Inventory of Educational Effectiveness Indicators (IEEI)

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

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

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

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

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

What 2013 Standards are addressed by this exhibit?
The indicators listed in this exhibit collectively demonstrate an institution's commitment to quality assurance and improvement of educational results over time (CFRs 4.1, 4.3, and 4.4). Specific standards related to academic quality and effectiveness are addressed by the IEEI as follows:
- Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved (CFR 1.2)
- All degrees have clearly defined levels of student achievement (CFR 2.2)
- Undergraduate programs ensure the development of core competencies (CFR 2.2.a)
- Graduate programs establish clearly stated objectives (CFR 2.2.b)
- Student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level (CFR 2.3)
- Learning outcomes and standards of performance are developed by faculty, who take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards (CFR 2.4)
- The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance (CFR 2.6)
- 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.
At the institutional level:	No					
For <u>General Education</u> if an undergraduate institution:	Yes, but only general category goals are available on the main GE website (subcategories are available on the GE committee webpage).	Website, catalog, we also believe relevant goals and objectives are listed on most syllabi. The new course research proposal process also requires instructors to address the specific GE goals.	Elements of the GE program are dispersed throughout program and department curriculum Therefore, program course are assessed as part of regular department and program reviews. Departments typically use a combination of indirect and direct assessment to show student learning. -In addition, the WEPT is a source of evidence for students' written communication skills. -The Hutchins program, which offers a unique two year integrated GE curriculum (recognized by the previous external program reviewer) regularly assess the portfolio of student work produced during those two years. -SCI 120, a freshman year learning community, included assessment of student learning as part of their NSF supported work.	Individual departments interpret the GE relevant assessment data that they gather as part of their program review (a discussion of GE courses and assessment is part of the self-study template included in the SSU program review policy). Their summary is reviewed by Deans, appropriate academic senate committees and other administrators.	Individual departments use these data to make decisions about whether to modify, discontinue or propose new GE courses.	2009

			-Finally, a systematic assessment plan was proposed and approved in 2009. This approach has yielded at least three examples of direct assessment of GE courses: ➢ Information Literacy Assessment - ENG100AB/ENG101. ➢ SSCI 299 regularly includes a pre and post-test of social science skills (including a scored essay). ➢ GEOG 201 included an embedded course assessment in 2010 that they summarized as part of their recent department review. ➢ SYRCE (the second year experience program in arts and humanities includes final public presentations of creative pieces and research. SSCI 299 (the second year experience program in social sciences) also includes final public poster presentations of research proposals. ➢ In 2011, instructors who taught Area B1 courses ➢ The Freshman Year Experience Program (FYE) performs direct assessment in two areas, critical thinking and oral communication, through pre- and post-measures and qualitative / ethnographic observations.			
List each degree program:						

School of Arts and Humanities

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.
AMCS American Multicultural Studies BA	Yes	Catalog and some professors publish them on syllabus	Capstone course includes final research project according to departmental specifications	Faculty build assessment tools into the course according to published learning outcomes	We use the findings to reconsider out departmental leaning outcomes	2015-2016
ART Studio Art BA	Yes	Syllabi; catalogue	Portfolio review; Critiques in class	Instructors for each course evaluate work in class critiques and portfolio of work produced	Feedback is used to make curricular improvements and alter teaching strategies.	2006-2007
ART Studio Art BFA	Yes	Syllabi; Catalogue	Portfolio Review; Program wide critiques, in class critiques	Same as above plus BFA critique where all students are critiqued by all art studio faculty	Feedback is used to make curricular improvements and alter teaching strategies.	2006-2007
ART Art History BA	Yes	Syllabi; Catalogue	Capstone course with capstone paper/talk; Optional Senior Thesis	Instructor of capstone course; Two faculty advisors	Feedback is used to make curricular improvements and alter teaching strategies.	2007-2007
CALS Chicano and Latino Studies BA	Yes	The learning outcomes for students pursuing a degree in Chicano and Latino Studies are available on the department's website: http://sonoma.edu/cals/objectives/. In addition, faculty share the learning outcomes linked to specific courses on the syllabus.	The department has built-in assessments across several of its core courses. In addition, students must complete a capstone project that is reviewed by all permanent faculty. In addition, we ask all our graduating students to complete an exit survey where they gauge the effectiveness of our curriculum and faculty in terms of certain learning outcomes.	Faculty members have developed built-in assessments linked to the published learning outcomes in core courses (majors only). Faculty members are also responsible for evaluating the suitability of students' capstone projects using a rubric.	The findings are used to consider whether our current courses are effective in helping students achieve the learning outcomes created by the department. We have made changes to course staffing, for example, based on student feedback.	2008
COMS Communication Studies BA						

ENGL English BA	Yes	Selected syllabi, department website, copies of most recent program review available in dept. office.	Currently, student work for courses is keyed to appropriate department LGOs. Dept. is in process (Fall 2016) of new Program Revision that will add capstone courses whose required written work can be assessed.	Currently, instructors in each course evaluate student work according to LGOs. Department will develop additional ways of assessing work for capstone courses being established by in-progress (Fall 2016) Program Revision.	Feedback is used to develop assignments, and to modify teaching contents, assignments, and assigned work as necessary.	AY 2014-15
ENGL English MA	Yes	Selected syllabi, department website, copies of most recent program review available in dept. office.	Students take an exam on a set reading list after first year of graduate study and complete a thesis at the end of graduate study (or another exam). Additionally, student work for courses is keyed to various department LGOs.	Exam on reading list is evaluated by changing teams of two faculty members. Thesis is evaluated by two faculty readers as well as by a public thesis defense, and is reviewed by campus Graduate Studies office.	Feedback is used to develop assignments, and to modify teaching contents, assignments, and assigned work as necessary. Evidence of performance on reading tests and thesis projects is used to strategize about graduate course content and curriculum.	AY 2014-15
FREN French BA	Yes	Syllabi	Capstone course (FR 475), public presentations, and portfolio review (FR 475).	Program faculty member in charge of teaching capstone and evaluating portfolio interpret the evidence and shares it with other colleagues in a meeting.	To adjust course outcomes, course content, and program as needed.	2013
GERM German Minor	Yes	Course Descriptions	"Goethe-Zertifikat B1": Students must pass this examination to earn a German minor.	German professor and lecturer offer and evaluate examination; Goethe-Institute San Francisco checks to confirm the results. German Program faculty undergo regular testing to renew license to keep SSU as Testing Center.	To determine who earns the German minor degree; to modify teaching content/methods/curriculum.	None since the discontinuance of the BA in German in 1996.
LIBS Liberal Studies BA (Hutchins School)	Yes	LIBS course syllabi; LIBS lower division and upper division portfolio instruction forms: http://www.sonoma.edu/hutchins/student/LD%20PORTFOLIO%2011-05.pdf http://www.sonoma.edu/hutchins/student/UpperDivisionPortfolio.pdf	LIBS students collect coursework from all major courses each semester in a portfolio and are asked to engage in self-assessment using the portfolio instruction forms. The LIBS 402 Senior Capstone includes portfolio review assignments in which students assess their learning and how it compares to	LIBS 402 instructors collect the students' portfolios, and evaluate their self-assessment assignments. These instructors report back their findings to the rest of the LIBS faculty at department meetings each semester.	The findings are used to refine LIBS coursework and the portfolio process to better reflect learning outcomes.	2013

			individual LIBS course and degree stated outcomes.			
MUS Music B.M. and B.A.	Yes	WEBSITE: http://www.sonoma.edu/music/about/mission.html	SENIOR RECITAL (CAPSTONE EXPERIENCE). ALSO: a. JUNIOR RECITAL b. PERFORMANCE JURIES EACH SEMESTER c. ENSEMBLE AUDITIONS EACH SEMESTER	A panel of adjudicators from the faculty	Grading, continuation in the program, distinction between B.M. and B.A. programs.	NASM site visit and self-study document FALL 2017 (every 10 years)
OD Organizational Development MA	Yes	They are included in each individual course syllabus, as well as in various materials distributed throughout the two-year program that articulate the synergy across the curriculum	On-going self, peer and faculty assessment of student performance, including weekly evaluation of student presentations in class. Major project in first year is a team-based action research project, evaluated in all three courses. Second year includes assessment of professional practice and final culminating paper that is presented to the extended OD community.	In addition to ongoing self-assessment, peer assessment and faculty assessment in each course, first year faculty as a whole assess performance in team projects; professional practice is assessed in connection with OD 572, and each student has an advisor and second reader on the culminating paper. The faculty meet as a whole on an ongoing basis to assess performance of each student	Faculty consult regularly with students regarding their progress in the program, both in class and individually. In addition, assessments of student performance are used to provide input for ongoing development of the program curriculum.	2009; currently in process
PHIL Philosophy BA	Yes	Syllabi and the Philosophy department Self Study Document	Graduating Student exit interviews, Assessment of student work in our capstone course according to a rubric linked to our learning objectives	A faculty committee formed at the end of each year for this purpose. The committee members take a random sample of the completed projects and apply the rubric. This data is presented to the faculty as a whole. Additionally, some of our faculty conduct an exit interview with graduating students.	The data gathered in the assessment of senior projects and exit interviews is presented to the department and used to rethink the philosophy major as needed.	2016
SPAN Spanish BA	Yes	Syllabi	Capstone courses (SPAN 490 or 491); Undergraduate Research Conference Presentations.	Program faculty member teaching capstone course; All program faculty attend the Research Presentations, these are discussed and evaluated.	To adjust course outcomes, course content, and program as needed.	Spring 2014
SPAN Spanish MA	Yes	Syllabi, Program Handbook	Comprehensive Final Exit Examination, Publication of Graduate Research papers	Program faculty and Graduate Advisor grade Exit Examination; Program faculty	To adjust course outcomes, course content, and program as needed.	Spring 2014

				and Graduate Advisor review published papers and discuss.		
THAR Theatre Arts & Dance BA (four concentrations: technical theatre, dance, acting and theatre studies)	Yes, for all four concentrations in the department	• Course Syllabi • THAR website	• Senior Projects • Portfolio Review • End of semester individual written evaluations provided from each instructor every semester • Live performance in dance and acting, playwriting festival, student choreography performances, dramaturgy notes and papers • Attendance at American College Dance Association (ACDA) • Performance embedded assessment with constant feedback from faculty, peers and audience, R • Regular feedback loops between students, guided by instructors • Quizzes and research papers	• Faculty interprets the evidence, and at times staff as well as guest artists, designers, directors, choreographers, etc. • Participation in the ACDA conference where performance and choreography is adjudicated by internationally renowned dance scholars/ educators/ artists.	Findings are used to: • create and then assess performance of students as well as the department • provide feedback through multiple perspectives • support students performances in front of an audience • compute and provide grades • reflect back among faculty regarding learning outcomes standards and assessment • create agenda items for faculty retreats • create initiatives within the department • create an action plan in program reviews.	Currently writing the program review for THAR, 2015-2016. Previous program review was 2008

School of Business and Economics

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.
BUS Business Administration BS	Yes	Master syllabi, Course syllabi, and internal assessment tables and documents	Faculty assessors review samples of student work for each of our 6 learning objectives. We compare the overall findings on each learning objective to our standard. The samples of student work come from our capstone course for some of the learning objectives, but other samples are taken from some 300-level core courses as well.	Faculty review the evidence in department meetings. Findings and recommendations are discussed to improve both student achievement as well as the assessment process.	Findings are used to make faculty-driven decisions about improvements that we can make to ensure learning outcomes are improving over time. Curricular changes are recommended to faculty when students are performing below our standards. Master syllabi are updated to address particular issues with learning objectives. Our findings are also used to track our progress for our accrediting body, the AACSB.	2012
BUS Business Administration MBA	Yes	Master syllabi, Course syllabi, and internal assessment tables and documents	Faculty assessors review samples of student work for each of our 5 learning objectives. We compare the overall findings on each learning objective to our standard. The samples of student work come from multiple courses across the MBA curriculum.	Faculty review the evidence in department meetings. Findings and recommendations are discussed to improve both student achievement as well as the assessment process.	Findings are used to make faculty-driven decisions about improvements that we can make to ensure learning outcomes are improving over time. Curricular changes are recommended to faculty when students are performing below our standards. Master syllabi are updated to address particular issues with learning objectives. Our findings are also used to track our progress for our accrediting body, the AACSB.	2011
BUS Business Administration	Yes	Master syllabi, Course syllabi, and internal assessment tables and documents	Faculty assessors review samples of student work for each of our4 learning	Faculty review the evidence in department meetings. Findings and	Findings are used to make faculty-driven decisions about improvements that we can	2011

EMBA			objectives. We compare the overall findings on each learning objective to our standard. The samples of student work come from multiple courses across the EMBA curriculum.	recommendations are discussed to improve both student achievement as well as the assessment process.	make to ensure learning outcomes are improving over time. Curricular changes are recommended to faculty when students are performing below our standards. Master syllabi are updated to address particular issues with learning objectives. Our findings are also used to track our progress for our accrediting body, the AACSB.	
ECON Economics BA	Yes	Catalog	Assessment Tools: • Essay questions; • Objective exams per a rubric; • Portfolio analysis; • Data analysis from these tools' assessment data; and • Use of alumni also in their experience after graduation.	Department faculty via 5 year program review, department meetings, and informal discussions.	We update course offerings, curriculum, co-curricular activities, hiring goals, and other resource deployments.	2013-2014

School of Education						
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.
ECS Early Childhood Studies	Yes	▪ Student Handbook, which all students are required to read in EDEC 178 Intro to the ECS Major.	▪ Students evaluate their own learning in relation to each SLO in EDEC 478 Senior Portfolio, and then faculty assess the student's reflection.	▪ Course instructors assess the signature assignments. ▪ Senior Portfolio instructors evaluate student reflections and report back at	▪ Inform the 5-year program review ▪ Used to evaluate and make revisions to the program, such as: o Creating two concentrations	None – program started in Fall 2012, first program review is

		▪ SLO's relevant to particular courses are listed in the syllabi ▪ Listed in student information packets	▪ Key required courses in the major include signature assignment that are aligned with NAEYC accreditation standards and the SLO's. These signature assignments are assessed by course instructors, and students post the assignments to myefolio, where the assessment data are aggregated. ▪ At the end of their final year, students respond to an exit survey, which asks them to rate the extent to which they believe they have achieved each SLO.	department meetings about how well the students are able to provide evidence in their portfolios of having achieved the SLO's. ▪ Department faculty review the aggregated data from the portfolios every semester. ▪ Department faculty review the exit survey results every semester. And the community advisory board reviews the exit survey results every year.	(early childhood development and early childhood education) o Making revisions to the SLO's to emphasize play and diversity o Choosing topics for the special topics course (EDEC 490) o Revising existing courses to better address the SLO's	scheduled for 2017-18.
EDUC EDUCATION MA (concentrations in: Early Childhood Studies, Education Leadership, Curriculum Teaching and Learning, Reading and Language, Special Education, Teaching English to Speakers of Other Languages	Yes	University Catalogue, School of Education Graduate Studies Handbook, Graduate course syllabi (various)	First benchmark is successful completion of the Advancement to Candidacy Requirements including oral presentation/defense, written portfolio, and written proposal all approved by committee. Second benchmark is successful completion of the final product, oral presentation of said product, written final paper, and committee approval. Thirdly, upon completion of the program, graduates fill out an online survey and these results are tabulated becoming one assessment report for review.	1. Individual student three person graduate committee including committee chair 2. SOE Graduate Studies Committee comprised of a Director and representatives from areas of concentration 3. Director of Graduate Studies in the SOE 4. Faculty within areas of concentration	1. Presented and discussed at annual fall whole SOE meeting 2. Presented and shared within the COC 3. Prepared by, and discussed within, the SOE Graduate Studies Committee 4. Discussed by faculty within areas of concentration	
EDUC Multiple Subject Credential	Yes	Current learning outcomes formulated by prior accreditation with the National Council for the Accreditation of Teacher Education (NCATE) and current accreditation with the	The sources which determine if candidates have met expected outcomes include: 1. Candidate Work Sample I Portfolio. Assesses candidate knowledge and implementation of	For each of the data points/outcomes, the process and interpretation is determined by: 1. CWS1 Portfolio – Multiple Subject Faculty who have participated in	The Multiple Subject department, with all other departments in the SSU School of Education, has a faculty member who serves as a representative/lead for Assessment/Accreditation.	Last SSU Review: 2012/2013 Next SSU Review: 2018/2019

		California Commission on Teacher Credentialing (CTC). Outcomes are published in the following places: 1. All course syllabi 2. Multiple Subjects Student Handbook 3. Multiple Subjects Mentor/Supervisor Handbook 4. School of Education Conceptual Framework 5. School of Education related accreditation materials	pedagogy, math, science, developmental theory, multiple perspectives, and technology as well as a reflection where use of professional language and writing are assessed. 2. Candidate Work Sample 2 Portfolio. (PACT) Assesses candidate's ability to plan, teach, assess and reflect and effectively address the academic language necessary for students to comprehend and/or to compose text. 3. Candidate Work Sample 2.2 Portfolio. An end of program assessment which assesses each candidate's ability to teach and assess social studies and technology, as well as to reflect upon growth and understanding of SSU School of Education Conceptual Framework. 4. Successful completion of fieldwork expectations (CTC Teaching Performance Expectations-TPE's) as noted on the Evaluation of Student Teaching 5. Program Checklist: In preparation to file for a credential, our Student Services office ensures that candidates have passed all required courses. This ensures that candidates have	a yearly faculty Inter-rater reliability assessment evaluate these mid-program assessments. Candidates who meet requirements move into the second phase (full time) of student teaching. Candidates who do not pass any section of the CWS1 portfolio are required to rewrite/resubmit in order to move into the next phase of the program. Rewrites are reviewed and candidates are supported by MS faculty. CWS1 rubric is based upon learning outcomes correlated with California Standards for the Teaching Profession from the California Commission on Teacher Credentialing. 2. CWS2 Portfolio (PACT) is assessed by both internal and external reviewers who meet inter-rater reliability according to PACT consortia standards. Portfolios which do not meet CWS2 PACT Portfolio standards are double scored, and if scores are consistent, the candidate meets with the MS PACT coordinator and the department chair. Remediation meetings support each candidate to rewrites sections, redo the PACT	On a periodic basis, this representative prepares data on each "key assessment" including all program completers. On a bi-monthly basis, faculty meet for a regularly scheduled department meeting where, when appropriate, data from key assessments is reviewed. This enables faculty to determine how well our candidates are meeting our desired learning outcomes. In addition to reviewing the information at department meetings, the AA representative prepares various reports that reflect how the program collects, reviews and analyzes our myriad data in support of candidate assessment and program improvement. These reports include: * CTC Biennial Report * CSU IAP Report * CTC Program Report	Next CTC Site Visit/ Review: 2020/2021

			met all programmatic learning outcomes aligned with CTC standards/expectations. 6. CSU and CTC Graduate Exit Survey 7. CSU and CTC Graduate and Employer Survey	portfolio, or repeat the semester, if necessary. 3. All MS candidates are required to complete the CWS2.2 prior to applying for a credential. CWS2.2 portfolios are scored by MS faculty. 4. Field evaluations of each candidate are completed by the SSU site supervisor, candidate, and field site mentor teacher. This evaluation is conducted twice during the candidate's final semester (6 weeks & 12 weeks). The team conferences to score and discuss how well the candidate meets the desired TPE's as outlined in the evaluation form. 5. Our Credentials Analyst formally examines all transcripts in preparation to file for a candidate's teaching credential. 6. The CSU and CTC Exit Survey assess the extent to which our graduates feel prepared on a number of dimensions to enter the field of teaching. This data is collected on an annual basis and reviewed by department faculty in support of program development and/or refinement. 7. CSU and CTC Graduate and Employer Surveys survey our graduates and their employers (supervisors) one year		

				after they have completed our program. These surveys assess the extent to which beginning teachers who completed our program and their employers feel that our program has effectively prepared them for their role as an educator. -This data is collected and reviewed on an annual basis by department faculty. The data supports program development and/or refinement.	
EDUC Preliminary Education Specialist Credential	Yes	Our current learning outcomes were jointly shaped by our prior accreditation with the National Council for the Accreditation of Teacher Education (NCATE) and current accreditation with the California Commission on Teacher Credentialing (CTC). These learning outcomes are published in the following places: 1. All course syllabi 2. Program Handbook 3. School of Education Conceptual Framework 4. School of Education related accreditation materials	We draw on multiple sources of information to determine if our candidates have met our expected outcomes. Selected sources of information include: 1. Passage of the Teaching Event (a comprehensive exit assessment of their ability to plan, teach, assess and reflect). The Teaching Event is divided into four sections which include: Context for Learning; Assessing Student Learning; Planning and Providing Instruction and Reflection on Teaching/Learning 2. Successful completion of practicum/fieldwork expectations (CTC derived Teaching Performance Expectations-TPE's) as noted on the Comprehensive	1. Department faculty participate in the review and scoring of the Teaching Event. Each faculty is assigned a selected number of Teaching Events and utilizing a common rubric we individually score if the candidate "Does Not Meet, Meets or Exceeds" our standards. If a candidate does not meet a task or sub-task they can revise and resubmit so we are assured they meet the basic standard. 2. The Comprehensive Evaluation of Student Teaching/Internship is a triadic evaluation that is jointly completed by the candidate, their Master Teacher and an SSU University Supervisor. This evaluation is conducted twice during the candidate's final	Each department is supported by faculty who serve as the representative/lead for Assessment/Accreditation. On a periodic basis this individual prepares data on each "key assessments" including all credential program completers. On a bi-monthly basis faculty meet for a regularly scheduled department meeting and, as appropriate, data from our key assessments is reviewed. This enables faculty to determine how well our candidates are meeting our desired learning outcomes. In addition to reviewing the information at department meetings, the AA representative is charged with preparing various reports that reflect how the program collects, reviews and analyzes our myriad data in support of candidate assessment and	Last SSU Review: 2012/2013 Next SSU Review: 2018/2019 Next CTC Site Visit/ Review: 2020/2021

			Evaluation of Student Teaching/Internship Evaluation 3. Program Checklist: In preparation to file for their credential our Student Services office ensures that candidates have passed all required courses. This ensures that candidates have met all programmatic learning outcomes aligned with the CTC standards/expectations. 4. CSU and CTC Graduate Exit Survey 5. CSU and CTC Graduate and Employer Survey	semester (6 weeks/12 weeks). The team meets via conference to discuss and score how well the candidate is meeting the desired TPE's as outlined in the evaluation form. 3. Our Credentials Analyst formally examines all transcripts in preparation to file for a candidate's teaching credential. 4. The CSU and CTC Exit Survey assess the extent to which our graduates feel prepared on a number of dimensions to enter the field of teaching. This data is collected on an annual basis and reviewed by department faculty in support of program development and/or refinement. 5. CSU and CTC Graduate and Employer Survey assesses our graduates and their employers (supervisors) one year after they have completed our program. These surveys assess the extent to which beginning teachers who completed our program and their employers feel that our program has effectively prepared them for their role as an educator. This data is collected on an annual basis and reviewed by department faculty in support of	program improvement. These reports include: • CTC Biennial Report • CSU IAP Report • CTC Program Report	

				program development and/or refinement.	
EDUC Single Subject Credential	Yes	Our current learning outcomes were jointly shaped by our prior accreditation with the National Council for the Accreditation of Teacher Education (NCATE) and current accreditation with the California Commission on Teacher Credentialing (CTC). These learning outcomes are published in the following places: 1. All course syllabi 2. Program Handbook 3. School of Education Conceptual Framework 4. School of Education related accreditation materials	We draw on multiple sources of information to determine if our candidates have met our expected outcomes. Selected sources of information include: 1. Passing of PACT (Performance Assessment for California Teachers (a comprehensive exit assessment of their ability to plan, teach, assess and reflect). The assessment consists of 13 rubrics which address the following areas: Planning and Providing Instruction, Assessing Student Learning, Meeting the Needs of English Learners and Students with Disabilities, Developing Academic Language, and Reflection on Teaching/Learning 2. Successful completion of practicum/fieldwork expectations (CTC derived Teaching Performance Expectations-TPE's) as noted on the Evaluation of Student Teaching/Internship form 3. Program Checklist: In preparation to file for their credential our Student Services office ensures that candidates have passed all required courses and met all statutory requirements.	1. Department faculty participate in scoring of PACT Teaching Events and are calibrated to the standard established by the PACT consortium before scoring. If a candidate does not meet a task or sub-task they can revise and resubmit so we are assured they meet the basic standard. The department as a whole reviews aggregate scores for all candidates biannually. 2. The Evaluation of Student Teaching/Internship is a triadic evaluation that is jointly completed the candidate's Mentor Teacher and an SSU University Supervisor. This evaluation is conducted twice during the candidate's final semester. Regular feedback is provided throughout the semester. The team meets via conference to discuss and score how well the candidate is meeting the desired TPE's as outlined in the evaluation form. 3. Our Credentials Analyst formally examines all transcripts in preparation to file for a candidate's teaching credential. 4. The CSU and CTC Exit Survey assess the extent	Each department is supported by faculty who serve as the representative/lead for Assessment/Accreditation. On a periodic basis this individual prepares data on each "key assessments" including all credential program completers. On a bi-monthly basis faculty meet for a regularly scheduled department meeting and, as appropriate, data from our key assessments is reviewed. This enables faculty to determine how well our candidates are meeting our desired learning outcomes. In addition to reviewing the information at department meetings, the AA representative is charged with preparing various reports that reflect how the program collects, reviews and analyzes our myriad data in support of candidate assessment and program improvement. These reports include: • CTC Biennial Report • CSU IAP Report • CTC Program Report	Last SSU Review: 2012/2013 Next SSU Review: 2018/2019 Next CTC Site Visit/ Review: 2020/2021

		This ensures that candidates have met all programmatic learning outcomes aligned with the CTC standards/expectations. 4. CSU and CTC Graduate Exit Survey 5. CSU and CTC Graduate and Employer Survey	to which our candidates feel prepared on a number of dimensions to enter the field of teaching. This data is collected on an annual basis and reviewed by department faculty in support of program development and/or refinement. 5. CSU and CTC Graduate and Employer Survey assess our graduates and their employers (supervisors) one year after they have completed our program. These surveys assess the extent to which beginning teachers who completed our program and their employers feel that our program has effectively prepared them for their role as an educator. 6. This data is collected on an annual basis and reviewed by department faculty in support of program development and/or refinement.		

School of Science and Technology

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.**
<u>BIOL</u> Biology BA	Yes	Course-specific student learning objectives are generally listed in the respective course syllabus; program learning outcomes are included in the Department Website [http://Sonoma.edu/biology/ undergraduate] and in the previous program review self-study document. Catalog description of the program is being revised to include degree- specific learning objectives	Optional research projects, capstone courses, internships, and several traditional modes such as lab reports, quizzes, exams and homework assignments.	Department curriculum committee	Modification and revision of course and objectives, curricular changes, evaluation of new and experimental courses.	2010; current review is in progress
<u>BIOL</u> Biology BS	Yes	Course-specific student learning objectives (are generally listed in the respective course syllabus; program learning outcomes are included in the Department Website [http://Sonoma.edu/biology/ undergraduate] and in the previous program review self-study document. Catalog description of the program is being revised to include degree- specific learning objectives	Senior research projects, capstone courses, internships, and several traditional modes such as lab reports, quizzes, exams and homework assignments.	Department curriculum committee	Modification and revision of course and objectives, curricular changes, evaluation of new and experimental courses.	2010; current review is in progress
<u>BIOL</u> Biology MS		Program learning outcomes are included in the Department Website	Graduate students complete a two- hour oral qualifying	Graduate committee	Changes are being developed for implementation based on the current program review	2016

		[http://Sonoma.edu/biology/graduate]	examination to assess competency.		self-study and external reviewer's report.	
CES Electrical Engineering BS	Yes	On the web (https://www.sonoma.edu/engineering/internal/abet/ABET_Draft_Self_Study_Report_Master_ALL_4.pdf)	Capstone course, projects, laboratory reports, homework, quizzes	Department curriculum committee	Improve and change course content, introduce new courses, re-evaluate course objectives	In Progress December 2016
CES Computer and Engineering Science MS	Yes	Document is available in ES Department. Also, published in course syllabi	Thesis projects, laboratory reports, homework, quizzes, internship	Department curriculum committee/ Department Graduate Committee	Improve and change course content, introduce new courses, re-evaluate course objectives	2009
CHEM Chemistry BA	Yes	Course syllabi Program review	Capstone course Exit exam Formal seminar ACS exams	The whole department	We could really improve here and are still working on this	2014
CHEM Chemistry BS	Yes	Course syllabi Program review	Capstone course Exit exam Formal seminar ACS exams	The whole department	We could really improve here and are still working on this	2014
CHEM Biochemistry BS	Yes	Course syllabi Program review	Capstone course Exit exam Formal seminar ACS exams	The whole department	We could really improve here and are still working on this	2014
GEOL Geology BS Earth Science BA						
KIN Kinesiology BS	Yes	Departmental Learning Outcomes for 1.) Pre Upper Division Advancement & 2.) Undergraduate Degree are found in the University Catalog and on the Department Web page. Individual Class Learning Objectives are reflected in their syllabi.	Course Embedded Assessments of Departmental Learning Objectives Each of the 17 Departmental Learning Objectives is matched to no fewer than 3 courses each (with up to 9 courses matched) to a single learning objective. The specific embedded assignment, laboratory, class project etc. in that course that is matched to that Departmental Learning Objective is specified in a 4-page document located in the department office.	The analysis of educational effectiveness takes place primarily at the individual course level where instructors analyze the embedded assessments paired to the Departmental Learning Objectives from their class. Informal discussion occurs at bimonthly Department Meetings on coursework and curriculum. Occasionally the University asks for an Annual Report of Assessment of Learning Outcomes.	The findings are utilized to add or delete entire courses or to reformat courses to better meet the Departmental Learning Objectives.	2013

			Alumni Surveys of recent graduates access their subjective evaluation of wither they obtained these Departmental Learning Objectives as reflected in their perceived ability to prosper in their graduate school or job pursuits.	Formal discussion between instructors occurs every 5 years during the development of the Departmental Program Review as the matrix of Departmental Learning Objectives to Courses and specific Embedded Assignments is reformulated.		
MATH Mathematics BS	Yes	The learning outcomes are published in the catalog, and department website.

The learning objectives relevant to individual courses are listed on the syllabus for each course. | There are at least three student-oriented assessment tools used to help evaluate the success of the department in meeting its educational goals: the SSU Student Evaluation of Teaching Effectiveness (SETE) form, the Graduating Senior Questionnaire and an Alumni Questionnaire. All of these are intended to gauge the effectiveness of the curriculum and program. There is also a capstone course, optional research projects, internships, and several traditional modes such as exams, quizzes, homework and written assignments. | Faculty in individual courses evaluate the evidence and make course changes as appropriate.

Faculty review the findings in both department meetings and in particular committee meetings. Findings and subsequent recommendations are discussed to improve both student achievement as well as the assessment process. | Findings are used to make faculty driven decisions which improve and change course content, introduce new courses, and re-evaluate course objectives. Findings are also used to guide faculty hiring (both tenure track and lecturer hiring pools.

For GE courses, findings are used to insure courses align with University GE expectations. | 2016 In progress |
| MATH Mathematics BA | Yes | The learning outcomes are published in the catalog, and department website.

The learning objectives relevant to individual courses are listed on the syllabus for each course. | There are at least three student-oriented assessment tools used to help evaluate the success of the department in meeting its educational goals: the SSU Student Evaluation of Teaching Effectiveness (SETE) form, the Graduating Senior Questionnaire and an Alumni Questionnaire. All of these are intended to gauge the effectiveness of the curriculum and program. There is also a capstone course, optional research projects, internships, and | Faculty in individual courses evaluate the evidence and make course changes as appropriate.

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For GE courses, findings are used to insure courses align with University GE expectations. | 2016 In progress |

			several traditional modes such as exams, quizzes, homework and written assignments.			
MATH Statistics BA	Yes	The learning outcomes are published in the catalog, and department website.

The learning objectives relevant to individual courses are listed on the syllabus for each course. | There are at least three student-oriented assessment tools used to help evaluate the success of the department in meeting its educational goals: the SSU Student Evaluation of Teaching Effectiveness (SETE) form, the Graduating Senior Questionnaire and an Alumni Questionnaire. All of these are intended to gauge the effectiveness of the curriculum and program. There is also a capstone course, optional research projects, internships, and several traditional modes such as exams, quizzes, homework and written assignments. | Faculty in individual courses evaluate the evidence and make course changes as appropriate.

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For GE courses, findings are used to insure courses align with University GE expectations. | 2016 In progress |
| NURS Family Nurse Practitioner | Yes | Syllabi, Student Handbook, Faculty Handbook, DON Website, Catalog | Full program evaluation matrix including: Every course; Standardized | Program by Program; Formal Dept. review; Scheduled meeting times each semester; | Curriculum Revision; Course material selection; Moodle use; Policy creation and | ACEN 2013 BRN 2016 |

Masters in Nursing			simulation testing; Alumni Survey; Employer Survey; Agency site evaluations; Preceptor evaluations; Mid and end of program evaluations; Clinical Competencies; Certification	Identified lead on each assessment to report data to team and dept.	implementation; Share with community partners; Course schedules; Clinical Schedules and agency placement; Assignment revisions; Accreditation; Systematic Program Evaluation; Standards form ACEN; *Continuous internal review by faculty of detailed systematic plan of evaluation analyzing accreditation standards of: Mission and Administrative Capacity; Faculty and Staff; Students Curriculum; Resources; Outcomes*	
NURS Post-licensure Baccalaureate Degree in Nursing	yes	Syllabi, Student Handbook, Faculty Handbook, DON Website, Catalog	Full Program evaluation matrix including: Every course; Alumni Survey; Employer Survey; Agency site evaluations; Preceptor evaluations; Mid and end of program evaluations; Clinical Competencies	Program by Program Formal Dept. review Scheduled meeting times each semester Identified lead on each assessment to report data to team and dept.	Curriculum Revision Course material selection Moodle use Policy creation and implementation Share with community partners Course schedules Clinical Schedules and agency placement Assignment revisions Accreditation Evaluation Standards form ACEN *Continuous internal review by faculty of detailed systematic plan of evaluation analyzing accreditation standards of: Mission and Administrative, Capacity, Faculty and Staff, Students, Curriculum, Resources, and Outcomes.*	ACEN 2013 BRN 2016
NURS Pre-licensure Baccalaureate Degree in Nursing	yes	Syllabi, Student Handbook, Faculty Handbook, DON Website, Catalog	Full Program evaluation matrix including: Every course; Standardized testing NCLEX-RN; Alumni Survey	Program by Program Formal Dept. review Scheduled meeting times each semester	Curriculum Revision; Course material selection; Moodle use; Policy creation and implementation; Share with community partners; Course	ACEN 2013 BRN 2016

			Employer Survey; Agency site evaluations; Preceptor evaluations; Mid and end of program evaluations; Clinical Competencies	Identified lead on each assessment to report data to team and dept.	schedules; Clinical Schedules and agency placement; Assignment revisions; Accreditation; Evaluation Standards form ACEN; *Continuous internal review by faculty of detailed systematic plan of evaluation analyzing accreditation standards of: Mission and Administrative Capacity; Faculty and Staff; Students; Curriculum; Resources; Outcomes*	
PHYS Physics BS	yes	http://www.phys-astro.sonoma.edu/learningobjectives.doc	Senior capstone course presentation and poster at SST Symposium	The faculty member who is the capstone advisor with input from other faculty that attend the talks and Symposium.	We reflect on the findings and adjust the next year's program accordingly. Significant changes are being implemented after the recent self-study for the program review.	2014-2015
PHYS Physics with concentration in Applied Physics BS	yes	http://www.phys-astro.sonoma.edu/learningobjectives.doc	Senior capstone course presentation and poster at SST Symposium	The faculty member who is the capstone advisor with input from other faculty that attend the talks and Symposium.	We reflect on the findings and adjust the next year's program accordingly. Significant changes are being implemented after the recent self-study for the program review.	2014-2015
PHYS Physics with calculus BA	yes	http://www.phys-astro.sonoma.edu/learningobjectives.doc	Senior capstone course presentation and poster at SST Symposium	The faculty member who is the capstone advisor with input from other faculty that attend the talks and Symposium.	We reflect on the findings and adjust the next year's program accordingly. Significant changes are being implemented after the recent self-study for the program review.	2014-2015
PHYS Physics with trigonometry BA	yes	http://www.phys-astro.sonoma.edu/learningobjectives.doc	Senior capstone course presentation and poster at SST Symposium	The faculty member who is the capstone advisor with input from other faculty that attend the talks and Symposium.	We reflect on the findings and adjust the next year's program accordingly. Significant changes are being implemented after the recent self-study for the program review.	2014-2015

School of Social Sciences

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.
ANTH Anthropology BA	Yes	Program review, departmental website http://sonoma.edu/anthropology/home/knowledge.html	Senior Seminar presentations and student program evaluation questionnaires from Senior Seminar. All majors required to take Anth 491 "Senior Seminar" in fall of graduating year. In this seminar, they produce group projects that culminate in presentations on a topic of contemporary significance that they have analyzed from the perspectives of all four anthropological subfields in an integrative, holistic way. At the end of the seminar, we devote a class to a group discussion on the strengths and weaknesses of the Anthropology program, from the student perspective, and elicit their recommendations for the program, going forward. They also fill out a detailed questionnaire on the same topic, as part of the culminating coursework for the seminar.	Anthropology faculty in annual curriculum review retreat; in the Senior Seminar (with students) as part of the end-of-program evaluation	To modify existing curriculum and develop new elements, review timing of course offerings, guide faculty hiring (tenure-track positions and lecturer hiring pools)	2013
ANTH/ITDS Human Development BA	No	Nowhere	The major has a Senior Seminar (HD 490). In this class, students reflect on their	The instructor of HD 490 reviews the data to provide grades in the course, but	To the knowledge of the HD Coordinator, they are not used by the major. With the	None

			experiences in the major, including: why they chose HD as their major, theories/frameworks that influenced their thinking, ideas/information from courses that were most significant, among others. Students submit a portfolio of what they've learned as an HD major. The major has an Exit Survey, which asks graduating seniors about the strengths & weaknesses of the program. There is no mention of learning objectives.	currently, no one else advising in the HD major reviews the data.	hiring of a tenure-track faculty member effective Fall 2016, the program intends to develop concrete learning objectives for the HD major that can be used to improve the curriculum going forward.	
ANTH Cultural Resources Management MA	Yes	Program review	Successful completion of Graduate Pro-seminar and other required topical coursework. Successful completion and defense of Master's thesis.	The chair of the thesis committee, in consultation with its two other members, evaluates whether the standards for completion and defense of the thesis have been met. The CRM program Graduate Committee meets each semester to review each student's progress toward degree completion.	To modify the timing and content of curricular offerings (as needed), to update recruitment efforts for prospective graduate students, to enhance support provided for current graduate students.	2015
COUN Counseling MA	Yes	Syllabi, Grading/Assessment Rubrics	Portfolio Exam/Review, Exit Exam and Case Conceptualization Paper	Faculty must link all coursework to the SLOs, and ratings are kept in aggregated and disaggregated fashion to assist core faculty members with student review. Data is also tallied and reported in anonymous aggregate form in order to report to credentialing and accrediting bodies.	To inform students during their annual performance review about their progress in the program and, in anonymous aggregated fashion to report to credentialing and accreditation bodies	July 2016
CCJS Criminology and Criminal Justice Studies BA						
ENSP	Yes	Currently unpublished	Students participate in senior seminar classes that reflect on	No procedures yet.	No procedures yet.	2007-2008

Environmental Studies and Planning BA, BS			the degree. However, there are no formal assessment procedures yet.			
GEOG Geography BA	Yes	Our learning objectives/outcomes are published on our website at http://www.sonoma.edu/geoglobal/geography/program.html. Each of our courses refer to these objectives and our syllabi specify which of these outcomes are targeted by the specific course. Table 2 in our Department Self-Study indicates which courses address each of our learning objectives.	Two ways: 1) A student cannot pass our courses without achieving some success in meeting the goals specific to that course, and we require a broad enough sample of courses that all graduates must met these objectives multiple times. 2) Our senior capstone entails an original research project. While participants do not engage in each objective over the course of their thesis project, each student must demonstrate mastery of two or more of the objectives.	Each of our faculty incorporate our learning objectives into their courses. In turn, each tests students in their own way. In our seminar Dr. Baldwin is charged not so much with testing whether students have met objectives; rather in cooperation with the entire faculty, he works intensively over the course of a full year helping seniors gain mastery of several of our objectives. The seminar is dynamic in structure and each year is redesigned to more effectively assist students towards meeting our learning objectives/outcomes. Each year students discuss the seminar's efficacy with Professor Baldwin. This individualized attention is generally effective as the failure rate is less than 2%. In addition, students complete an exit survey which allows the Department to gain insights into student perception of our Program's efficacy. Those results are reviewed especially carefully in the context of our 5 year self-surveys. Student perceptions of their own fulfillment is reflected in their exit interviews (see Table 3 – Geography Self-Study Report). In addition, in our department specific SETE questions, students have been asked to evaluate each class's efficacy	Student successfulness and structured feedback directly inform the design and non-core content of the seminar.	2014-2015

				in addressing the states learning objectives (see Table 4 in Department Self Study).	
HIST History BA History BS					
HIST Global Studies BA					
POLS Public Administration MPA					
POLS Political Science BA	Yes	Department website, course syllabi	Capstone course	Program faculty, in-depth review for program review	As basis for program and course revisions/ improvements	2015
PSY Psychology BA	Yes	Learning goals are published in the catalog and on the website. Appropriate goals are listed for individual course syllabi. Department goals are aligned with the American Psychological Association and university goals for undergraduate education.	The department uses both indirect and direct forms of assessment. Because we graduate so many majors each term (approximately 200 majors) and we have been unable to staff a culminating senior seminar, we ask graduating seniors to complete a senior exit survey. In addition, individual instructors have collaborated across course sections (PSY 270, Psychology of Self Discovery, PSY 280, Psychological Research Methods, and PSY 325, Social Psychology) to assess student learning with common instruments. Instructors also have assessed student learning in upper division major courses (e.g., Psychology of Religion). Direct assessments of student learning include:	Full time faculty review assessment evidence informally as part of course teaching teams (PSY 270, PSY 280) and formally as part of department meetings as well as the written program review. Instructors also used course level assessment to improve individual courses and inform hiring decisions.	We drew upon research methods assessment as evidence that our major would benefit from having a required research methods class. We drew upon assessment of the psychology of self-discovery to determine shared course goals, objectives and effectiveness.	2014

Category	(1)	(2)	(3)	(4)	(5)	(6)
			1) self-assessment of interpersonal skills 2) multiple choice and short essays tests of methodological reasoning 3) short essay assessment of social psychology applications 4) written analyses of psychologically relevant films 5) written summaries of observing a new contemplative practice.			
<mark>PSY</mark> <mark>Psychology MA</mark>						
<mark>SOCI</mark> <mark>Sociology BA</mark>						
WGS -Women's and Gender Studies major/minor -Women's Health minor - Queer Studies minor	Yes	Catalog, syllabi	Capstone course; End-of-semester departmental course evaluations; End-of-semester GE evaluations	Chair; Faculty teaching courses; Program review	Course assessment and adjustment; evaluation of learning objectives; alignment with GE expectations	Fall 2015

Interdisciplinary Studies						
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.**
ITDS Special Major: German Cultural Studies	Yes	SSU Catalog; online description of special major; course descriptions	1. Portfolio Review (GER 300); 2. Senior Project (GER 495); 3. "Goethe-Zertifikat B1": internationally recognized proficiency certificate exam,	re 1. German professor evaluating portfolio at the end of GER 300; re 2. German professor in charge of supervising	1. To determine whether student has earned the interdisciplinary B.A. degree in German Cultural Studies (special major);	N/A; program started in Fall 2013 -- full review

| | | | offered under the auspices of the Goethe Institute at SSU. Students must pass this examination to earn the special major;
4. Internship in US or abroad (GER 395) | individual research projects (GER 495);
re 3. German professor and lecturer administer the Goethe-Certificate Proficiency Examination, and evaluate it -- then send it the Goethe-Institute for second evaluation before certificates with results get sent to the SSU German Professor, who then enters the students results/grades. German Program faculty undergo regular testing to renew license to keep SSU as Official Goethe-Institute Testing Center;
re 4. on-site supervisor fills out internship evaluation form for the student intern, discusses it with her/him, who then returns it to German professor | 2. To modify teaching content, methods, or curriculum, if appropriate;
3. To provide students an advantage for graduate school admission and career choices. | required after 5 years (in AY 2018-19) |