

FOR GRADUATE AND CREDENTIAL PROGRAMS: THIS TEMPLATE REFERS TO SAC STATE BACCALAUREATE LEARNING GOALS. PLEASE IGNORE THESE REFERENCES IN YOUR REPORT.

Question 1: Program Learning Outcomes

Q1.1. Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess in 2014-2015?** [Check all that apply]

- ☐ 1. Critical thinking
- ☐ 2. Information literacy
- ☐ 3. Written communication
- ☐ 4. Oral communication
- ☐ 5. Quantitative literacy
- ☐ 6. Inquiry and analysis
- ☐ 7. Creative thinking
- ☐ 8. Reading
- ☐ 9. Team work
- ☐ 10. Problem solving
- ☐ 11. Civic knowledge and engagement
- ☐ 12. Intercultural knowledge and competency
- ☐ 13. Ethical reasoning
- ☐ 14. Foundations and skills for lifelong learning
- ☐ 15. Global learning
- ☐ 16. Integrative and applied learning
- ☐ 17. Overall competencies for GE Knowledge
- ☐ 18. Overall competencies in the major/discipline
- ☐ 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above:

a.
b.
c.

None

Q1.3. Are your PLOs closely aligned with the mission of the university?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

Q1.4. Is your program externally accredited (other than through WASC)?

- ☐ 1. Yes
- ☒ 2. No (Go to **Q1.5**)
- ☐ 3. Don't know (Go to **Q1.5**)

Q1.4.1. If the answer to Q1.4 is yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

Q1.5. Did your program use the [Degree Qualification Profile](#) (DQP) to develop your PLO(s)?

- ☒ 1. Yes
- ☐ 2. No, but I know what the DQP is.
- ☐ 3. No, I don't know what the DQP is.
- ☐ 4. Don't know

Q1.6. Did you use action verbs to make each PLO measurable (See Attachment I)?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

Q1.2. Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs were **explicitly** linked to the Sac State BLGs:

The Geology MS program had been operating through CCE in the past several years. That CCE program was suspended, and the MS program under Academic Affairs has been revived with enrollment beginning Fall of 2015. As a consequence, we have not yet developed an assessment plan for the new MS program. We plan to do that this coming Fall. However, we do have PLO's established, submitted to Graduate Studies in May 2013. The PLOs and indicators are detailed in Appendix I.

Because we are still developing our Assessment Plan, we did not complete Questions 2-5 or the Additional Assessment Activity page. Please skip to Program Information.

Q1.2.1. Do you have rubrics for your PLOs?

- ☐ 1. Yes, for all PLOs
- ☐ 2. Yes, but for some PLOs
- ☐ 3. No rubrics for PLOs
- ☐ 4. N/A, other (please specify):

IN QUESTIONS 2 THROUGH 5, REPORT IN DETAIL ON ONE PLO THAT YOU ASSESSED IN 2014-2015

Question 2: Standard of Performance for the selected PLO

Q 2.1. Specify one PLO here as an example to illustrate how you conducted assessment (be sure you checked the correct box for this PLO in Q1.1):

Q2.2. Has the program developed or adopted **explicit** standards of performance for this PLO?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

Q2.3. Please provide the rubric(s) and standard of performance that you have developed for this PLO here or in the appendix: **[Word limit: 300]**

Q2.4. Please indicate the category in which the selected PLO falls into.

- ☐ 1. Critical thinking
- ☐ 2. Information literacy
- ☐ 3. Written communication
- ☐ 4. Oral communication
- ☐ 5. Quantitative literacy
- ☐ 6. Inquiry and analysis
- ☐ 7. Creative thinking
- ☐ 8. Reading
- ☐ 9. Team work
- ☐ 10. Problem solving
- ☐ 11. Civic knowledge and engagement
- ☐ 12. Intercultural knowledge and competency
- ☐ 13. Ethical reasoning
- ☐ 14. Foundations and skills for lifelong learning
- ☐ 15. Global learning
- ☐ 16. Integrative and applied learning
- ☐ 17. Overall competencies for GE Knowledge
- ☐ 18. Overall competencies in the major/discipline
- ☐ 19. Other PLO. Specify:

Please indicate where you have published the PLO, the standard of performance, and the rubric that measures the PLO:

	Q2.5	Q2.6	Q2.7
	PLO	Standards of Performance	Rubrics
1. In SOME course syllabi/assignments in the program that address the PLO	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
2. In ALL course syllabi/assignments in the program that address the PLO	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
3. In the student handbook/advising handbook	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
4. In the university catalogue	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
5. On the academic unit website or in newsletters	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
6. In the assessment or program review reports, plans, resources or activities	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
7. In new course proposal forms in the department/college/university	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
8. In the department/college/university's strategic plans and other planning documents	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
9. In the department/college/university's budget plans and other resource allocation documents	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
10. Other, specify:			
Question 3: Data Collection Methods and Evaluation of Data Quality for the <u>Selected</u> PLO			
Q3.1. Was assessment data/evidence collected for the selected PLO		Q3.2. If yes, was the data	

in 2014-2015? <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Skip to Q6) <input type="checkbox"/> 3. Don't know (Skip to Q6) <input type="checkbox"/> 4. N/A (Skip to Q6)		scored/evaluated for this PLO in 2014-2015? <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Skip to Q6) <input type="checkbox"/> 3. Don't know (Skip to Q6) <input type="checkbox"/> 4. N/A (Skip to Q6)
Q3.1A. How many assessment tools/methods/measures in total did you use to assess this PLO?	Q3.2A Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected (see Attachment II)? [Word limit: 300]	
Q3A: Direct Measures (key assignments, projects, portfolios)		
Q3.3. Were direct measures [key assignments, projects, portfolios, etc.] used to assess this PLO? <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Go to Q3.7) <input type="checkbox"/> 3. Don't know (Go to Q3.7)	Q3.3.1. Which of the following direct measures were used? [Check all that apply] <input type="checkbox"/> 1. Capstone projects (including theses, senior theses), courses, or experiences <input type="checkbox"/> 2. Key assignments from required classes in the program <input type="checkbox"/> 3. Key assignments from elective classes <input type="checkbox"/> 4. Classroom based performance assessments such as simulations, comprehensive exams, critiques <input type="checkbox"/> 5. External performance assessments such as internships or other community based projects <input type="checkbox"/> 6. E-Portfolios <input type="checkbox"/> 7. Other portfolios <input type="checkbox"/> 8. Other measure. Specify:	
Q3.3.2. Please attach the direct measure you used to collect data.		
Q3.4. How was the data evaluated? [Select only one] <input type="checkbox"/> 1. No rubric is used to interpret the evidence (Go to Q3.5) <input type="checkbox"/> 2. Used rubric developed/modified by the faculty who teaches the class <input type="checkbox"/> 3. Used rubric developed/modified by a group of faculty <input type="checkbox"/> 4. Used rubric pilot-tested and refined by a group of faculty <input type="checkbox"/> 5. The VALUE rubric(s) <input type="checkbox"/> 6. Modified VALUE rubric(s) <input type="checkbox"/> 7. Used other means. Specify:		
Q3.4.1. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly	Q3.4.2. Was the direct measure (e.g. assignment,	Q3.4.3. Was the rubric aligned directly and explicitly with the

and explicitly with the PLO? <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A	thesis, etc.) aligned directly and explicitly with the rubric? <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A	PLO? <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A
Q3.5. How many faculty members participated in planning the assessment data collection of the selected PLO?	Q3.5.1. If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)? <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know	
Q3.6. How did you select the sample of student work [papers, projects, portfolios, etc.]?	Q3.6.1. How did you decide how many samples of student work to review?	
Q3.6.2. How many students were in the class or program?	Q3.6.3. How many samples of student work did you evaluate?	Q3.6.4. Was the sample size of student work for the direct measure adequate? <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know
Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)		
Q3.7. Were indirect measures used to assess the PLO? <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Skip to Q3.8)	Q3.7.1. Which of the following indirect measures were used? [Check all that apply] <input type="checkbox"/> 1. National student surveys (e.g., NSSE) <input type="checkbox"/> 2. University conducted student surveys (e.g. OIR) <input type="checkbox"/> 3. College/Department/program student surveys <input type="checkbox"/> 4. Alumni surveys, focus groups, or interviews <input type="checkbox"/> 5. Employer surveys, focus groups, or interviews <input type="checkbox"/> 6. Advisory board surveys, focus groups, or interviews <input type="checkbox"/> 7. Other, specify:	
Q3.7.2 If surveys were used, how was the sample size decided?	Q3.7.4. If surveys were used, what was the response rate?	
Q3.7.3. If surveys were used, briefly specify how you selected your sample.		

Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8. Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO?

- ☐ 1. Yes
☐ 2. No (Go to **Q3.8.2**)

Q3.8.1. Which of the following measures was used?

- ☐ 1. National disciplinary exams or state/professional licensure exams
☐ 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.)
☐ 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.)
☐ 4. Other, specify:

Q3.8.2. Were other measures used to assess the PLO?

- ☐ 1. Yes
☐ 2. No (Go to **Q3.9**)
☐ 3. Don't know (Go to **Q3.9**)

Q3.8.3. If other measures were used, please specify:

Q3D: Alignment and Quality

Q3.9. Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- ☐ 1. Yes
☐ 2. No
☐ 3. Don't know

Q3.9.1. Were **ALL** the assessment tools/measures/methods that were used good measures for the PLO?

- ☐ 1. Yes
☐ 2. No
☐ 3. Don't know

Question 4: Data, Findings and Conclusions

Q4.1. Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: (see Attachment III) **[Word limit: 600 for selected PLO]**

Q4.2. Are students doing well and meeting program standard? If not, how will the program work to improve student performance of the selected PLO?

Q4.3. For **selected** PLO, the student performance:

- ☐ 1. **Exceeded** expectation/standard
- ☐ 2. **Met** expectation/standard
- ☐ 3. **Partially** met expectation/standard
- ☐ 4. Did not meet expectation/standard
- ☐ 5. No expectation or standard has been specified
- ☐ 6. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1. As a result of the **assessment effort in 2014-2015** and based on the prior feedback from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of PLOs)?

- ☐ 1. Yes
☐ 2. No (Go to **Q6**)
☐ 3. Don't know (Go to **Q6**)

Q5.1.2. Do you have a plan to assess the impact of the changes that you anticipate making?

- ☐ 1. Yes
☐ 2. No
☐ 3. Don't know

Q5.1.1. Please describe what changes you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes. **[Word limit: 300 words]**

Q5.2. How have the assessment data from last year (**2013 - 2014**) been used so far? **[Check all that apply]**

	(1) Very Much	(2) Quite a Bit	(3) Some	(4) Not at all	(8) N/A
1. Improving specific courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Modifying curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Improving advising and mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Revising learning outcomes/goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Revising rubrics and/or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Developing/updating assessment plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Annual assessment reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Program review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Prospective student and family information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Alumni communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. WASC accreditation (regional accreditation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Program accreditation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. External accountability reporting requirement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Trustee/Governing Board deliberations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Strategic planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Institutional benchmarking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Academic policy development or modification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Institutional Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Resource allocation and budgeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. New faculty hiring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Professional development for faculty and staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Recruitment of new students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Other Specify:					

Q5.2.1. Please provide a detailed example of how you used the assessment data above.

Additional Assessment Activities

Q6. Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). **If** your program/academic unit has collected data on the program elements, please briefly report your results here. **[Word limit: 300]**

Q7. What PLO(s) do you plan to assess next year?

- ☐ 1. Critical thinking
- ☐ 2. Information literacy
- ☐ 3. Written communication
- ☐ 4. Oral communication
- ☐ 5. Quantitative literacy
- ☐ 6. Inquiry and analysis
- ☐ 7. Creative thinking
- ☐ 8. Reading
- ☐ 9. Team work
- ☐ 10. Problem solving
- ☐ 11. Civic knowledge and engagement – local and global
- ☐ 12. Intercultural knowledge and competency
- ☐ 13. Ethical reasoning
- ☐ 14. Foundations and skills for lifelong learning
- ☐ 15. Global learning
- ☐ 16. Integrative and applied learning
- ☐ 17. Overall competencies for GE Knowledge
- ☐ 18. Overall competencies in the major/discipline
- ☐ 19. Other, specify any PLOs **not included above**:

- a.
- b.
- c.

Q8. Have you attached any appendices? If yes, please list them all here:

Program Information

P1. Program/Concentration Name(s):
Master of Science, Geology

P2. Report Authors:
Judi Kusnick, Tim Horner

P3. Academic unit: Department, Program, or College:
Geology

P4. College:
NSM

P5. Fall 2014 enrollment for Academic unit (See [Department Fact Book 2014](#) by the Office of Institutional Research for fall 2012 enrollment:

0

P6. Program Type: [Select only one]

- ☐ 1. Undergraduate baccalaureate major
- ☐ 2. Credential
- ☒ 3. Master's degree
- ☐ 4. Doctorate (Ph.D./Ed.d)
- ☐ 5. Other. Please specify:

Undergraduate Degree Program(s): P7. Number of undergraduate degree programs the academic unit has: 3 P7.1. List all the name(s): Geology BS, Geology BA, Earth Science BA P7.2. How many concentrations appear on the diploma for this undergraduate program? 0				Master Degree Program(s): P8. Number of Master's degree programs the academic unit has: 1 P8.1. List all the name(s): Geology, MS P8.2. How many concentrations appear on the diploma for this master program? 0						
Credential Program(s): P9. Number of credential programs the academic unit has: 0 P9.1. List all the names:				Doctorate Program(s) P10. Number of doctorate degree programs the academic unit has: 0 P10.1. List the name(s):						
When was your assessment plan?	1. Before 2007-08	2. 2007-08	3. 2008-09	4. 2009-10	5. 2010-11	6. 2011-12	7. 2012-13	8. 2013-14	9. 2014-15	10. No formal plan
P11. Developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P12. Last updated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
							1. Yes	2. No	3. Don't Know	
P13. Have you developed a curriculum map for this program?							<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
P14. Has the program indicated explicitly where the assessment of student learning occurs in the curriculum?							<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
P15. Does the program have any capstone class?							<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P16. Does the program have ANY capstone project?							<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	