. 4. Have well- rounded educational backgrounds acquired through studies in general education courses.		X	X			X
Lifelong Skills: 1.Be capable of living an culturally rich life. 2.Are intellectually, technically, creatively, and technologically prepared to be artistic members of their communities.	X					

CALIFORNIA STATE UNIVERSITY, FULLERTON
College of the Arts

STUDENT LEARNING OUTCOMES ALIGNMENT
B.A. in Dance

	University Learning Outcomes					
Student Learning Outcomes	Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	Think critically, using analytical and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	Communicate clearly, effectively, and persuasively, both orally and in writing.	Work effectively as a team member or leader to achieve a broad variety of goals.	Evaluate the significance of how differing perspectives and trends affect their communities.	Recognize their roles in an interdependent global community.
Be competent and reflective practitioners of the art of dance						
Be capable of living a culturally rich life accomplished through the study of dance, literature and criticism.						
Be passionate and confident in their work which is achieved through performance.						
Practice successful collaboration through performance and choreographing for showcases and concerts						
Are intellectually, creatively, and technologically prepared to be artistic member of their communities.						
Be intellectually curious and decisive in exploring new avenues of expression.						
Exercise professional standards of oral and written communication through reviews, critiques, and final projects.						
Have a basic knowledge of dance history, literature and theory						
Have well-rounded educational backgrounds acquired through studies in general education courses by completing the university's G.E. requirements.						

College of Communications
Assessment of Learning Outcomes, 2013-14
Dr. Doug Swanson, Associate Professor
April 16, 2013

Each of the three departments in the College of Communications has demonstrated willingness to engage in assessment of learning outcomes. However, the efforts are not collectively as cohesive as they could be. The College recognizes the need to coordinate the efforts of the departments. For that reason, I applied to and was accepted for the WASC Assessment Leadership Academy http://www.wascsenior.org/ala/overview.

Over the next ten months I will be developing a plan that will tie together the undergraduate assessment efforts for the College. I hope the plan will allow the Department of Communication's existing assessment effort to be modeled by Radio-TV-Film and Human Communication. I also hope the plan will allow us to increase faculty acceptance of assessment both in concept and in practice. (We will address only undergraduate learning assessment at this time.)

Here's a brief summary of where the departments stand at this point:

Department of Communications

The Department of Communications has a fully developed assessment plan that is in its third year of operation. The plan includes program learning objectives [PLOs] and concentration learning objectives [CNLOs] that all tie back to the Professional Values and Competencies of the ACEJMC:
http://www.journalism.ku.edu/acejmc-professional-values-competencies

The department has already completed an assessment cycle in all the COMM core courses and the public relations concentration. Assessment is ongoing or scheduled in the other four subject concentrations.

Extensive documentation of the assessment work is online in the department's TITANium Community.

The department's assessment committee consists of Doug Swanson (chair), Genelle Belmas, Pam Caldwell, Dave DeVries, and Emily Erickson.

Department of Radio-TV-Film

The Department of Radio-TV-Film reports that it has an assessment plan in place. The assessment plan is built around eight desired outcomes in the areas of history, theory, production/ story telling, cultural diversity, and writing. Evidence of student learning will be gathered from 16 courses during the assessment effort (2010-2020). The evidence includes essays and other scholarly work, scripts, and film/ production work. Faculty members and "independent readers" will assess the quality of student work, and decisions about future curriculum change will be made during faculty retreats.

The department is working to standardize its theoretical and ethical concepts. The faculty members in the department are working to increase their understanding of the term "diversity" in all its applications in the industry. Faculty are working to develop common rubrics for assessment of writing, so that students can have clearer understandings of what faculty are looking for in the different types of writing that are used in the profession.

The department's learning outcomes are posted on the website of the Office of Assessment and Education Effectiveness:
http://www.fullerton.edu/AcademicPrograms/assessmentedu/departments/CC/RTVF.htm

Department of Human Communication

The Department of Human Communication has posted its learning goals on the website of the Office of Assessment and Education Effectiveness:
http://www.fullerton.edu/AcademicPrograms/assessmentedu/departments/CC/HC.html

Assessment Plan and Timeline

Department of Radio/TV/Film

Program Learning Goals & Outcomes	When last assessed/Next planned assessment	What evidence to collect (measures & strategies)	Who will collect evidence	How evidence will be assessed	How "closing the loop" decisions will be made	How assessment results will be used/ acting on assessment
Can connect the current and future media environment to a larger historical context	2011 2013 2017	"American Television" final papers (with rubric) "Contemporary American Film" final papers (with rubric)	Faculty of record	Two independent readers (25 representative papers each)	Faculty retreat	Additional emphasis on writing papers and reading industry publications.
Can apply theoretical and/or ethical concepts in a practical media environment	2011 2013 2017	"Internship" final essays (with rubric) "Documentary Production" final films (with rubric)	Faculty of record	One reader (final essays) Two production faculty review films	Faculty retreat	Data gathered to this point are inadequate—need to standardize the department's theoretical and ethical concepts.
Can execute key elements of production and storytelling	2011 2014 2018	"Motion Picture Production 2" (with rubric) "Rewriting the Screenplay" final script (with rubric)	Faculty of record	Two production faculty review films Two independent readers (25 representative papers)	Faculty retreat	Students encouraged to submit to more festivals / contests to gauge outside response to student work.
Can describe and explain the development of at least one national cinema outside of the U.S.	2011 2014 2018	"National Cinemas" Variable Topics final papers (with rubric) "New Asian Cinema" final papers (with rubric)	Faculty of record	Two independent readers (25 representative papers each)	Faculty retreat	Ongoing. For example, assigning students to record their impressions of domestic and international films; the instructors would then read the recordings.

Program Learning Goals & Outcomes	When last assessed/Next planned assessment	What evidence to collect (measures & strategies)	Who will collect evidence	How evidence will be assessed	How "closing the loop" decisions will be made	How assessment results will be used/ acting on assessment
Can evaluate the role of diversity throughout all aspects of the entertainment industry	2011 2015 2019	"Diversity in Television" final papers (with rubric) "Feminist Film Theory" final papers (with rubric)	Faculty of record	Two independent readers (25 representative papers each)	Faculty retreat	Developing clearer rubrics that would help in evaluating classroom outcomes. Defining what is meant in the industry by "diversity."
Can deconstruct media texts	2011 2015 2019	"Language of Film" final papers (with rubric) "Genres for Screenwriters" final paper (with rubric)	Faculty of record	Two independent readers (25 representative papers each)	Faculty retreat	Using different examples from different fields to improve student learning.
Can discriminate between the medium and the message	2011 2016 2020	"Media Literacy" final paper (with rubric) "Regulation and Censorship" final paper (with rubric)	Faculty of record	Two independent readers (25 representative papers each)	Faculty retreat	Use of very current examples to engage students; then analyzing these examples in groups.
Can write well-executed treatments, scripts, critical essays and/or research papers	2011 2016 2020	"Screenwriting" final scripts (adapting Art Studio rubric) "Auteurs" Variable Topics final papers (with rubric)	Faculty of record	Two independent readers (25 representative papers each)	Faculty retreat	Ongoing. Stressing the need for clarity of written expression.

Strategic planning and college level aspirations at California State University, Fullerton

Prospectus on Assessment Alignment with ULOs

College of Engineering and Computer Science

April 15, 2013

Submitted by

Raman Unnikrishnan, Dean

COLLEGE OF ENGINEERING AND COMPUTER SCIENCE

STATUS OF ASSESSMENT

ASSESSMENT OF PROGRAM EDUCATIONAL OBJECTIVES

The mission of ECS is simple. We want to educate engineers and computer scientists who will graduate with state-of-the-art knowledge in their chosen field and are ready to embark on careers in industry and government or proceed to acquire advanced degrees in their own or related fields. More and more of our graduates are also interested in being entrepreneurs, thanks to the success of so many young people on the west coast who have become successful in creating wealth via technology.

Program Educational Objectives

The programs in the College of Engineering and Computer Science have established the following Program Educational Objectives:

A Technical Growth: Graduates will be successful in modern engineering practice, integrate into the local and global workforce, and contribute to the economy of California and the nation.

B Professional Skills: Graduates will continue to demonstrate the professional skills necessary to be competent employees, assume leadership roles, and have career success and satisfaction.

C Professional Attitude and Citizenship: Graduates will become productive citizens with high ethical and professional standards, who make sound engineering or managerial decisions, and have enthusiasm for the profession and professional growth.

The program educational objectives of the College were established (for each program) after consultation with the five stake holders: ***(1) program faculty, (2) employers, (3) students, (4) alumni and (5) the program advisory board members.*** They are also consistent with other programs within the College of Engineering and Computer Science. The measures to evaluate the PEOs are given in the table below.

Program Educational Objectives	Measures/Indicators
Technical Growth	1. Employment in the state of California 2. Employment in a 'global' organization 3. Entering the workforce as an engineer 4. Work assignment that allows continued learning 5. Graduate degree in engineering or computer science 6. Patents 7. Technical presentations and publications
Professional Skills	1. Progressively increasing responsibility 2. Professional awards and recognitions 3. Promotions and citations of achievement 4. Professional engineering licensure 5. Enrollment in graduate or continuous education programs 6. Graduate degree in engineering or computer science 7. Graduate degree in business
Professional Attitude & Citizenship	1. Evidence of project management 2. Evidence of entrepreneurship and contributions towards creating wealth and economic activity 3. Social and/or volunteering 4. Evidence of leadership roles in society 5. ASME membership and leadership 6. Participation in other professional societies 7. Civic awards or civic committee memberships

Alumni Survey (Example)

A detailed survey was conducted by an external organization ***Social Science Research Center*** to probe whether the graduates are attaining the program educational objectives or not. Within each PEO, seven to eight specific measurable criteria were articulated as given in the table below. The alumni survey had both a summative assessment part and a formative assessment segment.

Program Educational Objective	Measure	Percent
Technical Growth:* Graduates will be successful in modern computing practice, successfully integrate into the local and global workforce, and contribute to the economy of California and the nation.	Employment in the state of California	89.5
	Employment in a 'Global' Organization	63.2
	Entering Workforce as an Engineer	78.9
	Work Assignments That Allow Continued Learning	89.5
	Graduate Degree**	9.5
	Patents	4.8
	Technical Presentations	38.1
Professional Skills:* Graduates will continue to demonstrate the professional skills necessary to be competent employees assume leadership roles and enjoy a career of success and satisfaction.	Progressively Increased Responsibility	89.5
	Professional Awards and Recognitions	14.3
	Promotions	44.4
	Citations of Achievement	88.9
	Earned a Professional Certificate	14.3
	Graduate Degree in Engineering **	9.5
	Graduate Degree in Business**	4.8
	Enrollment in Graduate or Continued Education	71.4
Professional Attitude and Citizenship:* Graduates will become productive citizens with high ethical and professional standards, who make sound technical and managerial decisions, and have high enthusiasm for the profession and professional growth.	Evidence of Project Management**	84.2
	Entrepreneurial Activity	4.8
	Volunteering**	14.3
	Evidence of leadership Roles**	4.8
	ASME Membership	14.3
	Professional Licensure	9.5
	Membership in Other Professional Societies	14.3
	Civic Committee Membership**	0
	Civic Awards**	0

*Tthese measures were only administered to the respondents who report being employed since earning their B.S.

** This measure was administered to everyone in the sample.

On the summative assessment results: The alumni survey is an excellent indicator about whether the graduates find themselves adequately prepared for professional work and growth. The following table is compiled from the of the survey results reported in the figure below. By placing a numerical threshold of 70% as a "passing grade," it can be seen that in the areas of technical skills, ethics, competence and leadership the graduates are satisfied with the program.

Satisfaction With the Ability of the Engineering Department to Prepare Respondent for Profession (Compliance with PEOs)	Not at all satisfied	Not Very Satisfied	Somewhat Satisfied	Very Satisfied	Satisfied +
The Development of Technical Skills	0.00%	9.50%	76.20%	14.30%	**90.50%**
Shaping Attitudes Towards Professional Ethics	0.00%	9.50%	52.40%	38.10%	**90.50%**
The Development of Professional Skills Needed to be a Competent Employee	0.00%	9.50%	61.90%	28.60%	**90.50%**
The Development of Professional Skills Needed to be a Leader	0.00%	19.00%	61.90%	19.00%	**80.90%**
Shaping Attitudes About Civic Engagement	9.50%	23.80%	57.10%	9.50%	**66.60%**

In areas of shaping attitudes about civic engagement, the program needs to improve. The faculty will analyze the survey results during its meetings and take appropriate steps towards continuous improvement. This is, of course, an example.

Assessment of Student Outcomes

Since all the undergraduate programs in the College of Engineering and Computer Science are ABET accredited, the assessment of **"student outcomes."** *Student outcomes are the attributes that all students must possess at the time of graduation.* They differ slightly between the Engineering Accreditation Commission that accredits engineering program and the Computing Accreditation Commission that accredits the Computer Science program. Note that these outcomes are in sync with Strategic Goal #1 of the university that states "*CSUF aims to provide innovative, high-quality programs and services that offer students broad educational experiences facilitate lifelong habits of intellectual inquiry and prepare them for successful careers. We recognize that achieving these aims requires comprehensive and coordinated advising and actively engaging students in the learning process. A robust program of assessment will allow us to demonstrate student learning, document student achievement and be accountable to ourselves and to our stakeholders.*"

The ABET **Student Outcomes** are listed below and they are consistent with Goal #1 of the university.

Student outcomes for computer science graduates

The program has documented student outcomes that prepare graduates to attain the program educational objectives. The computer science program has a documented and effective process for the periodic review and revision of these student outcomes. The program must enable students to attain, by the time of graduation:

a) An ability to apply knowledge of computing and mathematics appropriate to the discipline
b) An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution
c) An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs
d) An ability to function effectively on teams to accomplish a common goal
e) An understanding of professional, ethical, legal, security and social issues and responsibilities
f) An ability to communicate effectively with a range of audiences
g) An ability to analyze the local and global impact of computing on individuals, organizations, and society
h) Recognition of the need for and an ability to engage in continuing professional development
i) An ability to use current techniques, skills, and tools necessary for computing practice.

Student outcomes for engineering graduates

The program must have documented student outcomes that prepare graduates to attain the program educational objectives. Student outcomes are outcomes (a) through (k) plus any additional outcomes that may be articulated by the program. The required outcomes are

a) an ability to apply knowledge of mathematics, science, and engineering
b) an ability to design and conduct experiments, as well as to analyze and interpret data
c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
d) an ability to function on multidisciplinary teams
e) an ability to identify, formulate, and solve engineering problems
f) an understanding of professional and ethical responsibility
g) an ability to communicate effectively
h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
i) a recognition of the need for, and an ability to engage in life-long learning
j) a knowledge of contemporary issues
k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Assessment of Student Outcomes and implementation of continuous improvement

Since accreditation is ECS is program based (as opposed to college based), assessment is done program by program. Note that the above outcomes have been met without any input from General Education component of the curriculum.

HOW DOES THE ASSESSMENT PROCESS TAKE PLACE

As mentioned earlier, ECS has a decentralized approach to Assessment since each program is accredited separately. However, there are several commonalities among the assessment process. First, each program has developed a map of its courses and the Student Outcomes mandated by ABET. This mapping is shown below for a typical program, the BS degree in Computer Engineering.

The Student Outcomes (a) through (k) Addressed by the Core Courses in the Computer Engineering Program

Core Courses	Program Outcomes										
	a	b	c	d	e	f	g	h	i	j	k
CPSC 120	x		x		x						x
CPSC 121	x		x		x						x
CPSC 131	x		x		x						x
CPSC 253U			x		x						
CPSC 332			x	x						x	x
CPSC 351				x			x		x	x	
CPSC 471	x				x		x		x	x	x
EGCP 180	x	x	x		x		x		x	x	x
EGCP 280	x		x		x		x		x	x	x
EGCP 281	x	x	x		x		x		x		x
EGCP 371	x	x			x						x
EGCP 381	x	x	x		x		x			x	x
EGCP 401					x	x	x	x	x	x	x
EGCP 441	x		x		x		x		x	x	x
EGCP 450	x		x		x		x		x	x	x
EGCP 470	x	x	x	x	x		x		x	x	x
EGCP 471	x	x	x	x	x		x		x	x	x
EGEE 203	x				x				x		
EGEE 203L	x	x		x	x		x		x		x
EGEE 303	x		x		x				x		
EGEE 303L	x	x	x	x	x		x		x		x
EGEE 323	x				x				x		x
Number of core courses that strongly addresses the specified outcome	18	6	12	2	16	1	5	1	11	10	18

Indicates strong contribution x

Indicates weak contribution (incidental and serendipitous connections) x

Similar matrices have been developed for all undergraduate programs- BSCS, BSEE, BSCE and BSME.

How is each learning objective assessed?

Assessment of each learning objective follows the guidelines from ABET. According to Gloria Rogers of ABET the following discussion on direct and indirect assessment is pertinent here:

Direct assessments (measures) are most familiar to faculty. Direct assessments provide for the direct examination or observation of student knowledge or skills against measurable learning outcomes. Faculty conduct direct assessments of student learning throughout a course using such techniques as exams, quizzes, demonstrations, and reports. These techniques provide a sampling of what students know and/or can do and provide strong evidence of student learning. However, not all learning can be measured in a direct way. For example, a desired outcome of a course may be to create more positive student attitudes toward mathematics (or writing, or team work), which are difficult to assess using direct methods. Indirect assessments of student learning ascertain the perceived extent or value of learning experiences. They assess opinions or thoughts about student knowledge or skills. Indirect measures can provide information about student perception of their learning and how this learning is valued by different constituencies.

The following rubric (ABET) shows the various assessment components used in ECS for measuring Student Outcomes.

METHOD	DIRECT	INDIRECT	METHOD	DIRECT	INDIRECT
Exit and other interviews		✓	Locally Developed Exams	✓	
Simulations	✓		External Examiners	✓	
Behavioral Observations	✓		Written Surveys, Questionnaires		✓
Archival Data		✓	Portfolios	✓	
Focus Groups		✓	Oral Exams	✓	
Performance Appraisal	✓		Standardized Exams	✓	

CONCLUSION

Assessment of Student Outcomes stipulated by ABET occurs in the College of Engineering and Computer Science. However lack of assessment information from General Education courses prevents the programs from fully utilizing their contributions especially towards soft skills such as the ones outlined in the following outcomes:

f) an understanding of professional and ethical responsibility
g) an ability to communicate effectively
h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
i) a recognition of the need for, and an ability to engage in life-long learning
j) a knowledge of contemporary issues

CALIFORNIA STATE UNIVERSITY, FULLERTON
College of Engineering and Computer Science

STUDENT LEARNING OUTCOMES ALIGNMENT
B.S. in Computer Science

	University Learning Outcomes					
Program Learning Goals and Outcomes	Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	Think critically, using analytical and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	Communicate clearly, effectively, and persuasively, both orally and in writing.	Work effectively as a team member or leader to achieve a broad variety of goals.	Evaluate the significance of how differing perspectives and trends affect their communities.	Recognize their roles in an interdependent global community.
Ability to apply knowledge of computing and mathematics appropriate to the discipline	X	X				
Apbility to analyze a problem, and identify and define the computing requirements appropriate to its solution	X	X				
Ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs	X	X				
Ability to function on teams to accomplish a common goal				X		
Understanding of professional, ethical, legal, security, and social issues and responsibilities	X	X			X	X
Ability to communicate effectively with a range of audiences			X			

	University Learning Outcomes					
Program Learning Goals and Outcomes	Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	Think critically, using analytical and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	Communicate clearly, effectively, and persuasively, both orally and in writing.	Work effectively as a team member or leader to achieve a broad variety of goals.	Evaluate the significance of how differing perspectives and trends affect their communities.	Recognize their roles in an interdependent global community.
Ability to analyze the local and global impact of computing on individuals, organizations and society					X	X
Recognition of the need for, and an ability to engage in, continuing professional development	X	X				
Ability to use current techniques, skills, and tools necessary for computing practice	X					

CALIFORNIA STATE UNIVERSITY, FULLERTON
College of Engineering and Computer Science

STUDENT LEARNING OUTCOMES ALIGNMENT
B.S. in Civil and Environmental, Computer, Electrical, or Mechanical Engineering

	University Learning Outcomes					
Program Learning Goals and Outcomes	Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	Think critically, using analytical and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	Communicate clearly, effectively, and persuasively, both orally and in writing.	Work effectively as a team member or leader to achieve a broad variety of goals.	Evaluate the significance of how differing perspectives and trends affect their communities.	Recognize their roles in an interdependent global community.
Ability to apply knowledge of mathematics, science, and engineering	X	X				
Apbility to design and conduct experiments, as well as to analyze and interpret data	X	X				
Ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability	X	X			X	
Ability to function on multidisciplinary teams				X		
Ability to identify, formulate, and solve engineering problems	X	X				
Understanding of professional and ethical responsibility					X	X
Ability to communicate effectively			X			

	University Learning Outcomes					
Program Learning Goals and Outcomes	Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	Think critically, using analytical and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	Communicate clearly, effectively, and persuasively, both orally and in writing.	Work effectively as a team member or leader to achieve a broad variety of goals.	Evaluate the significance of how differing perspectives and trends affect their communities.	Recognize their roles in an interdependent global community.
Broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context	X			X	X	X
Recognition of the need for, and an ability to engage in, life-long learning		X				
Knowledge of contemporary issues					X	X
Ability to use the techniques, skills, and modern engineering tools necessary for engineering practice	X					

COE Education Unit Programs* Reviewed by NCATE/CTC
Unit Conceptual Framework and University Outcomes Alignment

COE Departments/Programs
Elementary & Bilingual Education – Initial/Clear Credential and Masters
Educational Leadership – Preliminary/Professional Credential and Masters
Secondary Education – Initial/Clear Credential and Masters
Special Education – Initial/Clear Credential and Masters

Unit Programs Outside COE
Human Communications – Speech Pathology (Cred/Masters)
Science Education - Masters

COE Conceptual Framework Program Outcomes and Indicators ***After successful completion of a program of study, our credential recipients and program graduates are:***	**University Learning Outcomes**					
	I. Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	**II.** Think critically, using analytical, qualitative and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	**III.** Communicate clearly, effectively, and persuasively, both orally and in writing.	**IV.** Work effectively as a team member or leader to achieve a broad variety of goals.	**V.** Evaluate the significance of how differing perspectives and trends affect their communities.	**VI.** Recognize their roles in an interdependent global community.
1. KNOWLEDGEABLE & COMPETENT EDUCATORS						
a) Demonstrate a strong foundation of knowledge	X					
b) Implement effective practice	X	X	X			
c) Use current technologies for teaching and learning	X		X			
2. REFLECTIVE & RESPONSIVE PRACTITIONERS						
a) Advance just, equitable, and inclusive education		X			X	X
b) Make informed decisions		X			X	
c) Participate in collaborative endeavors			X	X		
d) Think critically and creatively		X			X	
3. COMMITTED & CARING PROFESSIONALS						
a) Demonstrate leadership potential			X	X	X	
b) Maintain professional and ethical standards		X	X	X		
c) Engage in continuous improvement		X		X	X	X

*The programs listed use the Conceptual Framework Program Outcomes and do not have additional program specific outcomes. All are reviewed by NCATE/CTC.

COE Education Unit Programs* Reviewed by NCATE/CTC
Conceptual Framework, Program Specific, and University Outcomes Alignment

COE Department/Program
Educational Leadership – EDD (P-12)

Unit Program Outside COE
TESOL - Masters

COE Conceptual Framework Program Outcomes and Indicators	University Learning Outcomes	Educational Leadership EDD (P-12) Program Learning Objectives	TESOL Program Learning Outcomes
1. KNOWLEDGEABLE & COMPETENT EDUCATORS			
a) Demonstrate a strong foundation of knowledge	I	I, II	1a,1d,2a,2c,2g,4a,4d
b) Implement effective practice	I, II, III	I, II, III, IV, V	1a,1d,2a,2c,2g,4a,4d
c) Use current technologies for teaching and learning	I, III	I, II	1a,1d,2a,2c,2g,4a,4d
2. REFLECTIVE & RESPONSIVE PRACTITIONERS			
a) Advance just, equitable, and inclusive education	II, V, VI	I, III, IV, V, VI, VII	1c,4a,4b,4c
b) Make informed decisions	II, V	III, IV, V, VI, VII	1b,2b,2f,2g,3c,4c,4d
c) Participate in collaborative endeavors	III, IV	I, II, IV	1c,1d,5a,5b
d) Think critically and creatively	II, V	III, IV, V, VI, VII	1b,2a,2d,2e,3b,4c
3. COMMITTED & CARING PROFESSIONALS			
a) Demonstrate leadership potential	III, IV, V	I, II, VI, VII	1c,2e,2f.3a,4c,4d,5b
b) Maintain professional and ethical standards	II, III, IV	II, III, IV, V, VI	1c,1d,2e,3a,4a,4c,4d
c) Engage in continuous improvement	II, IV, V, VI	I, III, IV, V, VI, VII	2c,2e,2f,2g,3b,4c,4d,5a,5b

*The programs listed use the Conceptual Framework Program Outcomes and also have additional program specific outcomes. Both programs are reviewed by NCATE/CTC.

COE Education Non-Unit Programs* Reviewed through CSUF Program Performance Review (PPR)
Program and University Outcomes Alignment

COE Departments/Programs

Educational Leadership – EDD Community College Specialty Educational Leadership – Masters in Higher Education

MSIDT – Masters of Science in Instructional Design Technology

California State University, Fullerton Learning Outcomes	**Educational Leadership** Doctorate - Community College Specialization Program Learning Objectives	**Educational Leadership** Master of Science in Higher Education Program Learning Goals	**MSIDT** Student Learning Goals and Outcomes
I. Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	I, II	1, 2, 3	3, 4, 5, 6
II. Think critically, using analytical, qualitative and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	III, IV, V	2, 4	3, 4, 5, 6
III. Communicate clearly, effectively, and persuasively, both orally and in writing.	II	5	2, 7
IV. Work effectively as a team member or leader to achieve a broad variety of goals.	I, VI	1, 5	2, 3, 4
V. Evaluate the significance of how differing perspectives and trends affect their communities.	VI, VII	4	2, 3, 4
VI. Recognize their roles in an interdependent global community.	VII	4	1, 6

*The programs listed are not part of the Education Unit and do not use the COE Unit Conceptual Framework Program Outcomes. All are reviewed through the PPR process.

College of Health and Human Development
Assessment
Spring 2013

Introduction

The College of Health and Human Development (CHHD) at California State University Fullerton is committed to the systematic assessment of student learning outcomes for programs offered by the college. Most of the assessment is done at the program level as accreditation requirements vary. Integrating student learning outcomes at the program level serves to: 1) increase student awareness of their learning, 2) assess the effectiveness of the College's programs, 3) assess the degree to which college goals and the University's mission are integrated at the program level, and 4) provide a structure for continuous program improvement. This report includes student learning outcomes for the college's undergraduate programs.

Mission

The mission of the College is to provide exemplary education, research, and community outreach related to health, development, and lifelong well-being. Emphasis is placed on both theory and evidence based practice, with special attention to the development of critical thinking, leadership, and humanistic skills needed to function in a diverse and changing society.

College Program Goals

1) To offer high quality programs that prepare students for professional careers, advanced study, and/or personal growth in areas related to health, development, and community service, 2) To foster the development and success of a diverse student body, 3) To recruit, support, and retain a high quality and diverse faculty and staff, 4) To advance knowledge and improve professional practice through research and scholarly activity of faculty and students, and 5) To collaborate with agencies and professional organizations to address societal issues and needs.

Program Level Learning Outcomes

Each program in our college has a unique set of learning goals:

Child & Adolescent Studies (CAS)

1. Comprehension of theories, concepts and research findings
2. Information literacy and research analysis skills
3. Communication skills
4. Professional, ethical and reflective practice with diverse populations

Health Science (HESC)

1. Describe major theories associated with health science and public health
2. Describe the steps involved in planning, implementing and evaluating research based health intervention
3. Identify and access evidence based information sources relevant to specific health issues
4. Analyze statistical, epidemiological and qualitative data to promote population health
5. Apply theories, research findings and best practices to promote health with diversity
6. Analyze ethical issues that arise in the field of health science and public health
7. Make effective oral presentations taking into account diverse stakeholders
8. Write effectively taking purpose and audience into account

Human Services (HUSR)

1. Intellectual inquiry
2. Professional practice with diverse populations
3. Information literacy skills

Kinesiology (KNES)

1. Demonstrate knowledge and comprehension of the core disciplines across the lifespan and across cultures
2. Application of knowledge and comprehension in a variety of motor skill and fitness activities
3. Investigate, develop, and implement Kinesiology principles, concepts and research-related information within human movement settings

4. Evaluate and modify programs and situations within human movement settings
5. Demonstrate, apply and analyze computer literacy in professionally relevant technology
6. Construct proficient critical thinking and synthesis of diverse thinking and expression
7. Characterize and 3evaluate professional, ethical, and legal behavior within human movement settings

School of Nursing (SON)

1. Engage in ethical reasoning and actions to promote advocacy, collaboration, social justice, and leadership as healthcare professionals
2. Demonstrate accountability for self and nursing practice including continuous engagement in life-long learning
3. Improve patient health outcomes by accessing, analyzing, and interpreting information (theoretical, research, other) at the individual/family and community level
4. Use a systematic approach to analyze real or potential problems for the purpose of developing, testing, and evaluating innovative solutions within a variety of healthcare settings
5. Use communication theories/techniques and demonstrate communication/collaboration with colleagues, trans-disciplinary groups, including the use of informatics, to promote relationships with individuals/families and communities
6. Design empathic and coordinated patient care based upon principles of quality and safety

Assessment Process

Programs in the College are accredited by many different accrediting agencies recognized by the U.S. Department of Education, and formats of published student learning outcomes and competencies must be consistent with disciplinary accreditation standards identified by these agencies. In general, programs define student learning outcomes and develop curricular maps to ensure developmental progression, disseminate learning outcomes to students in course syllabi, have identified measures for each outcome, and have a process for data collection and analysis. Results are reviewed by faculty to adjust or improve the program as needed, and are disseminated through departmental annual reports and accreditation reports or self-studies.

In Fall 2013 the College will implement a college assessment committee to assure departmental student learning outcomes are met, share resources, determine best practices, align program goals with university goals, and identify technical needs. This committee will have one representative from each department participating on the committee.

Timeline

Data collection occurs throughout the year according to each program's Assessment Plan. Results are analyzed and reviewed by faculty at committee meetings, departmental meetings, or departmental retreats at least annually. Curricular or other programmatic changes resulting from the assessment process are reported annually to the College Dean in the Departmental Annual Report and are shared with program, departmental, and college advisory councils as appropriate. Additionally, results of assessments are submitted as part of self-studies and/or annual reports to program accrediting agencies according to their reporting cycles.

Long Term Plans and Needs

Assessment Coordinator/s

Because the departments/program/schools in the College of Health and Human Development have numerous accreditation responsibilities it is absolutely essential that release time be provided for assessment and self-study preparation. In addition, it is recommended that release time also be provided for the college assessment chair who would serve as a consultant to the dean, other departments and university-wide programs (e.g. general education).

RTP Recognition

Adding an assessment committee to the college increases service related responsibilities in faculty. It would be important for those who agree to work on the assessment committee and perform assessment in one's own department get credit for this in the RTP process.

Technological Assistance

The technological infrastructure and database management for assessment is absolutely vital to the college. Resources need to be provided for student tracking, creation of databases, management of surveys, identification of student co-curricular activities, and ability to link various data sources.

Attachment

The enclosed attachment identifies each department's alignment of program learning outcomes with university student learning outcomes. The assessment committee will review and summarize this information. Ideally, the college goal is to close the loop on the assessment process. It is not to meet every university student learning outcome but identify those that are best practices in the college.

CALIFORNIA STATE UNIVERSITY, FULLERTON
College of Health and Human Development

STUDENT LEARNING OUTCOMES ALIGNMENT
Department of Child & Adolescent Studies (CAS)

	University Learning Outcomes (ULOs)					
Program Learning Goals & Outcomes	Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	Think critically, using analytical and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	Communicate clearly, effectively, and persuasively, both orally and in writing.	Work effectively as a team member or leader to achieve a broad variety of goals.	Evaluate the significance of how differing perspectives and trends affect their communities.	Recognize their roles in an interdependent global community.
1. Comprehension of theories, concepts and research findings a. Describe and/or explain relevant theories, concepts and related research findings	Strong relationship between CAS and CSUF SLO. CAS emphasis on disciplinary perspectives.	Slight relationship between CAS and CSUF SLO. CAS content includes consideration of quantitative concepts and strong emphasis on application.	Some relationship between CAS and CSUF SLO. CAS emphasis on description requires effective communication of course content.		Slight relationship between CAS and CSUF SLO. CAS may incorporate to some degree within examination of Bronfenbrenner's perspective.	
1. Comprehension of theories, concepts and research findings b. Describe normative development	Strong relationship between CAS and CSUF SLO. CAS emphasis on disciplinary perspectives.	Slight relationship between CAS and CSUF SLO. CAS content includes consideration of quantitative concepts and strong emphasis on application.	Some relationship between CAS and CSUF SLO. CAS emphasis on description requires effective communication of course content.			

	University Learning Outcomes (ULOs)					
Program Learning Goals & Outcomes	Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	Think critically, using analytical and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	Communicate clearly, effectively, and persuasively, both orally and in writing.	Work effectively as a team member or leader to achieve a broad variety of goals.	Evaluate the significance of how differing perspectives and trends affect their communities.	Recognize their roles in an interdependent global community.
1. Comprehension of theories, concepts and research findings c. Describe individual, cultural and environmental differences	Strong relationship between CAS and CSUF SLO. CAS emphasis on disciplinary perspectives.	Slight relationship between CAS and CSUF SLO. CAS content includes consideration of quantitative concepts and strong emphasis on application.	Some relationship between CAS and CSUF SLO. CAS emphasis on description requires effective communication of understanding.		Slight relationship between CAS and CSUF SLO. CAS emphasis on differing perspectives and impact on individuals or families more so than communities.	
1. Comprehension of theories, concepts and research findings d. Identify the purpose and structure of community and government systems	Strong relationship between CAS and CSUF SLO. CAS emphasis on disciplinary perspectives. Current emphasis of CAS Program Assessment.	Slight relationship between CAS and CSUF SLO. CAS content includes consideration application in respect to "purpose".			Slight relationship between CAS and CSUF SLO. CAS may discuss impact of trends on communities within context of community and government systems.	

	University Learning Outcomes (ULOs)					
Program Learning Goals & Outcomes	Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	Think critically, using analytical and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	Communicate clearly, effectively, and persuasively, both orally and in writing.	Work effectively as a team member or leader to achieve a broad variety of goals.	Evaluate the significance of how differing perspectives and trends affect their communities.	Recognize their roles in an interdependent global community.
2.Information literacy and research analysis skills a. Identify, access, analyze and synthesize relevant sources	Strong relationship between CAS and CSUF SLO. CAS emphasis on disciplinary perspectives.	Strong relationship between CAS and CSUF SLO. CAS emphasis on analysis and synthesis.	Slight relationship between CAS and CSUF SLO. CAS emphasis on analysis and synthesis requires effective communication of understanding.			
2. Information literacy and research analysis skills b. Critically analyze research studies	Strong relationship between CAS and CSUF SLO. CAS emphasis on disciplinary perspectives.	Strong relationship between CAS and CSUF SLO. CAS emphasis on critical analysis.	Slight relationship between CAS and CSUF SLO. CAS emphasis on critical analysis requires effective communication of understanding.			
3.Communication skills a. Write effectively in APA style, taking purpose and audience into account	Strong relationship between CAS and CSUF SLO. CAS emphasis on disciplinary perspectives.	Slight relationship between CAS and CSUF SLO. CAS emphasis on effective written communication requires critical thinking, analysis, and application.	Strong relationship between CAS and CSUF SLO. CAS emphasis on effective written communication.			

	University Learning Outcomes (ULOs)					
Program Learning Goals & Outcomes	Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	Think critically, using analytical and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	Communicate clearly, effectively, and persuasively, both orally and in writing.	Work effectively as a team member or leader to achieve a broad variety of goals.	Evaluate the significance of how differing perspectives and trends affect their communities.	Recognize their roles in an interdependent global community.
3. Communication skills b. Make effective oral presentations, taking purpose and audience into account		Slight relationship between CAS and CSUF SLO. CAS emphasis on effective oral presentations requires critical thinking, analysis, and application.	Strong relationship between CAS and CSUF SLO. CAS emphasis on effective oral communication.			
4. Professional, ethical and reflective practice with diverse populations a. Apply theories, concepts and research findings to promote child well-being	Strong relationship between CAS and CSUF SLO. CAS emphasis on disciplinary perspectives.	Strong relationship between CAS and CSUF SLO. CAS emphasis on analysis and application.	Slight relationship between CAS and CSUF SLO. CAS emphasis on application requires effective communication of understanding.		Slight relationship between CAS and CSUF SLO. CAS emphasis on differing perspectives and impact on individuals or families more so than communities.	

	University Learning Outcomes (ULOs)					
Program Learning Goals & Outcomes	Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	Think critically, using analytical and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	Communicate clearly, effectively, and persuasively, both orally and in writing.	Work effectively as a team member or leader to achieve a broad variety of goals.	Evaluate the significance of how differing perspectives and trends affect their communities.	Recognize their roles in an interdependent global community.
4. Professional, ethical and reflective practice with diverse populations b. Identify relevant ethical and legal issues and the impact of possible actions in real-world situations	Strong relationship between CAS and CSUF SLO. CAS emphasis on disciplinary perspectives.	Some relationship between CAS and CSUF SLO. CAS emphasis on identification in this context.			Sight relationship between CAS and CSUF SLO. CAS emphasis on how trends impact individuals or families more so than communities.	

STUDENT LEARNING OUTCOMES ALIGNMENT

Department of Health Science (HESC)

	University Learning Outcomes					
Health Science Program Learning Outcomes	*Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.*	*Think critically, using analytical and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.*	*Communicate clearly, effectively, and persuasively, both orally and in writing.*	*Work effectively as a team member or leader to achieve a broad variety of goals.*	*Evaluate the significance of how differing perspectives and trends affect their communities.*	*Recognize their roles in an interdependent global community.*
1a. Describe major theories associated with health science and public health	Strong; disciplinary focus					
1b. Describe the steps involved in planning, implementing and evaluating research based health interventions.	Strong; disciplinary focus					
2a. Identify and access evidence based information sources relevant to specific health issues.	Strong; disciplinary focus	Some; focus on literature reviews; emphasize mixed methods approach				
2b. Analyze statistical, epidemiological and qualitative data to promote population health.		Strong; disciplinary focus; emphasize mixed methods approach			Some; ecological, multi-disciplinary approach to health	
3a. Apply theories, research findings and best practices to promote health with diverse		Strong; focus on application of concepts to community health		Some; emphasis on working collaboratively with communities	Some; ecological, multi-disciplinary approach to health	

communities.						
3b. Analyze ethical issues that arise in the field of health science and public health.		Some; disciplinary focus				
4a. Make effective oral presentations taking into account diverse stakeholders.			Strong; focus on conference-type presentation	Some; emphasis on working collaboratively with communities		
4b. Write effectively taking purpose and audience into account.			Strong; focus on literature reviews	Some; emphasis on working collaboratively with communities		
Program as a whole	Strong; core courses + track model	Strong; 349, 401, 440, 475	Some; component in some classes	Strong; component in many classes; internship	Some; 400, 440, select electives	Some; global health track + 4 int'l focused courses

STUDENT LEARNING OUTCOMES ALIGNMENT

Department of Human Services (HUSR)

	University Learning Outcomes (ULOs)					
Program Learning Goals & Outcomes	Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	Think critically, using analytical and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	Communicate clearly, effectively, and persuasively, both orally and in writing.	Work effectively as a team member or leader to achieve a broad variety of goals.	Evaluate the significance of how differing perspectives and trends affect their communities.	Recognize their roles in an interdependent global community.
1. Intellectual Inquiry a. Analyze Human Service related theories and models	Strong relationship between ULO and SLO	Moderate relationship between ULO and SLO Courses are layered; there are courses that introduce the theory and later courses that require analytical and quantitative analysis			Modest relationship between ULO and SLO	Modest relationship between ULO and SLO
1. Intellectual Inquiry b. Employ research and evaluation methods		Strong relationship between ULO and SLO	Moderate relationship between ULO and SLO		Strong relationship between ULO and SLO	

	University Learning Outcomes (ULOs)					
Program Learning Goals & Outcomes	Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	Think critically, using analytical and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	Communicate clearly, effectively, and persuasively, both orally and in writing.	Work effectively as a team member or leader to achieve a broad variety of goals.	Evaluate the significance of how differing perspectives and trends affect their communities.	Recognize their roles in an interdependent global community.
1.Intellecutal Inquiry c. Integrate and evaluate information to draw reasonable, evidence-based conclusions.		Strong relationship between ULO and SLO			Strong relationship between ULO and SLO	
2. Professional practice with diverse populations a. Demonstrate clinical, assessment, and cultural competency skills in an ethical manner	Strong relationship between ULO and SLO		Strong relationship between ULO and SLO			

	University Learning Outcomes (ULOs)					
Program Learning Goals & Outcomes	Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	Think critically, using analytical and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	Communicate clearly, effectively, and persuasively, both orally and in writing.	Work effectively as a team member or leader to achieve a broad variety of goals.	Evaluate the significance of how differing perspectives and trends affect their communities.	Recognize their roles in an interdependent global community.
2. Professional practice with diverse populations b. Operate within community organizations and government agencies.				Strong relationship between ULO and SLO		Strong relationship between ULO and SLO
2. Professional practice with diverse populations c. Demonstrate how populations are multifaceted and dynamic					Strong relationship between ULO and SLO	Strong relationship between ULO and SLO

	University Learning Outcomes (ULOs)					
Program Learning Goals & Outcomes	Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	Think critically, using analytical and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	Communicate clearly, effectively, and persuasively, both orally and in writing.	Work effectively as a team member or leader to achieve a broad variety of goals.	Evaluate the significance of how differing perspectives and trends affect their communities.	Recognize their roles in an interdependent global community.
3. Information Literacy Skills a. Synthesize and		Strong relationship between ULO and SLO	Strong relationship between ULO and SLO			
3. Information Literacy Skills b. Communicate effectively about human services issues using written communication.		Strong relationship between ULO and SLO	Strong relationship between ULO and SLO			

	University Learning Outcomes (ULOs)					
Program Learning Goals & Outcomes	Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	Think critically, using analytical and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	Communicate clearly, effectively, and persuasively, both orally and in writing.	Work effectively as a team member or leader to achieve a broad variety of goals.	Evaluate the significance of how differing perspectives and trends affect their communities.	Recognize their roles in an interdependent global community.
3. Information Literacy Skills c. Communicate effectively about human services issues using oral communication.		Strong relationship between ULO and SLO	Strong relationship between ULO and SLO			
3. Information Literacy Skills d. Integrate information technology in support of human services implementation.		Strong relationship between ULO and SLO (assuming ULO of technological literacy goes here)				

STUDENT LEARNING OUTCOMES ALIGNMENT
Department of Kinesiology (KNES)

	University Learning Outcomes (ULOs)					
Program Learning Goals & Outcomes	Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	Think critically, using analytical and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	Communicate clearly, effectively, and persuasively, both orally and in writing.	Work effectively as a team member or leader to achieve a broad variety of goals.	Evaluate the significance of how differing perspectives and trends affect their communities.	Recognize their roles in an interdependent global community.
KNOWLEDGE, COMPREHENSION, and APPLICATION … 1. Demonstrate knowledge and comprehension of the core disciplines across the lifespan and across cultures.	Strong relationship between KNES and CSUF ULOs. KNES emphasis on sub disciplinary perspectives and theoretical knowledge.	Moderate relationship between KNES and CSUF ULOs. KNES emphasis on comprehension of knowledge.	Moderate relationship between KNES and CSUF ULOs. KNES emphasis on demonstrating acquisition of knowledge through oral/ written communication.	Slight relationship between KNES and CSUF ULOs. KNES content includes group work in many of the sub disciplines.		
2. Application of knowledge and comprehension in a variety of motor skill and fitness activities.	Moderate relationship between KNES and CSUF ULOs. KNES focuses on knowledge/ practical experiences with motor skills and fitness activities.	Moderate relationship between KNES and CSUF ULOs. KNES emphasis on knowledge of motor skills and fitness activities.	Modest relationship between KNES and CSUF ULOs. KNES content includes clear communication of motor skills and fitness activities.			

	University Learning Outcomes (ULOs)					
Program Learning Goals & Outcomes	Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	Think critically, using analytical and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	Communicate clearly, effectively, and persuasively, both orally and in writing.	Work effectively as a team member or leader to achieve a broad variety of goals.	Evaluate the significance of how differing perspectives and trends affect their communities.	Recognize their roles in an interdependent global community.
ANALYSIS, SYNTHESIS, and EVALUATION … 3. Investigate, develop, and implement Kinesiology principles, concepts and research-related information within human movement settings.	Strong relationship between KNES and CSUF ULOs. KNES emphasis on sub disciplinary perspectives.	Strong relationship between KNES and CSUF ULOs. KNES emphasis includes critical and analytical thinking to apply concepts to human movement.	Strong relationship between KNES and CSUF ULOs. KNES emphasis on both oral and written communication of human movement concepts.	Modest relationship between KNES and CSUF ULOs. Some KNES content requires group work.	Modest relationship between KNES and CSUF ULOs. Some KNES sub discipline content requires divergent perspectives.	
4. Evaluate and modify programs and situations within human movement settings.	Moderate relationship between KNES and CSUF ULOs. KNES emphasis on evaluating and modifying movement situations in movement settings.	Strong relationship between KNES and CSUF ULOs. KNES emphasis includes critical and analytical thinking to apply concepts in a variety of human movement settings.	Modest relationship between KNES and CSUF ULOs. KNES emphasis on both oral and written communication when applying concepts to human movement settings,	Modest relationship between KNES and CSUF ULOs. KNES content requires collaboration to achieve/ complete many goals/ tasks.	Modest relationship between KNES and CSUF ULOs. KNES emphasis on evaluation and modification of different perspectives and trends.	

Program Learning Goals & Outcomes	Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	Think critically, using analytical and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	Communicate clearly, effectively, and persuasively, both orally and in writing.	Work effectively as a team member or leader to achieve a broad variety of goals.	Evaluate the significance of how differing perspectives and trends affect their communities.	Recognize their roles in an interdependent global community.
5. Demonstrate, apply and analyze computer literacy in professionally relevant technology.	Moderate relationship between KNES and CSUF ULOs. KNES focuses on knowledge of technology related to sub disciplines and foundation areas.	Strong relationship between KNES and CSUF ULOs. KNES content introduces computer literacy in relevant sub disciplines.	Strong relationship between KNES and CSUF ULOs. KNES emphasis on communication, both oral and written, of computer literacy.			
6. Construct proficient critical thinking and synthesis of diverse thinking and expression.	Moderate relationship between KNES and CSUF ULOs. KNES focus on a portion of the development of competence.	Strong relationship between KNES and CSUF ULOs. KNES emphasis on critical thinking and expression in the application of knowledge.	Strong relationship between KNES and CSUF ULOs. KNES emphasis on written and verbal communication using critical thinking.		Modest relationship between KNES and CSUF ULOs. KNES content includes critical thinking of differing perspectives and trends.	Slight relationship between KNES and CSUF ULOs. KNES content includes critical thinking and expression of the roles within a global community.

7. Characterize and evaluate professional, ethical, and legal behavior within human movement settings.	Modest relationship between KNES and CSUF ULOs. KNES content includes critical thinking and evaluation of professional, ethical, and legal behavior.		Moderate relationship between KNES and CSUF ULOs. KNES emphasis on communication of appropriate behavior in human movement settings.	Moderate relationship between KNES and CSUF ULOs. KNES focus on general professional characteristics that include leadership.	Modest relationship between KNES and CSUF ULOs. KNES emphasis on understanding differing perspectives and trends regarding the profession standards.	Moderate relationship between KNES and CSUF ULOs KNES emphasis on professional, ethical, and legal roles regarding human movement within the global community.

STUDENT LEARNING OUTCOMES ALIGNMENT

School of Nursing (SON)

	University Learning Outcomes (ULOs)					
Program Learning Goals & Outcomes	Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	Think critically, using analytical and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	Communicate clearly, effectively, and persuasively, both orally and in writing.	Work effectively as a team member or leader to achieve a broad variety of goals.	Evaluate the significance of how differing perspectives and trends affect their communities.	Recognize their roles in an interdependent global community.
Ethics Engage in ethical reasoning and actions to promote advocacy, collaboration, social justice, and leadership as healthcare professionals						Strong relationship between SON & CSUF SLO – strong emphasis on caring for diverse populations, addressing concerns within a cultural ethical context and promoting social justice

	University Learning Outcomes (ULOs)					
Program Learning Goals & Outcomes	Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	Think critically, using analytical and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	Communicate clearly, effectively, and persuasively, both orally and in writing.	Work effectively as a team member or leader to achieve a broad variety of goals.	Evaluate the significance of how differing perspectives and trends affect their communities.	Recognize their roles in an interdependent global community.
Professional Nursing Demonstrate accountability for self and nursing practice including continuous engagement in life-long learning.	Strong relationship between SON & CSUF SLO- strong emphasis on disciplinary perspectives through professional role development, knowledge acquisition, and interdisciplinary points of view.			Strong relationship between SON & CSUF SLO – strong emphasis on scope of professional nursing practice and engagement in leadership roles in both the healthcare arena and communities to promote common health goals		

	University Learning Outcomes (ULOs)					
Program Learning Goals & Outcomes	Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	Think critically, using analytical and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	Communicate clearly, effectively, and persuasively, both orally and in writing.	Work effectively as a team member or leader to achieve a broad variety of goals.	Evaluate the significance of how differing perspectives and trends affect their communities.	Recognize their roles in an interdependent global community.
Evidence Based Practice Improve patient health outcomes by accessing, analyzing, and interpreting information (theoretical, research, other) at the individual/ family and community level.	Strong relationship between SON & CSUF SLO – strong emphasis on the development of professional nursing competencies in the delivery of safe and evidence-based care to diverse communities	Strong relationship between SON & CSUF SLO – strong emphasis on quantitative reasoning that applies previously learned concepts and broadens to address complex challenges and everyday problems			Some relationship between SON & CSUF SLO – emphasis on improving health of communities through interpretation and analysis of trends in evidence acknowledging and integrating varied perspectives	
Critical Thinking Use a systematic approach to analyze real or potential problems for the purpose of developing, testing, and evaluating innovative solutions within a variety of healthcare settings		Strong relationship between SON & CSUF SLO – strong emphasis on a systematic approach from assessment to evaluation of actual or potential client problems; decision making in varied healthcare settings, including the community.				

	University Learning Outcomes (ULOs)					
Program Learning Goals & Outcomes	Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	Think critically, using analytical and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	Communicate clearly, effectively, and persuasively, both orally and in writing.	Work effectively as a team member or leader to achieve a broad variety of goals.	Evaluate the significance of how differing perspectives and trends affect their communities.	Recognize their roles in an interdependent global community.
Communication Use communication theories/techniques and demonstrate communication/ collaboration with colleagues, transdisciplinary groups, including the use of informatics, to promote relationships with individuals/families and communities.			Strong relationship between SON & CSUF SLO – strong emphasis on written and oral communication to promote trans-disciplinary collaboration promote health and healthy communities; strong emphasis on informatics			
Manager of Care Design empathic and coordinated patient care based upon principles of quality and safety.	Strong relationship between SON & CSUF SLO – strong emphasis on role development with demonstrated intellectual literacy and interdisciplinary collaboration	Strong relationship between SON & CSUF SLO – strong emphasis on critical thinking and managing complex challenges of a diverse patient population				

Assessment in the College of Humanities and Social Sciences
February 2013

Introduction

The College of Humanities and Social Sciences ("H&SS") offers 23 undergraduate majors in 20 distinct, and independent, departments and programs (collectively "departments"). While a few of these departments (e.g. psychology) must deal with accreditation, most do not. All are committed to the university mission statement that "learning is preeminent," but each fulfills that mission in a manner distinct to its specific discipline. Predictably this has produced considerable diversity in articulated learning outcomes and a decentralized assessment process. In these circumstances the role of the H&SS Assessment Committee or an Assessment Coordinator operating at the College level is first and foremost to facilitate the efforts of the departments to develop robust assessment programs. The following report describes the status of assessment in H&SS at the beginning of Spring Semester 2013, actions being pursued during the term, and a projection of future needs to ensure the creation and maintenance of effective assessment programs in the college.

1. Current Status of Assessment in H&SS

1.1. Student Learning Outcomes and Assessment Plans

Over the past decade each department has articulated its own set of learning goals and student learning outcomes ("SLOs") and posted those documents on the website of the Office of Assessment and Educational Effectiveness. Most departments also have posted the learning goals and SLOs on their departmental websites. By the beginning of the Spring Semester 2013 13 of the 24 departments within H&SS had prepared and begun to implement assessment plans that also are posted on the website for the Office of Assessment and Educational Effectiveness. Copies of the plans for four departments – American Studies, Comparative Religion, Geography and History – are attached as Appendix A and reflect the broad range of subject matter and methodologies among the academic programs. The departments are at various stages in implementation so that Comparative Religion, which initiated direct assessment in 2009, was the first to measure its program's success in achieving its learning outcomes, while others, such as European Studies, will conduct their first assessment actions in the fall of 2013. Some departments are approaching completion of assessment plans while a few are only in the preliminary stages. Every department with a plan has designated a particular faculty member as an assessment coordinator, and some departments that still are preparing their assessment documents have identified the person who will lead the effort.

1.2. Assessment Committee

In the fall semester 2012 H&SS formed an ad hoc assessment committee, comprised of the Associate Dean Sheryl Fontaine, the Administrative Fellow Emily Bonney, John Carroll chair of Geography, and Stephen J. Mexal, Vice Chair of English, to review the status of assessment activities in the departments and to formulate a strategy for advancing such projects. The committee collected the learning outcomes and the assessment plans for the departments as a first step in developing a strategy to insure that all departments had measurable learning outcomes and feasible assessment plans. The ad hoc committee did not take on the task of rewriting existing documents. Instead members identified the programs that needed assessment plans and began work on an assessment handbook modeled, with the consent of the originating institution, on the Assessment Handbook created by the University of Cental Florida ("UCF"). The final product will be provided to all the departments. Members of the committee have reviewed some of the most current literature on assessment and will attend an AAC&U conference on GE Assessment at the end of February. The committee was expanded in spring 2013 with the addition of Lynn Sargeant from the History Department and by the fall of 2013 will become a permanent committee of the College.

1.3. Preliminary Alignment of Learning Outcomes

At the beginning of February the Administrative Fellow prepared a set of draft realignment documents that mapped the SLOs of each of the departments and the college as a whole onto the University Learning Outcomes ("ULOs")adopted as UPS 300.003 by the Academic Senate on 20 December 2012 and signed by President Garcia on 28 January 2013. Examples of the realignment documents for American Studies, Comparative Religion, Geography and History and for the H&SS Core Values and Goals are attached as Appendix B. The draft alignment documents were distributed to the chairs and assessment coordinators of H&SS on 10 February 2013 and thus are subject to review and revision by the respective departments as described below.

The alignments at this point are barebones, i.e. the individual SLOs and the learning goals to which they relate, have been mapped against what appear to be the appropriate ULOs. With only a few exceptions none of the SLOs appear more than once in a particular alignment document. In some instances where a department's SLOs do not appear at first blush to fulfill a particular ULO there may be a reference to an applicable GE category. In others it seems likely that either co-curricular activities integrated into the department or program courses or practices not immediately apparent in the SLOs will fill the gaps. Details concerning the activities that contribute to the alignment, including as appropriate, the relevant High Impact Practices ("HIPs") have not been included. The departments and programs involved are better positioned to make those determinations. Departments also have received copies of the UCF Assessment Handbook section that describes the creation and refinement of SLOs to assist them in their evaluation of the draft realignments. Given these results so far and the plans for

proceeding that will be discussed below H&SS appears to be on track to have completed the alignment process by June 2013.

2. Assessment Actions for Spring 2013

2.1. Alignment of SLOs with ULOs

The primary aim of the H&SS Assessment Committee for spring 2013 is to complete the alignment of the departmental SLOs with the ULOs. The chairs and the coordinators have been asked to review the draft alignment documents and encouraged to modify the SLOs as seems necessary or appropriate to bring individual SLOs into better alignment with the ULOs. The process of preparing the preliminary alignment documents revealed two sorts of issues or problems. In some instances a single SLO actually seemed to map onto two or more ULOs, and departments may wish to rewrite the SLOs or to find some other way of achieving alignment between the documents. In other cases the SLOs clearly need simplification as they require multiple instruments for assessment and, occasionally, appear to defy measurement. Chairs and coordinators will be reminded that the learning outcomes ultimately must be assessable and revisions made in terms of potential assessment plans.

The members of the Assessment Committee will each be responsible for contacting the assessment coordinators and/or chairs of six departments. The assessment committee members are to serve as resources for the departments and programs, facilitating the review of the alignment documents and providing assistance as needed for whatever steps seem appropriate. Departments will be encouraged to incorporate co-curricular activities that are part of how the program fulfills its learning outcomes from sponsoring student symposia to publishing journals as well as any programs sponsored by the division of student affairs that the program routinely integrates into its curriculum. Finally chairs and coordinators will be reminded of the need to include both indirect and direct assessment tools in their plans. The Assessment Committee hopes to have completed this phase by the end of March, a deadline which should give the departments and programs time to take whatever steps, including rewriting SLOs, they require to insure the alignment documents reflect accurately how their learning outcomes relate to those of the university and to secure approval of their department members.

2.2. Assessment Plans

As noted above the process of formulating and implementing assessment plans in H&SS appears to be in three separate stages making completion of an Assessment Handbook an absolute priority. Because all departments have some version of SLOs the challenge will be to provide guidance to departments to insure that the assessment instruments are programmatic, that is, that faculty understand they are not assessing individual courses but the effectiveness of the program overall.

Those departments that already are implementing assessment plans will be encouraged to close the loop by considering modifications to the program where assessment reveals a weakness but also reviewing whether the method of assessment actually was appropriate. have assessment plans will be in a position to review and revise those plans in light of the work on aligning the outcomes. The goal would be for those departments that already have assessment plans to have revised their plans **as necessary** perhaps by the end of the spring semester 2013. Certainly those departments that already have completed two or more years of assessment may find this a fairly straightforward task.

The Assessment Committee also hopes that those departments which still do not have assessment plans can be moved along in this process. It would be premature to say how long this could take as the committee has not yet contacted the departments that do not have plans to determine the status of their work. The Assessment Committee has concluded that while the chart format presently used on the Office of Assessment and Educational Effectiveness website may have some utility the departments more usefully could insert their assessment strategies for the SLOs within the alignment documents.

2.3. Assessment Committee

This spring faculty of the College of H&SS will have the opportunity in the context of the annual elections for the Academic Senate to vote to approve creation of a permanent Assessment Committee and to select the first six members. The new committee will be charged with facilitating assessment activities in the college and serving as an interface with the University Assessment Committee

3. Long Term Plans and Needs

3.1. Assessment Coordinator

Because of its diversity and necessarily decentralized assessment programs H&SS confronts a challenge in coordinating assessment among the 24 degree programs in the college, and the faculty themselves at the moment bear the burden of the actual work. In addition, as the primary provider of General Education courses, those same faculty are necessarily implicated in the assessment of that program as well. While the Assessment Committee can provide some assistance the College would benefit from a dedicated, specialist Assessment Coordinator.

3.2. Reassigned Time for Faculty

In addition it will be essential to provide in a systematic, guaranteed manner reassigned time for the faculty in the separate departments who actually manage the assessment programs. Faculty in the college routinely carry a 4-4 teaching load and have demanding research programs. Part of the resistance to assessment has arisen from the prospect of having one

more job to do, particularly given the reputation of assessment as a time-consuming enterprise. This is a particular problem in a College in which the primary means of assessment is written work that even with the help of a good rubric cannot be evaluated swiftly.

3.3. RTP Recognition

It also would be important for those who agree to work on assessment programs to obtain particular recognition of this during the RTP Process. Serving as Assessment Coordinator is different from being a member of the Academic Senate. Those faculty will need additional training and even with the reassigned time will be rendering particularly important service to their respective departments and programs.

3.4. Technological Assistance

For assessment to be meaningful to the College it will be important for the currently available assessment chart to be a more dynamic document that can serve as a repository for the data accumulated over the years by the departments and programs. Whatever the form in which the information currently contained in the assessment plan charts on the Office of Assessment Website is presented it should reflect the latest results and responses but also provide a way to drill down to earlier stages for a long term view of the program's success in meeting the needs of its students. The chart would be far more useful if, rather than being a static document, it were comprised of hyperlink buttons that would allow departments to update on a regular basis what they did in the most recent assessment cycle and how they "closed the loop." This change would promote perception of assessment as an ongoing process rather than something that periodically delivers a finished product.

MCBE Assessment Process

February 2013

This report describes the current assessment process used in the Mihaylo College of Business and Economics. Mihaylo College conducts course-embedded assessments of core courses in a bi-annual cycle that systematically reviews learning objectives. In addition to these assessments, the college collects data indirectly through surveys. The surveys focus on student demographics, program satisfaction, and employment.

The assessment of Mihaylo College programs is coordinated through its Assessment and Instructional Support Office. Undergraduate program assessment is monitored by the Core Course Coordinator Committee (C4) which identifies learning objectives, suggests assessment strategies, and facilitates assessments. Graduate program assessments are monitored by the MBA Program Committee which identifies learning objectives, identifies courses in which assessments take place, and provides guidance for future assessment activities.

Direct and indirect assessments are used mainly for program evaluation, although the collected data is also used to support requirements by the *Association to Advance Collegiate Schools of Business (AACSB)* and *the Western Association of Schools and Colleges (WASC)* accreditation. The department of Accounting is accredited separately by AACSB and Economics and the MS in Information Technology program are subject to university program reviews. Assessment and Instructional Support provides assistance for these programs as needed.

Discussed below are (i) the creation of the baseline measurements taken in the mid-2000s based upon existing Learning Objectives, (ii) the C4 and duties of core course coordinators responsible for assessments, and (iii) the current measurement and reporting procedures.

Initial Set-up and the Core Course Coordinators Council

Learning Objectives for the college were first developed and implemented in 2001 through the Undergraduate Programs and Graduate Programs committees and approved by the College Senate. In 2004, an Assessment Committee, comprised of faculty members and the college Associate Deans, conducted a series of assessments using existing student learning objectives attempting to identify effective methodologies to measure student learning. One result of this process was the development of the Mihaylo College of Business & Economics Assessment Center (renamed Assessment & Instructional Support). The office serves as a central support, collection, and processing point for assessment and survey results for the college.

The Core Course Coordinators Council (C4) was created in 2006. They represent faculty in each of the six departments of the college. Course coordinators from each core course, fourteen faculty members in all, were asked to participate in the council to assist in assessment and overall college curricular development in exchange for assigned time.[1] This group was first tasked with identifying

1. How individual course objectives aligned with existing college-level learning objectives.

[1] Coordinator incentives are currently (SP13) being changed to a performance-based monetary award.

2. Which learning objectives were covered and where they're covered in core courses (at the beginning of the semester, in a group project, etc.).
3. At what level learning objectives were covered in core courses (introductory, developing, or mastery of learning objectives).

This data was collected and used to create a schedule for assessments across the College. Each core course was scheduled for assessment every two years. Assessments schedules were staggered so only one or two courses are being assessed every semester. This schedule, with a few minor adjustments, is still used today.

Beginning in June 2012, the C4 began a review and revision of learning objectives in light of changes to college's mission statement (see **Exhibit 1** for the proposed mission statement and proposed revised learning objectives). The C4 is already planning to review the proposed revised learning objectives to ensure they align with university learning objectives. (See **Exhibit 2** for a draft of the aligned goals.)

Requirements to serve as C4 representatives are also under periodic review by Mihaylo College Dean's Office. Current requirements to serve include:

- A commitment to teaching excellence
- An understanding of the purpose and benefit of assessment
- Academically qualified and/or professionally qualified (in accordance with teaching assignment)
- Current in respective disciplines
- Course design and teaching approach meets department expectations.

Baseline and Current Measurement Procedures

C4 coordinators have been given considerable freedom to determine the best method for assessing their respective courses. In every case, however, coordinators must state clear and measurable criteria for successful levels of student learning. Common indicators include

- Identification of learning objectives tested for and at what level (introductory, developing, mastery)
- Development (or in some cases purchase) of a measurement tool
- A rubric or other measurement standard
- Success threshold to establish acceptable results (50 percent correct answers, 73 percent, etc.)

As coordinators conduct assessments of each course the results are presented at C4 meetings. The first set of assessments (roughly from 2006-2008) set baseline measurements for many courses. Additional results from each consequent assessment are compared to previous results. Based on the comparison of results, adjustments are made to the course, the assessment tool, or both. For a successful example of this process of "closing the loop," see **Exhibit 3**.

Although core courses occur both in the upper and lower division curricula, Mihaylo College is currently seeking to focus assessment activities in upper division courses. Since transfer students comprise a

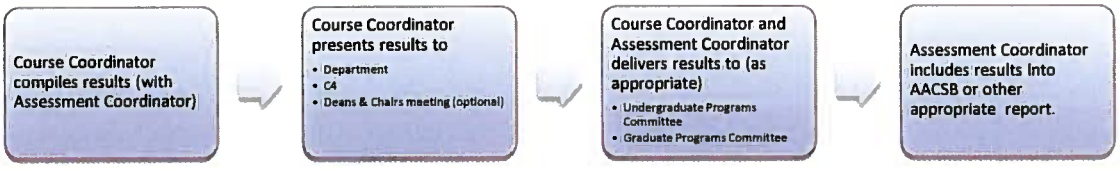
significant portion of the student body, the most reliable results come from courses that include transfer students who are more likely to take upper division courses.

Reporting Procedures

Presently, each department in Mihaylo College follows its own process to develop assessment measures. In order to coordinate the different assessment methods used by individual departments, the Assessment and Instructional Support office is currently discussing regularizing the process by which assessments are assigned, conducted, and communicated to the many stakeholders in the process. The current proposal is detailed in **Exhibit 4**.

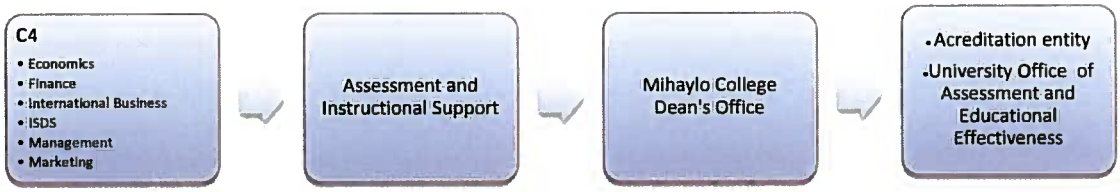
Assessment results are presented to several college entities. Each entity responds to the results in terms of changes or recommendations commensurate with their area of interest. Figures 1 and 2 detail the movement of assessment results from completion of an assessment to inclusion in an annual or accreditation report.

Figure 1: Assessment Results Reporting Process



The AACSB requires that a programmatic assessment plan is in place to accurately measure student learning outcomes and effectively implement change where needed.

Figure 2: Accreditation Reporting Process



Closing the Loops

Assessment results are discussed with faculty members teaching the core course in each department. Faculty members make recommendations to adjust the course and/or the assessment tool in light of weak or negative assessment results. In some cases, C4 members may also offer suggestions. Recommendations may be as simple as changing a textbook or as complex as incorporating new teaching strategies into existing courses. Faculty members teaching the core course are asked to adopt the recommended changes, and those changes are measured during the next assessment process. **Exhibit 3** shows the process for one course in its entirety. If the changes appear to address the issues identified, the loop is considered closed and the faculty examines the results to identify new areas that should be addressed. If the changes do not appear to address the issues, additional strategies are identified to attempt to address them.

EXHIBIT 1:

Mihaylo College of Business and Economics proposed mission statement:

We leverage the diversity and entrepreneurial spirit of Southern California to produce globally aware business leaders through innovative teaching and applied research.

Mihaylo College of Business & Economics Learning Goals & Objectives (proposed, revised F12):

Learning Goal	Course
1) Functional Knowledge	
Objectives a. Demonstrate an understanding of each of the functional areas of business b. Analyze and integrate techniques and theories from multiple business disciplines	MGMT 449
2) Business Opportunity Recognition and Problem Solving	
Objectives a. Recognize business opportunities and develop solutions using appropriate models	MGMT 339 MKTG 351
b. Conduct research, analyze data, use appropriate technology to support analyses	FIN 320 ECON 315
c. Analyze and compare data, applying appropriate methodologies to support decision-making	ISDS 361A ISDS 361B
3) Interpersonal Skills	
Objectives a. Communicate, influence, and inform using effective oral/written communication	BUAD 301
b. Motivate others to achieve group and organizational goals	MGMT 340
c. Diagnose and resolve conflict in group and organizational settings	
4) Awareness of Global and Local Environment	
Objectives a. Includes an awareness of ethical, legal, and multicultural issues	MGMT 246
b. Demonstrate how ethical, legal, and multicultural issues interact with the business environment	ECON 333

Exhibit 2

****Draft Alignment****

Mihaylo College of Business & Economics Goals aligned with University Goals

Mihaylo College of Business and Economics Mission Statement We leverage the diversity and entrepreneurial spirit of Southern California to produce globally aware business leaders through innovative teaching and applied research.	
CSU Fullerton Learning Goals	**Mihaylo College Learning Goals**
1. Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.	1. Functional Knowledge
2. Think critically, using analytical and quantitative reasoning, to apply previously--learned concepts to new situations, complex challenges and everyday problems.	2. Business Opportunity & Problem Solving
3. Communicate orally and in writing clearly, effectively, and persuasively.	3. Interpersonal Skills
4. Work effectively as a team member or leader to achieve a broad variety of goals.	3. Interpersonal Skills
5. Evaluate the significance of how differing perspectives and trends affect their immediate communities.	3. Interpersonal Skills
6. Recognize their roles in an interdependent global community.	4. Awareness of Global, Local, and Regional Environment

EXHIBIT 3:

Learning Objective: (6) Information Technology Skills – Each student will use information technology to support business analysis and operations

ISDS 265 – Introduction to Information Systems and Applications	**Measurement Tool:** Excel exercise as part of mid-term exam; Access exercise as part of final exam	**Criteria:** 0-69% = Needs Improvement 70-84% = Good 85-100% = Excellent	
	S07	**S09**	**S11**
Participants	18 sections; N=682	14 sections; N=555	14 sections; N=589
Result	Excel: 88% (Excellent) Access: 83% (Good)	Excel: 86% (Excellent) Access: 91% (Excellent)	Excel: 84% (Good) Access: 88% (Excellent)
Action Items	• Did not include "consolidating worksheets using 3-D referencing and linking worksheets" in the exam since there was not much coverage of the topic; should be covered in the future, however • On the Excel assessment, need to add several activities, instead of only one, for students to demonstrate objective #3	• Evaluation of online assessment tools revealed too many "bugs" to be used for this assessment; faculty compromised and are using in-house tool • Instructors teach Access at beginning of the semester; will maintain close watch of Excel performance to make sure objectives continue to be met	• An online test was evaluated and found to be unacceptable and faculty feel no additional tools currently available are up to the standards desired • "Employing absolute versus relative addresses" and "Consolidating and linking using 3-D referencing" passage rates are acceptable, but faculty are not satisfied with these results; would like to see a greater number of students passing
Result	Additional activity in Excel assessment provided more accurate measure, increasing result in objective #3 from 71% to 94%; Prior to the beginning of the semester, faculty met and discussed areas where students struggle, added emphasis to instruction and result in that objective rose from 78% to 98%.	Slight decrease in overall score on Excel assessment may result from putting Access at beginning of semester; continue to watch. Slight decline in "protecting data" (86%-84%) and faculty feel this may be directly related to placement on exam (last).	NA (Action items will be included in the next assessed cycle)

EXHIBIT 4: Assessment Plan Development Process (SP13)

1. Identify the goal to be assessed
2. Identify appropriate tool (rubric, etc); Not necessarily create a new one
3. C4 identifies where (the course, what level of competency is expected – related to choosing the course) it will be assessed
4. C4 member should provide a summary of the goal's history
5. C4 member meets with department chair, reviews the plan--including the tool.
6. C4 member and Assessment director or Coordinator meets with faculty participating in the assessment
    a. Review plan, timeline, resources required and available, logistics, etc.
7. Identify who is involved, who or whom is responsible?

☑ Steps necessary before new assessment process can be implemented

- C4 member needs to know the history of their core course's previous assessments.
- C4 needs to be reminded of their responsibilities (do this with the change-in-compensation announcement)
- Creation of a checklist for C4 to identify where they are in the process (housed on TITANium Community)
- Mid-term update to be presented to Assessment Coord/Associate Dean
- Compensation to be tied to successful completion of mid-term, end of term responsibilities
- Produce baseline results from data compiled
- Discuss results with other course instructors/department faculty/Chair
- Identify NO MORE THAN THREE measurable improvements to follow up on and implement before the next assessment cycle

CNSM Undergraduate Programs Assessment Strategy Report and Plan

2013-04-15

Introduction

The College of Natural Sciences and Mathematics (CNSM) offers six minors, eight bachelor's degree programs. In addition, CNSM offers the courses that satisfy the foundational life and physical science and quantitative reasoning sections of the general education program. None of the degree problems have a national accrediting body, but the Bachelor of Science in Chemistry and Bachelor of Science in Biochemistry degree programs are certified by the American Society for Chemistry. The departments each maintain an assessment committee and the college maintains a Degree Programs Assessment Committee and a General Education Assessment Committee. This report covers the plans to establish college-wide program assessment processes.

Data for assessment reporting of all types will be collected in the Titanium course management system and ported into the specific assessment categories by Campus Labs (CL) Baseline software. College and department assessment committees will work with the CL consultants to match the data collection with analysis and reporting.

Bachelor of Science in Biological Science Program Assessment

Goal: a) Develop programmatic assessment plan in the Department of Biological Science: b) Target Biology SLOs that nest within university-wide SLOs.

- Biology SLOs we will focus on include finding biological information, critical thinking and problem solving, analytical and quantitative skills.
- University SLOs we will focus on include intellectual literacy and quantitative reasoning.

Assessment Tools:

1. *Test of Scientific Literacy Skills.* Gormally, Brickman and Lutz, 2012. CBE Life Sciences. Categories tests valid argument, sources, use of info, research design, use of quantitative and graphical skills. We will track students as they move through the curriculum.
   - Why are we doing this? To assess scientific literacy of our students.
   - When would students take it? At three times—when they are entering, are mid-program, and are completing the major.
   - What will we do with these data? a) Establish a baseline for entering students. b) Identify changes in performance that are correlated with coursework in mid-program and completion testing events. We predict significant improvement in performance as students move through the program. If we don't see significant improvement, we will use this assessment to identify areas for change in the curriculum.
2. *Lawson Test of Scientific Reasoning:* This tool measures cognitive development (concrete, transitional, or formative thinking).

- Why are we doing this? To track student cognitive development.
- When would students take it? When students enter the core and finish the major.
- What we will do with these data? Correlate performance with other data (e.g., HS GPA, SAT, ACT, 171 grade). At this point we are not sure how students *should* change over time. We will use as a covariate to compare pre/post new core to see how our entering population changes over time. If assessment is correlated with other measures (especially BIOL 171 grade), we will use the data to identify at-risk students and target them for intervention.

3. Assess assessment instruments in beginning and mid-level classes. Crowe A, Dirks C, *Wenderoth* MP. 2008 Biology in bloom: implementing Bloom's Taxonomy to enhance student learning in biology. (*CBE Life Sci Educ.* Winter 7(4):368-81. doi: 10.1187/cbe.08-05-0024)
   - Why are we doing this? To assess higher-order thinking skills throughout our curriculum.
   - When would we do it? Every even year, alternating lower-division and upper-division courses.
   - What we will do with these data? a) Validate assessment of higher-order thinking skills across the curriculum. b) Identify trends that reflect the use of higher-order thinking questions across the curriculum and how trends change as we modify our curriculum.
4. *Evaluate student writing.* What, when, and how is to be determined. We will investigate VALUE rubrics from AAC&U as a resource to assist in this process.

Bachelor of Science in Chemistry and *Bachelor of Science in Biochemistry* Program Assessment Report and Plan

The department began the process of developing student learning outcomes and an assessment plan in the 2005-2006 academic year and goals for classroom courses were revised in January 2011. Subsequently, the department assessment committee developed items for embedded assessments to be delivered online for all CHEM 495, the required research experience required for all majors. These items are being piloted in Spring 2013. Items to be embedded in the organic chemistry, CHEM 301B exam were also developed. They will be piloted in Fall 2013.

The department has used performance on the American Chemical Society General Chemistry First Semester Exam as a gauge for program evaluation since Fall 2008. The ACS Exam is administered each semester to all students enrolled in CHEM 120A and CHEM 120B. Data have been collated, and analyzed for changes in means by national percentile and commonly missed items. An analysis is planned to match the items most frequently missed with a qualitative review of items on the common final exam in CHEM 120A for items that address the same concepts. These data will help the department to determine if goals in the entry-level course are being met. General education courses in the department have not yet been as formally addressed, but are being included in the CNSM GE Program Assessment Plan.

BS in Chemistry and Biochemistry Assessment Matrix

PLO	When to Assess?	Direct and Indirect Evidence to Collect?	Who Collects Evidence?	How Evidence Assessed?	How Closing Loop Decisions Made?
C1 Atoms	Yr 1 Fall	Direct	Instructors 421; 423AB; 301B	Embedded GRE	SCC Recs
C2 Reps	Yr 2 Fall	Direct	Instructors 315 361AB/371AB/120A	Embedded	SCC Recs
C3 Ethics	Year 3 Fall	Direct	Instructors 435/445/472B	Embedded	SCC Recs
C4 Instrm	Year 4 Fall	Direct	Instructors 316/411	Embedded	SCC Recs
C5 EqNEq	Year 4 Fall	Direct	Instructors 361AB/371AB	Embedded	SCC Recs
SP1 Hyp	Yr 1 Fall	Direct	Instructors CHEM 495	Embedded Sig Assmt	SCC Recs
SP2 SciKnl	Yr 2 Fall	Direct	Instructors CHEM 422/495	Embedded Sig Assmt	SCC Recs
SP3 Comm	Yr 3 Fall	Direct	Instructors CHEM 495	Embedded Sig Assmt	SCC Recs

SCC Recs – Standing Curriculum Committee makes recommendations to department

Bachelor of Science in Geological Sciences and *Bachelor of Arts in Earth Sciences* Program Assessment Plan

CSUF SLO	*Bachelor of Science in Geological Sciences*		*Bachelor of Arts in Earth Sciences*	
	SLO	Where Assessed	SLO	How Assessed
Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary	Describe, classify and interpret geologic field data and interpret the geologic history of an area by integrating all types of field data	GEOL 498 – Thesis GEOL 481A – Field Camp	Understand basic mathematical/statistical relationships	TBD - Embedded assessment in math electives

perspectives and interdisciplinary points of view.	Read, interpret, and construct geologic maps, cross sections and block diagrams and use such diagrams to visualize geologic relations in the four dimensions of space and time	GEOL 498 – Thesis GEOL 481A – Field Camp	Understand basic biological, physical, and chemical methods and processes	TBD - Embedded assessment in science electives
	Understand geologic time, explain the geologic time scale and its scientific basis, recount the milestone events in Earth history, and understand the basics of common dating methods	GEOL 498 – Thesis GEOL 481A – Field Camp	Read, interpret, and construct geologic maps, cross sections and block diagrams to visualize geologic relations in the four dimensions of space and time	Embedded assessment in GEOL 380 – Field Techniques
			Understand geologic time, explain the geologic time scale and its scientific basis, recount the milestone events in Earth history, and understand how the classification/interpretation of rocks are used to reconstruct Earth history	Embedded assessment in GEOL 201 – Earth History & GEOL 380 – Field Techniques
Think critically, using analytical and quantitative reasoning, to apply previously- learned concepts to new situations, complex challenges and everyday problems.	Apply physics, chemistry and biology to the understanding of Earth systems and cycles, including plate tectonics and the rock cycle, the water cycle, and the life cycle and evolution	GEOL 498 – Thesis GEOL 481A – Field Camp	Understand the scientific method and roles of scientists in society	Embedded assessment in GEOL 470 and/or GEOL 420
	Understand the role of geology in everyday life, appreciate the extent of human impact on Earth systems and environments, and understand the processes that create natural hazards, and the strategies that minimize their impact on society	GEOL 498 – Thesis GEOL 481A – Field Camp	Apply fundamental concepts of math, physics, chemistry, and biology to integrate and synthesize to Earth systems and cycles, including plate tectonics, the rock cycle, the hydrologic cycle, the carbon cycle and evolution	Embedded in GEOL 470 and/or GEOL 420
			Understand the role of Earth materials and processes in everyday life	Embedded in GEOL 470 and/or GEOL 420
Communicate orally and in writing clearly, effectively, and persuasively.	Perform independent geological research by applying the scientific method, identify and locate existing geologic information, and communicate data and interpretations orally and in writing using appropriate technology	GEOL 498 – Thesis GEOL 481A – Field Camp	Identify and locate existing Earth science information and communicate data and interpretations orally and in writing using appropriate technology	Embedded in GEOL 380
Work effectively as a team member or leader to achieve a broad variety of goals.		GEOL 498 – Thesis		
Evaluate the significance of how differing perspectives and trends affect their local communities.		GE Assessment	Understand Earth science and its relationships with societal issues, including the extent of human impact on Earth systems and environments AND Understand the processes that create natural hazards and the strategies that minimize their impact on society	Embedded in GEOL 470 and/or GEOL 420
Recognize their roles in an interdependent global community.		GE Assessment		

Bachelor of Science in Mathematics Program Assessment Plan

Program Learning Goals & Outcomes	When to assess	What evidence to collect (measures & strategies)	Who will collect evidence	How evidence will be assessed	How "closing the loop" decisions will be made	How assessment results will be used/ acting on assessment
1. Basic Ideas and Techniques	Yearly (fall semester).	Written solutions sample in Math 280 and Math 350.	Course instructor.	See footnote 1.	See footnote 2.	Identify specific areas in basic ideas and techniques to be addressed. Possible increase in emphasis on basic ideas and techniques across all math courses.
2. Analytical Thinking	Yearly (spring semester).	Written solutions sample in Math 401 or 402 (teaching option); 306 (applied options); 350 (pure option); 439 (statistics option).	Course instructor.	See footnote 1.	See footnote 2.	Identify specific areas in analytical thinking to be addressed. Possible increase in emphasis on analytical thinking across all math courses.
3. Proof	Yearly (spring semester).	Written solutions sample in Math 350.	Math 350 instructor.	See footnote 1.	See footnote 2.	Identify specific areas in proof to be addressed. Possible increase in emphasis on proof across specified math courses.
4. Technological Tools	Yearly (fall semester).	Prepared written solution samples in Math 401 or 402 (teaching option); 406 or 440 (applied options); 439 (statistics option); pure option SLO 4 in progress.	Course instructor.	See footnote 1.	See footnote 2.	Identify specific areas in technology use to be addressed. Possible increase in emphasis on technology across specified math courses.
5. Applications Across Disciplines	Yearly (spring semester).	Written samples and/or course projects in Math 401 or 402 (teaching option); 406 or 440 (applied options); 439 (statistics option); pure option SLO 5 in progress.	Course instructor.	See footnote 1.	See footnote 2.	Identify specific areas in applications to be addressed. Possible increase in applications across all math courses.
6. Communication	Yearly (fall semester).	Written and oral presentation sample in Math 380.	Math 380 instructor.	See footnote 1.	See footnote 2.	Identify specific areas in communication skills to be addressed. Possible increase in emphasis on writing and speaking across specified math courses.
7. Information Skills	Yearly (spring semester).	Written and oral presentation sample in Math 380.	Math 380 instructor.	See footnote 1.	See footnote 2.	Identify specific areas in communication skills to be addressed. Possible increase in emphasis on writing and speaking across specified math courses.

[1] As per 5-pt rubric by two independent reviewers. Fewer than 80% of the scores at the level of 4 or above will signify that improvement may be needed.
[2] Review by department assessment committee and department chair.

Bachelor of Science in Physics Program Assessment Strategy

While the department does not have a formal 'capstone' course, we have recognized that our upper-division Experimental Physics (PHYS 481) fulfills a similar role and thus we propose to use student presentations and lab reports from this course as our source of data for program assessment.

Every physics major in our BS degree program is required to take an upper-division lab, which typically means PHYS 481. This course brings together all the key skills and requirements physics majors are expected to acquire and covers contemporary physics content in an experimental setting. PHYS 481 thus uniquely incorporates all four of the physics departments' categories of SLOs, which require that students:

1. Develop and demonstrate an understanding of physics content;
2. Apply the principles and procedures of experimental physics, use modern equipment, and collect, analyze and interpret data;
3. Communicate scientific observations, results, and conclusions in clear, logical, and unbiased terms, both orally and in writing; and
4. Recognize the nature of physics as a data-driven endeavor.

We expect that physics majors taking PHYS 481 will show evidence of mastery for outcomes 1-3 and be still developing outcome 4. We feel outcome 4 is not fully mastered until students participate in independent research, which often will not take place until graduate school or work in industry.

We will evaluate a sample of selected oral presentations and laboratory reports from PHYS 481 with a rubric having categories as follows: exceeds expectations; meets expectations; partially meets expectations; does not meet expectations. Our preliminary goal for program assessment is that 75% of lab reports will be scored in the first three categories as 'meets' or 'exceeds' expectations.