

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
ACCREDITING COMMISSION FOR SENIOR COLLEGES AND UNIVERSITIES**

REQUIRED DATA EXHIBITS TO SUPPORT THE EDUCATIONAL EFFECTIVENESS REVIEW

**CALIFORNIA STATE UNIVERSITY, MONTEREY BAY**

*Revised 6/15/2015*

## DATA EXHIBIT 7—INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

**Why is WASC Interested in Data of This Kind?** For an institution to be committed to educational effectiveness, it must have in place a *system* for collecting and using evidence in a variety of ways to improve student learning. The indicators asked for in this exhibit reflect how an institution can approach quality assurance and improvement of student learning systematically. This exhibit is required for the Institutional Proposal; it should be updated at the time of the Capacity and Preparatory Review and again for the Educational Effectiveness Review. The exhibit should be viewed as a developmental document: the institution can indicate what activities it already engages in and what remains to be done; successive updates will then show the institution's progress.

WASC expects institutions to have educational objectives for degree programs and the institution as a whole (CFR 1.1, 1.2, and 2.4). To ensure that educational objectives are met, learning outcomes are to be reflected in academic programs and policies (CFR 2.3); outcomes should also be published and widely shared, e.g., across programs, with students, and among other stakeholders (CFR 2.4). The faculty is expected to take collective responsibility for reviewing and demonstrating the attainment of those outcomes (CFR 2.4). Ongoing collection of data and other evidence, regular analysis, and use of findings all help to assure that that students are learning at an appropriate level for the degree or certificate awarded (CFR 2.2 and 2.6), and that programs are engaged in continuous improvement (CFR 2.7, 4.4). The indicators listed in this exhibit collectively demonstrate an institution's commitment to quality assurance and improvement of educational results over time (CFR 4.1 and 4.5).

**Issues and Challenges.** Not all institutions have yet established learning outcomes and approaches to assessment of learning for all degree programs. This exhibit may be used to assist an institution in determining the extent to which such systems are in place, and what additional components or processes it may need to develop in the course of the WASC review. It is critical for an institution to be explicit about its expectations and to assure that every degree program has or will have in place a quality assurance system for assessing, tracking and improving the learning of its graduates. Some measures and indicators are embedded in the curriculum and may be difficult to list individually in an exhibit format. As a result, institutions may wish to supplement this data exhibit with a narrative. Institutions should contact their WASC staff liaison if they have questions; they should also alert staff to any major departure from the format of this data exhibit. The evaluation team may sample from the institution's list of indicators to understand how comprehensively and successfully the institution addresses the quality of its learning infrastructure.

**Description.** This data exhibit requests brief narrative information for each degree program, for general education, and for the institution as a whole: 1) whether formal learning outcomes have been developed (may be answered yes/no); 2) where the learning outcomes for the degree are listed (include course syllabi, catalogs, and other publications as applicable); 3) approaches used to assess student learning (e.g., capstone courses; comprehensive assessment examinations; student, alumni, and employer surveys; portfolio review; licensure examination; etc.); 4) processes and persons involved in analyzing/interpreting findings; 5) use made of findings for improvement of curriculum, pedagogy, or other aspects of the educational experience; and 6) date of the last program review for the program (presumably this program review will have produced a report that the team may review).

7.1: Inventory of Educational Effectiveness Indicators

CATEGORY	Have formal learning outcomes been developed?	Where are these learning outcomes published? (please specify)	Other than GPA, what data/indicators are used to determine that graduates have achieved the stated outcomes for the degree? (E.g. capstone course, portfolio review, licensure exam?)	Who interprets the evidence? What is the process?	How are the findings used?	Date of last program review for this degree program
<b>General</b>						
<b>At the institutional level</b>	Institutional Learning Outcomes (ILOs) were formally adopted by the Faculty Senate in Dec 2014.	ILOs are published on the website at <a href="https://csumb.edu/tla/institutional-learning-outcomes">https://csumb.edu/tla/institutional-learning-outcomes</a> .	The first ILO is Intellectual Skills which encompasses the Core Competencies. CSUMB is on a schedule to complete an assessment of all 5 competencies by its next WASC reaffirmation. Assessment is occurring through collection and review of student work against rubrics.	Faculty co-ops have been formed for each core competency. As each group enters the process, the faculty meet to review and develop rubrics. The co-op leaders then collect student work for review. After removing identification, student work is randomly sampled and faculty meet over two days to assess the work against the rubrics. The leaders of each co-op then report back to the faculty in a variety of venues. The work is generally overseen through the Faculty Senate Assessment Committee with support from the Center for Teaching, Learning and Assessment (TLA).	The first results, from the co-op on critical thinking and information literacy, has been used to better inform the co-ops to follow. Faculty are discussing the issue of signature assignments as well as developing better student work collection methods. The results of core competency assessment will be used also to identify changes in courses and curriculum and this will improve and increase over time.	Review of ILOs are partly carried out through core competency review; review process for other ILOs is under discussion and development.
<b>CSUMB's General Education</b>	YES. Outcomes for the new GE Otter Model were developed by faculty work groups in 2010/2011.	GE learning outcomes are published on campus General Education website and in course syllabi.	At present, select GE-certified courses are reviewed as part of assessment of Institutional Learning Outcomes. Individual courses may also be assessed in the process of departmental program review, but GE is not yet assessed holistically. Thus, the data/indicators thus far are those in the ILO rubrics and the individual departmental/course/section assessments.	In the case of the ILO's, evidence is interpreted by a University-wide faculty group who also construct the rubric for the individual areas and make recommendations to departments regarding pedagogy. As the Otter Model is formalized as a program, the ILO model will be under consideration for GE assessment.	Findings are used to improve teaching practices (align teaching and learning practice with learning outcomes, align rubric with learning outcomes).	The difficulties in assessing General Education holistically have led to a recommendation to formalize GE as a program with a faculty director.

CATEGORY	Have formal learning outcomes been developed?	Where are these learning outcomes published? (please specify)	Other than GPA, what data/indicators are used to determine that graduates have achieved the stated outcomes for the degree? (E.g. capstone course, portfolio review, licensure exam?)	Who interprets the evidence? What is the process?	How are the findings used?	Date of last program review for this degree program
<b>Bachelor of Science</b>						
<b>Biology</b>	YES	University Catalog and department website. Hardcopies available in the Division of Science and Environmental Policy (SEP) office.	Students demonstrate completion of an MLO through successful completion of courses whose course learning outcomes (CLOs) are aligned with each MLO. Students either complete a senior capstone research project or take a standardized exam such as the MCAT, one of the Biology GREs, or the Biology CSET, depending on their concentration.	<p>Individual faculty assess the courses in the major, focusing primarily on the core lower division biology, critical thinking and writing, and the core upper division (genetics and microbiology).</p> <p>For the capstone: faculty interpret the evidence in the context of course outcomes and either the capstone project or the proscribed exam. Students are required to pass a capstone project assessment before presenting their data at the capstone festival. This oral assessment is based on the course outcomes, and the overall breadth and depth of Biology knowledge that the students exhibit.</p> <p>Students who take a nationally administered standardized exam must perform at the 50th percentile or higher. Students who take the Biology CSET must earn a passing score (70% or above). The current pass rate for the CSET exam by Biology students is 92%.</p>	The findings are used to determine gaps in the curriculum and to make to make curricular and pedagogical improvements. Some faculty use evidence here for supporting evidence in the scholarship of teaching (RTP).	Biology is currently under program review 2014-2015 and will submit a Program Improvement Plan in Fall 2015.
<b>Business Administration</b>	YES, with Program Review in 2008, General Knowledge and Skills Outcomes (GKO) were established to supplement	The program goals and MLOs are posted in the CSUMB catalog, as well as on the College of Business website. This semester new	MLOs are primarily assessed in Senior Capstone, BUS 499 Strategic Management, and in core courses in the major in which each MLO is reinforced/mastered. Rubrics are used to assess the MLOs associated with Written	Student work in select core foundation, milestone, and capstone courses taken by all students enrolled in the BSBA degree program is collected and evaluated by faculty during designated College assessment days at the beginning and/or	The findings from evaluation of student work in foundation course, milestone courses, and capstone are used to determine where interventions need to be made to improve student learning. Various	Fall 2008  Next scheduled for Fall 2016

	<p>existing Major Learning Outcomes (MLOs) in anticipation of working toward AACSB accreditation. Concurrently, faculty launched assessment of student learning of the GKOs beginning with written communication and oral communication, and following with critical thinking and teamwork. In 2013, the College of Business was formed from what had been the School of Business, and the founding Dean was hired to formally begin the process of seeking AACSB accreditation. In 2014, the Dean led the development of the College's new strategic plan, and program goals and MLOs were developed to align with the new vision and mission statements.</p>	<p>promotional materials are being developed for the College, and these, too, will feature the BSBA program goals and MLOs. MLOs and Course Learning Outcomes (CLOs) are routinely included in each course syllabus. CLOs are being aligned with the new MLOs this year (2015) and updated in each syllabus. Additionally, BSBA program goals are being added as a required element of each syllabus.</p>	<p>Communication, Oral Communications, Quantitative Reasoning, and Critical Thinking. Faculty members are in the process of developing a comprehensive exam to assess knowledge in the major at or near graduation.</p>	<p>end of each semester, as well as during assessment meetings within the semester. In the past, this work was done by all full-time faculty members; part-time faculty members now participate on a voluntary basis. All student work is randomly selected and identifying information is removed (student name, instructor name, and course section). Participating faculty first collectively norm their grading using the appropriate rubric, then pairs of faculty evaluate student work to that rubric. Results are charted and a third faculty member evaluates student work if differences in scoring cannot be reconciled. All scores are then charted to reflect the percentage of students that meets or exceeds the established achievement target. Additionally, rubrics are used to assess Capstone reports and presentations. Faculty from across the department, as well as community members, are involved in evaluating student presentations at the Capstone Festival using the Oral Communication rubric.</p>	<p>interventions have been made since 2008, including revising the GE Area A4 GWAR course, conducting faculty development workshops, and restricting writing-intensive courses to in-class instruction (as opposed to online). Faculty members are now in the process (Spring 2015) of closing the loop through the second measure and evaluation of student work in the MLOs related to Written Communication, Oral Communication, and Critical Thinking. Additional interventions will be planned based on the outcome of the evaluation of student work in these areas this semester. Additionally, the findings from assessment of student learning since our last program review will be an integral part of our next program review Self-study Report and will inform both our external review process and Program Improvement Plan.</p>	
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<b>Communication Design (formerly Info Tech and Communication Design (ITCD))</b>	YES	University Catalog and department website.	Capstone, individual learning e-portfolio	Capstone class instructor and academic advisor	Used in curriculum revision and faculty evaluation. Reviewed and discussed in CD planning meeting in May. During the summer, the program director coordinates the detail improvement plan to be approved and implemented during the coming academic year.	Fall 2008  Next scheduled for Fall 2015
<b>Computer Science (Formerly Computer Science and Information Technology)</b>	YES	University Catalog and department website.	Students demonstrate completion of an MLO through successful completion of courses whose course learning outcomes (CLOs) are aligned with each MLO. Capstone, individual learning e-portfolio are used during the final semester are considered.	Capstone class instructor, faculty committee and academic advisor	Used in curriculum revision and faculty evaluation. Reviewed and discussed in School of Computing and Design planning meeting in May. During the summer, the program director coordinates the detail improvement plan to be approved and implemented during the coming academic year.	This program currently under program review 2014-2015 and will submit a Program Improvement Plan in Fall 2015.
<b>Environmental Science, Technology and Policy</b>	YES	University Catalog and department website. Hardcopies available in the SEP office.	Students demonstrate completion of an MLO through successful completion of courses whose course learning outcomes (CLOs) are aligned with each MLO. Faculty groups have conducted collaborative assessment of several MLOs.	Collaborative faculty groups establish the expectations for each learning outcome, including the capstone project, but individual faculty assess student performance in their courses. Periodic 'norming' of student work is a faculty group effort.	Findings used to determine gaps in the curriculum and used to make to make curricular and pedagogical improvements. Some faculty use evidence here for supporting evidence in the scholarship of teaching (RTP).	Fall 2008  Next scheduled for Fall 2015
<b>Kinesiology (KIN)</b>	YES	University Catalog and department website, Individual Learning Plans (ILPs), and Syllabi.	Senior Capstone courses Kin 497 and Kin 499, comprehensive certification examinations; feedback from employers and graduate schools.	Faculty collect evidence from various courses, particularly Capstone II (e.g., common assignments, certification exam pass rates) and employer feedback as key sources; normative sessions are employed. Comprehensive examinations are evaluated by the appropriate certification organization.	Findings are used to improve the quality of the learning experience for future students as well provide evidence that a student is fully prepared to graduate with a Kinesiology degree.	The major went through its first program review 2012-13 and completed its Program Improvement Plan

<b>Marine Science (MSCI)</b>	YES	University Catalog and department website. Hard copies are available in the SEP office.	The MSCI capstone (including both course-based group projects and honors theses) is intended to demonstrate student capabilities across multiple MLOs. Other than that, students demonstrate completion of an MLO through successful completion of one or more courses for which the course learning outcomes (CLOs) are aligned with each MLO. Students who do not meet course outcomes do not pass that course.	The MSCI faculty committee has established the expectations for each learning outcome, including capstone projects (both course-based group capstones and honors capstones). Individual faculty assess student performance in their courses. Periodic 'norming' of student work is a group effort.	Any gaps in student knowledge or skills are addressed by a) improving the lower-level courses leading up to the advanced and capstone courses, and b) developing additional upper-division courses designed to provide students opportunities to develop and apply new skills.	Program launched Fall 2011.  First program review scheduled for Fall 2016.
<b>Mathematics</b>	YES	University Catalog and department website.	Capstone Course and Portfolio Review	Mathematics program curriculum committee reviews all graduates' work in the Capstone Course and in Portfolio review	Used for improving the quality of student learning in the mathematics	Fall 2012
<b>Nursing</b>	YES	University Catalog and department website	The Nursing Program requires students to complete a capstone project as part of their community health/public health class that is the last course before graduation. A one unit portfolio review course is required as part of their preceptor requirement as part of the BSN program.	The capstone project is graded by the instructor who teaches the community health/public health theory and clinical course. The capstone is also presented to the community clinic or clinical setting healthcare professionals for their evaluations of how the students integrate what they have learned from the setting. These projects are also presented as posters for other students and faculty to see and discuss with the students. The portfolio is also graded by the instructor who teaches the course. Students portfolios are graded and read throughout the course of semester and students are advised if they are meeting the goals of the course.	Faculty discuss the caliber of work that students have completed in the capstone projects and portfolios and evaluate how the students can be engaged to be more creative or to be mentored to do projects that lead them to be change agents in health care delivery. This summer is only the second graduating cohort who are completing their capstone and portfolio requirements. We will conduct a gap analysis to evaluate if the students are getting good clinical experiences which may be reflected in their capstone.	Program launched Fall 2012.  First program review scheduled for Fall 2017

<b>Sustainable Hospitality</b>	YES	The program goals and MLOs are posted in the CSUMB catalog, as well as on the College of Business website.	MLOs will be primarily assessed in senior capstone, HOSP 499 Strategic Management Hospitality, and in core courses in the major in which each MLO is reinforced/mastered.	As a new program just beginning, the process will be developed over time. Faculty will be gathering and interpreting the evidence.	The findings from evaluation of student work in foundation course, milestone courses, and capstone will be used to determine where interventions need to be made to improve student learning.	Program launched Fall 2015.  First program review scheduled for Fall 2020.
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<b>CATEGORY</b>	<b>Have formal learning outcomes been developed?</b>	<b>Where are these learning outcomes published? (please specify)</b>	<b>Other than GPA, what data/indicators are used to determine that graduates have achieved the stated outcomes for the degree? (E.g. capstone course, portfolio review, licensure exam?)</b>	<b>Who interprets the evidence? What is the process?</b>	<b>How are the findings used?</b>	<b>Date of last program review for this degree program</b>
<b>Bachelor of Arts</b>						
<b>Cinematic Arts and Technology (formerly Teledramatic Arts and Technology)</b>	YES	University Catalog and department website.	Fulfillment of MLO courses with grade C or better. Completion of Research and Development Portfolio and Capstone Project.	Faculty interpret and assess evidence of learning during courses and as a Capstone committee.	Coursework is assessed by faculty members to measure student achievement, by the department to assess curriculum effectiveness, by the Media Arts Task force and other college and University wide curriculum committees.	Fall 2011  Next program review scheduled for Fall 2017.
<b>Collaborative Health and Human Services (CHHS)</b>	YES	University Catalog, department website, CHHS Major Handbook, CHHS General Program Informational brochure, and Individual CHHS course syllabi	1) Course-based assessments, 2) capstone applied research paper & oral presentation, 3) graduation portfolio	1) Individual course instructors, 2) capstone seminar instructors, 3) capstone & field seminar instructors & field-based mentor/reviewers	Individual course instructors use evidence to assign student grades. More general use of assessment information is limited to informal discussion in CHHS Curriculum Committee for purposes of program improvement.	2012
<b>Environmental Studies</b>	YES	University Catalog and department website.	Students demonstrate completion of MLOs through successful completion of a capstone project, an electronic portfolio, and additional courses whose course learning outcomes (CLOs) are aligned with each MLO.	Faculty will interpret the evidence in the context of course outcomes and the capstone project.	Findings used to determine gaps in the curriculum and used to make curricular and pedagogical improvements.	The major was launched Fall 2011. First program review scheduled for Fall 2016.

<b>Global Studies (GS)</b>	YES	University Catalog and department website.	Capstone Portfolio. The students provide evidence in the portfolio of having met all Major Learning Outcomes. Collaborative assessment of student portfolios is periodically conducted as part of the department's annual assessment projects.	Capstone Instructor (GS 400) for each student every year. Additional Global Studies faculty interpret the evidence in collaborative evaluations of portfolios as part of the department's annual assessment projects.	The GS capstone portfolios are a key data source in the GS Major Assessment Plan. The GS faculty collectively, not just the GS capstone instructor, interpret the data each year around a specific question or questions. In addition, however, the data are analyzed to assess particular major learning outcomes each year, the results are discussed by the faculty, and then revisions in assignments for particular courses are made where applicable.	2007  Next scheduled for Fall 2015
<b>Human Communication (HCOM)</b>	YES	University Catalog and department website and course syllabi.	Outcomes (for MLOs and concentrations) are met by C or better in courses; likewise in Senior Capstone seminar and project. Periodic assessment projects also provide opportunities to assess student learning by review of student work samples.	Professor teaching courses, or lead faculty advisor for the MLO or concentration. Periodic assessment project conducted by HCOM faculty and results shared with other faculty in the Division.	Determine if students have fulfilled the Learning Outcomes. Assessment also used for program review and improvement.	2008  Program review in progress (AY15-16)
<b>Integrated Studies Special Major (ISSM)</b>	YES	Catalog and departmental website, student learning plans	Course work and capstone	ISSM coordinator	ISSM re-opening for student admission as of AY 2015-16. Determination of how/when to assess program will be determined at a later date.	The major was re-launched Fall 2015.  Next program review scheduled for Fall 2020.
<b>Japanese Language &amp; Culture</b>	YES	University Catalog and department website. Internal World Languages and Cultures publications.	Capstone and Graduation portfolio	Mainly by tenured and tenure track faculty members. Language related assessments are conducted in Japanese. Faculty members evaluate students' capstone presentations and papers. Also students submit a portfolio that includes evidence for each MLO.	To reexamine and help revise the curriculum, provide advising, and craft the content of the major pro-seminar and the capstone.	Pilot program launched in Fall 2011.  Spring 2015. (required by CO due to pilot status)

<b>Liberal Studies</b>	YES	University Catalog and department website, syllabi, advising and promotional materials	GWAR, Course assignments; Rubrics developed by Department; Capstone; passage of CSET (anecdotal information); survey data	Faculty; For "milestone" assignments faculty use mutually developed rubrics to assess and process the results in meetings. Next steps are derived from the analysis of the "results."	The findings are used to map where learning opportunities are provided for the outcomes under consideration. We also work to determine if a developmental progression is being furthered. These findings are used to decide next steps.	Fall 2008  Next program review scheduled for Fall 2016.
<b>Music</b>	YES	University Catalog and department website.	Capstone and Coursework	Course Instructors and Capstone Committee	By individual faculty to assign grades	Fall 2012  Next program review scheduled for Fall 2018.
<b>Psychology</b>	YES	University Catalog and department website.	Outcomes for MLOs are met by C or better in major course requirements. Student work in the capstone course during students' final term before graduation is assessed. Students conduct empirical research projects, write a literature review or construct a portfolio. Each of these projects is supposed to demonstrate students' achievement of the MLOs.	Individual faculty instructors in major courses assess whether students have met the outcomes by grading assignments, exams, and projects. The individual capstone instructors assess the work in capstone. In addition, the program faculty have conducted two annual assessments of student work in capstone and research methods classes to assess students' learning of MLO2: Research Methods.	The findings from the annual assessment have been written up and suggestions have been made as to how to refine courses to better scaffold student learning.	The major was launched Fall 2007.  First program review started Spring 2015.

<p><b>Social and Behavioral Sciences (SBS)</b></p>	<p>YES</p>	<p>University Catalog and department website.</p> <p>The Major Learning Outcomes (MLOs) are also described in detail in a Graduation Portfolio Manual distributed to every student at the beginning of the semester in which they enroll in the SBS Major Pro-Seminar. The learning outcomes are also stated on each syllabus of each course designed to meet an MLO, a General Education Requirement, or a Graduation Learning Outcome (GLO).</p>	<p>Formative assessment of major learning outcomes takes place in the Major Pro-Seminar with its intensive writing lab for MLO I and GWAR (Graduate Writing Assessment), in two research methods courses for MLO II, in four, or more, discipline-specific or area studies courses for MLO III, and in the first semester of Senior Capstone for MLO IV. Capstone seminar instructors conduct a summative assessment for all four MLOs based on evidence contained in the Graduation Portfolio (now exclusively as an e-portfolio) from previous MLO courses, and in consultation with individual SBS faculty capstone advisers, a further summative assessment based on the students' final research capstone. The Senior Capstone and Graduation Portfolio must contain evidence of student competency in all four MLOs. These are collaboratively assessed by the capstone instructors and individual faculty capstone advisers. SBS faculty do a final summative assessment of the students' public presentation of capstone research.</p>	<p>Individual faculty members teaching MLO courses leading up to the capstone conduct formative assessments of student work. A Capstone Committee consisting of the Capstone Seminar instructor and a faculty capstone advisor review the summative evidence contained in students' Graduation Portfolios. Normally, all SBS faculty attend the public presentations of student capstones in each semester's university-wide capstone festival. Regular business meetings of the SBS faculty normally discuss issues and concerns that flow from observing the capstone festivals. More formally, the SBS faculty conduct periodic intensive inter-rater reliability assessments of Graduation Portfolios as part of annual departmental assessment projects.</p>	<p>The SBS faculty use the results of its collaborative periodic assessments of Graduation Portfolios to review and revise SBS learning outcomes and teaching practices at the Department level. In 2010, the Department completed a thorough assessment of Graduation Portfolios from students who graduated from the program in the previous five years. The result of this process was a revision of the capstone curriculum, beginning in academic year 2010-2011, and a clarification of portfolio requirements. Faculty again assessed graduation portfolios in spring 2013 resulting in further redesign and conversion to an e-portfolio format. This is not only more convenient--and portable--for students, but it now facilitates more frequent and thorough assessment of the effectiveness of the SBS curriculum and pedagogies in helping student to achieve the Major Learning Outcomes.</p>	<p>Fall 2007</p> <p>Program review I progress, starting Spring 2015</p>
<p><b>Spanish</b></p>	<p>YES</p>	<p>University Catalog and department website and internal WLC publications.</p>	<p>Capstone and Graduation portfolio</p>	<p>Mainly by tenured and tenure track faculty members. Language related assessments are conducted in Spanish. Faculty members evaluate students' capstone presentations and papers. Also students submit a portfolio that includes evidence for each MLO.</p>	<p>To reexamine and help revise the curriculum, provide advising, and craft the content of the major pro-seminar and the capstone.</p>	<p>Pilot program launched in Fall 2011.</p> <p>Spring 2015. (required by CO due to pilot status)</p>

<p><b>Visual and Public Art (VPA)</b></p>	<p>YES</p>	<p>University Catalog and department website. VPA internal publications and handouts, advising materials, and syllabi.</p>	<p>Capstone class activities - research, development, writing, revision, and planning. Successful completion and exhibition of student projects. Student successful achievement of this program's MLO's is determined based upon successful completion of all VPA courses. Students may not enter the Senior Capstone class with an "Incomplete" or failure in any previous VPA classes. Success in this area is measured through Capstone class activities - research, writing, revision, participation in workshops and class projects, development of project ideas, proposal presentation and approval (fall semester), revision, completion and exhibition of approved capstone project (spring semester).</p>	<p>VPA Chairs and faculty interpret the evidence; then there is conceptual development, reviews, revisions, and final presentation/ exhibition. Students participate in online and in-class research and writing assignments, and then present written proposals and visual support materials related to proposed capstone project. VPA faculty interpret the evidence using the VPA Standards and Criteria rubric, the VPA-Major Learning Outcomes, and exhibition standards from the field. Students receive written and verbal feedback from the VPA faculty prior to, and after the final proposal presentation. This feedback is compiled and presented to the student by capstone instructor(s). Students are required to revise their proposals in response to this feedback prior to the end of the semester.</p>	<p>For program assessment. - course content, curriculum review &amp; revision. Findings are used for student assessment, grading, successful revisions of proposed projects, and preparation for the field. This data is used in the examination and revision of the curricular structure of the VPA program, the Major Pro Seminar, and Senior Capstone classes.</p>	<p>Fall 2008</p> <p>Next program review scheduled for Fall 2015.</p>
<p><b>World Languages and Cultures (WLC)</b></p>	<p>YES</p>	<p>University Catalog and department website and internal WLC publications.</p>	<p>Capstone and Graduation portfolio</p>	<p>Mainly by tenured and tenure track faculty members. Language related assessments are conducted in the target language. Faculty members evaluate students' capstone presentations and papers. Also students submit a portfolio that includes evidence for each MLO.</p>	<p>To reexamine and help revise the curriculum, provide advising, and craft the content of the major pro-seminar and the capstone.</p>	<p>Fall 2008</p> <p>Next program review scheduled for Fall 2015.</p>

CATEGORY	Have formal learning outcomes been developed?	Where are these learning outcomes published? (please specify)	Other than GPA, what data/indicators are used to determine that graduates have achieved the stated outcomes for the degree? (E.g. capstone course, portfolio review, licensure exam?)	Who interprets the evidence? What is the process?	How are the findings used?	Date of last program review for this degree program
<b>Graduate Programs</b>						
<b>Business Administration (MBA)</b>	YES, there are formal stated program competencies and course Major Learning Outcomes. However, as a result of the recent MBA program review process and alignment with AACSB accreditation requirements, the current competencies are being abandoned and a new set of MLOs were developed during the Spring 2015 semester.	The new MLOs will be published in place of the current MLOs in the Fall 2015 University Catalog and on the College of Business website. The competencies will be deleted from the MBA syllabi as each syllabus is updated, and the new MLOs will replace them.	Exams, papers, study group projects, and online discussions in the various disciplines will form the basis for the assessment of the new MBA MLOs. The first cycle of assessment of critical thinking has been completed and critical thinking will become one of the new MLOs to maintain academic alignment with the undergraduate business program goals and MLOs as required by AACSB.	After the new MLOs are developed and approved, full-time College of Business faculty and/or part-time MBA student work to the new MLOs using the appropriate rubrics and exams following the College of Business assessment process (as outlined under the BSBA Program).	The findings that result from the MBA assessment process are used to develop the MBA Program self-study, inform the Program external review process, and complete the loop to improve the MBA program based on the assessment plan and process.	Fall 2013  The Program Improvement Plan has been written and submitted, and is currently being executed.
<b>Applied Marine and Watershed Science (MS) (formerly Coastal &amp; Watershed Science &amp; Policy)</b>	YES	University Catalog and department website.	The master's thesis (for the thesis option) or the internship report (for the Professional Science Masters option) and required course work are the primary sources of evidence used to assess completion of MLOs in this graduate program.	Faculty advisors, second and third readers, faculty instructors of courses, and the program coordinator interpret the evidence in the context of course outcomes and the final thesis or PSM report.	Findings used to determine gaps in the curriculum and used to make to make curricular and pedagogical improvements. Some faculty use evidence here for supporting evidence in the scholarship of teaching (RTP).	Fall 2010  Next program review scheduled for Fall 2017.

<b>Education (MAE)</b>	YES	University Catalog and department website, syllabi, Orientation Material, Program Review docs	Successful signature assignments; Presentation of thesis at MAE Culminating Project Presentations	Program Faculty in structured collaborative reviews of student; human subjects; proposal and action thesis	To determine progress during study; program completion/exit; program modifications and improvement; special support for graduate student if necessary.	Fall 2009 Next program review scheduled for Fall 2015
<b>Instructional Science and Technology (MS)</b>	YES	University Catalog and department website and course syllabi.	Learning Outcomes were developed and defined as part of the program approval process. In addition, courses were developed to fulfill each outcome and each outcome was addressed in the curriculum. In summer of 2007, after running the first two cohorts, faculty revised the Learning Outcomes based on lessons learned from the first two years of implementation. Learning Outcomes are delivered and assessed primarily through course-based projects, papers, presentations, and a final graduate capstone project. In order to showcase the areas of depth and interdisciplinary understanding students are required to develop an e-portfolio throughout the duration of their study and also required to develop a graduate capstone project, which focuses on solving a real world problem using instructional science and technology skills acquired in the program.	Assess all student learning outcomes extensively, consistently, and regularly. The program requires each instructor to assess student learning outcomes achieved in his/her classes. A student receives a passing grade only after she/he has fulfilled the course Learning Outcomes and provided evidence designated in the course syllabi; hence, students' grades are direct indicators of the outcomes achievements. All program faculty are required to attend the final Capstone Festival where every student presents the final professional project.	The entire faculty are responsible for collecting and analyzing evidence of learning outcomes. The program selects a subset of the learning outcomes to be reviewed by faculty committee each year and at the year-end retreat. During the retreat, faculty, staff and student representatives review the description of the outcomes, assess the evidence, consider the advisor suggestions and generate a strategic recommendation for improvement. During the summer, the program director (or designated faculty) coordinates the detail improvement plan to be approved and implemented during the coming academic year.	Fall 2009 Next program review scheduled for Fall 2016.
<b>Management and Information Technology (MS)</b>	THIS PROGRAM HAS BEEN TAUGHT OUT. Program suspended in 2006					

<b>Marine Science (MS)</b>	YES	University Catalog and department website; also on San Jose State website as this is a consortium program	Passing the core courses, writing and orally presenting a thesis research proposal, writing a thesis reviewed by typically three committee members who are experts in the scientific community, and presenting an oral thesis defense.	The instructional faculty grades students in coursework. Faculty advisors and thesis committee members assess research-related requirements. At least once each program planning cycle the department must collect data on student performance for each PLO.	Findings are used to improve curriculum.	Program Review was last administered by SJSU in 2011/2012.  Next program review scheduled for Spring 2017.
<b>Public Policy (MPP)</b>	THIS PROGRAM HAS BEEN TAUGHT OUT.					
<b>Social Work (MSW)</b>	YES	University Catalog and department website. At the Council on Social Work Education website (cswe.org), the MSW program's website, the MSW Student Handbook, the MSW Field Manual, and course syllabi.	Each core competency has a set of practice behaviors that are tied to signature assignments, field evaluations, and the student exit survey.	Data collected are presented to the MSW Assessment Committee for faculty interpretation and discussion. Chair of the Assessment Committee is in charge of soliciting signature assignments and field evaluations from faculty. The Assessment Committee meets monthly during the semester.	As a feedback loop to polish the curriculum internally. Incorporate and present the data in accreditation materials (Benchmarks).	New program started in fall 2010.  Program Review scheduled for Fall 2015.

CATEGORY	Have formal learning outcomes been developed?	Where are these learning outcomes published? (please specify)	Other than GPA, what data/indicators are used to determine that graduates have achieved the stated outcomes for the degree? (E.g. capstone course, portfolio review, licensure exam?)	Who interprets the evidence? What is the process?	How are the findings used?	Date of last program review for this degree program
<b>Teaching Credentials</b>						
<b>Single Subject Traditional &amp; Intern Pathways</b>	YES	University Catalog and department website, syllabi, Orientation Material	Successful signature assignments; Full-time student teaching; Master teachers; University supervision; capstone presentations; Summative performance assessment; State Subject Matter Exams; CSET; CBEST; and the Performance Assessment for California Teachers (PACT)	State testing agencies; Commission on Teacher Credentialing; program faculty in structured collaborative reviews of student work and data	To determine progress during study and practica; program completion/Exit; program modifications and improvement; special support for students	CCTC and NCATE Accreditation April 2014
<b>Multiple Subject Traditional &amp; Intern Pathways</b>	YES	University Catalog and department website, syllabi, Orientation Material	Successful signature assignments; Full-time student teaching; Master teachers; University supervision; capstone presentations; Summative performance assessment; State Subject Matter Exams CSET; CBEST; RICA; BCLAD; and the Performance Assessment for California Teachers (PACT)	State testing agencies; Commission on Teacher Credentialing; program faculty in structured collaborative reviews of student work and data	To determine progress during study and practica; program completion/Exit; program modifications and improvement; special support for students	CCTC and NCATE Accreditation April 2014
<b>Special Education Mild-Moderate/Moderate-Severe Traditional &amp; Intern Pathways</b>	YES	University Catalog and department website, syllabi, Orientation Material	Successful signature assignments; Full-time student teaching; Master teachers; University supervision; capstone presentations; Summative performance assessment; State Subject Matter Exams; CSET; CBEST; RICA; EdTPA Pilot this year	State testing agencies; Commission on Teacher Credentialing; program faculty in structured collaborative reviews of student work and data	To determine progress during study and practica; program completion/Exit; program modifications and improvement; special support for students	CCTC and NCATE Accreditation April 2014