California State University, Stanislaus
Inventory of Educational Effectiveness Indicators

Category	(1) Have formal learning outcomes been developed? Yes/No	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
At the institutional level:	Yes Undergraduate – Baccalaureate Learning Goals (BLGs)	Institutional Learning Goals webpage; Office of Assessment website	● A crosswalk has been developed aligning General Education, Core Competencies, and BLGs. ● Program-embedded assessment ● Core Competency Faculty Learning Communities are developing definitions, criteria and resources for faculty. ● The College Assessment FLCs and Faculty Fellow for Assessment review program-level contributions to the achievement of BLGs.	● The College Assessment FLCs develop summary reports of college-level trends and observations and discuss/submit to the Faculty Fellow for Assessment. ● The Faculty Fellow develops an institutional report summarizing observations and providing analysis and recommendations. ● Results are posted to the Office of Assessment website.	Findings are shared with Deans and Chairs, Provost Advisory Council, and posted on institutional websites.	N/A
	Yes Graduate – Graduate Learning Goals -	Institutional Learning Goals webpage; Office of Assessment website	● Program Learning Outcomes are mapped to Graduate Learning Goals. ● Program-embedded assessment ● A Graduate Education Assessment Plan approved by faculty governance in Spring 2018	● College Assessment FLCs review Annual Reports and APRs across programs. ● The Faculty Fellow for Assessment prepares an annual Institutional Graduate Education Assessment Report summarizing observations about graduate education for review and approval by the Graduate Council.	The observations from the Annual Institutional Graduate Assessment reports are integrated into the 7-year Graduate Education Academic Program Review (APR). The Graduate Education Academic Program Review is developed by the Faculty Fellow for Assessment in consultation with and approval by Graduate Council (GC). Findings will be used in GC's review of progress on the Graduate Education Action Plan and will inform GC's recommendations and priorities moving forward.	N/A

GENERAL EDUCATION						
For general education if an undergraduate institution:	Yes A General Education Mission Statement was adopted in fall 2014 and revised General Education Goals and Outcomes were approved and adopted in spring 2015.	Institutional Learning Goals webpage; Office of Assessment website; GE website	**Direct** ● Programs are required to report on student achievement for GE Goals and report program-level GE assessment in the Academic Program Review process. ● Collegiate Learning Assessment ● Graduation Writing Assessment Requirements **Indirect** ● National Survey of Student Engagement ● Departmental discussions conducted by the GE Assessment Council. ● Graduating Senior Survey	General Education subcommittee; University Educational Policies Committee (UEPC); College Assessment Faculty Learning Communities; Faculty Director of General Education The Faculty Director of GE and GE subcommittee review data annually, as well as institutional data related to GE including enrollment trends, faculty demographics, and DFW rates. Assessment at the GE program level (i.e., across departments/programs and colleges) is overseen in tandem by the Faculty Director of General Education, the General Education subcommittee, and ASL subcommittee.	● Revised Goals and Outcomes aligned with CO Executive Order were approved by faculty governance and the President in spring 2015. ● An outcomes alignment (aligning all GE courses to GE Areas and Outcomes) was completed by the ad hoc GE Assessment Council in 2017. ● The outcomes alignment was approved by Academic Senate/ President in fall 2017. ● A GE Assessment Plan is being developed as part of the General Education Academic Program Review and is currently under revision after review by faculty governance in 2017/18.	2017-18
PROGRAM LEVEL						
College of Business Administration						
Business Administration (BS)*	Yes	University Catalog; Program Learning Outcomes webpage; Department website: Course syllabi	**Direct** ● Administers the Business Assessment Test (B.A.T.) ● Case studies or class assignments as direct assessment ● Faculty developed rubrics ● Specialized accreditation through the Association to Advance Collegiate Schools of Business (AACSB)	1. Assessment data are reviewed regularly by the Undergraduate Assessment Committee. 2. Assessment data is presented to the full College faculty to discuss assessment results, recommendations and closing the loop opportunities at an annual assessment meeting.	Attention to direct assessment has resulted in a number of specific actions and responses designed to improve learning and teaching through curriculum management and development.	2017-18

Business Administration (MBA)*	Yes	University Catalog; Program Learning Outcomes webpage; Department website; course syllabi	**Direct** ● Assessment of comprehensive exam using established rubric ● Case studies or class assignments as direct assessments ● Specialized accreditation through the Association to Advance Collegiate Schools of Business (AACSB)	College faculty discuss assessment results, recommendations and closing the loop opportunities formally at an annual assessment meeting.	Target performance has been consistently met or exceeded for Learning Outcome 1 through Learning Outcome 5. As a result, no changes to curriculum or instruction were needed in these areas. Faculty discussed the historical low scores for ethics, Learning Outcome 6. The ethics rubric was revised to better define and clarify objectives and expectations of the goal. Faculty discussed additional measures to address students' low performance in ethics and developed a plan to add ethics-focused instruction and two ethics-related assignments in the MGT 5900 capstone course.	2017-18
College of Education, Kinesiology, and Social Work						
Advanced Studies in Education		University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● Specialized accreditation through the California Commission on Teacher Credentialing (CCTC) **Indirect** ● Exit Surveys	Coordinators and department chairs in the educator preparation programs meet monthly to discuss accreditation and assessment. There are two annual COEKSW-wide retreats/meetings, one in spring and another in fall. Assessment and accreditation issues are usually discussed at the fall meeting following initiatives proposed by the College Executive Committee in response to department	Assessment findings on educator preparation programs are reported annually in August. These reports serve as foundation for accreditation site visits and program reviews that take place in the seventh year of the cycle.	2018-19

				and program assessment reports.		
Educational Leadership (EdD)	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● Dissertation review ● Written Qualifying Exam I	EdD Director and Faculty	Constructed an alignment chart that includes all courses and the core concepts to be addressed; included Core Curricular Concepts and related learning activities and assignments on syllabi; constructed a Written Qualifying Exam I that required students to do a "displacement activity" by engaging in a setting for 10 hours that is culturally divergent from their daily lived experiences and then write a reflexivity paper that is informed by their coursework.	2014-15
Kinesiology (BA)	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● Final Curriculum Portfolio Project **Indirect** ● Tracking numbers in the specific concentrations to reflect the need for modification of the current Exercise and Health Promotion Concentrations.	Department faculty	Reviewed findings from the Final Curriculum Portfolio Project (KINS 4100). Overall scores over the past six years are well within average range. Two concentrations (Exercise Science and Health Promotion) will be converting to a full degrees in compliance with CO Executive Order 1071.	2018-19
Liberal Studies (BA)	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● Performance Appraisal Form ● Assessment of signature assignments **Indirect** ● Liberal Studies Exit Survey	Data are collected and analyzed by the Liberal Studies faculty each semester.	Assessment data are used to ensure alignment with Program Learning Outcomes, to modify and refine curriculum as needed, and to inform advising practices.	2011-12

Teacher Education	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● Specialized accreditation through the California Commission on Teacher Credentialing (CCTC) ● Signature Assignments **Indirect** ● Exit surveys ● Employer surveys	Coordinators and department chairs in the educator preparation programs meet monthly to discuss accreditation and assessment. There are two annual COEKSW-wide retreats/meetings, one in spring and another in fall. Assessment and accreditation issues are usually discussed at the fall meeting following initiatives proposed by the College Executive Committee in response to department and program assessment reports.	Assessment findings on educator preparation programs are reported annually in August. These reports serve as foundation for accreditation site visits and program reviews that take place in the seventh year of the cycle.	2018-19
Social Work (MSW)	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● Specialized accreditation through the California Council on Social Work Education (CSWE) ● Mid-Program Competency Assessment	Coordinators and department chairs in the educator preparation programs meet monthly to discuss accreditation and assessment. There are two annual COEKSW-wide retreats/meetings, one in spring and another in fall. Assessment and accreditation issues are usually discussed at the fall meeting following initiatives proposed by the College Executive Committee in response to department and program assessment reports.	Preparation for the CSWE review facilitated curriculum revisions to meet new university and/or professional standards followed by updates to assessment systems. This included identifying new direct assessments of student learning that can be consistently administered across course sections. The new assessment will be implemented immediately following the academic or accreditation review.	2017-18

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College of Science						
Biological Sciences (BA/BS)	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● Locally developed pre- and post- tests for biological knowledge	The department has developed an assessment committee that collects, analyzes, and assesses the data on student learning. Department faculty discuss the findings in the department faculty meetings.	The department has discussed possible actions including switching the order of content to all students to be exposed to macro-scale biology before micro-scale. The department has also discussed the second semester of Physics requirements vs Quantitative Biology.	2017-18
Chemistry (BA/BS)	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● Nationally standardized tests **Indirect** ● Student Survey	Department faculty through Department Curriculum Committee Meetings and Department faculty meetings.	Implementation of advising for students in the revised degree programs (BA, BS) and the new Biochemistry concentration, as well as introduction and revision of courses involved in this transition to meet objectives. Seek new ways to handle increasing need for access while maintaining quality. Continue to address resource allocation needs to support growing program (majors and service students). Limit class size and undertake course redesign utilizing technology delivery to supplement instruction. Successfully hired two new tenure-line faculty. Also used for American Chemical Society Certification reports.	2018-19
Child Development (BS)	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Direct**	Department faculty discuss assessment results formally in an annual assessment retreat.	Based on assessment of PLOs, the CDEV faculty revisited the CDEV Program Competency	2012-13

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			● Assessment of student work using established rubrics ● Portfolio presentations – peer review activity		Matrix to discuss and possibly modify curriculum. Based on peer feedback to Portfolio presentations, faculty will continue to explore ways to facilitate the emergence of students' worldviews through the CDEV program.	
Cognitive Studies (BA)	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● Seminar in Cognitive Science, a senior-level capstone course	Primary interpretation is done by the Program Coordinator, in consultation with faculty associated with the Program.	Findings are used to update and refine the Program. Program faculty have very recently revised, clarified, and simplified the curriculum requirements for the program. The 2013-14 Academic Program Review resulted in revision, clarification, and simplification of the program requirements.	2013-14
Computer Science (BS)	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● Assessment of student writing samples ● Development of pre-and post- test/ summative assessment	Department faculty through Department Faculty Meetings.	The program will continue to focus on communication skills, particularly writing in the discipline. Department faculty are also developing a pre- and post-test to act as a summative assessment. The assessment will be administered to students early in the program (CS 2500) and again to seniors (Senior Seminar).	2012-13
Genetic Counseling (MS)*	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● Specialized accreditation through the American Board of Genetic Counseling (ABGC) ● Clinical Rotation Assessments ● Research Symposium ● Certification Outcomes	Annual curriculum meetings with all the teaching faculty provide an opportunity to evaluate the overall curriculum and assess what may be missing, what needs to be enhanced, what needs to be scaled back, and what is in the horizon that needs to be considered for future	Annual meetings have promoted collaborations between the instructional faculty in addressing curricular changes, such as co-teaching a revised course to generate more practical, interactive activities into the course.	2016-17

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			Indirect ● Advisory Board and subcommittee feedback ● Student feedback ● Alumni survey	integration into the curriculum to stay abreast of new developments.		
Geology (BS)	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● Lab and homework exercises ● Field Geology reports ● Licensure examination (as alumni)	Faculty meet to discuss findings formally and informally.	The department will continue to emphasize the interdisciplinary nature of science in general and Geology in particular. There is a lack in uniform computers. This presents a problem when trying to make sure that students are familiar with professional software. The department is planning to purchase a set of tablets that can be used in active learning. There is also a need for professional software in geochemistry. Based on faculty discussions, it has been determined that there is a need to increase the level of complexity of texts faculty have students read, evaluate and use.	2015-16
Health Science (BS)	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● Capstone portfolio and preceptor evaluation. **Indirect** ● Student Program Evaluation	The Faculty of Record (FOR) for the course administers the assessment and the director of the program analyzes the data. Data are used by the Program Director for program improvement and brings forward any concerns to the School of Nursing (SoN) leadership team meeting.	Course objectives and assignments were reviewed for possible overlap and course modifications were made. Based on findings, an Accounting course was also created in collaboration with the Accounting Department and added to the curriculum.	N/A

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Mathematics (BA/BS)	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● ALEKS Placement, Preparation and Learning Assessment **Indirect** ● Graduating Senior Exit Survey	The Exit Interview Committee shares information during a faculty department meeting.	The department considers feedback immediately, if possible. For example, a second semester of Abstract Algebra has been implemented based on feedback. Based on feedback from students and the community, the development of a Master's degree in Mathematics is being explored.	2015-16
Nursing (BS)*	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● Specialized accreditation through Commission on Collegiate Nursing Education (CCNE) and the Board of Registered Nursing ● National Council Licensure Examination (NCLEX) pass rates.	The Standard IV Faculty Committee is responsible for reviewing the evidence. Once collected, data are first analyzed by the Standard IV Committee and results shared with the Director of the School of Nursing, prior to presenting the data to the entire faculty for review and discussion.	Data analysis is used to inform program improvements. Gaps between actual results and targets are addressed and recommendations to improve program performance and address gaps are formalized, documented, and a plan for implementation is developed by the faculty for implementation as soon as is feasible.	2016-17 CCNE
Nursing (MS)*	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● Specialized accreditation through Commission on Collegiate Nursing Education (CCNE) and the Board of Registered Nursing ● Graduation, and Alumni Survey at midpoint or higher on a 6 point scale ● Culminating experience with 85% achievement w/I 7 years	The Standard IV Faculty Committee is responsible for reviewing the evidence. Once collected, data are first analyzed by the Standard IV Committee and results shared and reviewed by the School of Nursing Graduate Committee and the Curriculum Committee and with the Director of the School of Nursing who participates in both of these committees, prior to presenting the data to the entire faculty for review	Data analysis is used to inform program improvements. Gaps between actual results and targets are addressed and recommendations to improve program performance and address gaps are formalized, documented, and a plan for implementation is developed by the faculty for implementation as soon as is feasible.	2016-17 CCNE 2017-18 BRN (MSN)

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			● Completion of an academic CV or resume 100% ● Seek and pass national certification 85% ● Preceptor Performance Evaluation Criteria Tool completed with an 85% > or equal pass rate ● 100% completed agency contract objective	and discussion. The School of Nursing Curriculum Committee meets each month and the entire faculty Curriculum Committee meets once a year.		
Physics (BA/BS) & Physical Sciences (BA)	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● Laboratory work **Indirect** ● Student Exit Survey ● Faculty PLO Survey	Through program meetings and discussions.	Students rated their ability to work effectively in a laboratory the lowest on the PLO survey. A lack of adequate equipment and resources for maintenance has made the lab classes less effective. There is a need to replace old computers and instruments in the lab. The Department is seeking annual funding to be allocated to cover the cost of maintenance, repair, and replacement. The Department will continue to encourage faculty to participate in activities such as STEM, LSAMP, and Science Day which have found to offer great opportunities for students.	2015-16
Psychology (BA)	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● Embedded assignments linked to learning outcomes ● Research seminars ● Psychology Research Colloquium - poster presentation	Course instructors assess the embedded assignments, using methods and criteria outlined in their syllabi. Posters presented at the Psychology Research Colloquium are assessed by Psychology tenure-line and adjunct	Course instructors use findings from the embedded assignments to determine progress made on course learning outcomes, and make changes as appropriate in response to their findings. The Psychology	2017-18

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				faculty using a rubric developed for this purpose. The rubric assesses four program learning goals; completion requires both reviewing the poster and interviewing students at the Colloquium.	Undergraduate Committee utilizes the rubric findings to determine progress made on program learning goals. A major program change is currently in the planning stages, and is benefiting directly from data provided by the rubrics.	
Psychology – Applied Behavior Analysis (ABA) MS	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● Successful completion of a supervised master's level thesis. ● Successful completion of two semesters of off-campus, supervised, professional practicum experience. ● Students granted permission to take the certification exam given by the Behavior Analysis Certification Board (BACB).	Master's thesis products are approved by each student's thesis committee (three faculty members of the Psychology Department). Practicum experience is evaluated by the student's off-campus BACB approved supervisor and the Psychology Department practicum instructor. BACB exam pass rates by university are published yearly by the BACB.	Faculty involvement in student research at the master's level informs the content of the graduate level research methods classes. Practicum experience evaluations from off-campus supervisors inform the content of the behavioral assessment, ethics and treatment planning graduate level courses. BACB exam pass rates indicate the relevance of the content of our professional preparation master's courses.	2017-18

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College of the Arts, Humanities, and Social Sciences						
Agriculture (BS)	Yes	University Catalog; Program Learning Outcomes webpage; Department website; course syllabi; promotional/outreach brochures.	**Direct** ● Assessment of student artifacts via a professional portfolio **Indirect** ● Alumni Survey ● Graduating Seniors Exit survey ● Feedback from program faculty and Agricultural Studies Advisory Board ● Feedback from Internship Site Supervisors ● Employer survey	Program faculty and the Agricultural Studies Advisory Board discuss findings. Discussions with high school teachers, community college instructors and potential industry partners.	Findings have been used to: ● Develop new program goals ● Develop new learning outcomes ● Revise curriculum with the modification of five (5) existing courses, development of seven (7) new courses and two WP/Capstone courses, three (3) lower division courses. ● Change degree title and designation from BA in Agricultural Studies to BS in Agriculture	2011-12
Anthropology (BA)	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● Capstone Course ● SLOs assessed using 3-tier rubric **Indirect** ● Informal discussions with students and recent alumni ● Anthropology Exit Survey	All tenured and tenure-track faculty members participate in program assessment activities annually, including hosting direct assessment activities in courses across the curriculum, scoring direct assessments, analyzing and discussing the data produced by direct and indirect measures, designing and implementing interventions to address issues identified through program assessment, and formulating and revising annual assessment reports.	Program faculty are discussing how to provide students with more opportunities to develop data skills. The program faculty will work to continue to provide hands-on experience to students both in and out of the classroom.	2017-18
Art (BA/BFA)*	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● BA and BFA Senior Exhibitions ● Capstone WP course ● Number and ranking of Post-graduate acceptances	All tenure-track faculty participate in evaluations through regular retreats and meetings. New Strategic Plan begun in 2017-8 and will be finalized in 2018-9 in	Recent curriculum revisions have yielded improvements in areas (color and art history) identified as challenging to students.	2010-11

			● Specialized accreditation through the National Association of Schools of Art and Design (NASAD) **Indirect** ● Senior Student Survey	anticipation of next accreditation visit.		
Economics (BA)	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● Capstone Course ● Writing Proficiency (WP) course **Indirect** ● Graduating Senior Survey ● Institutional Data Pass Rates ● Information regarding other Economics programs	All faculty in program examine data. Data are distributed during department meetings. Discussion about what the data mean and how program should respond.	Institutional data regarding pass rates indicate that one required course for the major is especially difficult. We are conducting a more rigorous analysis of the course using very detailed student level data. Examining data from other programs to determine if we should develop new courses and/or add to the unit requirements for the major.	2010-11 Currently completing Academic Program Review
Ethnic Studies (BA)	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● Final group project using established rubric ● Quizzes **Indirect** ● Open-ended questionnaire	A program revision and new assessment plan were developed in 2016.	D2b (GE) courses were modified with new course titles and descriptions and updated with contemporary content. Two new upper division courses, approved by the curriculum committee and scheduled for the next academic year are meant to be responsive to student desire to learn more about the history, contemporary issues, and lived experiences of communities of color.	2017-18
Geography (BA)	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● Capstone Course student projects	Program faculty meet to discuss assessment findings.	Review informed the need to have a greater emphasis on theory in 4000 level courses. Based on a needs assessment,	2010-11

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			● Geographic Information Systems (GIS) Final Exam		the department determined the need to hire a Community GIS geographer; this was done in 2016. Faculty will recommend that the new GIS director align disciplinary (GIS) updates with program curriculum.	
Gender Studies (BA)	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● Portfolio Capstone course begins spring 2019.	Student presents portfolio to program faculty. A team of faculty will evaluate the portfolios utilizing the Gender Studies PLO Rubrics, and then will discuss their evaluations and develop summary comments regarding areas of program strength and recommendations for possible program improvements. Additionally, subgroups of program faculty who have engaged in a norming process apply PLO Rubrics to sample course materials for specific PLOs under annual review.	These findings from portfolio and PLO review will be shared with the Gender Studies faculty at large and inform program planning and development.	2013-14
Interdisciplinary Studies (MA/MS)	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● Student scholarly presentations **Indirect** ● Grades from Writing Proficiency (WP) courses	Faculty director reviews and discusses findings with the IS committee.	Encourage IS students to participate in SERSCA activities and grants. Suggestion to include a poster competition in the University Research Competition. The Faculty Director and IS Committee to review the IS proposal process.	2010-11
Music (BA/BM)*	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● Semester juries ● Junior and senior recital hearings and recitals ● Capstone and final projects	Music faculty review curriculum on an ongoing basis based on both assessment results and standards established by their	The Music program is in the process of implementing several of the recommendations made during their 2012-13 NASM accreditation visit that will	2012-13

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			● Specialized accreditation through the National Association of Schools of Music (NASM) **Indirect** ● Student surveys ● Exit interviews	specialized accreditation through NASM.	include the establishment of a Student Advisory Board.	
Philosophy (BA)	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● Course-embedded assessment using rubric ● Multiple-choice exam (pre and post) ● Exams ● Papers (graded with rubrics) ● Quick writes ● Reflective essays **Indirect** ● Incoming Student and Exit Surveys ● IDEA Group Summary Reports	Faculty discuss SLO assessment findings. Faculty will hold a retreat in fall 2018 to focus on core areas.	Determined the need to provide additional contextual knowledge regarding the history of philosophy. Findings are used to help mentor part-time faculty. During the last cycle, department faculty also revised the major. A review of IDEA group summary reports revealed the need to discuss outcomes considered essential to the major.	2017-18
Political Science (BA)	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● Review of median grades tied to curriculum map **Indirect** ● Graduating senior exit survey ● IDEA student evaluations	At the time of the review, faculty met on an informal, ad hoc basis. As indicated in the program APR, there are plans to formalize this process.	Results from the graduating senior exit survey reveal that students perceive achievement of student learning outcomes. Findings also display an overall student satisfaction although they do indicate a need for an upper-division methods course and the replacement of a faculty line with expertise in comparative politics and international relations. The program plans to develop a more direct tool of learning assessment as well as discussing grading standards and rubrics.	2011-12
Public Administration (MPA)*	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● Specialized accreditation through the National	MPA Core Faculty review assessment data annually	MPA Core Faculty analyze findings for continuous improvement efforts,	2016-17

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			Association of Schools of Public Affairs and Administration (NASPAA) ● Comprehensive exams	through Comprehensive Exam performance reviews. MPA Core Faculty review learning outcomes when preparing bi-annual accreditation maintenance reports for NASPAA .	strategic assignment linking across curriculum, and evaluation of student achievement.	
Social Sciences (BA)	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Indirect** ● Informal exit interviews	A new coordinator in 2017-18. Primary work included advising and implementing new advising sheets.	Program revisions were implemented in 2016-17. Updated new advising sheets and began using them during the 2017-18 AY.	2012-13
Sociology and Gerontology (BA)	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● Course-embedded assessment ● Departmentally developed test **Indirect** ● Student survey	Program faculty meet to discuss assessment findings and revise assessment methods.	The department revised their Assessment Plan. Program faculty plan to develop more specificity in learning outcomes, establish regular assessment meetings, prioritize time for data analysis, and refine the data analysis process. The program plans to establish a portfolio requirement in the capstone course and will begin to formally track student honors, presentations, publications and continuation to graduate programs as indicators of student success.	2012-13
Spanish (Modern Languages) (BA)	Yes	University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● Research paper assessed with writing matrix ● Oral Presentation matrix ● Portfolio Reviews ● Symposia evaluation questionnaire	Faculty meet to discuss student performance on assessment matrices.	Modern Languages faculty discussed technological needs and data were communicated with the Lab Director. As the Library is renovated, there may be opportunities to better promote language practice and collaboration technologies.	2010-11
Theatre (BA)*	**Yes**	University Catalog; Program Learning Outcomes webpage; Department website	**Direct** ● Specialized accreditation by the National	Theatre faculty meet to discuss assessment practices as well as ensure compliance	The department continues to discuss the development of departmental rubric(s). Curriculum has also been	2012-13

			Association of Schools of Theatre (NAST) ● Student evaluations using rubric **Indirect** ● Course grades	with the standards established by NAST.	revised to meet the needs of students. The program hopes to hire a ¾ time Performing Arts Tech II position to meet the demands of the department's larger-scale productions.	

Co-Curricular Programs						
Academic Affairs						
Library	Yes; instructional program goals are currently under revision	Library Instruction Program webpage	**Direct** ● Research and Information Literacy (MDIS and SSCI 3005) course regularly assessed. ● Individual instruction sessions **Indirect** ● Student Surveys (Library) ● Graduating Senior Survey ● NSSE	Librarians assess their own instruction for course-level improvement. The instruction coordinator has experimented with several measures to standardize program-level assessment. The library faculty have evaluated survey data to improve program service goals.	The findings from individual library instruction sessions are used by librarians to improve their instruction. Broader survey results are shared among librarians in order to determine how service can be improved.	2007-08
Service Learning	Yes	Office of Service Learning website	**Direct** ● Assessment of student work (with rubric) **Indirect** ● Faculty Survey ● Partner surveys ● NSSE survey	Office of Service Learning (OSL) staff; Service Learning Steering Committee; Civic Engagement FLC.	A Civic Engagement FLC was established in 2017 that is currently working to explore definitions and develop a rubric/criteria. The OSL staff has partnered with the FLC to explore the role of SL in Civic Engagement.	N/A – next review 2018/19
Student Affairs						
Academic Success Center (ASC)	Yes	Student Affairs Annual Report Academic Success Center website (Undeclared Advisee Expectation Form) Policy on Undergraduate Academic Advising	**Direct** ● Council for the Advancement of Standards (CAS) Assessment	University Task Force on Advising, GREAT (Graduation Rate Excellence and Assessment Team) Advising workgroup, Student Affairs Council, Campus-wide Student	Changes to service delivery, general program improvements, and department priorities in ASC are made and re-assessed	CAS 2016-17 SUR 2016-2017

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			● Support Unit Review (SUR) **Indirect** ● ASC advising survey (every student who accesses any services in the ASC is sent a survey at the end of the day) ● University surveys conducted as part of the SUR process ● University Task Force on Advising Surveys ● Service Indicators ● National Survey of Student Engagement (NSSE) ● Graduation/Retention rates	Success Committee, Academic Success Center team. Process is combination of annual review at retreat and regular discussion during the year.	based on all available data and department resources.	
Associated Students, Inc. (ASI)	Yes	Student Affairs Website Student Affairs Annual Report ASI Annual Report	**Direct** ● Council for the Advancement of Standards (CAS) Assessment ● Service & Programs indicators **Indirect** ● Graduating Senior Surveys ● Retreat & training surveys	ASI Executives and Management Staff Surveys and service indicators are reviewed during the annual budget process along with a presentation at the Board of Directors annual retreat.	Annual Evaluation during budget of programs and services are presented and discussed. Review includes increase and decrease of services, programming, timeframe, frequency, etc. Students meet with campus administrators to discuss the issues and challenges.	CAS 2016-2017
Athletics	Yes	-Athletics Website -Syllabi -NCAA Self Study -NCAA Annual Report	**Direct** ● Council for the Advancement of Standards (CAS) Assessment ● Seminar in First Year Experience (MDIS 1040) **Indirect**	Student Affairs Council, Athletic Director, and staff Process is a combination of annual review during retreat and ongoing discussions throughout the year.	The student-athlete academic advisor used data from previous MDIS 1040 classes to determine the benefit and need to have the classes be a requirement of all first-time freshmen as well as	CAS 2016-2017

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			- Graduating Senior Surveys - Service Indicators - Graduating Senior Exit Interviews - Retention Rates - Graduation Rates		mandatory study hall as part of the course requirements. The department set a priority to get more teams and athletes involved in community service projects. This resulted in the women's soccer team adopting a local high school student with chronic illness to the team through Team IMPACT. Additionally, all teams support an annual community philanthropy event, Kayla Bee Fun Run.	
Career & Professional Development Center (CPDC)	Yes	CPDC Website Student Affairs Annual Report	**Direct** - Council for the Advancement of Standards (CAS) Assessment - Support Unit Review **Indirect** - Point of Service Survey - First Destination Survey	CPDC Director reviews the findings and discussed them with the CPDC professional staff.	Changes to service delivery, general program improvements, and department priorities are made and re-assessed based on all available data.	CAS 2018-2019
Disability Resource Services (DRS)	Yes	Department Policies & Procedures	**Direct** - Council for the Advancement of Standards (CAS) Assessment - DRS staff evaluate student progress on outcomes while providing services.	DRS Staff interpret the anecdotal and observational evidence.	Formally, DRS does not have a process for using the findings for systemic changes.	CAS 2016-2017
Housing and Residential Life	No The 2017 CAS assessment completed in 2017 review	Welcome Week program; Staff Training; Strategic Planning documents	**Direct** Council for the Advancement of Standards (CAS) Assessment	Housing Director and Assistant Director are the leads, but findings are discussed with the housing professional team in	Results are integrated into short-term (succeeding year) and long-term planning via the following mechanisms:	CAS 2016-2017

	identified a need for these. Currently using the Student Affairs Co-Curricular outcomes for 2016-17 and 2017-18.		● Resident Academic Evaluations ● Housing Early Alert Program ● Dining Utilization Analysis ● Housing Software System reporting **Indirect** ● Fall Resident Survey ● Spring Resident Survey ● Resident Demographic Profile**s**	various meetings and during planning retreats. The Housing Financial and Data Analyst also completes data reports and provides summaries. The unit also has worked with Institutional Research to create standardized student success reporting tool. Housing has also integrated CAS standards into the bi-annual resident satisfaction survey for the last six years and used that data to inform effectiveness of student learning in the identified categories.	● Allocation of financial resources ● Dedication of personnel support time ● Student service and program adaptation ● Creation of customized student messaging ● Staff training and development	
Psychological Counseling Services	Yes	● Psychological Counseling Services Website ● Student Affairs Annual Report ● PCS Anonymous Client Evaluations	**Direct** ● Council for the Advancement of Standards (CAS) Assessment **Indirect** ● Anonymous Evaluation data from I.R. ● Support Survey (Division) ● Graduating Senior Survey ● Service Indicators ● Student Survey (Program) ● National Survey of Student Engagement (NSSE) ● Usage and diagnostic data	Student Affairs Council, Psychological Counseling Team	As a result of survey data, used in conjunction with report data from Titanium software, Psychological Counseling Services identified a continuing increase of needs of students dealing with immediate crises. The unit changed service delivery to ensure, as much as possible, immediate recognition of urgent situations requiring crisis intervention, including sexual assault, present thoughts of suicide, thoughts of harming other or self, or domestic violence. The unit used report data about the continuing increase of needs for counseling as a basis for expanding our counseling faculty staff. This expansion	CAS 2016-2017

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					included arranging for an embedded counselor in Student Housing. Data from workshop evaluations was used to focus more on workshop programming to meet specific needs, including forming an LGBTQ counseling group, Body Positive book study group, more frequent Suicide Prevention Training, and outreach related to Diversity Awareness.	
Student Health Center (SHC)	Yes. Health Education and Promotion (HEP) Office has specific learning outcomes for the programming they provide. The SHC learning outcome is to provide students with quality medical care.	Health Education and Promotion publishes information on the HEP website and in its biennial review. The SHC has published its mission statement on the website.	**Direct** ● Council for the Advancement of Standards (CAS) Assessment **Indirect** ● Health Education and Promotion conducts surveys after formal programs to capture student feedback. ● The Peer Health Educators (PHEs) complete surveys after each day of their annual training and after the entire week. PHEs also complete a mid-year evaluation as well. ● Point of Service survey conducted annually by the Chancellor's office. ● The Student Health Advisory Committee conducts a year end evaluation, however, this information is not formally published and is	HEP programming survey results are reviewed by the Health Educators to increase the efficacy of future presentations. The SHC's point of service survey results are shared with the SHC Governance committee and all staff members. The feedback from the surveys are discussed and changes are implemented if it is an area that can be addressed depending on staffing, building, and financial resources.	HEP uses the feedback and findings from their programming surveys and the National College Health Assessment (NCHA) to determine program priorities and improvements. The SHC is in the process of developing a long-term strategic plan and identifying formal learning outcomes for health services and assessment of quality of medical care.	CAS 2016-2017

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			used to prepare programming for the following year.			
Student Leadership and Development	Yes	Program Information materials	**Direct** ● Council for the Advancement of Standards (CAS) Assessment ● Student evidence of work **Indirect** ● Surveys ● Evaluations ● Testimonials ● Program and event questionnaires ● Student participation	Data are interpreted by Program Coordinators first and then the Director. The data are analyzed by Program Coordinators to identify themes, areas of strength and growth, and obtain detailed feedback. Program Coordinators then make recommendations to the Director based on findings.	The findings are examined by the Program Coordinators and Director in conjunction with research on national best practices and student affairs industry standards. Based on this information, goals are assessed/developed and SLOs are refined.	CAS 2016-2017
Student Recreation Center	Yes	Campus Rec Annual Report Student Affairs Website Student Affairs Annual Report	**Direct** ● Council for the Advancement of Standards (CAS) Assessment ● Individual Training Certifications **Indirect** ● Student Survey of Program Activity ● Survey of Student Assistants	Student Affairs Council, Campus Rec Evaluation Team, Student Recreation Oversight Committee	Identify a means to increase awareness through focused dissemination of information that supports a well-rounded student citizen and supports lifelong habits for emotional, physical, and spiritual wellness. Develop training to support the purpose of student development in leadership roles and consequences when failing to meet objectives. Develop activities focused on working toward common goals. Discover indicators that support an improved understanding of recreation, the importance of recreational activities in the academic setting, and having a balance of education, work, and leisure time.	CAS 2016-2017

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Student Support Services	Yes	Awarded grant proposal abstract	**Direct** ● Council for the Advancement of Standards (CAS) Assessment ● Annual report to U.S. Dept. of Ed. (retention, persistence, graduation rates) ● Enrollment data (academic standing, attempt/completed units, FT/PT enrollment, testing – remediation and WPST, etc.) ● Individual planning guides ● Progress reports **Indirect** ● Project services (participant counts and frequency for service areas including tutoring, academic advising, financial literacy, Grad School) ● Fin Aid SAP status ● Tutoring referral appointments ● Lounge/Lab sign-in and printer logs ● Workshop/event surveys ● Student surveys	Review groups: ● U.S. Dept. of Education ● Program director and staff ● Student Affairs Council ● GREAT Committee workgroups ● Other campus committees and groups as appropriate Process: ● Combination of annual review and regular discussion during the year ● · Annual reports to U.S. Dept. of Education is compiled by the program and submitted electronically. Report is evaluated based on identified grant objectives	● Continuation of award during funding cycle. ● New grant competitions ● Graduation Initiative reporting ● Campus HIPs reporting ● Evaluate and adjust programming in response to student needs and project objectives ● Ad hoc campus reporting to various departments and programs	CAS 2016-2017
Tutoring Center	Yes	● Council for the Advancement of Standards (CAS) Assessment ● Support Unit Review	**Direct** ● Council for the Advancement of Standards (CAS) Assessment **Indirect** ● Student Self-report	Student evaluations ASAII and Director review evaluations	Processing statistical data to improve services. Information is also used to hire tutors.	CAS 2016-2017

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| University Student Union | Yes | Student Affairs Website Student Affairs Annual Report USU Annual Report | **Direct**
● Council for the Advancement of Standards (CAS) Assessment

Indirect
● Graduating Senior Surveys
● Service & Programs Indicators
● Retreat & training surveys | USU Executives and Management staff surveys and services indicators are reviewed during the annual budget process along with a presentation at the Board of Directors annual retreat | Annual Evaluation during budget of programs and services are presented and discussed.

Review includes increase and decrease of services, programming, timeframe, frequency, etc. | CAS 2016-2017 |

*Indicates a program with specialized accreditation; these programs submit a self-study substitution in lieu of the campus Academic Program Review Self Study.