

CATEGORY	Have formal Learning outcomes been developed?	Where are these learning outcomes published?	Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree?	Who interprets the evidence? What is the process?	How are the findings used?	Date of last program review for this degree program
College of Arts						
Art, BA	Yes	University Catalogue/Website and Department Website	Art Education — portfolio review, Art 441, Media Exploration for Teaching Art and passing the C-BEST exam. Art History — capstone course, Art 481, Seminar in Art History. General Studio — Upper-division studio course review.	Faculty members, from each area of study, individually and together interpret the evidence. The process — in Art Education is a formal review as students seek acceptance into the teacher education program. Outside and department faculty sit as reviewers.	Findings are used when considering curriculum additions and modifications as well as technology upgrades.	2002-2003
Art, BFA	Yes	University Catalogue/Website and Department Website	Portfolio review and 400 level Special Studies courses specific to area of concentration	Faculty members, from each area of concentration, individually and together interpret the evidence. The process — a BFA Portfolio Review is conducted at the close of each semester and summer for students enrolled in Art 495, Internship (approximately 250 students participate each academic year). And, at other times throughout the year feedback is gathered as faculty extends invitations to industry professionals and fine artists to review student work.	Findings are used when considering curriculum additions and modifications as well as technology upgrades. Faculty in the professional programs of animation, graphic design and illustration use results when guiding students through advisement to ever changing career opportunities.	2002-2003
Art, MA	Yes	Department Website	Graduate project exhibition	Graduate Committee — faculty reviews progress each semester in individual and group graduate meetings.	Findings are used when considering curriculum additions and modifications as well as technology upgrades.	2002-2003
Art, MFA	Yes	Department Website	Graduate project exhibition	Graduate Committee — faculty reviews progress each semester in individual and group graduate meetings.	Findings are used when considering curriculum additions and modifications as well as technology upgrades.	2002-2003
Dance, BA	Yes	The Annual Report/NASD Accreditation Report/ Undergraduate Handbook	Jury Assessment every semester. Performances in Showcases and on Main stage	The different faculty assigned to various areas during monthly area meetings or semester retreats.	To review and assess various program aspects.	2003-04

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Music, BM	Yes, see attached	Annual report, NASM accreditation report, department website	Undergraduate juries before the applied faculty, with written feedback provided to student each semester; Public recitals graded by committee of applied faculty and audio recordings of same	Faculty members, from each area of study, individually and together interpret the evidence	Findings are used to review and assess programs as curricular additions and modifications are considered.	2002-2003
Music, MA	Yes, see attached	Annual report, NASM accreditation report, department website	Each semester each graduate student's work is reviewed by the graduate advisor who engages in an oral interview with the student toward assessment of the student's progress	Graduate advisor	Findings are used to review and assess programs as curricular additions and modifications are considered.	2002-2003
Music, MM	Yes, see attached	Annual report, NASM accreditation report, department website	Each semester each graduate student's work is reviewed by the graduate advisor who engages in an oral interview with the student toward assessment of the student's progress; Public recitals graded by committee of applied faculty and audio recordings of same	Graduate advisor, lead instructors, applied instructor and recital committee	Findings are used to review and assess programs as curricular additions and modifications are considered.	2002-2003
Theatre, BA	YES See Attached	The Annual Report/NAST Accreditation Report/ Undergraduate Handbook	Portfolio Reviews, Dance/Acting/Voice-Juries, Performance Reviews, KC/ACTF Respondent Evaluations	The different faculty assigned to various areas during monthly area meetings/or semester retreats.	To review and assess various program aspects.	2005-06
Theatre Arts, BFA	YES See Attached	The Annual Report/NAST Accreditation Report/ Undergraduate Handbook	Dance/Voice/Acting/Movement - Juries, Performances, Reviews, KC/ACTF Adjudication Critiques	The different faculty assigned to various areas during monthly area meetings or semester retreats.	To review and assess various program aspects.	2005-06
Theatre Arts, MFA	YES See Attached	The Annual Report/NAST Accreditation Report/Graduate Handbook	Assessment reviews each semester. Performances and production designs. Portfolio reviews and KC/ACTF Adjudication	The different faculty assigned to various areas during monthly area meetings or semester retreats.	To review and assess various program aspects.	2005-06

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College of Business and Economics						
Accounting, MS	Yes	Assessment Center website, University catalog	Course-embedded assessments	Core course faculty/curriculum committee/entire faculty	Meet to review data analysis and suggest remedies for weaknesses.	2002-2003
Business Administration, BA	Yes	Assessment Center website, University catalog, syllabi	Course-embedded assessments, standardized exams (ETS), capstone courses	Program level: chairs, faculty, administrators. Departmental level: core course clusters, senate, committees	Shared with faculty. Results are used to modify processes and/or change focus of exams to better reflect objectives	2002-2003
Economics, BA	Yes	Assessment Center website, department website	Capstone course	Departmental assessment committee	Shared with faculty. Results are used to modify processes and/or change focus of exams to better reflect objectives	N/A
Economics, MA	Yes	Assessment Center website, department website	Capstone course (Grade B or higher), comprehensive exams/ thesis option	Graduate advisor and department graduate committee	Shared with full department for curriculum development.	N/A
International Business, BA	Yes	Assessment Center website, University catalog, syllabi	Course-embedded assessments, standardized exams (ETS), capstone courses, internships	Program level: chairs, faculty, administrators. Departmental level: core course clusters, senate, committees	Shared with faculty. Results are used to modify processes and/or change focus of exams to better reflect objectives	2002-2003
Business Administration, MBA	Yes	Assessment Center website, University catalog, syllabi	Course-embedded assessments, standardized exams (ETS), capstone courses	Program level: chairs, faculty, administrators. Departmental level: core course clusters, senate, committees	Shared with faculty. Results are used to modify processes and/or change focus of exams to better reflect objectives	2002-2003
Information Systems, MS	Yes	Assessment Center website, Department website, University Catalog (forthcoming)	Course-embedded assessments	The faculty member and the Information Systems Graduate Committee	Results are shared with appropriate committees to improve our program	2002-2003
Information Technology, MS	Yes	Assessment Center website, Boot Up Camp Handbook	Course-embedded assessments, capstone course, project	Instructor and Members of the MSIS Graduate Committee	The coordinator meets with IS Graduate Committee and MS in IT Faculty to improve course coverage	N/A
Taxation, MS	Yes	Assessment Center website, University catalog	Course-embedded assessments	Core course faculty/curriculum committee/entire faculty	Meet to review data analysis and suggest remedies for weaknesses.	2002-2003

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College of Communication						
Communicative Disorders, BA	Yes	In the 2005-2006 Annual Report, the 2007-2008 Annual Report	none	Program achievement data are interpreted by the communicative disorders area faculty under the leadership of the Coordinator of that area.	In the previous absence of assessment of undergraduates, the communicative disorders program has developed assessment strategies for two of six outcomes for the bachelor's degree program. A survey of graduates and employers of graduates in communicative disorders has been proposed.	2003
Communicative Disorders, MA	Yes	In the 2005-2006 Annual Report, the 2007-2008 Annual Report, and http://communications.fullerton.edu/graduate/hcs/KASA/KnowledgeBasedAssessment.htm	Students must demonstrate knowledge-based competencies through their performance on a set of written examinations give inside and outside of the classroom through the length of their graduate programs. They are provided with the opportunity to remediate any areas where the competency is not demonstrated. They must also meet a set of skill-based competencies, which they do as they progress through a series of clinical practicum experiences. They are provided with the opportunity to remediate any areas where competency is not demonstrated.	Program achievement data are interpreted by the communicative disorders area faculty under the leadership of the Coordinator of that area. Individual performance on comprehensive examinations (KASA) is assessed by the tenure track faculty member who is primarily responsible for the corresponding curricular area, and results are reported to the Graduate Advisor.	The communicative disorders faculty, under the leadership of the Coordinator, have analyzed the pass rate in the first year of KASA and made changes in the testing procedure and the graduate level curriculum as a result. The communicative disorders program has developed assessment strategies for all of several hundred outcomes for the master's degree program in ten competency group areas (see http://communications.fullerton.edu/graduate/hcs/KASA/Assessments.htm)	2003
Radio Television and Film, B.A.	Yes	Department website	Projects in upper-division production courses; scripts in upper-division writing courses; research papers in upper-division critical courses	Faculty of respective courses assess items	Excellent projects, scripts, and papers are used as exemplars in subsequent semesters	2001-2002

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Speech Communication, BA	Yes	In the 2005-2006 Annual Report, the 2007-2008 Annual Report, and in the 2007 Program Performance Review	none	Program achievement data are interpreted by the speech communication area faculty under the leadership of the Coordinator of that area.	In the previous absence of assessment of undergraduates, the speech communication program has developed the assessment strategies for one of seven outcomes for the bachelor's degree. Additional post course assessments of competencies across sections of general education speaking classes in oral communication, critical thinking and intercultural communication have been designed and will be implements in the near future.	2007
Speech Communication, MA	Yes	In the 2005-2006 Annual Report, the 2007-2008 Annual Report, and in the 2007 Program Performance Review	Students must pass either a set of comprehensive written examinations at the conclusion of their graduate program or they must complete successfully a graduate research project or thesis	Program achievement data are interpreted by the faculty under the leadership of the Coordinator. Individual performance on comprehensive examinations is assessed by the tenure track faculty member responsible for the curricular area, and reported to the Graduate Advisor. Individual performance in research activities is assessed by the tenure track faculty selected by the student and approved by Graduate Committee.	The speech communication program has developed the assessment strategies for one of seven outcomes for the master's degree	2007

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College of Education						
Education , M.S. Educational Administration	yes	CCTC Standards, annual reports and syllabi	Capstone course, College of Education writing rubric; mid-point assessment; Master's Project	NCATE and CCTC	Data reported to the department and Council of Ed Leadership Students who provide feedback. Dept. then makes ongoing adjustments based on the analysis of the data and student feedback.	National and State re-accreditation visit November 2007
Education, M.S. Curriculum and Instruction, Educational Technology and Bilingual/Bicultural Education	yes	Accreditation documents, annual reports and syllabi	Pass writing proficiency requirements and Capstone class.	Course instructors, capstone instructor and Graduate Writing Committee	To improve student's writing skills and individual course modifications.	
Education, M.S Reading	yes	Graduate Student Handbook	Student choice of Comprehensive Examination; Master's Project, or Master's Thesis	Comprehensive exams reviewed by 2 faculty members ; Project Theses evaluated by faculty committee	Not provided	
Education, M.S. Secondary Education and Special Education	yes	College conceptual Framework, Student Handbook, department website, course syllabi and annual report	Diversity Survey, Diversity Assignment, writing Assessment, Mid-point survey, exit interview, Culminating Experience Option.	College of Education staff analyze survey data; graduate faculty review culminating project and instructors use college rubric for writing assessment.		
Education, M.S. TESOL	yes	Course syllabi	TESL 595 final Project synthesizes info from all courses; TESL 596 Practicum & Portfolio; comprehensive Masters exam.	Course instructor in TESL 595 and 596; 3-4 professors rate exams using a norming process	TESL Program reviews all courses and procedures every 5 -7 years in preparation for NCATE	
Education Specialist Credential Program	yes	College conceptual Framework, Student Handbook, department website, course syllabi and annual report	Candidate dispositions, General Education Fieldwork Competencies, Reading/RICA Competencies, Special Education Fieldwork Competencies.	Interviewing team, program advisors and faculty conduct assessments and Department Chair aggregates and analyzes the results. NCATE and CCTC; program advisory board; faculty and Program Executive Board review regularly.	Reporting to accrediting bodies, program improvement.	
Educational Leadership Ed.D.	yes	Course syllabi and annual report	Qualifying examination, proposal defense, dissertation defense	NCATE & CCTC review evidence every 5 - 7 years; Ed D Program Advisory Board; Ed. D. faculty Group, and the Executive board review regularly.	Dept uses data for program improvement process and Annual Evaluation Report; results reported to the legislature and governor as required by Education Code Section 66040.7	
Multiple Subject Credential	yes	Course syllabi and annual report	Candidate dispositions, Mid-point Assessment, Student Teacher Evaluations, Teaching Performance Assessment	Faculty for assessment and department chair to aggregate and analyze results	Reporting to accrediting bodies, Program improvement	
Single Subject Credential Program	yes	College conceptual Framework, Student Handbook, department website, course syllabi and annual report	Candidate dispositions, Mid-point Assessment, Student Teacher Evaluations, Teaching Performance Assessment	Faculty for assessment and department chair to aggregate and analyze results	Reporting to accrediting bodies, Program improvement	

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College of Engineering and Computer Science						
Civil Engineering, BS	Yes	Dept website, dept View sheets, course outlines	Senior capstone design, Course surveys, Senior student surveys, Alumni surveys, Employer surveys	Assessment committee, and Curriculum committee	Course assessment methods refined every semester. Other assessments reviewed yearly	Fall 2008
Civil Engineering, MS	yes	Dept website, dept View sheets, course outlines	Capstone research seminar, project presentation. Comprehensive exam/thesis defense	Department graduate committee and the Curriculum committee review all the courses	Dept. graduate committee reviews all course syllabi in three year rotation and updates exhibition scoring rubric annually.	2006-2007
Computer Engineering, BS	yes	Program website, Program's undergraduate handbook, Program view sheet, & University catalog.	Capstone senior design project, class presentations of the senior design project, and project reports	Program Curriculum Committee does an annual review	Findings are used to make curricular changes to ensure that graduates achieve the stated learning outcomes for the degree.	Fall 2008
Computer Science, BS	yes	Dept website, catalog, view sheets	Advisory Board (AB), Internship, Capstone Course, Alumni Interviews	Curriculum Committee, Undergraduate Committee	Curriculum, Internship, project course refined annually	Fall 2008
Computer Science, MS	yes	Dept website, catalog, view sheets	Projects Course	Graduate Committee	Curriculum, Project Course is refined annually	2006-2007
Electrical Engineering, BS	Yes	Dept website, dept View sheets, course outlines	Senior capstone design, Course surveys, Senior student surveys, Alumni surveys, Employer surveys	Assessment committee, and Curriculum committee	Course assessment methods refined every semester. Other assessments reviewed yearly	Fall 2008
Electrical Engineering , MS	No		Comprehensive exam	Assessment Committee, and Curriculum Committee	Curriculum committee reviews individual course syllabus as needed	On going
Mechanical Engineering, BS	yes	The learning outcomes are posted in the Mechanical Engineering Department Office. These are also being posted on the ME webpage at the College website. The outcomes relevant to each course are usually distributed to students, on a regular basis, in the course outlines.	All the students in the Mechanical Engineering program are required to complete a capstone design course, prepare a report on their project, and present their projects to a panel of judges. These students also participate in separate surveys at the times of graduation and several years after graduation to assess their knowledge and training based on the expected outcomes.	The entire tenured ME faculty evaluate the result of all the assessments conducted by the ME department. The processes for the program evaluation and improvement are consistent with the guidelines in the "Procedure for the Continuing Assessment Process of the EAC/ABET Criteria 2000 System" that is already submitted by the Department to ABET.	The findings are used to adjust the process if the questions in the surveys are vague or may be misinterpreted. The responses have also resulted in curricular modifications.	Fall 2008
Mechanical Engineering, MS	No		Comprehensive exam	Assessment Committee, and Curriculum Committee	Curriculum committee reviews individual course syllabus as needed	On going
Software Engineering, MSE MS	yes	Dept website, catalog, view sheets	Projects Course	MSE Faculty	Curriculum, Project Course is refined semi-annually	2006-2007

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College of Health and Human Development						
Child and Adolescent Development , B.S.	Yes. Program-level goals for student learning have been developed. Course-specific learning goals have also been articulated for core courses within the major.	07-09 University Catalog Department website Blackboard course sites Course syllabi	Program Assessment measures were initiated in F08. Comprehensive exams and common assignments embedded in core courses. Ongoing evaluation of practicum/fieldwork performance.	Full-time faculty in consultation with part-time faculty who regularly teach core courses at both general department level retreats and/or course-specific meetings.	Program assessment outcomes will be used to modify curriculum and course-specific learning goals in core courses as needed. New courses/programs are developed to meet evolving needs of students and community within the context of program goals.	2008-2009
Counseling, M.A.	Yes	Master's Student Handbook Clinical Training Handbook CACREP Accreditation Requirement	Classification Standing Completion and passing grade in COUN 530 (Practicum) Final Project CACREP Accreditation Requirement Pass rate of licensure exam (LMFT) Review by the BBS	Faculty meet to determine student-readiness for classification Practicum instructor and on-site agency supervisor Final project instructor CACREP Accreditation Team Licensure board (BBS)	Invite adjuncts to classification meetings Curricular changes have been made (2 years ago, we added four classes) Curricular modifications, especially in practicum & final project	January 2007 (note: we just submitted for a review in 2009)
Health Science, B.S.	Yes	Intro class handbook, website, course materials, view sheets	Capstone course, portfolio review (internship), exit survey, alumnae survey, internship coordinator evaluation	Faculty (during retreats), Community Advisory Board meetings (2 X annually), alumnae (focus groups/contacts)	To re-evaluate mission and goals, curriculum, internship placements, job trends, future directions	Due April 2009
Human Services, B.S.	YES	Dept website, dept View sheets, Self-Study for the accreditation, 2007 PPR	The Student Learning Assessment questionnaire compares the student's assessment of skills development from enrollment in the entry-level course, HUSR 201- Introduction to Human Services, through the final internship experience, HUSR 496- Practicum.	The department chair appoints a program evaluator from the HUSR faculty every year to conduct a program evaluation using a pre-post test survey instrument. The faculty member then presents the results to the full-time faculty for discussion, curriculum planning, and implementation.	The Pre/Post Test Assessment of Student Learning questionnaire is used to measure students' performance and core competencies. Questions are designed to identify the particular skill or knowledge necessary to achieve the student learning outcomes within the core competencies. Based on the results, the faculty review and implement improvements into curriculum or teaching modality in the appropriate courses.	2008 - 2009

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Kinesiology, BA	Yes	Course syllabi; internal documents (annual reports)	Performance/skills testing; assignments; group and individual projects; examinations; performance appraisals by faculty and/or external examiners; portfolios of work; rubrics for writing products; observations of leadership by faculty and/or internship supervisors; professional certification national examination pass rates (NATA-BOC; NSCA; ACSM; ACE); undergraduate Kinesiology Survey and Kinesiology Graduating Exit Survey	Individual faculty in courses, practica and internship supervision; content, focus, or certification area faculty groups (e.g. exercise physiology); program area groups (i.e. performance course, undergraduate, graduate coordinators and committee members); faculty as a whole (departmental meetings). Faculty review content, curriculum and assessment processes in courses and make changes to individual or collective course learning outcomes and/or assessment procedures, may recommend such changes to content area and/or program area colleagues, possibly resulting in recommendations to the faculty as a whole.	Modification of, or recommendations to modify, student learning outcomes and/or assessment procedures by individual faculty; content area groups of faculty; and program area (performance course, undergraduate, graduate coordinators and committee members); recommendations to faculty as a whole	2002 (PPR currently ongoing)
Nursing, BSN (RN to BSN, Entry-level BSN)	Yes	Learning outcomes/terminal objectives are published on the Department of Nursing (DON) website, student handbooks, and Board of Registered Nursing (BRN) and Commission on Collegiate Nursing Education (CCNE) self-studies.	RN to BSN: capstone course, portfolio review EL-BSN: NCLEX-RN pass rates, ATI benchmarking, attrition/retention/progression, and employability	1) The <i>Evaluation Committee</i> and <i>Undergraduate Program Committee (UPC)</i> have a scheduled evaluation process whereby course and program outcomes are assessed and evaluated. Students, faculty, the Community Advisory Board (community of interest) are surveyed to determine program satisfaction, progression/attrition/retention/graduation rates, certification rates, employability, and faculty scholarship. The DON is using an external evaluation service (CCNE EBI) to benchmark our program outcomes in comparison to similar programs in California and nationwide. 2) In conjunction with program review, a grid analysis has been completed for each course analyzing each course syllabus in relation to terminal objectives.	1) These findings are used to evaluate program effectiveness in meeting terminal objectives and in making ongoing improvements based on survey feedback, regional needs, and healthcare trends. 2) Curriculum changes and improvements are implemented on a continual basis to ensure individual course and program effectiveness.	All programs: CCNE Oct. 2006

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Nursing, MSN (Concentrations: Entry-level MSN, RN to MSN, Leadership, Certified Registered Nurse Anesthetist (CRNA), Family Nurse Practitioner (FNP), Women's Healthcare (WHC), School Nurse)	Yes	Learning outcomes/terminal objectives are published on the Department of Nursing (DON) website, student handbooks and Board of Registered Nursing (BRN) and Commission on Collegiate Nursing Education (CCNE) self-studies.	All concentration: Thesis/project/comps completion, certification pass rates, employability, employer satisfaction, teaching credentialing	1) The <i>Evaluation Committee</i> and <i>Graduate Program Committee (GPC)</i> have a scheduled evaluation process whereby course and program outcomes are assessed and evaluated. Students, faculty, the Community Advisory Board (community of interest) are surveyed to determine program satisfaction, progression/attrition/retention/graduation rates, certification rates, employability, and faculty scholarship. The DON is using an external evaluation service (CCNE EBI) to benchmark our program outcomes in comparison to similar size programs in California and nationwide. 2) In conjunction with program review, a grid analysis has been completed for each course analyzing each course syllabus in relation to terminal objectives.	1) These findings are used to evaluate program effectiveness in meeting terminal objectives and in making ongoing improvements based on survey feedback, regional needs, and healthcare trends. Findings are also used in determining the need for new programs (i.e. online Leadership, Nurse Educator, DNP). 2) Curriculum changes and improvements are implemented on a continual basis to ensure course and program effectiveness.	All concentrations: CCNE Oct. 2006 CRNA: Council on Accreditation of Nurse Anesthesia Educational Programs, May 2007 EL-MSN: BRN, Dec 2008 WHC: Board of Review, Division of Accreditation of American College of Nurse-Midwives, Feb 2007 FNP: ANNC Nurse Practitioner Aggregate Data Report, March, 2007 School Nurse: Commission on Teacher Credentialing, Feb. 2008
Public Health, M.P.H.	Yes	On website, course materials, intro class, MPH manual, accrediting body website, viewsheets	Thesis/Project, Portfolio review (internship), exit survey, alumnae survey, internship evaluator evaluation, accreditation	MPH Faculty (during retreats, meetings), Community Advisory Board meetings (2 X annually), accrediting body- Council on Education for Public Health (CEPH)	To re-evaluate mission and goals, curriculum, internship placements, job trends, future directions	June 2008 accreditation was given by CEPH
Social Work, M.S.W	There are outcomes for each course and for 12 program foundation objectives and 5 specialized concentration objectives	These outcomes and their indicators are filed with the Council on Social Work Education (CSWE). Course objectives are also listed on each syllabus and published in our website. All course outcomes are connected in writing with program and concentration outcomes.	We have a capstone course tied to publishing a research study that aggregates program outcomes. In addition we do an annual exit survey of student learning. We also track graduates that go on for a clinical license and register with the board of behavioral science. In addition we have planned surveys to evaluate graduates and employers.	We have an evaluation committee and use the faculty as a committee of the whole to evaluate data. In addition our accrediting body is involved in ongoing program evaluation	As a continuous improvement process to impact classes and the overall program	Currently engaged

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College of Humanities and Social Sciences						
Afro-Ethnic Studies, B.A.	Yes	Dept. Web page	Capstone Portfolio	Chair Quantitative & Qualitative analysis	To improve Curricula & course Instruction	12-22-08
American Studies , B.A.	Yes	1. Mailed each year to all majors 2. Listed on department website 3. Provided to majors in required core courses (AMST 350 and AMST 401T)	1. PPR alumni questionnaires 2. Annual exit questionnaires sent to AMST grads 3. Junior and senior capstone courses 4. Comparison of a sampling of students' early written work with work completed in senior capstone course (AMST 401T)	1. Instructors who teach AMST 350 and AMST 401T meet annually as the Dept. Assessment Committee with Dept. Chair to discuss the strengths and weaknesses of student work.	The results are discussed by the department and used to make recommendations to faculty who teach upper-division electives as well as sections of AMST 301 and AMST 401T	2007-2008
American Studies , M.A.	Yes	1. Distributed to new students each year in required grad core course (AMST 501) 2. Listed on department website	1. PPR alumni questionnaires 2. MA comprehensive exam or MA thesis	1. Department graduate thesis or exam committees (3 faculty)	1. Recommendations made annually to faculty who sit on graduate thesis or exam committees as well as to those who teach AMST 501 and 502T	2007-2008
Anthropology, B.A.	Yes (see Exhibit 1)	1) Department Webpage 2) Student learning outcomes are included in each course syllabus	1) Indirect assessment of introductory and capstone classes (see Exhibit 2) 2) Direct assessment using e-portfolio (see Exhibit 3)	1) The results of our indirect assessment program were interpreted by the faculty as a whole 2) We are proposing a subcommittee of the curriculum committee to conduct and summarize the results of the direct assessment program	1) Curriculum development 2) Programmatic revision 3) Delineation of preferred sequence 4) Build concentrations 5) Completion of the PPR	

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Comparative Literature, B.A.	Yes	1. Each faculty member has been provided an electronic copy. 2. The Department Chair has an electronic copy.	Faculty teaching 400-level literature courses are asked to provide examples of student work for assessment	Same as above	Same as above	2004
Comparative Religion, (Religious Studies) B.A.	Yes	Listed on department website	1. Direct: Department Assessment Committee will collect a selection of papers from CPRL 300 (required core course) and CPRL 485T Senior Seminar (capstone course) and consider what progress towards the achievement of program objectives these essays reveal. 2. Indirect: In CPRL 485T students will be asked to complete a two-three page self-assessment essay of their experience as a Religious Studies major.	Department Assessment Committee will gather and evaluate the assessment data and report to the entire full-and part-time faculty.	The assessment program will run on a seven-year cycle in tandem with the cycle of program reviews, thus making it possible to utilize data obtained through assessment to define more accurately department strengths and weaknesses. We will consider what modification of our curriculum may be appropriate in the context of program objectives. We will also consider which entry-level skills may be necessary to ensure success in our program, and what testing instruments may have to be developed to facilitate that process.	2003-2004
Criminal Justice, B.A.	Yes	Listed on department website New major orientation sessions every semester	Program Performance Review Survey of graduates (episodic) Division Personnel Committee reviews student evaluations Advisors conducting "grad checks" report to Division of PAJ CSU-wide listserv of department chairs share experiences	Program undergraduate coordinator, division chair, and department faculty review evidence	Undergraduate coordinator, division chair, and faculty review and propose changes to program	2005-2006
English, B.A.	Yes	1. Each faculty member has been provided an electronic copy. 2. The Department Chair has an electronic copy.	Faculty teaching 400-level literature courses are asked to provide examples of student work for assessment.	The Department Assessment Committee gathers a sampling of essays from these 400-level courses, reads, and evaluates them.	The Department Assessment Committee reports in a formal memorandum to the Chair, the Faculty, and the Dean.	2004
English, M.A.	No					

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Environmental Studies, M.S.	No—these are currently being formulated by the program Curriculum Committee	N/A	<ol style="list-style-type: none"> 1. Poster presentation by those completing program 2. Evaluation of theses and projects 3. Discussion with external stakeholders 	1, 2. Program Coordinator and Associate Coordinator review submitted material and evaluate in terms of scholarly quality and knowledge of environmental studies issues.	Recommendations are made annually to Program Council and affiliated faculty	2006-2007
European Studies, B.A.	Yes	<ol style="list-style-type: none"> 1. Listed in the university catalog (both online and printed versions) 2. Listed on the syllabus of EUST 490, Senior Capstone Colloquium, required of all majors and minors. 	The primary means of program assessment consists of review and evaluation of student work in the program senior capstone seminar (EUST 490). The senior capstone seminar asks students to synthesize the knowledge and skills gained in their interdisciplinary course of study by compiling a portfolio of relevant coursework in the major and completing and publicly presenting a final research paper or project.	Each time the senior capstone is offered, the instructor randomly selects an appropriate number (no less than 10%) of portfolios and final research papers/projects for review and evaluation by the program assessment committee (the program council or its designees).	Program assessment committee members score each portfolio and research paper/project on a scale of 1-5 based on the extent to which they demonstrate fulfillment of student learning goals. Not less than once every three years, the program assessment committee prepares a written report of the accumulated findings and conclusions for submission to the full program council for consideration of curricular changes.	N/A
European Studies, M.A.	Yes	Same as above	Same as above	Same as above	Same as above	This program is due to have its first PPR in 2009-2010.
French, B.A.	yes	no	Capstone Project in French 485	French faculty discuss results of projects at regular meetings	Capstone course assessment methods reviewed and refined annually	2001
French, M.A.	yes	no	Comprehensive Written Exam and Comprehensive Exam Oral Presentation	At least two French faculty rate exam and presentation	Exam questions and format are updated each time exam is given based on previous results	2001

CATEGORY	Have formal learning outcomes been developed?	Where are these learning outcomes published?	Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree?	Who interprets the evidence? What is the process?	How are the findings used?	Date of last program review for this degree program
Geography, B.A.	Yes	1. Listed on department website 2. Discussed with Undergraduate Advisor upon entering the program.	1. PPR alumni questionnaires 2. PPR current student focus groups 3. Capstone projects 4. Individual course outcomes	1. Periodic review and evaluation of capstone projects to discuss areas of strength and gaps in student learning. 2. Discussion of areas of weakness for students in 400 level courses.	1. Summaries of PPR alumni questionnaires discussed every 7 years by department 2. Summaries of PPR student focus group interviews discussed every 7 years by department 3. Capstone assessment method periodically discussed and revised. 4. Refine content in 300-level and lower division courses to better prepare students for 400-level work.	2007-2008
Geography, BA with emphasis in Environmental Analysis	Yes	1. Listed on department website 2. Discussed with Undergraduate Advisor upon entering the program.	1. PPR alumni questionnaires 2. PPR current student focus groups 3. Capstone projects 4. Individual course outcomes	1. Periodic review and evaluation of capstone projects to discuss areas of strength and gaps in student learning. 2. Discussion of areas of weakness for students in 400 level courses.	1. Summaries of PPR alumni questionnaires discussed every 7 years by department 2. Summaries of PPR student focus group interviews discussed every 7 years by department 3. Capstone assessment method periodically discussed and revised. 4. Refine content in 300-level and lower division courses to better prepare students for 400-level work.	2007-2008
Geography, M.A.	Yes	1. Listed on department website 2. Discussed with Graduate Advisor upon entering the program.	1. MA comprehensive exam or MA thesis	1. Department graduate thesis or exam committees (3 faculty)	Recommendations made annually to faculty who sit on graduate thesis or exam committees as well as to those who teach GEOG 500; 520; and 550.	2007-2008
Gerontology, M.S.	yes	Handbook for graduate students, department statement, website Syllabi collected each semester for all classes	Comprehensive examinations, theses, and projects Student survey at end of program, alumni survey and employer survey	Graduate Coordinator and Gerontology Program Council Individual faculty in their classes	Developing new courses and modifying curriculum, Revision of course syllabi, Discussions at faculty meetings	2009-10 In-Progress

CATEGORY	Have formal learning outcomes been developed?	Where are these learning outcomes published?	Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree?	Who interprets the evidence? What is the process?	How are the findings used?	Date of last program review for this degree program
German, B.A.	yes	no	Capstone Project in German 485	German faculty discuss results of projects at regular meetings	Capstone course assessment methods reviewed and refined annually	2001
German, M.A.	yes	no	Comprehensive Written Exam and Comprehensive Exam Oral Presentation	At least two French faculty rate exam and presentation	Exam questions and format are updated each time exam is given based on previous results	2001
History, B.A.	yes	in the syllabi (which list both program goals and course learning outcomes)	(1) required theory/methodology and research seminars (junior level): 300A and 300B (2) required capstone senior seminar: 490T	(1)+(2) Department Assessment Committee collects graded/critiqued samples of student work from all sections of these courses (300A, 300B, 490T) to cross-check them with the learning outcomes. Findings are published to the department in a triennial report.	The findings are first discussed by the Assessment Committee which then makes recommendations to the Department to examine pedagogy (e.g. by offering special workshops to faculty as well as students, or surveying students on specific issues) and to revise the curriculum (if needed).	2005
History, M.A.	yes	in the syllabi (which list both program goals and course learning outcomes)	(1) reading/research course sequence in candidate's chosen field of concentration (2) thesis/project prospectus review (3) thesis/project review (4) comprehensive exams (for those not writing a thesis/project)	(1) program faculty, and, starting 2009/2010, also the Department Assessment Committee in a fashion similar to the one described above for the B.A. (2)-(4) program faculty (committee)	The findings are first discussed by the Assessment Committee which then makes recommendations to the Department to examine pedagogy (e.g. by offering special workshops to faculty as well as students, or surveying students on specific issues) and to revise the curriculum (if needed).	2005
Japanese, B.A.	yes	no	Language Portfolio	Japanese faculty discuss results of portfolios at regular meetings	Portfolio course assessment methods reviewed and refined annually	2001
Latin American Studies, B.A.	Yes	1. Listed on department website 2. Provided to students in the mandatory LTAM 300 course.	1. Annual exit questionnaires sent to LTAM grads. 2. Junior and senior capstone experience in 400-level courses for students under 2005 catalog and beyond.	The LTAM Coordinator reviews questionnaires annually and Council members are involved in periodic evaluation of student research projects in their respective disciplines. Council members from the representative departments report back to the group to evaluate strengths and weaknesses of student work.	1. Summaries of annual exit questionnaires discussed in the fall semester Council meeting. 2. Capstone experience assessment methods examined and refined as students complete the requirement. 3. Comparison of early written work with work done in capstone course takes place when projects are submitted. Results: Recommendations made through council meetings to faculty members teaching in each department involved with the program as well as to LTAM 300 instructors.	2007-2008

CATEGORY	Have formal learning outcomes been developed?	Where are these learning outcomes published?	Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree?	Who interprets the evidence? What is the process?	How are the findings used?	Date of last program review for this degree program
Liberal Studies, B.A.	Yes	1. Provided to majors in a required introductory course (LBST 300)	1. PPR alumni questionnaires 2. Annual exit questionnaires for graduating seniors 3. Capstone senior seminar courses (LBST 485-491) 4. Departmental assessment of an essay written by students in the capstone senior seminar classes 5. Comparison of results of a reading comprehension and mechanics of language use test taken by students in the introductory class (LBST 300) and the senior seminar courses (LBST 485-491)	1. The department's Assessment Committee compiles the data and reports to the department at its May department meeting.	1. Summaries of PPR alumni questionnaires discussed every 7 years by department 2. Summaries of annual exit questionnaires discussed every spring 3. Assessment methods are examined and refined annually. 4. Results of the reading comprehension and mechanics of language use tests, exit surveys, and the senior seminar essay are discussed each spring and are used to call faculty attention to areas of concern.	2004-2005
Linguistics, B.A.	Yes	1. Each faculty member has been provided an electronic copy. 2. The Department Chair has an electronic copy.	TBD	TBD	TBD	2004
Linguistics, M.A.	No					
Philosophy, B.A.	yes	published on the department website provided to majors in courses being assessed (e.g. senior seminar, upper division writing course)	assessment rubric containing these goals is used to assess student papers in a variety of upper division courses. Exit surveys are distributed to graduating seniors for feed back on effectiveness of learning goals.	An assessment committee and Assessment coordinator appointed yearly in the department collects, summarizes, and distributes findings amongst full time faculty for further discussion, reflection, and suggestions for necessary adjustments, or changes.	results of assessment of student papers discussed every year. 2 results of exit surveys discussed every year.	2005-2006
Political Science, B.A.	Yes	Listed on department website	Program Performance Review Division Personnel Committee reviews student evaluations Advisors conducting "grad checks" report to Division of PAJ	Program undergraduate coordinator, division chair, and department faculty review evidence	Undergraduate coordinator, division chair, and faculty review and propose changes to program	2002-2003

CATEGORY	Have formal learning outcomes been developed?	Where are these learning outcomes published?	Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree?	Who interprets the evidence? What is the process?	How are the findings used?	Date of last program review for this degree program
Political Science, M.A.	Yes	Listed on department website	MA comprehensive exam, thesis, or teaching portfolio	Individual student committees composed of 3 faculty	Graduate advisor, division chair, and faculty review and propose changes to program	2002-2003
Public Administration, B.A.	Yes	Listed on department website	Program Performance Review Division Personnel Committee reviews student evaluations Advisors conducting "grad checks" report to Division of PAJ	Program undergraduate coordinator, division chair, and department faculty review evidence	Undergraduate coordinator, division chair, and faculty review and propose changes to program	2002-2003
Psychology, BA	Yes	1. Listed in Undergraduate Handbook, and the handbook is posted on-line on the Dept. Website.	1. Focus Group Interviews with Undergraduates completed 3 years ago. 2. Direct Survey of student knowledge at time of graduation (pilot conducted using GRE-test items). Not fully implemented yet, but pilot assessment complete. 3. Acceptance into Masters or Ph.D. programs.	1. Assessment Committee within the Department assesses the information, then provides feedback to faculty. 2. Masters or Ph.D. program admissions committees.	1. Information from these reports has disseminated into Dept. curriculum. In particular, the Curriculum Committee when reviewing courses yearly has now implemented a review of how learning outcomes are addressed in each reviewed course.	
Psychology, MA/MS	Yes	1. For both the MA/MS program, they are listed in the graduate handbooks, and both are posted on-line on the Dept. Website. 2. For the MA program, Learning Objectives are noted in the Psy 500 syllabus (an introductory course for MA graduate students), and covered in the course. 3. For the MS program, Learning Objectives (depending on the instructor) are addressed in the Psy 501 syllabus, and are covered in the course.	1. Both MA/MS require empirical theses to be completed. Portions of Learning Outcomes addressed in these documents. 2. MA – Past Alumni survey addressed some of the issues – otherwise nothing formal. 3. MA/MS – acceptance into Ph.D. programs. 4. MS – MFT licensure. 5. For MS - A feedback letter at the end of first semester in the program is also provided to students, addressing students' achievement of program objectives.	1. Graduate Study Committees for both programs. 2. MS – for licensure, State board. 3. MA/MS – Ph.D. graduate school admissions committees.	1. Used to adjust offered courses, and assess new faculty hiring needs. 2. If needed, changes are made to course content.	

CATEGORY	Have formal learning outcomes been developed?	Where are these learning outcomes published?	Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree?	Who interprets the evidence? What is the process?	How are the findings used?	Date of last program review for this degree program
Spanish, B.A.	yes	no	Research Paper	Spanish faculty discuss results of papers at regular meetings	Research paper assessment methods reviewed and refined annually	2001
Spanish, M.A.	yes	no	Comprehensive Written Exam	At least two Spanish faculty rate each exam	Exam questions and format are updated each time exam is given based on previous results	2001
Sociology, B.A.	yes	PPR self-study, annual report, course syllabi, department statement, website	End-of-the-semester evaluations done by some instructors Syllabi collected each semester for all classes	Individual faculty in their courses, the undergraduate curriculum committee, faculty at department meetings	Developing policy and modifying curriculum, Revision of course syllabi, Discussions at faculty meetings	2006-07
Sociology, M.A.	yes	Handbook for graduate students, department statement, website	Comprehensive examinations, theses, and projects	Graduate director and graduate curriculum committee	Developing policy and modifying curriculum, Revision of course syllabi, Discussions at faculty meetings	2006-07
TESOL, M.A.	yes	In each syllabus	Comprehensive Written Exam	At least two TESOL faculty rate each exam	Exam questions and format are updated each time exam is given based on previous results	2007
Women's Studies, BA	Yes	1. Listed on department website 2. Provided to majors in required core courses (WMST 350 and WMST 450)	1. PPR alumni questionnaires 2. Junior and senior capstone courses (WMST 350 & WMST 450) 3. Comparison of a sampling of students' early written work with work completed in senior capstone course (WMST 450) 4. Portfolio review of sample student projects (WMST 450)	1. Instructors who teach WMST 350 and WMST 450 meet annually as the Dept. Assessment Committee with Dept. Chair to discuss the strengths and weaknesses of student work.	1. Summaries of PPR alumni questionnaires discussed every 2 years by department 2. Capstone course assessment methods examined and refined annually. 3. Comparison of early written work with work done in capstone course occurs every spring. Results: Recommendations are made annually to faculty who teach sections of core requirement WMST 205, WMST 302, as well as upper-division electives WMST 320, WMST 360, and WMST 480	2007-2008

CATEGORY	Have formal learning outcomes been developed?	Where are these learning outcomes published?	Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree?	Who interprets the evidence? What is the process?	How are the findings used?	Date of last program review for this degree program
College of Natural Sciences and Mathematics'						
Biological Science, BS	Yes	<ol style="list-style-type: none"> 1. Degree learning outcomes developed by the department (see attached text) and student learning outcomes for the core and concentrations, which are included in annual reports. 2. Syllabi for individual courses and SLOs for lower division core and concentrations. 3. Definition of capstone experience (see attached) 	<ol style="list-style-type: none"> 1. Graduating seniors must take the Educational Testing Service Major Field Test in Biology. Acceptance rates in to graduate degree programs. 2. All students must meet minimum performance requirements of a "C" or better in all Biology courses and must average a "C" or better in all supporting courses. 3. All students are required to complete a capstone course. 	<p>Assessment committee evaluates the evidence and reports out to the Department at the annual retreat, in departmental faculty meetings, and in the annual report.</p> <p>Course instructors evaluate student performance in individual courses.</p> <p>Collaboratives of faculty for each core course and concentration.</p>	<p>Faculty teaching the four lower division core courses (n=16) collaborate on course modifications in response to data collected.</p> <p>Faculty organized into concentration collaborative periodically evaluate the concentration structure and SLOs</p>	2008
Biology, MS	Yes	Graduate handbook in Biology, 2008 Program Performance Review, and 2006 Departmental Annual Report	<ol style="list-style-type: none"> 1. Performance in required courses: Biol500A/B and two graduate seminars. 2. Thesis proposal, two thesis committee meetings, thesis defense, and public presentation of thesis research. 3. All students must meet minimum performance requirements of a "C" or better and must average a "B" or better in all courses on the study plan. 4. Ability of graduates to pursue careers in biology 	<ol style="list-style-type: none"> 1. Faculty teaching individual courses evaluate students. 2. Thesis committee composed of the thesis adviser, and at least two other CSUF faculty that are familiar with the area of biology involved. 3. Departmental Graduate Program Adviser and Graduate Advancement Committee track the progress of students. 4. Department tracks career paths of graduates. 	Graduate committee identifies areas of concern and brings these forward to the faculty at Departmental meetings and retreats.	2008

CATEGORY	Have formal learning outcomes been developed?	Where are these learning outcomes published?	Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree?	Who interprets the evidence? What is the process?	How are the findings used?	Date of last program review for this degree program
Chemistry, B.A.	Yes, for the chemistry degree programs as a whole i.e. "Common programmatic SLOs and methods of assessment"	No; but submitted as part of our Annual Report B, June, 2008	Students must pass all required lecture and laboratory courses for the baccalaureate degree with a grade of C or better. American Chemical Society standardized exams will be used to assess understanding of these concepts in lower division courses. A capstone research experience producing oral presentations, a poster, and a written Senior Research report (Chem 495) are evaluated for concepts, skills and processes. Students must complete a safety workshop to conduct research required for the baccalaureate degree. Upper division courses include short essay items or assignments requiring ethical considerations.	Evaluation of student performance with regard to grades and essays is periodically evaluated by the Standing curriculum committee of the department, which at times makes recommendations for changes. In addition, apart from the faculty mentor, the poster presentation of the capstone research experience is evaluated by an assigned faculty member, and the written final report is discussed and evaluated by the faculty as whole, working in a group. Rubrics for judging the capstone experience are being developed this year.	The findings are used by the faculty and department to improve its programs and the performance of its students. Results are considered during faculty and committee meetings, and in conjunction with periodic retreats devoted to such issues.	Our last department Program Performance Review was in Spring 2002. However, we review our programs regularly, and since the last program review have revised this degree, adding more laboratory and instrumentation coursework.
Chemistry, B.S.	Same common programmatic SLOs and assessments	No; but submitted as part of our Annual Report B, June, 2008	Same as for the B.A. Chemistry degree (see above)	Same as for the B.A. Chemistry degree (see above)	Same as for the B.A. Chemistry degree (see above)	Same as for the B.A. Chemistry degree (see above)
Biochemistry, B.S.	Same common programmatic SLOs and assessments	No; but submitted as part of our Annual Report B, June, 2008	Same as for the B.A. Chemistry degree (see above). However, this degree has several more mathematics and physics-based course requirements, to meet the criteria for certification of this degree by the American Chemical Society	Same as for the B.A. Chemistry degree (see above)	Same as for the B.A. Chemistry degree (see above)	Same as for the B.A. Chemistry degree (see above)

CATEGORY	Have formal learning outcomes been developed?	Where are these learning outcomes published?	Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree?	Who interprets the evidence? What is the process?	How are the findings used?	Date of last program review for this degree program
Chemistry, M.S.	Yes, but only at the course level and not at the program level	No, except in class syllabi, available on Blackboard, generally	A research thesis or project, submitted to a thesis committee comprised of at least three faculty (including the faculty mentor) from within and/or outside the department (that are familiar with the area of chemistry involved), is defended by the student and must meet criteria for a given area of chemistry.	When a research advisor deems it is sufficiently complete, copies of the thesis are submitted to the thesis committee, at least 5 days prior to the thesis defense. The Master's candidate presents his or her work publicly, answers questions from the public, and is then interrogated further by the committee, behind closed doors. The committee then discusses the thesis and defense performance and recommends whether or not changes are needed, and/or the thesis is accepted and can be submitted to the Graduate Office of CSUF, to meet degree requirements.	The evaluation findings of the thesis committee determine whether or not (and what) changes are needed for the student to obtain the M.S. degree. The experiences of the faculty on the thesis committee are considered during evaluator discussions of the graduate program in faculty meetings, retreats, and meetings of the Graduate Committee, to make recommendations about how to improve our graduate program and enhance student learning.	Chemistry, M.S.
Geological Sciences, B.S.	Yes	Online (http://geology.fullerton.edu/learn/goal.htm) and in syllabi	Capstone course (GEOL 481A - Summer Field Camp) and undergraduate thesis	Tenure-track faculty evaluate projects; Field Camp instructors evaluate field projects and thesis advisors evaluate theses.	Curriculum is reviewed in bi-annual faculty retreats that incorporate qualitative assessments.	2006
Geological Sciences, M.S.	Yes	Online (http://geology.fullerton.edu/learn/goal.htm)	Thesis Proposal; M.S. Thesis and Thesis Defense	All proposals are reviewed by students' thesis committee and the Graduate Advisor. Theses and thesis defenses are reviewed and approved by Thesis Committee. Defenses are public and attended by all faculty and most GEOL students.	Curriculum is reviewed in bi-annual faculty retreats that incorporate qualitative assessments.	2006
Math BA (4 concentrations: Teaching, Pure, Applied, Probability/Statistics)	YES	Department internal records, Published in annual reports	Teaching Concentration requires two courses, Math 401, 402	Math Department faculty and Department Chair	List each degree program: 1.B.A. in Math (4 concentrations: Teaching, Pure, Applied, Probability/Statistics)	YES
Teaching Mathematics MA	YES	Department internal records. Published in annual reports	Four Comprehensive Exams	Math Education Faculty and Department Chair	2.MA. Teaching Mathematics	YES

CATEGORY	Have formal learning outcomes been developed?	Where are these learning outcomes published?	Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree?	Who interprets the evidence? What is the process?	How are the findings used?	Date of last program review for this degree program
Applied Mathematics, MA	YES	Department internal records. Published in annual reports	Final Team Project	Applied Math Faculty and Department Chair	3.M.A. Applied Mathematics	YES
Physics BS	Yes	Departmental Internal Reports and in our department 2006 program performance report (PPR) and the University course catalog and our department web page	Students must pass all required lecture courses with a grade of C or better. Students aiming to go to graduate school take emphasis in physical theory and advanced mathematics courses. Students aiming to go to industry/governmental labs take emphasis in advanced lab course capstone courses 481 and 482 or independent study 499 with a faculty.	The evaluation is made by the designated undergraduate advisor faculty, who also gets feedback and support from the departmental faculty and chair at meetings when needed.	Findings are used by the department on restructuring courses as well as course content. Results are considered during departmental meetings or during retreats and are reviewed regularly on an annual level by the curriculum committee. Findings are used to determine if students are being prepared to move on to further graduate or industry/governmental labs programs.	Our last PPR was in 2006, and our last departmental retreat was in 2008
Physics, BS with emphasis in business (Dan Black program)	Yes	Departmental Internal Reports and in our department 2006 program performance report (PPR) and the University course catalog and our department web page	Students must pass all required lecture courses with a grade of C or better. Students do not take 227L; substitute Accounting 201A for Chemistry 125. And have to complete a 21 unit elective sequence out of instead of physics electives: Finance 320; Management 340, 465A, 465B, 495; Marketing 351; capstone Business 301; capstone Physics 481 or 482.	The evaluation is made by the undergraduate advisor faculty (full-time faculty) in the Dan Black program, the designated undergraduate advisor who also gets feedback and support from the departmental faculty and chair at meetings when needed.	Findings are used by the department on restructuring courses as well as course content. Results are considered during departmental meetings or during retreats and are reviewed regularly on an annual level by the curriculum committee.	Our last PPR was in 2006, and our last departmental retreat was in 2008
Physics, MS		Departmental Internal Reports and in our department 2006 program performance report (PPR) and the University course catalog and our department web page	Students can graduate after they finish either a capstone thesis option Physics 598 or a capstone project option Physics 597.	The MS evaluation is made by the graduate physics advisor who also gets feedback and support from the departmental faculty and chair at meetings when needed. The student project is evaluated by the faculty administering/assigning the project and additional faculty if needed, and the thesis is evaluated by a thesis committee consisting of at least 3 full-time faculty. The evaluations may require the student to present the work done in an oral presentation (e.g. PowerPoint™)	Findings are used by the department on restructuring courses, course sequencing as well as course content and texts used. Results are considered during departmental meetings or during retreats and are reviewed regularly on an annual level by the curriculum committee.	Our last PPR was in 2006, and our last departmental retreat was in 2008