**Inventory of Educational Effectiveness Indicators (IEEI)**

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

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

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

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

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

**What 2013 Standards are addressed by this exhibit?**
The indicators listed in this exhibit collectively demonstrate an institution's commitment to quality assurance and improvement of educational results over time (CFRs 4.1, 4.3, and 4.4). Specific standards related to academic quality and effectiveness are addressed by the IEEI as follows:

- **Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved (CFR 1.2)**
- **All degrees have clearly defined levels of student achievement (CFR 2.2)**
- **Undergraduate programs ensure the development of core competencies (CFR 2.2.a)**
- **Graduate programs establish clearly stated objectives (CFR 2.2.b)**
- **Student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level (CFR 2.3)**
- **Learning outcomes and standards of performance are developed by faculty, who take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards (CFR 2.4)**
- **The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance (CFR 2.6)**

# 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 are used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)? | (4) Who interprets the evidence? What is the process? | (5) How are the findings used? | (6) Date of the last program review for this degree program. |
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| At the institutional level: | Yes.<br><br>Both Undergrad and Graduate ILOs have been developed. | Web site of the Office of Academic Assessment and Program Review.<br><br>The University Catalog.<br><br>Some College web sites. | The 5 Core Competencies (Written Communication, Critical Thinking, Quantitative Literacy, Oral Communication, and Information Literacy) are assessed at various sites and levels employing various instruments. These sites include the degree granting programs, whose program SLO assessments may overlap with the university ILOs, and are variously assessed via capstone course work, portfolio reviews, embedded test questions in course | When degree granting programs conduct assessment of ILOs, the departmental faculty both construct the assessment instruments (including scoring rubrics) and assess them via assessment committees organized and overseen both by the departmental liaisons to the university's Academic Assessment Liaison Committee, and by the Associate Deans in the Colleges of which they are a part.<br><br>When university ILOs are assessed via | When the university ILOs are assessed at the departmental level, the findings are used to improve areas where student learning shortfalls are discovered.  This has been especially the case for the Core Competency of Written Communication, with respect to which numerous departments have found proficiency gaps, and also Quantitative Literacy.  The College of Social and Behavioral Sciences, in one prominent instance, has engaged in an ongoing large- | |

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| | | | exams, embedded course assignments, oral presentations, and internship preceptor evaluations.  The core competencies are also assessed via the university's Writing Proficiency Exam (CSUN's GWAR instrument), and special assessments designed and implemented through the Office of Academic Assessment and Program Review, e.g. in 2015-16 a critical thinking test administered through the GE Paths program.<br><br>The university has also established 4 Fundamental Learning Competencies: Knowledge of Human Cultures and the Physical and Natural World; Intellectual and Practical Skills (inquiry and problem-solving, critical analysis, creative thinking, quantitative literacy, and information competency); Communication Skills; and Personal and Social | initiatives from the Office of Academic Assessment and Program Review, the Director of the Office seeks volunteer faculty who participate in the construction of the assessment instruments (including topics, rubrics, and work tasks) and administer them in their classes.  The scoring, when the assessment involves essays, is performed by these same faculty, with the proviso that they do not score their own students' work.<br><br>The interpretation of the findings from these assessments is conducted by the Director of the Office of Academic Assessment and Program Review, who communicates his findings to the Vice Provost, the Associate Vice President for Undergraduate Studies, and the appropriate Deans, making recommendations for ways of addressing revealed shortfalls in | scale initiative to improve the writing of History majors. Similarly, the Mathematics Department has initiated a series of special tutoring labs to address student learning gaps in lower division Math courses, while the geology department revamped its entire major in response to assessment findings.<br><br>When the ILOs are assessed through the initiatives of the Office of Academic Assessment and Program Review, the Director confers with stake-holding parties (including the Vice Provost, the AVP for Undergraduate Studies, the Assistant Vice President for Graduate Studies, Deans, Associate Deans, and Department Chairs) to recommend ways and means of addressing those shortfalls. | |

| | | | Responsibility).

Since there is a significant amount of overlap between the FLCs and the CCs, their assessment is complementary. | student learning. | | |
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| **For general education if an undergraduate institution:** | Yes | Web site of the Office of Academic Assessment and Program Review. Web site for General Education. University Catalog. | Formerly, the assessment of General Education SLOs was under the supervision of the General Education Committee, now discontinued. That responsibility has been transferred to the Educational Policies Committee, which has not yet conducted any General Education assessments. The Office of Academic Assessment and Program Review has conducted a pilot assessment of the Core Competency of Critical Thinking via the GE Paths program, creating a machine-scored test with cross-disciplinary applications with successful results. | At present, the departments have not been assessing their GE offerings with any regularity. In 2014-15, the General Education Assessment Committee conducted some assessments, but without usable results. The GE Paths assessment of Critical Thinking conducted by the Director of the Office of Academic Assessment and Program Review was interpreted by the Director, who constructed the assessment instrument in consultation with the volunteering faculty who administered it. | The GE Paths pilot assessment of Critical Thinking indicates that the assessment instrument is a viable one. It will be used again in the future at greater scale.

The relative lack of GE assessment to date has been reported by the Assessment Director to the Vice Provost and AVP for Undergraduate Studies, as well as to the Educational Policies Committee, with a recommendation for improvement in this area. | |

# Mike Curb College of Arts, Media, and Communication

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| Art: B.A./M.A./M.F.A. | Yes. | University Catalog. Course syllabi. Department web site. Office of Academic Assessment and Program Review web site. | B.A.: Common-rubric scored capstone and foundation courses.<br><br>M.A.: Master's thesis, comprehensive exam. | In consultation with department faculty, an assessment committee decides which SLOs to assess, drafts rubrics as needed, and scores, norms, and interprets the resulting data for all assessment projects in the program. | Curricular changes, including a new gateway course to upper division course work, new program SLOs, and increased emphasis on critical thinking in foundation courses are among the department's loop closing efforts. | 2011 |

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| Cinema and Television Arts: B.A./M.F.A. | Yes. | University Catalog. Course syllabi. Department web site. Office of Academic Assessment and Program Review web site. | B.A: Capstone projects and exams administered in all CTVA Options.<br><br>M.A.: Master's thesis, thesis defense interviews. | The department assessment committee interprets the data. If needed, faculty who have expertise in the field(s) being assessed are also utilized. | Findings are used to close the loop with activities such as curricular changes, new curriculum proposals, and changes to the course pedagogy and teaching. | 2014 |
| Communication Studies: B.A./MFA | Yes. | University Catalog. Course syllabi. Department web site. Office of Academic Assessment and Program Review web site. | B.A.: Signature assignments embedded in courses across the major.<br><br>M.A.: Alumni surveys, comprehensive exam, graduate thesis. | Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty as a body choose loop-closing measures in response to assessed problem areas. | Curricular/pedagogical change and improvement. | 2015 |
| Journalism: B.A./ M.A. Mass Communication | Yes. | University Catalog. Department web site. Office of Academic Assessment and Program Review web | B.A.: Internship projects for community organizations, journalism | Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental | Curricular/pedagogical change and improvement. | 2015 |

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| | | site. | publications, reflective essays, group projects, portfolios.<br><br>M.A.: Master's thesis. | faculty as a body choose loop-closing measures in response to assessed problem areas. | | |
| Music: B.A./B.M./A.M./M.M. | Yes. | University Catalog. Department web site. Office of Academic Assessment and Program Review web site. | B.A.: Research projects in capstone course, culminating juried performances, culminating internships.<br><br>M.A.: Master's thesis, recitals. | Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty as a body choose loop-closing measures in response to assessed problem areas. | Curricular/pedagogical change and improvement. | 2013 |
| Theatre: B.A./M.A. | Yes. | University Catalog. Department web site. Office of Academic Assessment and Program Review web site. | B.A.: Electronic portfolios containing multiple assignments and reflective essays, Theatre Production culminating "lab" projects.<br><br>M.A.: Master's thesis. | Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty as a body choose loop-closing measures in response to assessed problem areas. | Curricular/pedagogical change and improvement. | 2016 |

## David Nazarian College of Business and Economics

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| Undergrad Business Programs: B.S.: Accountancy, Finance, Information Systems, Management, Marketing.<br>B.A.: Economics | Yes. | University Catalog. Department web site. Office of Academic Assessment and Program Review web site. | B.A./B.S.: Capstone administration of ETS Major Field test in Business for inter-institutional comparison, Education Benchmarking Student Satisfaction Survey, | Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty as a body choose loop-closing measures in response | Curricular/pedagogical change and improvement. | 2012 |

| | | | CPA exam pass rates, signature essay assignments and test questions embedded in course work. | to assessed problem areas. | | |
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| **Taxation: M.S.** | **Yes.** | **University Catalog. Department web site. Office of Academic Assessment and Program Review web site.** | **Signature assessment instruments embedded in course work.** | **Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty as a body choose loop-closing measures in response to assessed problem areas.** | **In response to assessment data, additional tax research exercises have been infused throughout the curriculum.**<br><br>**Short assignments in class and as homework, asking students to identify and discuss a tax issue based on a given set of facts, and to reach a supportable conclusion, have also been added to the curriculum.**<br><br>**Another change has been to engage the MST Advisory Board members during the annual department meeting in a discussion about ways of offering additional/alternative electives, infusing alumni networking events, and integrating into the program the possibility of attending class remotely. A video conferencing feature is accordingly** | **2011** |

| | | | | | | being pursued. | |
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| Business Administration: M.B.A. | Yes. | University Catalog. Department web site. Office of Academic Assessment and Program Review web site. | Comprehensive exam, Master's field project, capstone course case analysis study. | Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty as a body choose loop-closing measures in response to assessed problem areas. | Curricular/pedagogical change and improvement. | 2011 | |
| Accountancy: M.S. | Yes. | University Catalog. Department web site. Office of Academic Assessment & Program Review web site. | Master's field project. | Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty as a body choose loop-closing measures in response to assessed problem areas. | Curricular/pedagogical change and improvement. | 2014 | |

## Michael D. Eisner College of Education

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| Deaf Studies: B.A. | Yes. | University Catalog. Department web site. Office of Academic Assessment and Program Review web site. | Course embedded essays, capstone case-studies and term projects, signed presentation assignments, self-filmed answers to ASL conversation test questions. | Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty as a body choose loop-closing measures in response to assessed problem areas. | Curricular/pedagogical change and improvement. | 2014 | |
| Special Education, Secondary Education: M.A. | Yes. | University Catalog. Department web site. Office of Academic Assessment and | Action research project, comprehensive exam. | Assessment teams create assessment instruments, assess PLOs, and interpret the | Curricular/pedagogical change and improvement. | 2010 | |

| | | Program Review web site. | | data. Departmental faculty as a body choose loop-closing measures in response to assessed problem areas. | | |
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| Elementary Education: M.A./Credential | Yes. | University Catalog. Department web site. Office of Academic Assessment and Program Review web site. | Master's thesis/project, comprehensive exam. | Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty as a body choose loop-closing measures in response to assessed problem areas. | Curricular/pedagogical change and improvement. | 2010 |
| Educational Psychology and Counseling: M.A./M.S./Credential | Yes. | University Catalog. Department web site. Office of Academic Assessment and Program Review web site. | Comprehensive exam, Master's thesis/project, fieldwork assessments. | Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty as a body choose loop-closing measures in response to assessed problem areas. | Curricular/pedagogical change and improvement. | 2010 |
| Educational Leadership: Ed.D./M.A., Credential | Yes. | University Catalog. Department web site. Office of Academic Assessment and Program Review web site. | Comprehensive exam, action research project, fieldwork assessments. | Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty as a body choose loop-closing measures in response to assessed problem areas. | Curricular/pedagogical change and improvement. | 2010 |

## Engineering and Computer Science

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| Civil Engineering & Construction Management Technology: B.S./M.S. | Yes. | University Catalog. Course syllabi. Department web site. Office of Academic Assessment and Program Review web site. | B.S.: Capstone courses, senior exit interview, feedback from the department Industry Liaison Council, feedback from the College Industry Advisory Board, faculty surveys, alumni surveys, employer surveys.<br><br>M.S.: Master's thesis, comprehensive exam. | The faculty teaching capstone courses, conducting surveys, or collecting feedback summarize the results and communicate them to the department for action and review. | Faculty review/action can include course mapping to program SLOs, rubric revision, and curricular change. | 2013 |
| Computer Science: B.S./M.S. | Yes. | University Catalog. Department web site. Office of Academic Assessment and Program Review web site. | B.S.: Embedded signature test questions, homework assignments, projects and/or lab reports.<br><br>M.S.: Master's thesis/project. | Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty as a body choose loop-closing measures in response to assessed problem areas. | Curricular/pedagogical change and improvement. | 2014 |
| Electrical & Computer Engineering: B.S./M.S. | Yes. | University Catalog. Course syllabi. Department web site. Office of Academic Assessment and Program Review web site. | Surveys of professional engineers supervising CSUN graduates, embedded signature test questions, homework assignments, projects and/or lab reports.<br><br>M.S.: Master's thesis/project, comprehensive exam. | Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty as a body choose loop-closing measures in response to assessed problem areas. | Curricular/pedagogical change and improvement. | 2013 |
| Manufacturing System Engineering & Management: B.S./M.S. | Yes. | University catalog. Course syllabi . Department web site. | Assessment is focused on the evaluation of whether the Student | The initial course assessment is done by the instructor teaching | The approaches thus far used to assess student learning | 2013 |

| | | Assessment office web site. | Outcomes (A-K), as prescribed by ABET, have been achieved. The tools used to evaluate the ABET SLOs are: (a) Department Curriculum, (b) Exit Interviews done for seniors graduating, (c) EBI (Educational Benchmarking Inc.) surveys, (d) Self-Assessment done by the faculty at the end of the course, (e) Extracurricular academic activities such as participating in competitions at the local, state or national level. | the course. Each course is matched to multiple outcomes and it is then judged to what extent the course has met the outcome(s) it is supposed to be used to assess. This is interpreted by the assessment coordinator and also by the department chair. | outcomes (A-K) include: 1) Department curriculum which include faculty evaluation of student performance in MSE-prefix courses on homework assignments, class projects, reports, and examinations (considered DIRECT measurements), 2) Exit interviews-administrated by the department chair (considered indirect measurements), 3) EBI Survey- produced and processed by Educational Benchmarking Inc. (considered indirect measurements)<br><br>The findings are used to evaluate if the student outcomes have been achieved. This is done by setting a threshold of 70% and then if 70% of the tools meet or exceed the threshold value set, then the outcome is said to have been achieved. Most importantly these findings and analyses are used as a way to plan continuous | |

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| | | | | | improvements to be made for the program. The action items planned for continuous improvement have to be focused on the student outcomes and each action item has to clearly explain how it will help in achieving a particular student outcome better. So for example, an improvement suggested for course MSE 248 should clearly state how it would help better achieve Outcomes C, I or K. | |
| **Mechanical Engineering: B.S.M.E./M.S.** | **Yes.** | **University catalog. Course syllabi . Department web site. Assessment office web site.** | **Beginning Fall 2015 a series of quizzes were developed for each of the required ME courses in the ME curriculum. These quizzes were based on questions submitted as evidence for the last ABET review. Each question is mapped to a specific outcome. These quizzes are administered to every student in the ME program every semester. Exit interviews are** | **A committee of five faculty are responsible for the evaluation and interpretation of the results each semester. The results of the review and recommendations are submitted to the department chair and entire faculty for consideration at the start of the following semester.** | **The findings are also used to provide a more consistent means of ongoing assessment on a continuous basis. The results will be used to address differences between sections of the same course, content delivery, changes to instructional delivery, achievement of outcomes, etc.** | **2013** |

| | | | conducted by the department Chair with all graduating seniors. Additional independent review processes are under development to address assessment of the Capstone Senior Design Courses. | | | |
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## Health and Human Development

| Child and Adolescent Development: B.A. | Yes. | University Catalog. Office of Academic Assessment & Program Review web site. | B.A.: Capstone essays, preceptor evaluations of student interns. | Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty as a body choose loop-closing measures in response to assessed problem areas. | Curricular/pedagogical change and improvement. | 2012 |
|---|---|---|---|---|---|---|
| Environmental and Occupational Health: B.S./M.S. | Yes. | University Catalog. Office of Academic Assessment and Program Review web site. | B.A.: Student pass rate on the California Registered Environmental Health Specialist exam, term papers and oral presentations in required courses.<br><br>M.S.: Master's thesis/project, comprehensive exams. | Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty as a body choose loop-closing measures in response to assessed problem areas. | Curricular/pedagogical change and improvement. | 2007 |

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| **Family and Consumer Sciences: B.S./M.S.** | Yes. | University Catalog. Office of Academic Assessment and Program Review web site. | B.A.: Indirect longitudinal assessment via student reflective essays.<br><br>M.S.: Master's thesis/project, comprehensive exams. | Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty as a body choose loop-closing measures in response to assessed problem areas. | Curricular/pedagogical change and improvement. | 2014 |
| **Communication Disorders and Sciences: B.A./M.S.** | Yes. | University Catalog. Office of Academic Assessment and Program Review web site. | B.A.: Pass rates of CSUN graduates on the PRAXIS exam.<br><br>M.S.: Student performance on national exam in speech pathology, student ability to obtain a Certificate of Clinical Competence from the American Speech-Language-hearing Association. | Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty as a body choose loop-closing measures in response to assessed problem areas. | Curricular/pedagogical change and improvement. | 2016 |
| **Health Administration: B.S./M.S.** | Yes. | University Catalog. Course syllabi. Department web site. Office of Academic Assessment and Program Review web site. | BSHA: internships culminating experience.<br><br>MSHA: comprehensive examination (written and oral). | BSHA: students are given permission to enroll in the internship once the majority of their HADM courses have been completed. There is a preceptor evaluation as well as a Final Report and Assessment of Experience completed by the student. A poster presentation of their internship experience is also required. | Department faculty reflect upon assessment results and use the information learned to enact program improvements and strategic planning for curriculum updates and course coordination. | 2012 |

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| | | | | MSHA: all full time faculty in Health Administration grade the comprehensive examination (a two day written exam followed by an oral examination one week later). The oral exam is used as an opportunity for students to present information on areas in which they were considered weak. The students also evaluate the comprehensive examination experience as part of their exit survey. | | |
| Kinesiology: B.S./M.S. | Yes. | University Catalog. Office of Academic Assessment and Program Review web site. | B.S.: Embedded assessment assignments in coursework, preceptor evaluation of student interns, pass rates of CSUN graduates on the National Athletic Training Association board certification exam (ATEP option).  M.S.: Master's thesis/project. | Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty as a body choose loop-closing measures in response to assessed problem areas. | Curricular/pedagogical change and improvement. | 2012 |
| Public Health: B.S. | Yes. | University Catalog. Office of Academic Assessment and Program Review web site. | B.S.: Capstone course assessment, internships, competency assessment, Certified Public Health exam. | The Public Health Faculty and the assessment liaison interpret the evidence. Public Health Faculty determine whether or not students should | Assessment findings are used to determine if students have the competencies necessary to perform in the field. For example, results | 2012 |

| | | | | pass capstone courses (HSCI 441 & 445). Additionally, following completion of HSCI 441 (a capstone course), students are required to complete an internship for their degree. During this internship, preceptors in the field complete a questionnaire on how students perform in the field and submit it to the internship coordinator. Those data are then summarized by the assessment liaison. Additionally, students complete the Public Health Competency Assessment (online survey) at the beginning and end of the program and the data are summarized by the assessment liaison. All summarized data are posted on the department share drive. | indicate that competency levels in the area of Financial Planning and Management Skills could be improved, so a plan to require that all public health students take HSCI 314, which was previously an elective, is being implemented. | |
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| **Nursing: BSN** | **Yes.** | **University Catalog. Office of Academic Assessment and Program Review web site.** | **BSN: Pass rate on State of California RN licensure examination.** | **Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty as a body choose loop-closing measures in response** | **Curricular/pedagogical change and improvement.** | **2014** |

| | | | to assessed problem areas. | | | |
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| Physical Therapy: D.P.T. | Yes. | University Catalog. Office of Academic Assessment and Program Review web site. | D.P.T.: Comprehensive exams, comparison of CSUN graduate performance on the National Board exam with the national average, internship assessment via the Clinical Performance Instrument. | Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty as a body choose loop-closing measures in response to assessed problem areas. | Curricular/pedagogical change and improvement. | 2015 |
| Radiologic Sciences: B.S. | Yes. | University Catalog. Office of Academic Assessment and Program Review web site. | B.S.: Pass rate of CSUN graduates on the state and national certification examinations for Radiologic Technology. | Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty as a body choose loop-closing measures in response to assessed problem areas. | Curricular/pedagogical change and improvement. | 2010 |
| Recreation and Tourism Management: B.S./M.S. | Yes. | University Catalog. Office of Academic Assessment and Program Review web site. | B.S.: Capstone research projects, portfolio assessment of student reflective essays on learning, internship supervisor evaluations. | Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty together choose loop-closing measures in response to assessed problem areas. | Curricular/pedagogical change and improvement.  No results reported for 2014-15. | 2014 |

## College of Humanities

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| Asian American Studies: B.S. | Yes. | University Catalog. Course syllabi. Department web site. | No program-level assessment. Individual course assessment. | Assessment liaison and departmental assessment committee | Assessment results used to modify our curriculum (course | 2012 |

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| | | **Office of Academic Assessment and Program Review web site.** | | **(currently 2 members) look into assessment instrument and rubric development.** | **offerings) and to streamline various sections of specific courses.** | |
| **Central American Studies: B.S.** | **Yes.** | **University Catalog. Department web site. Office of Academic Assessment and Program Review web site.** | **Coursework assessment.** | **Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty as a body choose loop-closing measures in response to assessed problem areas.** | **Curricular/pedagogical change and improvement.** **No assessment report submitted for 2014-15.** | **2012** |
| **Chicano/a Studies: B.A./M.A.** | **Yes.** | **University Catalog. Office of Academic Assessment and Program Review web site.** | **Capstone assessment of research papers.** | **Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty as a body choose loop-closing measures in response to assessed problem areas.** | **Curricular/pedagogical change and improvement.** | |
| **English: B.A./M.A.** | **Yes.** | **University Catalog. Course syllabi. Department web site. Office of Academic Assessment and Program Review web site.** | **Samples of written work (generally essays) from selected courses are reviewed by members of the Literature and Graduate committees. The written work is reviewed with a rubric prepared by those committees.** | **Members of the Literature and Graduate Committees read the samples individually and score them (on a 1-5 scale). The committee then meets and the scores are combined with members discussing the findings and discussing potential actions.** | **The findings are reported to the department faculty members, sometimes with particular recommendations. The faculty then decide what actions to take. Recent changes have included adjusting SLOs more accurately reflect the nature of the program or student needs and adjusting rubrics to more** | **2012** |

| | | | | | accurately measure the SLOs being assessed. | |
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| **Gender and Women's Studies: B.A.** | **Yes.** | **University Catalog. Department web site. Office of Academic Assessment and Program Review web site.** | **Capstone assessment of research projects.** | **Assessment teams create assessment instruments, assess PLOs, and interpret the data.  Departmental faculty as a body choose loop-closing measures in response to assessed problem areas.** | **Curricular/pedagogical change and improvement.** | **2015** |
| **Jewish Studies: B.A.** | **Yes.** | **University Catalog. Office of Academic Assessment and Program Review web site.** | **Capstone assessment of research and reflective essays.** | **Assessment teams create assessment instruments, assess PLOs, and interpret the data.  Departmental faculty as a body choose loop-closing measures in response to assessed problem areas.** | **Curricular/pedagogical change and improvement.** | **2013** |
| **Liberal Studies: B.A.** | **Yes.** | **University Catalog. Office of Academic Assessment and Program Review web site.** | **Embedded assessment assignments in selected courses.** | **Assessment teams create assessment instruments, assess PLOs, and interpret the data.  Departmental faculty as a body choose loop-closing measures in response to assessed problem areas.** | **Curricular/pedagogical change and improvement.** | **2012** |
| **Linguistics/TESL: B.A./M.A.** | **Yes.** | **University Catalog. Office of Academic Assessment and Program Review web site.** | **B.A.: Term paper assessment in selected courses.** <br><br> **M.A. : Comprehensive exams, literature reviews.** | **Assessment teams create assessment instruments, assess PLOs, and interpret the data.  Departmental faculty as a body choose loop-closing measures in response** | **Curricular/pedagogical change and improvement.** | **2014** |

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|---|---|---|---|---|---|---|
| | | | | to assessed problem areas. | | |
| Modern and Classical Languages and Literatures: B.A./M.A. | Yes. | University Catalog. Course syllabi. Department web site. Office of Academic Assessment and Program Review web site. | Graded capstone essays. Portfolio review. | Capstone essays are evaluated by individual faculty who direct the research projects of graduating seniors,<br><br>All full-time faculty evaluate the portfolios of graduating seniors (including the capstone essays) and attend oral presentations of the capstone essays.<br><br>Results are interpreted by the director of the Spanish option and of the Language and Culture option. | Findings are discussed at faculty meetings to determine needed student learning improvements. | 2013 |
| Philosophy: B.A. | Yes. | University Catalog. Course syllabi. Department web site. Office of Academic Assessment and Program Review web site. | Final papers written in 400 level courses are compared with first papers written in major "gateway" courses (select 300 level courses), capstone senior research papers. | An ad-hoc committee of volunteers from full-time philosophy faculty is convened each semester, always including the Philosophy Department Assessment liaison. Student work is scored according to a rubric and entered into the CSUN Electronic Assessment System and/or departmental internal spreadsheets. | To consider improvements that would improve student learning. For example, a tutoring program, and a revamping of some gateway courses to make students better prepared to write well in later courses. Every gateway course is now 4 units, rather than the usual 3, so that they are longer to include extra time for in-class | 2012 |

| | | | | Discussion of this evidence and how to interpret it takes place within this committee and at department meetings.

Prior to 2015 each instructor scored their own students according to the rubric, which meant that every single philosophy major's work was evaluated. In the new system, by which a committee evaluates the work, a random sample is used each semester. | writing.
New lower division courses have been added to make the major more attractive to underrepresented groups, and as well as a requirement to the major that students take one course in either feminist or non-Western philosophy. | |
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| **Religious Studies: B.A.** | **Yes.** | **University Catalog. Office of Academic Assessment and Program Review web site.** | **Embedded multiple choice exam questions.** | **Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty as a body choose loop-closing measures in response to assessed problem areas.** | **Curricular/pedagogical change and improvement.** | **2012** |

## Science and Mathematics

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| **Biology: B.A./B.S./M.S.** | **Yes.** | **University Catalog. Office of Academic Assessment and Program Review web site.** | **B.A./B.S.: Embedded multiple-choice questions in course finals and signature assessment** | **A combined Curriculum & Assessment Committee reviews assessment data and makes** | **Assessment findings are used to improve student learning and success. As an outcome of student** | **2012** |

| | | | instruments.<br><br>M.S.: Thesis. | recommendations. The results are reported to the Department Chair and faculty and assessment data are presented and discussed at faculty meetings.<br>The Chair of the committee is also the Assessment Liaison.<br><br>The Graduate Committee also assists in the review of assessment data for the master's program and makes recommendations for changes. | performance on assessment questions, core action curriculum groups have been established to look at course content in the undergraduate core classes, and assessment questions have been revised to be more representative of course content.<br><br>Peer-Learning Facilitator Sessions have also been implemented for students in the core classes.<br><br>At the graduate level, all students give a PowerPoint presentation on their proposed thesis research project so that they receive input early on from not only their graduate committee members but other faculty and students. | |
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| **Chemistry/ Biochemistry: B.A./B.S./M.S.** | | University Catalog. Department web site. Office of Academic Assessment and Program Review web site. | A longitudinal assessment assignment is given in gateway and capstone courses. The ACS standardized exams in chemistry are also used to assess | A department assessment committee is responsible for gathering the evidence and presenting the results to the department for | Discussions of assessment data at the department level lead to suggestions for changes in the program, such as adding courses (e.g., | **2009** |

| | | | student progress at different stages in their degree program. | discussion on what might be done to improve student learning. | required problem-solving sessions), changing/rearranging course content, or modification of student learning outcomes. The agreed upon changes are then handed over to either the curriculum committee or assessment committee for implementation. Following the implementation of the change(s), the results are assessed in future cycles of assessment. | |
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| **Geological Sciences: B.S./M.S.** | **Yes.** | **University Catalog. Course syllabi. Department web site. Office of Academic Assessment and Program Review web site.** | **Rubrics for embedded assignments (culminating activities) in gateway level course sequence. Same rubric applied in senior capstone course.** **Masters students assessed in required gateway course. No current assessment of thesis.** **Geoscience concept inventory in gateway and capstone.** **Annual problem solving night assessment of the** | **All assessments are discussed by the faculty at regular faculty meetings. In some cases, the faculty sit together and score items during the faculty meeting to provide context for the interpretation.** | **A program redesign to a three-tier structure was based on assessment results. Each course at each level was redesigned as well. Previously, the culmination of each course was a final exam. Now, each course has a problem-based culminating activity. Students solve a real geological problem from start to finish and present the results.** **A new course that specifically teaches communications skills in science was also** | **2008** |

| | | | | | scientific process. | | added in response to assessment results.<br><br>Each instructor also now writes an annual year-end report to formatively refine the curriculum. | |

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| **Mathematics: B.A./B.S./M.S.** | **Yes.** | **University Catalog. Office of Academic Assessment and Program Review web site.** | **B.A./B.S. Capstone course for teaching option (Math 490).**<br><br>**M.S.: thesis/comprehensive exams for MS.** | **Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty as a body choose loop-closing measures in response to assessed problem areas.**<br><br>**M.S. thesis and comprehensive exam committees.** | **Curricular/pedagogical change and improvement.** | **2015** |
| **Physics and Astronomy: B.A./B.S.** | **Yes.** | **University Catalog. Office of Academic Assessment and Program Review web site.** | **B.A./B.S.: Comparison of CSUN student performance on the national ETS exam to other students, embedded course assessment.**<br><br>**M.A.: M.S. thesis, comprehensive exam.** | **Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty as a body choose loop-closing measures in response to assessed problem areas.** | **Curricular/pedagogical change and improvement.** | **2013** |

# College of Social and Behavioral Sciences

| Africana Studies: B.A. | Yes. | University Catalog. Office of Academic Assessment and Program Review web site. | Course- embedded signature assignments (including essays, debates, and research proposals. | Assessment teams create assessment instruments, assess PLOs, and interpret the data.  Faculty close the loop in response to problem areas. | Curricular/pedagogical change and improvement. | 2009 |
|---|---|---|---|---|---|---|
| Anthropology: B.A. | Yes. | University Catalog. Office of Academic Assessment and Program Review web site. | B.A.: Signature assessment assignment voluntarily performed by students and evaluated by the faculty teaching the class in which the assignment is given.  M.A.:  Thesis, comprehensive exam. | Assessment teams create assessment instruments, assess PLOs, and interpret the data.  Departmental faculty as a body choose loop-closing measures in response to assessed problem areas. | Curricular/pedagogical change/improvement.  No results reported 2013-14/2014-2015. | 2012 |
| Geography: B.A./M.A. | Yes. | University catalog. Course syllabi . Department web site. Assessment office web site. | Capstone course papers and (when speaking skills are assessed) capstone course oral presentations. | An assessment committee uses a rubric, norms to ensure each member is assessing equivalently, and scores each capstone paper.  The N in a given graduating class is small – typically 15-20 students, so each paper is read. | The findings are used to determine where changes should be made in individual courses and the program as a whole.  Many course changes occur in one class, Geography 300, which is the gateway course into the major through which all geography students pass.  Based on poor student performance in writing literature reviews, for example, additional literature review writing assignments were added to | 2010 |

| | | | | | Geography 300 (and to at least two other classes). Also, when assessment found a dip in graduating students' knowledge of basic world geographic knowledge, the department replaced the part-time instructors in world geography classes with full-time faculty. The result has been an upswing in graduating student knowledge of world geography material. | |
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| **History: B.A./M.A.** | **Yes.** | **University Catalog. Office of Academic Assessment and Program Review web site.** | **B.A.: Capstone assessment.** **M.A.: Thesis, comprehensive exam.** | **Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty as a body choose loop-closing measures in response to assessed problem areas.** | **Curricular/pedagogical change and improvement.** | **2012** |
| **Political Science: B.A./M.A.** | **Yes.** | **University Catalog. Office of Academic Assessment and Program Review web site.** | **B.A.: Capstone assessment.** **M.A.: Thesis, comprehensive exam.** | **Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty as a body choose loop-closing measures in response to assessed problem areas.** | **Curricular/pedagogical change and improvement.** | **2013** |

| Psychology: B.A./M.A./M.S. | Yes. | University Catalog. Office of Academic Assessment and Program Review web site. | B.A.: Capstone assessment, pre/post tests, longitudinally embedded exam questions.<br><br>M.A./M.S.: Thesis, comprehensive exam. | Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty as a body choose loop-closing measures in response to assessed problem areas. | Curricular/pedagogical change and improvement. | 2010 |
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| Public Administration: MPA | Yes. | University Catalog. Office of Academic Assessment and Program Review web site. | Assessment regimen in development. | Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty as a body choose loop-closing measures in response to assessed problem areas. | Curricular/pedagogical change/improvement. | Review in progress. |
| Public Sector Management | Yes. | University Catalog. Office of Academic Assessment and Program Review web site. | Assessment regimen in development. | Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty as a body choose loop-closing measures in response to assessed problem areas. | Curricular/pedagogical change/improvement. | Review in progress. |
| Social Work: MSW | Yes. | University Catalog. Office of Academic Assessment and Program Review web site. | MSW: Master's thesis/project. | Assessment teams create assessment instruments, assess PLOs, and interpret the data. Departmental faculty as a body choose loop-closing measures in response to assessed problem areas. | Curricular/pedagogical change/improvement. | 2008 |

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| **Sociology: B.A./M.A.** | **Yes.** | **University Catalog. Office of Academic Assessment and Program Review web site.** | **B.A.: Moodle-based multiple-choice exam.**<br><br>**M.A.:  Thesis, comprehensive exam.** | **Assessment teams create assessment instruments, assess PLOs, and interpret the data.  Departmental faculty as a body choose loop-closing measures in response to assessed problem areas.** | **Curricular/pedagogical change/improvement.** | **2016** |
| **Urban Studies and Planning: B.A./MUP** | **Yes.** | **University Catalog. Office of Academic Assessment and Program Review web site.** | **B.A. Capstone final projects.**<br><br>**M.A.:  Thesis, comprehensive exam.** | **Assessment teams create assessment instruments, assess PLOs, and interpret the data.  Departmental faculty as a body choose loop-closing measures in response to assessed problem areas.** | **Curricular/pedagogical change/improvement.** | **2012** |