**WASC** Senior College and University Commission

# Inventory of Educational Effectiveness Indicators (IEEI) Form

The IEEI requests brief narrative information for each degree program, for general education (if applicable), and for the institution as a whole. The IEEI provides a comprehensive overview of the institution's assessment processes that teams, the Commission, and the institution itself may use to evaluate educational effectiveness.
*The relevant definition of "program" as presented in the glossary of the *2013 Handbook* is "a systematic, usually sequential, grouping of courses that forms a considerable part, or all, of the requirements for a degree in a major or professional field."

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

**Why is WSCUC interested in this information?** An institution committed to student achievement and educational effectiveness will have in place a system for collecting and using evidence to set standards of student performance and to improve learning. The indicators asked for in this exhibit reflect how an institution approaches quality assurance and improvement systematically. Institutions submit the IEEI to WSCUC as follows:
- **Reaffirmation and Seeking Initial Accreditation:** The evaluation team will review the institution's IEEI to help understand how comprehensively and successfully the institution addresses both the quality of its students' learning and the quality of the learning and assessment infrastructure. Teams and institutions are encouraged to treat this exhibit as a developmental document: the institution can indicate what activities it already engages in and what remains to be done.
- **Mid-Cycle Review:** Institutions submit an update of their IEEI with the Annual Report in the year of the institution's Mid-Cycle Review as a set of indicators related to educational effectiveness and student achievement.
- **Interim Reports:** Institutions submitting Interim Reports concerned with educational effectiveness submit an updated IEEI with their report when requested by the Commission.

**What 2013 Standards are addressed by this exhibit?**
The indicators listed in this exhibit collectively demonstrate an institution's commitment to quality assurance and improvement of educational results over time (CFRs 4.1, 4.3, and 4.4). Specific standards related to academic quality and effectiveness are addressed by the IEEI as follows:
- Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved (CFR 1.2)
- All degrees have clearly defined levels of student achievement (CFR 2.2)
- Undergraduate programs ensure the development of core competencies (CFR 2.2.a)
- Graduate programs establish clearly stated objectives (CFR 2.2.b)
- Student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level (CFR 2.3)
- Learning outcomes and standards of performance are developed by faculty, who take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards (CFR 2.4)
- The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance (CFR 2.6)
- All programs offered by the institution undergo systematic program review, which includes analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations (CFR 2.7).

# 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: Baccalaureate Outcomes | Yes | • University Catalog<br>• Course Syllabi<br>• Academic Programs Website | The Graduation Writing Proficiency Exam (GWPE) is required to be passed by all graduating seniors. There are plans to replace this exam with a Writing Across the Curriculum (WAC) plan, which will include 2-3 courses in English and other discipline-specific writing courses, which will measure writing proficiency for all students.<br><br>No meaningful plan has been put into place as of yet to assess other Baccalaureate Outcomes, though a new Academic Assessment Coordinator (Fall '17) and a faculty member participating in the WSCUC Assessment Leadership Academy will collaborate to develop and enact an institution-wide assessment process, including all Baccalaureate Outcomes. | Faculty in the English department assess the GWPE results and are coordinating the rollout of the new WAC pilot and assessment plan.<br><br>Once the Academic Assessment Coordinator role is filled, that person will collaborate with the Office of Academic Programs, Office of Institutional Effectiveness, and faculty members across campus to assess institutional Baccalaureate Outcomes and interpret results. | Currently, a passing grade (14 out of 24 points) on the GWPE is required for graduation and the exam can be retaken as many times as necessary. Literature, best practices, and our own findings led us to develop the WAC plan to replace the GWPE with more discipline-specific writing outcomes.<br><br>In the future and based on Baccalaureate Outcomes assessment results, the Academic Assessment Coordinator, in consultation with the Office of Academic Programs, Office of Institutional Effectiveness, and faculty across campus, will develop and recommend curricular and pedagogical improvements through the Integrated Curriculum Committee and Center for Teaching and Learning. | N/A |

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| For general education if an undergraduate institution: General Education and All-University Requirements (GEAR) | **Yes** | GEAR Program SLOs have recently been developed and approved. Once finalized, they will appear in:<br><br>• University Catalog<br>• GE Course Syllabi<br>• Academic Programs Website | Assessment of GEAR outcomes has been sparse, as there has no charge for the university GEAR committee to conduct such assessment. Other academic programs have often been charged to assess their own program SLOs in their own courses.<br><br>GEAR's new Program SLOs, as well as planned revisions to the Area Specific SLOs for each GE Area (A, B, C, D, E, American Institutions & Diversity and Common Ground), will inform newly developed assessment strategies. | A committee of faculty teaching GEAR courses will assess student output in GEAR courses and interpret the results. | Faculty on the GEAR Committee, in collaboration with the newly appointed Academic Assessment Coordinator, faculty across campus, and the Center for Teaching and Learning, will develop and recommend curricular and pedagogical improvements based on GEAR Program and Area Specific Outcomes assessment results. | **N/A** |
| **List each degree program:** | | | | | | |
| 1. Anthropology B.A.<br><br><br><br><br><br>M.A. | **Yes** | • University Catalog<br>• Course Syllabi<br><br><br><br><br>• University Catalog<br>• Course Syllabi<br>• Program Website | Assessed student output in 100, 300, and 400 level major courses, including major capstone, and using custom rubrics<br><br><br><br>Assessed student output from second-year graduate courses, including thesis products, and using a common rubric. | Department faculty score student output based on rubrics designed to fit specific outcomes. Interpretation is conducted by program leadership.<br><br><br>Same as above; though a common rubric was designed to fit all graduate level SLOs. | Curricular and program changes, including developing archaeology and bio-anthropology labs, establishing an internship course, and developing an undergraduate research symposium<br><br>Program was reorganized to allow earlier thesis development plans; faculty collaborated on unified rubrics and standards. | **2017** |
| 2. Art B.A | **Yes** | • University Catalog<br>• Course Syllabi | Assessed student output in capstone courses related to professional practices (Studio Art), writing and presentation skills (Art History) and service learning (Art Education). | Faculty teaching capstone courses provide assessment and interpretation of student output, in addition to faculty accreditation report authors. | Focus is on developing improved curriculum. One example is the redesign of the Introduction to Art History from a western to a global perspective. | **2015** |

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| 3. Biology B.S.<br><br>M.S. | **Yes** | • University Catalog<br>• Course Syllabi<br>• Program Website<br><br>• University Catalog<br>• Course Syllabi<br>• Program Website | Assessed student output in major coursework related to program SLOs and WASC Core Competencies (Information Literacy and Oral Communication) in undergraduate and graduate classes by applying AAC&U Value rubrics. | Faculty teaching courses assess the rubrics, while faculty leaders consult with associate college dean to interpret results. | Curricular and pedagogical changes based on the proliferation of program SLOs and assessment results. Examples include: introducing more coverage in Biological Sciences' three-course introductory series and making pedagogical changes to address low assessment results in the critical evaluation of sources and addressing language use in oral presentations. | **2016** |
| 4. Botany | **Yes** | • University Catalog<br>• Course Syllabi<br>• Program Website | Assessed student output in major coursework related to program SLOs and WASC Core Competencies (Information Literacy and Oral Communication) by applying AAC&U Value Rubrics. | Faculty teaching courses assess the rubrics, while faculty leaders consult with associate college dean to interpret results. | Curricular and pedagogical changes based on the proliferation of program SLOs and assessment results. Examples include: introducing more coverage in Biological Sciences' three-course introductory series and making pedagogical changes to address low assessment results in the critical evaluation of sources and addressing language use in oral presentations. | **2016** |
| 5. Business Administration B.S.<br><br>M.B.A. | **Yes** | • University Catalog<br>• Course Syllabi<br>• Program Website (Assessment Report)<br><br>• University Catalog<br>• Course Syllabi<br>• Program Website (Assessment Report) | Business Assessment Test, as well as an internally developed exam for undergraduate and graduate students. | Department faculty assess and interpret results. | The worst results were among students in quantitative reasoning courses. Department faculty are collaborating with the Mathematics department to redesign quantitative courses to better facilitate finance and accounting skills in business students. | **2015** |

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| 6. Chemistry B.S. | Yes | • University Catalog<br>• Course Syllabi<br>• Program Website (Catalog Copy) | Student output in 300 and 400 level courses (including capstone) assessed using AAC&U VALUE rubrics for Oral and Written Communication. Student output also assessed in 100 level General Chemistry series for discipline literacy using standardized tests and compared to national norms. | Faculty teaching courses score rubrics while faculty leadership in department interpret results. | Curricular changes in the General Chemistry series have yielded positive results. Alternative pedagogy is encouraged by the department to address deficiencies uncovered in other core competency assessment. | 2017 |
| 7. Communication B.A | Yes | • University Catalog<br>• Course Syllabi<br>• Program Website (Student Handbook) | Student output (speeches and annotated bibliographies) assessed using AAC&U VALUE rubrics for Information Literacy and Oral Communication. | Department faculty assessed and interpreted results in consultation with major students (for Oral Communication) | The Department is currently seeking ways to incorporate more oral communication skills later in the program for majors. | 2016 |
| 8. Computer Science B.S. | Yes | • University Catalog<br>• Course Syllabi | Standardized Educational Testing Service Major Field Test, a comprehensive exam, required for all graduating seniors. | Outcomes assessed and interpreted by department faculty. | Department faculty are developing a more intensive assessment plan that will better inform curricular and pedagogical changes. | 2015 |
| 9. Criminology & Justice Studies B.A. | Yes | • University Catalog<br>• Course Syllabi | This is a pilot program that was part of the Sociology program. Program faculty are developing an assessment plan with embedded assessment in core courses. Previous assessment of student output from a capstone course shared with the Sociology program used the AAC&U VALUE rubric for Oral Communication. | Outcomes assessed and interpreted by Sociology department faculty. | Department faculty are developing a more intensive assessment plan that will better inform curricular and pedagogical changes. | 2017 |
| 10. Critical Race, Gender & Sexuality Studies B.A. | Yes | • University Catalog<br>• Course Syllabi<br>• Program Website (Catalog Copy) | Student output (speeches and literature reviews) assessed using AAC&U VALUE rubrics for Information Literacy and Oral Communication. | Outcomes assessed by faculty teaching courses and interpreted by department faculty leaders. | Pedagogical changes have been made to address deficiencies in critical evaluation of sources and oral communication. | 2012 |

| Program | Assessed | Where Published | What is Assessed | How Assessed | Changes Made | Year |
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| 11. Economics B.A. | Yes | • University Catalog<br>• Course Syllabi<br>• Program Website | Student output in courses (including capstone and exit exam) assessed using AAC&U VALUE rubrics for Oral Communication, Written Communication, and Information Literacy. | Outcomes assessed and interpreted by department faculty. | Several pedagogical changes were made to address core competency deficiencies, including better aligning assignments and skills development with outcomes expectations. | 2016 |
| 12. Education M.A. | Yes | • University Catalog<br>• Course Syllabi<br>• Program Website (Grad Student Handbook) | Culminating project or thesis. | Outcomes assessed by graduate committee chairs and interpreted by department faculty leadership. | Program faculty will determine the need to better incorporate the assessment of student learning into their curriculum. | 2013 |
| 13. English B.A. | Yes | • University Catalog<br>• Course Syllabi | Student output (speeches and literature reviews) assessed using AAC&U VALUE rubrics for Information Literacy and Oral Communication. | Outcomes assessed by faculty teaching courses, as well as other faculty scorers. Outcomes are interpreted by faculty assessment leadership. | Pedagogical changes in undergraduate coursework to better address deficiencies in core competencies, including more time and energy spent developing oral delivery and topic synthesis skills. | 2013 |
| M.A. | | • Course Syllabi | No meaningful assessment of master's program SLOs has been reported since this program re-wrote SLOs in 2013. | N/A | N/A | |
| 14. Environmental Resources Engineering B.S. | Yes | • University Catalog<br>• Course Syllabi<br>• Program Website | Student output in courses at all levels assessed using AAC&U VALUE rubric for Information Literacy. | Outcomes assessed by faculty teaching courses and interpreted by faculty Design Skills Theme Committee whose recommendations are review by department faculty. | Pedagogical changes in courses throughout the major with assignments embedded to improve student Information Literacy skills. | 2011 |
| 15. Environmental Science & Management B.S. | Yes | • University Catalog<br>• Course Syllabi<br>• Program Website | Student output in 400 level course assessed using AAC&U VALUE rubric for Information Literacy. | Outcomes assessed by faculty teaching course and interpreted by faculty assessment leadership. | Pedagogical changes recommended in lower-level program courses to improve citation and reference skills in students. | 2015 |
| 16. Environmental Studies B.A. | Yes | • University Catalog<br>• Course Syllabi<br>• Program Website | Pilot program. Faculty developing an assessment process based on curricular and pedagogical design. | N/A | Faculty working on an assessment process that will inform curricular and/or pedagogical improvements. | 2017 |
| 17. Environmental Systems M.S. | Yes | • University Catalog<br>• Course Syllabi<br>• Program Website (Catalog Copy; Geology Option Only) | No meaningful assessment of master's program SLOs has been reported since this program re-wrote SLOs in 2013. | N/A | N/A | 2011 |

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| 18. Film B.A. | Yes | • University Catalog<br>• Course Syllabi<br>• Program Website | Student output at multiple levels assessed using custom rubrics. | Outcomes assessed by faculty teaching course and interpreted by faculty assessment leadership. | The lack of standardization has left faculty leadership skeptical of past assessment results. Faculty have developed a new SLO Assessment Calendar that should provide greater information to inform curricular and/or pedagogical improvements. | 2016 |
| 19. Fisheries Biology B.S. | Yes | • University Catalog<br>• Course Syllabi | Student output at multiple levels using AAC&U VALUE rubrics for Information Literacy and Oral Communication, as well as standardized testing (Science Literacy Concept Inventory) | Outcomes for student output assessed by faculty teaching courses and outcomes interpreted by department faculty leadership. | Minor pedagogical and student outreach changes reported by program. Faculty are developing new assessment tools to better track assessment outcomes and inform curricular and/or pedagogical improvements. | 2015 |
| 20. Forestry & Wildland Resources B.S. | Yes | • University Catalog<br>• Course Syllabi<br>• Program Website (Catalog Copy) | Student output in capstone course using AAC&U VALUE rubrics for Information Literacy and Oral Communication and custom rubric for Written Communication. | Outcomes for student output assessed and interpreted by department faculty assessment committee. | Several pedagogical improvement recommendations were developed by department's faculty assessment committee for early career major courses. | 2010 |
| 21. French & Francophone Studies B.A. | Yes | • University Catalog<br>• Course Syllabi<br>• Program Website | Student output in 100 and 300 level courses assessing French writing competency based on standards by the American Council on the Teaching of Foreign Language. | Outcomes for student output assessed and interpreted by department faculty. | Assessment activities are planned for capstone courses to complete the program level assessment of writing skills. Assessment activities of other SLOs are also in development, as is a strategy to incorporate assessment results into program-level curricular improvements. | 2017 |
| 22. Geography B.A. | Yes | • University Catalog<br>• Course Syllabi<br>• Program Website (Catalog Copy) | Student output across all levels (research papers, oral presentations, and group projects) using a mix of AAC&U VALUE rubrics and custom-made rubrics assessing written communication, oral communication, and information literacy. | Outcomes for student output assessed and interpreted by department faculty. | Recommendations developed to introduce information literacy skills earlier and more effectively in the major curriculum. | 2017 |

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| 23. Geology B.S. | Yes | • University Catalog<br>• Course Syllabi<br>• Program Website | Student output (research poster and oral presentation) in capstone course, assessed using the AAC&U VALUE rubrics for Information Literacy and Oral Communication. | Student output assessed by faculty teaching capstone course and interpreted by department faculty leadership. | Recommendations developed to introduce required skills in earlier courses. | 2012 |
| 24. History B.A. | Yes | • University Catalog<br>• Course Syllabi | Student output (oral presentation of capstone senior research papers) in on-campus History Conference coursework. | Student output assessed by department faculty and interpreted by department faculty leadership. | Peer mentorship program developed for earlier bottleneck research course has shown promising preliminary results. | 2012 |
| 25. Interdisciplinary Studies: Dance Studies B.A. | Yes | • University Catalog<br>• Course Syllabi | No meaningful assessment of program student learning outcomes has been reported since major curricular overhaul in 2015. | N/A | Major curricular overhaul in 2015 has delayed most recent program review and assessment of the impact of curricular changes is still ongoing. | 2012 |
| 26. International Studies B.A. | Yes | • University Catalog<br>• Course Syllabi<br>• Program Website | Student output across all levels assessed using custom rubrics for career education. | Student output assessed and interpreted by department faculty. | Recommendations for curricular and pedagogical improvements in career building skills developed throughout pilot program process. | 2012 |
| 27. Journalism & Mass Communication B.A. | Yes | • University Catalog<br>• Course Syllabi<br>• Program Website (Catalog Copy) | Student output in 100 and 300 level courses assessed using AAC&U VALUE rubrics to assess Information Literacy, Oral Communication, and Written Communication. | Student output assessed by faculty teaching courses and interpreted by department faculty leadership. | Most recent curricular and pedagogical changes have addressed issues of classroom size and space limitations. Faculty leadership is developing strategies to better incorporate assessment results in curricula and pedagogical improvement planning. | 2016 |

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| 28. Kinesiology B.S. | Yes | • University Catalog<br>• Course Syllabi | Student exit examination in capstone course measuring knowledge of key concepts throughout major upper-division curriculum. In addition, student output assessed using AAC&U VALUE rubrics for Information Literacy, Oral Communication, and Written Communication. | Student output assessed by faculty teaching courses and interpreted by department faculty leadership. | Program leadership is developing assessment processes to track student learning across several student outcomes in both undergraduate and graduate programs, including the development of longitudinal measures. These new processes will help to better inform curricular and pedagogical improvements in both programs. | 2017 |
| M.S. | | • University Catalog<br>• Course Syllabi | No meaningful assessment of master's program SLOs has been reported since this program re-wrote SLOs in 2013. | | | |
| 29. Liberal Studies: Child Development B.A. | Yes | • University Catalog<br>• Course Syllabi<br>• Program Website (Catalog Copy) | Student output at all levels assessed using AAC&U VALUE rubrics for Information Literacy, as well as mapping outcomes to national accreditation standards such as the Teaching Early Childhood Track on the California Early Childhood Educator Competencies, and the Infant Family Early Childhood Mental Health Certificate. | Student output and outcomes mapping assessed and interpreted by department faculty leadership. | Outcomes assessment led to pedagogical improvements in information literacy skills building and better outcomes tracking was developed through Canvas LMS. National accreditation standards have also led to plans to develop a new major program in collaboration with the Education Department. | 2017 |
| 30. Liberal Studies: Elementary Education B.A. | Yes | • University Catalog<br>• Course Syllabi<br>• Program Website (Student Handbook) | Student output in capstone course assessed using AAC&U VALUE rubrics for Information Literacy and Oral Communication. | Student output assessed by faculty teaching courses and interpreted by department faculty leadership. | Minor pedagogical improvements were suggested to improve greater awareness of expectations regarding research ethics and research strategies. | 2013 |
| 31. Liberal Studies: Recreation Administration B.A. | Yes | • University Catalog<br>• Course Syllabi | Student output was assessed using AAC&U VALUE rubrics for Information Literacy, Oral Communication, and Written Communication. | Student output assessed by faculty teaching courses and interpreted by department faculty leadership. | Program leadership is developing assessment processes to track student learning across several student outcomes, including the development of longitudinal measures. These new processes will help to better inform curricular and pedagogical improvements. | 2017 |

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| 32. Mathematics B.A. | **Yes** | • University Catalog<br>• Course Syllabi<br>• Program Website (Catalog Copy) | Student output in 300 level courses (poster and research paper) assessed using AAC&U VALUE rubric for Information Literacy. | Student output assessed by faculty teaching courses and interpreted by department faculty leadership. | Minor pedagogical improvements were suggested to improve greater skill building and awareness of expectations regarding discipline-specific citation and introduction/conclusion conventions. | **2013** |
| 33. Music B.A. | **Yes** | • University Catalog<br>• Course Syllabi<br>• Program Website (Catalog Copy) | Student output in 300 level courses (oral presentation and research paper) were assessed using AAC&U VALUE rubrics for Information Literacy and Oral Communication. | Student output assessed by faculty teaching courses and interpreted by department faculty leadership. | Music faculty leadership determined that no curricular or pedagogical changes were necessary to address either Core Competency assessed. Instead, they requested clarification on exactly how GEAR courses are providing students the skills necessary to succeed in upper division courses where they may be required. | **2011** |
| 34. Native American Studies B.A. | **Yes** | • University Catalog<br>• Course Syllabi<br>• Program Website | Program SLOs assessment mentioned in 2017 Program Review, but neither the process nor the results of the assessment were shared through standard Annual Assessment reporting protocols. | By the department's own admission, assessment of student outcomes has been a low priority over the past five years. Outcomes results have been gathered, but not shared or interpreted by department faculty. | The program has not made any specific curricular or pedagogical improvements as a result of its outcomes assessment. The program recognizes this deficiency and is working on developing a new plan for the assessment of its outcomes, beginning with re-writing its outcomes to better reflect WSCUC Core Competencies, and plans to incorporate outcomes assessment results in future program planning and evaluation. | **2017** |
| 35. Natural Resources M.S. | **Yes** | • Course Syllabi | Assessment of student written thesis, as well as oral thesis defense using custom rubrics that track communication and research skills. | Student output assessed by student graduate committee members and interpreted by program faculty leadership. | Minor pedagogical improvements were suggested to reinforce strengths demonstrated in student output. | **2016** |

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| 36. Oceanography B.S. | **Yes** | • University Catalog<br>• Course Syllabi | Student output in 300 level course (lab report) assessed using AAC&U VALUE rubric for Information Literacy. | Student output assessed by faculty teaching courses and interpreted by department faculty leadership. | Department faculty reported deficiencies in several areas of Information Literacy, though were not expecting skill mastery from 300 level students. Faculty are considering introducing more discipline-specific research skills in lower level major core courses, as well as plan to assess outcomes progress along multiple levels. | **2010** |
| 37. Philosophy B.A. | **Yes** | • University Catalog<br>• Course Syllabi | Student output in upper division courses were assessed using the AAC&U VALUE rubric and a custom rubric Information Literacy. | Student output assessed by faculty teaching courses and interpreted by department faculty leadership. | Pedagogical improvements in providing more research opportunities to students throughout the curriculum have been recommended by department faculty. | **2013** |
| 38. Physics B.A. & B.S. | **Yes** | • University Catalog<br>• Course Syllabi<br>• Program Website (Catalog Copy) | Student output in capstone courses (research and oral presentation) were assessed using AAC&U VALUE rubrics for Information Literacy and Oral Communication. | Student output assessed by faculty teaching courses and interpreted by department faculty leadership. | Pedagogical improvements in providing more research and speech opportunities to students throughout the curriculum were recommended by department faculty. | **2013** |
| 39. Political Science B.A. | **Yes** | • University Catalog<br>• Course Syllabi | Student output in capstone courses (research papers and recorded oral defenses) were assessed using AAC&U VALUE rubrics for Information Literacy and Oral Communication. | Student output assessed and interpreted by department faculty assessment committee. | Major curricular revisions were developed, including restructuring and re-sequencing courses to provide students better opportunities to gain skills needed to achieve and demonstrate mastery of student learning outcomes by the capstone. | **2017** |
| 40. Psychology B.A.<br><br><br>M.A. | **Yes**<br><br><br>**No (Counseling Option Yes)** | • University Catalog<br>• Course Syllabi<br>• Program Website<br><br>• University Catalog (Counseling Option only)<br>• Course Syllabi | Student output at all levels was assessed using AAC&U VALUE rubrics for Oral Communication, as well as custom rubrics for multiple PSLOs.<br><br>No meaningful assessment of master's program SLOs has been reported; SLOs not re-written or mapped in 2013. | Student output assessed by faculty teaching courses and interpreted by department faculty leadership. | Minor pedagogical revisions developed and enacted as a result of outcomes assessment made by individual faculty teaching courses. Major curricular revisions to increase basic research skills while providing more advancing quantitative research skills for students considering graduate school. | **2012** |

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| 41. Rangeland Resource Science B.S. | **Yes** | • Course Syllabi | Student output in 200 level course and capstone (literature review, presentation, and senior research paper) were assessed using AAC&U VALUE rubrics for Information Literacy, Oral Communication, and Written Communication. | Student output assessed by faculty teaching courses and interpreted by department faculty leadership. | Minor pedagogical improvements were recommended to provide students more opportunities to test skills and receive feedback in earlier major coursework. | **2014** |
| 42. Religious Studies B.A. | **Yes** | • University Catalog<br>• Course Syllabi | Student output in 100 level course and capstone (research paper and senior paper presentation) assessed using AAC&U VALUE rubrics for Information Literacy and Oral Communication. | Student output assessed by faculty teaching courses and interpreted by department faculty. | Minor pedagogical improvements were recommended to provide students more opportunities to gain research and speech skills in 100 level major coursework. | **2016** |
| 43. Social Science: Environment & Community M.A. | **Yes** | • University Catalog<br>• Course Syllabi<br>• Program Website | Graduate theses assessed for program SLOs using custom rubrics. | Student output assessed by student graduate committee members and interpreted by program faculty leadership. | Curricular changes to incorporate more professional skill-building in proseminar course. | **2017** |
| 44. Social Work B.A.<br><br>M.S.W. | **Yes** | • University Catalog<br>• Course Syllabi<br>• Program Website (Student Handbook)<br><br>• University Catalog<br>• Course Syllabi<br>• Program Website (Grad Student Handbook) | Outcomes assessment incorporates five assessments: faculty assessment, field placement supervisor assessment, student self-assessment, alumni self-assessment, and employer assessment. | Assessment data aggregated and interpreted by department faculty leadership. | Curricular changes suggested by assessment data results have included revisions and clarifications of course sequencing.<br><br>No curricular or pedagogical changes have been recommended on the basis of outcomes assessment at this time. | **2016** |

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| 45. Sociology B.A. <br><br> M.A. | Yes | • University Catalog <br> • Course Syllabi <br><br> • University Catalog <br> • Course Syllabi | Student output in capstone (senior research paper and oral presentation) were assessed using AAC&U VALUE rubrics for Information Literacy and Oral Communication. <br><br> Student output in graduate quantitative research course. | Outcomes assessed and interpreted by department faculty. | Minor pedagogical improvements were recommended to provide students more opportunities to test skills and receive feedback in earlier major coursework. <br><br> Pedagogical and curricular redesign and re-sequencing of graduate research methods courses. | **2013** |
| 46. Spanish B.A. | Yes | • University Catalog <br> • Course Syllabi <br> • Program Website | Student output upper division and capstone courses assessing Spanish writing competency based on standards by the American Council on the Teaching of Foreign Language. | Outcomes assessed and interpreted by department faculty. | No curricular or pedagogical changes have been recommended on the basis of outcomes assessment at this time. Faculty are working on developing more assessment tools to better inform curricular and/or pedagogical improvements in the future. | **2017** |
| 47. Theatre Arts. B.A. | Yes | • University Catalog <br> • Course Syllabi <br> • Program Website (Catalog Copy) | Student output across all levels has been assessed utilizing custom rubrics for script/project analysis and theatre vocabulary and history. | Outcomes assessed and interpreted by department faculty. | No curricular or pedagogical changes have been recommended on the basis of outcomes assessment at this time. Faculty are working on developing more assessment tools to better inform curricular and/or pedagogical improvements in the future. | **2016** |
| 48. Wildlife Management B.S. | Yes | • University Catalog <br> • Course Syllabi | Student output across all levels has been assessed utilizing custom rubrics for scientific literacy and written communication. | Outcomes assessed and interpreted by department faculty. | Minor pedagogical improvements were recommended to provide students more opportunities to test skills and receive feedback in earlier major coursework. | **Review Pending** |

| 49. Zoology B.S. | Yes | • University Catalog <br> • Course Syllabi <br> • Program Website | Assessed student output in major coursework related to program SLOs and WASC Core Competencies (Information Literacy and Oral Communication) by applying AAC&U Value rubrics. | Faculty teaching courses assess the rubrics, while faculty leaders consult with associate college dean to interpret results. | Curricular and pedagogical changes based on proliferation of program SLOs and assessment results. Examples include introducing more coverage in Biological Sciences three-course introductory series, and making pedagogical changes to address low assessment results in critical evaluation of sources, or addressing language use in oral presentations. | 2016 |