

Inventory of Educational Effectiveness Indicators

Category	(1) Have formal learning outcomes been developed? <i>Yes/No</i>	(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.
Accounting Auditing and Assurance, MPAC	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Student comprehensive examinations.	The Masters Level Committee reviews evidence and makes recommendations.	Department's comprehensive exam is being reviewed for alignment with departmental learning outcomes and priorities.	First review scheduled AY 18/19
Anthropology BA/BS, including Anthropology/Law and Society BA	Yes	Online: http://ueeval.ucr.edu/assessment/SLO_Anthropology.pdf	In recent years embedded test questions have been used in various courses, as well as surveys of exiting seniors.	Departmental Undergraduate Committee takes the lead on gathering and interpreting evidence, bringing relevant findings to the attention of the full faculty.	Department uses learning outcomes to reflect on student learning and propose changes: (1) to improve curriculum, e.g., propose new courses or modify existing courses; (2) to gather data that will help department understand student experiences, e.g., senior exit survey; and (3) to advocate for departmental resources, e.g., new hires.	AY 14/15
Anthropology, MA/MS	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Comprehensive written examinations, student research statements (outlining proposed methods/topics/areas for dissertation), written	Doctoral committees review work from, and monitor progress of, individual graduate students; departmental graduate committee	Adjustments to research statements and related requirements (i.e.: deadline for submission) have been considered.	AY 12/13

			qualifying exams and records of student submission to professional conferences and peer reviewed journals.	monitors overall progress at departmental level.		
Anthropology, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Comprehensive written examinations, student research statements (outlining proposed methods/topics/areas for dissertation), written qualifying exams and records of student submission to professional conferences and peer reviewed journals.	Doctoral committees review work from, and monitor progress of, individual graduate students; departmental graduate committee monitors overall progress at departmental level.	Adjustments to research statements and related requirements (i.e.: deadline for submission) have been considered.	AY 12/13
Art (Studio), BA	Yes	Online: http://ueeval.ucr.edu/assessment/lopdf/LO_ArtStudio.pdf	Faculty and peer critique of student produced artwork.	Department Chair takes lead.	Department is considering a number of changes, including changes to junior workshops and senior exhibitions to improve efficacy of assessment process.	First review scheduled AY 18/19
Art History BA, including Art History/Admin. Studies BA; Art History/Religious Studies BA	Yes	Online: http://ueeval.ucr.edu/assessment/lopdf/LO_ArtHistory.pdf	Collection of evidence has focused on written work, but also included discussion questions and oral presentations.	Departmental assessment coordinator takes the lead.	Department has largely been satisfied with results of recent assessments.	AY 16/17
Art History, MA	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	All graduate programs engage in a annual review of individual student's progress at the departmental level; results are communicated to	For individual students, advisors play a critical role. Annual review of graduate students is conducted at the departmental level.	New courses (AHS 280, Thesis Writing Seminar) has been developed to help students with professional training such as writing and	AY 12/13

			students in writing. Various evidence is examined at other points along student's careers, including oral presentations, seminar papers, theses and exit interviews. Attention is also paid to number of fellowship applications and their success rate.		delivering conference presentations.	
Art History, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	All graduate programs engage in a annual review of individual student's progress at the departmental level; results are communicated to students in writing. Various evidence is examined at other points along student's careers, including oral presentations, seminar papers, theses and exit interviews. Attention is also paid to number of fellowship applications and their success rate.	For individual students, advisors play a critical role. Annual review of graduate students is conducted at the departmental level.	New courses (AHS 280, Thesis Writing Seminar) has been developed to help students with professional training such as writing and delivering conference presentations.	AY 17/18
Asian Studies, BA	Yes	Online: http://ueeval.ucr.edu/assessment/SLO_AsianStudies.pdf	This new interdisciplinary program had not yet taught its capstone course, the only course unique to the major.	Program Coordinator has taken lead on developing assessment plans.	A complete cycle of assessment has not been conducted.	AY 17/18
Biochemistry and Molecular Biology, MS	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Performance on comprehensive written examinations and tracking students after earning degree.	Student's dissertation committees review student progress.	Department has revised qualifying exams to that they are better aligned with the curriculum in core courses.	AY 09/10

Biochemistry and Molecular Biology, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Performance on comprehensive written and oral qualifying examinations, time to degree, undergraduate student evaluations of graduate students' work as teaching assistants and tracking of students postdoctoral/employment postings.	Student's dissertation committees review student progress.	Department has revised qualifying exams to that they are better aligned with the curriculum in core courses.	AY 09/10
Biochemistry, BA and BS	Yes	Online: http://ueeval.ucr.edu/assessment/SLO_Biochemistry.pdf	Assessment has centered on test questions embedded in exams and midterms, which are clearly linked to levels of Bloom's taxonomy.	Individual faculty members take the lead on gathering and analyzing evidence; the entire faculty review results.	Results have been used to refine assignments and individual exam questions; department has set goal of disciplinary specific accreditation.	AY 05/06 to 06/07
Bioengineering, BS	Yes	Online: http://www.bioeng.ucr.edu/academic_programs/abet.html	Student outcomes are assessed in each required (core) course in Bioengineering. Each student outcome is assessed by both direct (specific exam/quiz questions, assignments) and indirect (student survey) measures.	Student outcomes are initially evaluated by individual instructors. These evaluations are collected/assessed by the ABET committee and Undergraduate Study committee. A recommendation is then formally presented to the Faculty for possible actions on curriculum/course content revision.	The discussion among faculty and recommendations from a course's previous instructor are used to propose any changes on any identified shortcomings or concerns. The evidence from these proposed changes is then used in the following year's review, providing a closed-loop of acting on findings. If necessary, curriculum change is discussed during faculty meeting.	AY 14-15
Bioengineering, MS	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Various kinds of evidence are collected and analyzed, including committee evaluations of	Various pieces of evidence are examined by different groups of faculty. For example,	Department has developed courses to cover content areas (like tissue engineering) and	AY 15-16

			annual student progress, oral presentations (including thesis defenses), exit and alumni surveys.	qualifying exam committees evaluate qualifying exams and other committees evaluate annual research progress	areas of professional knowledge (like intellectual property and submitting manuscripts) where student knowledge seemed weak.	
Bioengineering, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Various kinds of evidence are collected and analyzed, including committee evaluations of annual student progress, instructor evaluation of teaching assistants, written and oral qualifying examinations, oral presentations (including dissertation defenses), exit and alumni surveys.	Various pieces of evidence are examined by different groups of faculty. For example, qualifying exam committees evaluate qualifying exams and graduate advising committee examines evidence related to graduate student teaching effectiveness.	Department has developed courses to cover content areas (like tissue engineering) and areas of professional knowledge (like intellectual property and submitting manuscripts) where student knowledge seemed weak.	AY 15-16
Biology, BA and BS	Yes	Online: http://ueeval.ucr.edu/assessment/SLO_Biology.pdf	Evidence of student learning is gathered from assignments, homework problems and oral presentations.	Departmental Undergraduate Committee (three to five faculty members) heads assessment work. Results are shared with Chair and disseminated to faculty; lab coordinators and others participate in assessment process as relevant.	Results of recent assessment work have been used to refine assignments and develop new content modules to address weaknesses in student skills (i.e.: oral communication).	AY 05/06 to 06/07
Biomedical Sciences, BS	No	No - Program is no longer accepting new students and fewer than twelve undergraduate degrees awarded since AY 11/12	N/A	N/A	N/A	AY 11/12
Biomedical Sciences, MS	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Comprehensive exams, exit surveys (including job placements), lab	Various groups are involved , including Graduate Advisory	Based on evidence of inadequate learning in certain areas curriculum	AY 11/12

			reports, numbers of grant submissions and success rates, oral and written qualifying exams.	Committee, Medical School Block Coordinators, graduate faculty mentors and guidance committees.	changes are being explored, including tighter linkages to the medical doctorate curriculum and earlier exposure to grant application processes.	
Biomedical Sciences, PhD and MD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Comprehensive exams, exit surveys (including job placements), lab reports, numbers of grant submissions and success rates, oral and written qualifying exams.	Various groups are involved, including Graduate Advisory Committee, Medical School Block Coordinators, graduate faculty mentors and guidance committees.	Based on evidence of inadequate learning in certain areas curriculum changes are being explored, including tighter linkages to the medical doctorate curriculum and earlier exposure to grant application processes.	AY 11/12
Business Administration, BA	Yes	Online: http://ueeval.ucr.edu/assessment/SLO_BusinessAdmin.pdf	Assessment focused on short papers and essays as well as measures embedded in exams; rubrics to assess student papers have recently been developed.	For AACSB accreditation, the School of Business Administration Executive Committee Reviews assessment data. A self-study, with a section on Learning Outcomes and Assessment Results, is generated and submitted to AACSB.	SOBA has used previous assessment activities to identify weaknesses in student learning and adjusted courses and curricula to address those weaknesses. For example, covering aspects of professional ethics in all courses.	AY 13/14
Business Informatics, BS	Yes	Online: www1.cs.ucr.edu/education/undergraduate/csmajor/	Department uses capstone course, in addition to in-class, closed-book, graded assignments collected each quarter.	Departmental (ABET) coordinator and/or undergraduate committee summarize data and conduct initial analyses, using customized software. Selected findings are brought to the attention of the full faculty at faculty meetings and the	Findings and recommendations at departmental level passed to the instructor that taught the class, as well as and the next instructor to teach the class (if different). The information is very fine grained, for example the report might note that	AY 13/14

				yearly retreat. Outcomes are reviewed by full faculty annually and other constituents (Students, Faculty, Employers, Alumni, Advisory Board, the Community-at-large) through periodic advisory board meetings.	students in 2016 Fall did not seem to understand the ethical implications of software piracy as well as student in Winter and Spring of 2016. The new instructor is expected to brief the ABET/Undergraduate committee and the dept. chair on their plan to address the shortcoming, and follow up after to quarter to see if the plan was successful.	
Cell, Molecular and Developmental Biology, BA and BS	Yes	Online: http://ueeval.ucr.edu/assessment/SLO-cellmoleculardevelopmentalbio.pdf	Evidence of student learning is gathered from questions embedded in final exams and indirect evidence from self-assessments by exiting seniors.	An ad hoc faculty committee, headed by program director, leads assessment process. Results discussed among faculty.	Results of recent assessments (in this relatively new program) have been closely connected to discussions of curriculum design, including course sequencing.	AY 05/06 to 06/07
Cell, Molecular and Developmental Biology, MS	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Written and oral qualifying exams, student and professor evaluations of laboratory rotations, tracking number of student grant applications, awards, publications and conference presentations. Indirect evidence is also collected via a student survey.	Individual students' major professors in conjunction with supervisory committees.	Development (and fine-tuning) of course on fundamentals of genetics, CMDB 203.	AY 09/10
Cell, Molecular and Developmental Biology, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Written and oral qualifying exams, student and professor evaluations of laboratory rotations, tracking	Individual students' major professors in conjunction with supervisory committees.	Development (and fine-tuning) of course on fundamentals of genetics, CMDB 203.	AY 09/10

			number of student grant applications, awards, publications and conference presentations. Indirect evidence is also collected via a student survey.			
Chemical and Environmental Engineering, MS	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Assignments in key courses, written preliminary examinations, oral and written portions of Advancement to Candidacy (ATC) Exams, presentations in lab group meetings and at department symposium for graduate research. Department plans to begin conducting exit interviews with graduating students in AY16-17.	Faculty advisors evaluate individual graduate students and these evaluations are discussed among all faculty as part of annual review process.	Faculty advisors evaluate individual graduate students and these evaluations are discussed among all faculty as part of annual review process.	AY 09/10
Chemical and Environmental Engineering, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Assignments in key courses, written preliminary examinations, oral and written portions of Advancement to Candidacy (ATC) Exams, presentations in lab group meetings and at department symposium for graduate research. Department plans to begin conducting exit interviews with graduating students in AY16-17.	Faculty advisors evaluate individual graduate students and these evaluations are discussed among all faculty as part of annual review process.	The department has increased the number of professional development seminars available to students, initiated an online MS program for Environmental Engineering, and developed a new set of graduated classes focused on industrial biochemical engineering.	AY 09/10

Chemical Engineering, BS	Yes	Online: http://www.cee.ucr.edu/undergrad/abet.html	Curriculum is developed with outcomes in mind and deliverables are identified to evaluate the outcomes. Examples of deliverables include questions from homework, quizzes, midterms, finals, lab reports, design reports, and oral presentations. The scores from these deliverables are compiled into a matrix to get an average score for each learning outcome.	The data is first reviewed and interpreted by the Undergraduate Education and ABET committee. Graphs are updated annually and used to identify trends or anomalies. The findings are then presented at the annual faculty retreat for further discussion.	The data is first reviewed and interpreted by the Undergraduate Education and ABET committee. Graphs are updated annually and used to identify trends or anomalies. The findings are then presented at the annual faculty retreat for further discussion.	AY 13/14
Chemistry, BA and BS	Yes	Online: http://ueeval.ucr.edu/assessment/SLO_Chemistry.pdf	In recent years, the department has used the Diagnostic of Undergraduate Chemistry Knowledge (DUCK), a nationally normed assessment for discipline specific knowledge. Quizzes have been used to assess skills related to lab safety. Written work is used to assess students' writing skills.	Departmental Undergraduate Committee leads assessment work and shares with full faculty.	Results from DUCK have been used to modify course content to address student weaknesses. Examination of writing and lab safety have been used to suggest other curricular changes to emphasize these skills.	AY 07/08
Chemistry, MS	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Entrance examinations to test subject matter knowledge, second year research exams (SYRE), written and oral exams, thesis defenses, student presentations to professional conferences and submissions to peer reviewed publications; department monitors	Department discusses individual student progress at annual review meetings.	Department has revised guidelines for research proposals to better align with expectations for professional development (for example aligning with NIH proposal guidelines).	AY 13/14

			students' progress relative to normative time to degree. Department also monitors evaluations of graduate students who lead undergraduate labs and discussion sections through (undergraduate) student evaluation of teaching.			
Chemistry, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Entrance examinations to test subject matter knowledge, second year research exams (SYRE), written and oral exams, thesis defenses, student presentations to professional conferences and submissions to peer reviewed publications; department monitors students' progress relative to normative time to degree. Department also monitors evaluations of graduate students who lead undergraduate labs and discussion sections through (undergraduate) student evaluation of teaching.	Department discusses individual student progress at annual review meetings.	Department has revised guidelines for research proposals to better align with expectations for professional development (for example aligning with NIH proposal guidelines).	AY 13/14
Classics, MA	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Written and oral qualifying exams, undergraduate evaluations of graduate student teaching assistants, dissertations.	For program review, departmental faculty reviews evidence of student learning and submits with self-study to external review team. For more details on process, see policy for	Program has offered more survey courses and adjusted policies for language exams.	AY 12/13 (review coordinated by UC Irvine)

				Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html		
Classics, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Written and oral qualifying exams, undergraduate evaluations of graduate student teaching assistants, dissertations.	For program review, departmental faculty reviews evidence of student learning and submits with self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	Program has offered more survey courses and adjusted policies for language exams.	AY 12/13 (review coordinated by UC Irvine)
Comparative Literature, MA	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Student progress through core courses, portfolios of student writing, written and oral qualifying exams, undergraduate evaluations of graduate student teaching assistants and student publications.	For program review, departmental faculty reviews evidence of student learning and submits with self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html		AY 16/17
Comparative Literature, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Student progress through core courses, portfolios of student writing, written and oral qualifying exams, undergraduate evaluations of graduate student teaching	For program review, departmental faculty reviews evidence of student learning and submits with self-study to external review team. For more details on process, see policy for Graduate Program		AY 16/17

			assistants and student publications.	Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html		
Computer Engineering, BS	Yes	Online: www1.cs.ucr.edu/education/undergraduate/csmajor/	Department uses capstone course, in addition to in-class, closed-book, graded assignments collected each quarter.	Departmental (ABET) coordinator and/or undergraduate committee summarize data and conduct initial analyses, using customized software. Selected findings are brought to the attention of the full faculty at faculty meetings and the yearly retreat. Outcomes are reviewed by full faculty annually and other constituents (Students, Faculty, Employers, Alumni, Advisory Board, the Community-at-large) through periodic advisory board meetings.	Findings and recommendations at departmental level are passed to the instructor that taught the class, as well as and the next instructor to teach the class (if different). The information is very fine grained, for example the report might note that students in 2016 Fall did not seem to understand the ethical implications of software piracy as well as student in Winter and Spring of 2016. The new instructor is expected to brief the ABET/Undergraduate committee and the dept. chair on their plan to address the shortcoming, and follow up after to quarter to see if the plan was successful.	AY 13/14
Computer Engineering, MS	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Comprehensive exams (both oral and written components), thesis defense reports, student feedback, and postgraduate placement data.	Graduate advisor, along with graduate committee, evaluates all graduate students each year.	Department has adjusted course offerings based on student feedback.	AY 15/16
Computer Science, BS	Yes	Online: www1.cs.ucr.edu/education/	Department uses capstone course, in addition to in-class,	Departmental (ABET) coordinator and/or undergraduate	Findings and recommendations at departmental level are	AY 13/14

		on/undergraduate/csmajor/	closed-book, graded assignments collected each quarter.	committee summarize data and conduct initial analyses, using customized software. Selected findings are brought to the attention of the full faculty at faculty meetings and the yearly retreat. Outcomes are reviewed by full faculty annually and other constituents (Students, Faculty, Employers, Alumni, Advisory Board, the Community-at-large) through periodic advisory boards.	passed to the instructor that taught the class, as well as and the next instructor to teach the class (if different). The information is very fine grained, for example the report might note that students in 2016 Fall did not seem to understand the ethical implications of software piracy as well as student in Winter and Spring of 2016. The new instructor is expected to brief the ABET/Undergraduate committee and the dept. chair on their plan to address the shortcoming, and follow up after to quarter to see if the plan was successful.	
Computer Science with Business Applications, BS	Yes	Online: www1.cs.ucr.edu/education/undergraduate/csmajor/	Department uses capstone course, in addition to in-class, closed-book, graded assignments collected each quarter.	Departmental (ABET) coordinator and/or undergraduate committee summarize data and conduct initial analyses, using customized software. Selected findings are brought to the attention of the full faculty at faculty meetings and the yearly retreat. Outcomes are reviewed by full faculty annually and other constituents (Students, Faculty, Employers, Alumni, Advisory Board, the	Findings and recommendations at departmental level are passed to the instructor that taught the class, as well as and the next instructor to teach the class (if different). The information is very fine grained, for example the report might note that students in 2016 Fall did not seem to understand the ethical implications of software piracy as well as student in Winter and Spring of 2016. The new instructor is	AY 13/14

				Community-at-large) through periodic advisory boards.	expected to brief the ABET/Undergraduate committee and the dept. chair on their plan to address the shortcoming, and follow up after to quarter to see if the plan was successful.	
Computer Science, MS	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Comprehensive exams (both oral and written components), thesis defense reports, student feedback, and postgraduate placement data.	Graduate advisor, along with graduate committee, evaluates all graduate students each year.	Department has adjusted course offerings based on student feedback.	AY 15/16
Computer Science, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Comprehensive exams (both oral and written components), thesis defense reports, student feedback, and postgraduate placement data.	Graduate advisor, along with graduate committee, evaluates all graduate students each year.	Department has adjusted course offerings based on student feedback.	AY 15/16
Creative Writing and Writing for the Performing Arts, MFA	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Portfolios of written work and capstone projects; student professional placements and publications, fellowships, scholarships and awards.	Student's advisors and dissertation committees.		AY 17/18
Creative Writing, BA	Yes	Online: http://ueeval.ucr.edu/assessment/SLO_CreativeWriting.pdf	Writing samples from senior seminars.	Faculty teaching sections of senior seminars use rubrics to assess students; results are discussed and compiled.	Results from recent assessment linked to conversations about refining structure of senior seminar.	AY 09/10
Critical Dance Studies, MA	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Student performance on written and oral presentations in the core course sequence.	The instructors of individual courses; all faculty discuss assessment and student performance at annual	Observed shortcomings in student exposure to theoretical and methodological material has led to (1) greater communication and	AY 14/15

				review of graduate students.	cooperation among faculty to coordinate coverage of key material and (2) the creation of a new required course (Dance 239: Introduction to Graduate Study of Dance) in the fall of 2015.	
Critical Dance Studies, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Student performance on written and oral presentations in the core course sequence.	The instructors of individual courses; all faculty discuss assessment and student performance at annual review of graduate students.	Observed shortcomings in student exposure to theoretical and methodological material has led to (1) greater communication and cooperation among faculty to coordinate coverage of key material and (2) the creation of a new required course (Dance 239: Introduction to Graduate Study of Dance) in the fall of 2015.	AY 14/15
Dance, BA	Yes	Online: http://ueeval.ucr.edu/assessment/SLO_Dance.pdf	Evidence of student learning is gathered through faculty observation of student dance practices (i.e.: rehearsals and performances) as well as through analysis of student writing in various contexts.	Faculty, specifically instructors in courses used as the site of assessment, take the lead. Results are shared with full faculty as relevant.	Faculty have largely been satisfied with recent assessment results.	AY 15/16
Economics BA, including Business Economics, BA; Economics/Administrative	Yes	Online: http://ueeval.ucr.edu/assessment/SLO_Economics_2.pdf	Course specific grades are used to assess mastery of 56 outcomes across courses.	Instructors align course offerings to outcomes. Assessment coordinator leads process of collecting evidence and shares with faculty.	Department has recently developed new outcomes and assessment process. Recent rounds of assessment activity have focused on refining the	AY 15/16

Studies, BA; Economics/Law and Society, BA					assessment process itself.	
Economics, MA	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Cumulative exams in micro- and macroeconomics, student evaluations of graduate student teaching assistants and submission of scholarly manuscripts to journals.	For program review, departmental faculty reviews evidence of student learning and submits with self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	Department has used evidence gathered to inform conversations about recalibrating difficulty of exams as well as level and kind of support for students looking to submit to journals and grant/fellowship applications.	AY 10/11
Economics, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Cumulative exams in micro- and macroeconomics, student evaluations of graduate student teaching assistants, submission of scholarly manuscripts to journals, PhD proposals and defenses.	For program review, departmental faculty reviews evidence of student learning and submits with self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	Department has used evidence gathered to inform conversations about recalibrating difficulty of exams as well as level and kind of support for students looking to submit to journals and grant/fellowship applications.	AY 10/11
Education, MA	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Progression through coursework, written and oral qualifying exams, thesis proposals and thesis defenses.	For program review, departmental faculty reviews evidence of student learning and submits with self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	Program is considering refinements to the assessment process, including administering a climate survey.	AY 14/15

				aduate_program_review.html		
Education, MEd	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Progression through coursework, written and oral qualifying exams, dissertation proposals and dissertation defenses.	For program review, departmental faculty reviews evidence of student learning and submits with self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	Program is considering refinements to the assessment process, including administering a climate survey.	AY 14/15
Education, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Progression through coursework, written and oral qualifying exams, thesis proposals and thesis defenses.	For program review, departmental faculty reviews evidence of student learning and submits with self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	Program is considering refinements to the assessment process, including administering a climate survey.	AY 14/15
Electrical Engineering, BS	Yes	Online: http://www.ee.ucr.edu/current-students/vopeo.html	Student outcomes are assessed based on direct and indirect measures. Direct measures include faculty assessment of students outcomes based on course instruments. According to a course matrix, the instructor identifies instruments (e.g., HW problem, quiz,	The collected evidence is presented to the Undergraduate Committee first for discussion on achievement of student outcomes. A recommendation is then presented formally to the faculty for further discussion. Outcomes	The discussions among the faculty and recommendations from a course's previous instructor are used to propose any changes on any identified shortcomings or concerns. The evidence from these proposed changes are then used in	AY 15/16

			exam questions) that directly measures performance on a certain student outcome. Indirect measures include end of course student surveys and senior exit surveys. Student outcomes from every assessed course are collected by the ABET coordinator.	are reviewed by full faculty annually and other constituents (Students, Faculty, Employers, Alumni, Advisory Board, the Community-at-large) through periodic advisory board meetings.	the following year's review, providing a closed-loop of acting on findings.	
Electrical Engineering, MS	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Student performance on comprehensive exams, thesis defenses and exit survey of recent graduates.	For program review, departmental faculty reviews evidence of student learning and submits with self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	Department is considering reducing number of tracks (from three to one) to streamline requirements and reduce time to degree.	AY 16/17
Electrical Engineering, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Student performance on comprehensive exams, numbers of conference and peer reviewed papers presented or published, dissertation defenses and exit survey of recent graduates.	For program review, departmental faculty reviews evidence of student learning and submits with self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	Department is considering reducing number of tracks (from three to one) to streamline requirements and reduce time to degree.	AY 16/17

Engineering, MS (online)	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	The program is very new so currently focuses on GPA, enrollment and graduation rates.	For program review, departmental faculty reviews evidence of student learning and submits with self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	The program is very new and is still focusing on fine tuning individual courses.	
English, BA	Yes	Online: http://ueeval.ucr.edu/assessment/SLO_English.pdf	Assessment of student work focuses on analysis of student writing, in a cycle that rotates through lower division, upper division and capstone course.	Undergraduate program committee chair leads the collection and analysis of evidence, with strong involvement from faculty teaching courses that serve as sites for assessment. Results are presented to all faculty.	Assessment findings have been part of departmental conversations about curriculum structure (i.e.: course sequencing and numbering) as well as informed the structure of the capstone course.	AY 10/11
English, MA	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Portfolio based qualifying exams, oral dissertation defenses, undergraduate student evaluations of graduate student teaching, indirect evidence from student feedback, and number of student publications in peer reviewed journals.	Director of graduate studies leads efforts to collect and compile evidence which is shared with, and discussed by, the graduate committee.	Department has created a new course (ENGL 401) and offers it quarterly; topics rotate and include pedagogy, preparing manuscripts for publication and job searching.	AY 11/12
English, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Portfolio based qualifying exams, oral dissertation defenses, undergraduate student evaluations of graduate student teaching, indirect evidence from student	Director of graduate studies leads efforts to collect and compile evidence which is shared with, and discussed by, the graduate committee.	Department has created a new course (ENGL 401) and offers it quarterly; topics rotate and include pedagogy, preparing manuscripts for	AY 11/12

			feedback, and number of student publications in peer reviewed journals.		publication and job searching.	
Entomology, BA and BS	Yes	Online: http://ueeval.ucr.edu/assessment/SLO_Entomology.pdf	Assessment uses evidence gathered from embedded test questions, practicums of insect identification and exit interviews.	Ad hoc group of faculty teaching courses used as sites for assessment is led by undergraduate program committee chair.	Department has used assessment findings to identify areas where greater coverage is needed (i.e.: family level identification skills); qualitative feedback from student surveys has proved useful in refining capstone course.	AY 05/06 to 06/07
Entomology, MS	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Written and oral qualifying examinations, undergraduate evaluation of graduate student teaching assistants, tracking numbers of grants and fellowships received, numbers of peer reviewed publications and exit interviews of graduating students.	For program review, departmental faculty reviews evidence of student learning and submits with self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	Department has refined program learning goals and developed individual course learning outcomes. The department has also developed a course addressing a key professional skill, grant writing.	AY 11/12
Entomology, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Written and oral qualifying examinations, undergraduate evaluation of graduate student teaching assistants, tracking numbers of grants and fellowships received, numbers of peer reviewed publications and exit interviews of graduating students.	For program review, departmental faculty reviews evidence of student learning and submits with self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	Department has refined program learning goals and developed individual course learning outcomes. The department has also developed a course addressing grant writing, a key professional skill.	AY 11/12

Environmental Engineering, BS	Yes	Online: http://www.cee.ucr.edu/undergrad/abet.html	Curriculum is developed with outcomes in mind and deliverables are identified to evaluate the outcomes. Examples of deliverables include questions from homework, quizzes, midterms, finals, lab reports, design reports, and oral presentations. The scores from these deliverables are compiled into a matrix to get an average score for each learning outcome.	The data is first reviewed and interpreted by the Undergraduate Education and ABET committee. Graphs are updated annually and used to identify trends or anomalies. The findings are then presented at the annual faculty retreat for further discussion.	To have a continuous improvement loop for each course, the program has assessment documents created by the instructor for each course. Prior to the start of the course, the instructor creates a pre-assessment of the course based on the findings of the previous offering. If there were shortcomings, the instructor must identify actions that will be taken to address these shortcomings. At the end of the course, the instructor creates a post-assessment evaluating how any changes that were made to the course did. This closed loop enables continuous improvement of the course in addressing the student outcomes.	AY 13/14
Environmental Sciences, BA and BS	Yes	Online: http://ueeval.ucr.edu/assessment/SLO_EnvironmentalSciences.pdf	Evidence of student learning is gathered through quizzes (sometimes with pre/post administrations within a single course), samples of student writing, problem sets and oral presentations. Indirect evidence is gathered through student surveys.	Departmental Undergraduate Committee leads assessment work and shares with full faculty.	Department is generally satisfied with results of recent assessments. Comments from student surveys have been useful in identifying general areas of concern.	AY 09/10

Environmental Sciences, MS	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Written and oral qualifying exams, oral presentations at annual student research symposium, undergraduate student evaluations of graduate student teaching assistants, student success in grant and fellowship applications and publications.	Formal assessment by the Major Professor is provided to their students during the annual evaluation process, with written comments on the annual evaluation form indicating areas of success and where the student still needs further development.	The departments is considering reducing the complexity of program requirements, creating a core set of courses and standard exam requirements across all three tracks.	AY 11/12
Environmental Sciences, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Written and oral qualifying exams, oral presentations at annual student research symposium, undergraduate student evaluations of graduate student teaching assistants, student success in grant and fellowship applications, publications and job placements.	Formal assessment by the Major Professor is provided to their students during the annual evaluation process, with written comments on the annual evaluation form indicating areas of success and where the student still needs further development.	The departments is considering reducing the complexity of program requirements, creating a core set of courses and standard exam requirements across all three tracks.	AY 11/12
Environmental Toxicology, MS	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Preliminary oral and written examinations, undergraduate student evaluations of graduate student teaching assistants, evaluation of oral presentations, numbers of professional presentations, peer reviewed publications and records of placement after graduation.	The guidance committee will meet at the end of every academic year and discuss with the student about the progress of research work and the future plan.	Department has modified assessment procedures for oral communication outcome, both to gather better quality evidence and give better feedback to students. Department has also modified procedures for written and oral exams and revised a course (ENTX 203).	AY 16/17
Environmental Toxicology, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Preliminary oral and written examinations, undergraduate student	The guidance committee will meet at the end of every academic year, and	Department has modified assessment procedures for oral communication	AY 16/17

			evaluations of graduate student teaching assistants, evaluation of oral presentations, numbers of professional presentations, peer reviewed publications and records of placement after graduation.	discuss progress of research work and the future plans with the student.	outcome, both to gather better quality evidence and give better feedback to students. Department has also modified procedures for written and oral exams and revised a course (ENTX 203).	
Ethnic Studies BA, including African American Studies, BA; Asian American Studies, BA; Chicano Studies, BA; Native American Studies BA	Yes	Online: http://ueeval.ucr.edu/assessment/lopdf/LO_EthnicStudies.pdf	Course grades are used as evidence of student learning.	Departmental Assessment Coordinator.	Department has largely been satisfied with levels of student learning, although points out that additional resources could further serve students.	AY 16/17
Ethnic Studies, MS	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Written and oral qualifying exams, dissertation prospectuses, departmental averages for evaluations of teaching by graduate student teaching assistants, tracking numbers of conference presentations, publications and fellowships/grants and exit interviews of graduates.	Graduate advisor has taken the lead on the first round of assessment activities.	As a new graduate program, there has not been time to close the loop.	AY 13/14
Ethnic Studies, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Written and oral qualifying exams, dissertation prospectuses,	Graduate advisor has taken the lead on the first round of assessment activities.	As a new graduate program, there has not been time to close the loop.	AY 13/14

			departmental averages for evaluations of teaching by graduate student teaching assistants, tracking numbers of conference presentations, publications and fellowships/grants and exit interviews of graduates.			
Evolution Ecology and Organismal Biology, MS	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Graded assignments and examinations in formal courses, written comprehensive examinations, oral examinations. Undergraduate evaluations of graduate student teaching performance in discussion and laboratory sections. Successful completion of the dissertation, including a defense and presentation of the research project at a final seminar.	Annual evaluation of student progress by their guidance or dissertation committee and final review by the EEOB committee for continuing students.	Based on assessment results the program is considering ways to better integrate core courses as well as related requirements; department is also exploring ways to foster formal engagement with the program among cooperating faculty.	AY 16/17
Evolution Ecology and Organismal Biology, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Graded assignments and examinations in formal courses, written examinations, and oral presentations.	Annual progress reports that are evaluated by the student's thesis committee and the EEOB committee for continuing students.	Based on assessment results the program is considering ways to better integrate core courses as well as related requirements; department is also exploring ways to foster formal engagement with the program among cooperating faculty.	AY 16/17

Experimental Choreography, MFA	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Student performance on written and oral presentations in the core course sequence; MFA final projects.	The instructors of individual courses; all faculty discuss assessment and student performance at annual review of graduate students.	Observed shortcomings in student's knowledge of choreography has led to emphasis on bringing more working choreographers into the classroom (either as instructors, visiting instructors or guest speakers/performers).	AY 14/15
Finance, MFin	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Students' written work is collected from various courses and evaluated with a rubric.	The Masters Level Committee reviews evidence and makes recommendations.	Program has been satisfied with assessment results.	First review scheduled AY 18/19
Gender and Sexuality Studies BA, including Sustainability Studies BS	Yes	Online: http://ueeval.ucr.edu/assessment/lopdf/LO_WomenStudies.pdf	Evidence of student learning has been gathered through student surveys and analysis of assignments and student writing.	Collection and analysis is largely driven by departmental assessment coordinator and instructors of courses serving as sites of assessment. Relevant findings are discussed among all faculty.	Assessment results have been used to further conversations about course sequencing and seeking co-curricular learning opportunities (i.e.: library workshops on information literacy).	AY 17/18
General Education	There are no formal learning outcomes for the GE	n/a	n/a	n/a	n/a	n/a
Genetics Genomics and Bioinformatics, MS	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Written and oral qualifying examinations, quality assessment of Ph.D. Dissertation Defense seminar, fellowship submissions and conference presentations,	Assessment is led by graduate program coordinator and results are reviewed by the Curriculum Committee (3 GGB members) as well as all GGB members (usually on an annual basis).	Based on recent assessments the department has reorganized curriculum to reduce the number of required core courses.	AY 12/13
Genetics Genomics and	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Written and oral qualifying examinations, quality assessment of	Assessment is led by graduate program coordinator and results	Based on recent assessments the department has	AY 12/13

Bioinformatics, PhD			Ph.D. Dissertation Defense seminar, fellowship submissions and conference presentations,	are reviewed more frequently by the Curriculum Committee (3 GGB members) as well as all GGB members (usually on an annual basis).	reorganized curriculum to reduce the number of required core courses.	
Geological Sciences, MS	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Patterns of course completion, written thesis proposals, seminar presentations, undergraduate evaluations of graduate student teaching and thesis defense.	Learning outcomes are discussed as part of curricular review at annual faculty retreat.	Department has developed new courses (GEO 201A and B) to focus on developing research presentations and writing funding proposals.	AY 13/14
Geological Sciences, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Patterns of course completion, written thesis proposals, seminar presentations, research proposal development and submission, undergraduate evaluations of graduate student teaching and thesis defense.	Learning outcomes are discussed as part of curricular review at annual faculty retreat.	Department has developed new courses (GEO 201A and B) to focus on developing research presentations and writing funding proposals.	AY 13/14
Geology BS, including Geophysics BS	Yes	Online: http://ueeval.ucr.edu/assessment/SLO_Geology.pdf	Department takes a course level approach to assessing student learning, with evidence and process varying from instructor to instructor. Common ways of gathering evidence of student learning include imbedded test questions, labs, assignments and homework. More recently, the department has developed a capstone	Individual instructors interpret evidence of learning from their own courses. Departmental undergraduate program chair aggregates and shares relevant findings with full faculty. Assessment is discussed at annual faculty retreat.	Assessment findings have been part of departmental conversations about curriculum structure, addition and elimination of courses and the development of a capstone course.	AY 10/11

			course and begun using senior capstone map making projects as evidence of student learning.			
Global Studies, BA	Yes	Online: http://ueeval.ucr.edu/assessment/lopdf/LO_GlobalStudies.pdf	In recent years exam scores, written work in senior capstone courses and assignments (like "intellectual biographies") have been used as evidence of student learning.	Program coordinator collects and analyzes evidence. (This is an interdisciplinary program where coordinator is only dedicated faculty line.)	Assessment has been part of conversations about structure of major.	AY 17/18
History BA, including History/ Administrative Studies, BA and History/Law and Society, BA	Yes	Online: http://ueeval.ucr.edu/assessment/SLO_History.pdf	For the last few years assessment has focused on examination of student papers in the major capstone course.	Instructors of capstone courses gather and analyze student papers. Departmental Committee on Education Policy collects and synthesizes results across multiple capstone sections. Relevant findings are discussed among all faculty.	Department has used earlier rounds of assessment to refine assessment process, including developing common rubrics for capstone courses. Current assessment results will be used to gauge efficacy of assessment process and, perhaps, make substantive adjustments to the capstone course.	AY 06/07
History, MA	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Course performance, research proposals, language exams, time to degree.	Faculty led a 6th quarter review, in which productivity and quality of performance of students in first 6 quarters of program is evaluated.		AY 12/13
History, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Course performance, research proposals, language exams, time to degree.	Faculty led a 6th quarter review, in which productivity and quality of performance of students in first 6		AY 12/13

				quarters of program is evaluated.		
Humanities Arts and Social Sciences Interdisciplinary, BA	No	n/a	n/a	n/a	n/a	First review scheduled AY 19/20
Institutional Level	No	n/a	n/a	n/a	n/a	n/a
Languages and Literatures, including Chinese, BA; Classical Studies, BA; Comparative and Ancient Civilizations, BA; Comparative Literature, BA; French, BA; Germanic Studies, BA; Japanese, BA; Languages, BA; Russian BA	Yes	Online: http://ueeval.ucr.edu/assessment/LO_ComparativeLiteratureandForeignLanguages.pdf	Student papers from capstone course.	Course instructors and Undergraduate Program Chair take the lead. Findings discussed at faculty meetings.	Department has used assessment findings in discussions about revising capstone. Department has also recently revised outcomes and developed new outcomes, based on perceptions of weaknesses in previous assessment process.	AY 08/09
Latin American Studies, BA	Yes	Online: http://ueeval.ucr.edu/assessment/lopdf/LO_LatinAmericanStudies.pdf	Student learning is assessed using essays, performances in Latin American themed music ensembles and exit surveys.	Latin American Studies Program Steering Committee examines evidence using both quantitative and qualitative methods.	Steering committee has largely been satisfied with recent assessment results.	AY 17/18
Liberal Studies, BA	Yes	Online: http://ueeval.ucr.edu/assessment/LO_LiberalStudies.pdf	Student papers submitted as part of a portfolio.	Program coordinator collects and analyzes evidence. (This is an interdisciplinary program where	Program has been satisfied with assessment results.	First review scheduled AY 18/19

				coordinator is only dedicated faculty line.)		
Linguistics, BA	Yes	Online: http://ueeval.ucr.edu/assessment/LO_ComparativeLiteratureandForeignLanguages.pdf	Student papers from capstone course.	Course instructors and Undergraduate Program Chair take the lead. Findings discussed at faculty meetings.	Department has used assessment findings in discussions about revising capstone. Department has also recently revised outcomes and developed new outcomes, based on perceptions of weaknesses in previous assessment process.	AY 08/09
Management, MBA including Flex MBA and MPAc	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Students' written work is collected from various courses and evaluated with a rubric.	The Masters Level Committee reviews evidence and makes recommendations.	After identifying student weaknesses in professional integrity and ethical reasoning skills department worked to expand coverage of this material across the curriculum so that various courses address these issues in the context of their specific subject matter.	AY 14/15
Management, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Comprehensive exams.	Students are reviewed annually by the faculty.	Program admits just a few students each, making it difficult to generalize about student learning.	AY 14/15
Materials Science and Engineering, BS	Yes	Online: http://www.mse.ucr.edu/undergrad.html#edu_obj	Each course assesses individual outcomes from a variety of “graded resources” such as assignments, exams, projects, oral presentations, and in-class discussions. Instructors use these	The collected evidence is presented to the Undergraduate Committee first for discussion. A recommendation is then presented formally to the Faculty for further discussion. Outcomes	The discussion among faculty and recommendations from a course’s previous instructor are used to propose changes or identify shortcomings or concerns. The evidence from these proposed	AY 15/16

			grades to then assign a numerical value to achievement of a given outcome.	are reviewed by full faculty annually and other constituents (Students, Faculty, Employers, Alumni, Advisory Board, and the Community-at-large) through periodic meetings of the advisory boards.	changes are then used in the following year's review, providing a closed-loop of acting on findings.	
Materials Science and Engineering, MS	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Pass rates on preliminary exams, graduate seminar presentations, evaluation of theses and dissertations and number of student publications and conference presentations. Indirect evidence is also gathered in the form of time to degree, student evaluation of teaching in graduate student seminars and exit interviews with graduate students.	For program review, departmental faculty reviews evidence of student learning and submits with self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html		AY 15/16
Materials Science and Engineering, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Pass rates on preliminary exams, graduate seminar presentations, evaluation of theses and dissertations and number of student publications and conference presentations. Indirect evidence is also gathered in the form of time to degree, student evaluation of teaching in graduate student seminars and exit	For program review, departmental faculty reviews evidence of student learning and submits with self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html		AY 15/16

			interviews with graduate students.			
Mathematics Applied, MS	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Department focuses on grades in core courses, qualifying exam scores/pass rates and records of student placement.	For program review, departmental faculty reviews evidence of student learning and submits with self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	Department has reduced the number of required exams, which allows students to spend more time working on research and publishing (both key outcomes for students).	AY 16/17
Mathematics BA and BS, including Mathematics for Secondary School Teachers	Yes	Online: http://ueeval.ucr.edu/assessment/SLO_Mathematics.pdf	Recent assessments have focused on student grades, but also included student evaluations of teaching.	Departmental assessment coordinator along with departmental staff. Relevant findings are discussed more broadly.	Department has used recent assessment findings as part of conversations about course content and sequencing.	AY 08/09
Mathematics, MA/MS	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Department focuses on grades in core courses, qualifying exam scores/pass rates and records of student placement.	For program review, departmental faculty reviews evidence of student learning and submits with self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	Department has reduced the number of required exams, which allows students to spend more time working on research and publishing (both key outcomes for students).	AY 16/17
Mathematics, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Department focuses on grades in core courses, qualifying exam scores/pass rates and	For program review, departmental faculty reviews evidence of student learning and submits with self-study	Department has reduced the number of required exams, which allows students to spend more time working on	AY 16/17

			records of student placement.	to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	research and publishing (both key outcomes for students).	
Mechanical Engineering, BS	Yes	Online: http://www.me.ucr.edu/undergrad/	Instructors use a variety of assessments such as quizzes, exams and projects to determine whether students are achieving stated outcomes for the degree. In addition, the department has been piloting a comprehensive exam modeled on the Fundamentals of Engineering exam to be taken by graduating seniors. This instrument has already been deployed twice and is being fine-tuned.	The Undergraduate Committee aggregates the links between the course objectives and the ABET learning outcomes to ensure that all ABET learning outcomes have been adequately addressed by the courses. If it finds that some outcomes have not been addressed sufficiently, it raises this issue in the faculty retreat to alert faculty that attention is needed. The Committee also tracks data over time and works with other educational support staff (i.e.: lab and machine shop managers) to solicit input. Outcomes are reviewed by full faculty annually and other constituents (Students, Faculty, Employers, Alumni, Advisory Board, and the Community-at-large) through period advisory boards.	The findings are discussed at the faculty retreat and faculty meetings. The UGC reviews the findings and makes recommendations to the faculty. Changes that involve curricular changes (such as adding courses, revising course content, modifying prerequisites) require faculty approval and are carried out after extensive discussions. Minor changes such as encouraging additional emphasis on particular topics may be discussed in faculty meetings but are more commonly done in sub-committee meetings or more informally in one-on-one discussions with instructors. Findings that involve labs and machine shop are discussed with the machine shop manager and lab personnel.	AY 16/17

Mechanical Engineering, MS	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Written and oral examinations, dissertation proposals, dissertations and dissertation defenses.	For program review, departmental faculty reviews evidence of student learning and submits with self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	Department has largely been satisfied with results of recent assessments.	AY 12/13
Mechanical Engineering, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Written thesis proposals, theses and thesis defenses; comprehensive exams.	For program review, departmental faculty reviews evidence of student learning and submits with self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	Department has largely been satisfied with results of recent assessments.	AY 12/13
Media and Cultural Studies, BA	Yes	Online: http://ueeval.ucr.edu/assessment/LO_Media_Cultural_Studies.pdf	Assessment has largely focused on course specific assignments, including student presentations, student produced films and exams.	The Undergraduate Curriculum Committee, led by departmental assessment coordinator, has taken on the task of compiling and reflecting on course level assessment work.	Assessment results have been used to make course level adjustments. Department has recently refined assessment process based on perceived shortcomings in earlier rounds of assessment activity.	AY 11/12
Medicine, MD	Yes	https://medschool.ucr.edu/mep/grad_comp.html	Program has developed formative evaluations for all curricular modalities across all years of instruction. Additionally,	Clinical and biomedical faculty are involved in all facets of the assessment of student learning progress, as	Several changes have been made from evaluative and assessment efforts, including sequencing of	Full accreditation granted by LCME AY 16/17

			national board exams USMLE Steps I and II are also used as evidence to assess student learning. Consistent with accreditation standards, students are required to complete a three year quality improvement project that is a core set of measures used as evidence of student learning research methodology and application.	well as, key management and administrative staff.	instruction, timing of internal exams with national exam timelines. Program has provided additional curricular support, including additional workshops and even changed the physical layout of their building to create more accommodating study and relaxation spaces.	
Microbiology, BA and BS	Yes	Online: http://ueeval.ucr.edu/assessment/SLO-microbiology.pdf	Evidence of student learning has been collected from oral presentations, student writing and lab reports; a newly created capstone course has been the focus of this assessment activity.	Evidence is collected by course instructors and analyzed by a small group of faculty.	Assessment results have been used to make adjustments to the capstone course. (This interdisciplinary program has little other coursework specific to the undergraduate major.)	AY 16/17
Microbiology, MS	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Qualifying exams, submissions to peer reviewed publications, student progress towards degree, student self-reports to the guidance committee, undergraduate student evaluations of graduate student teaching assistant as well as written dissertations and oral defenses	Individual students' major professors in coordination with the guidance committee.	Department has adjusted curriculum to provide public speaking opportunities to students as well as deliver more focused education in students' areas of specialization.	AY 15/16
Microbiology, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Qualifying exams, submissions to peer reviewed publications,	Individual students' major professors in	Department has adjusted curriculum to provide public speaking	AY 15/16

			student progress towards degree, student self-reports to the guidance committee, undergraduate student evaluations of graduate student teaching assistant as well as written dissertations and oral defenses	coordination with the guidance committee.	opportunities to students as well as deliver more focused education in students' areas of specialization.	
Middle East and Islamic Studies, BA	Outcomes still being developed	Online: http://ueeval.ucr.edu/assessment/SLO_MiddleEastandIslamicStudies.pdf	Recent assessment activities in this young program have focused on developing outcomes and assessment plans. Program has also examined student course taking patterns and student achievements (i.e.: graduate school placements).	Program coordinator collects and analyzes evidence. (This is an interdisciplinary program where coordinator is only dedicated faculty line.)	Early assessment work has been used to successfully apply for an assessment development grant from Office of Evaluation and Assessment.	First review scheduled AY 19/20
Music BA, including Music and Culture BA	Yes	Online: http://ueeval.ucr.edu/assessment/SLO_Music.pdf	Collection of evidence of student learning has largely focused on student performances, including performance for faculty juries and senior recitals.	Participation in assessment rotates with membership in juries and teaching responsibility for senior capstone.	Assessment has supported conversations about scholarships for private instruction courses as well as changes to the music theory curriculum.	AY 08/09
Music, MA	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Progression through core courses, qualifying examinations, student conference presentations, undergraduate evaluations of graduate student teaching assistants, grant submissions and awards, theses and exit interviews.	The graduate advisor leads efforts to collect evidence; all faculty take part in discussion and analysis of results and possible changes to the program.	Department has worked to find ways to encourage student publication and provide better information on requirements to students	AY 16/17

Music, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Progression through core courses, qualifying examinations, student conference presentations, undergraduate evaluations of graduate student teaching assistants, grant submissions and awards, dissertations and exit interviews.	The graduate advisor leads efforts to collect evidence; all faculty take part in discussion and analysis of results and possible changes to the program.	Department has worked to find ways to encourage student publication and provide better information on requirements to students	AY 16/17
Neuroscience, BA and BS	Yes	Online: http://ueeval.ucr.edu/assessment/SLO_Neuroscience.pdf	Assessment of student learning involves examination of questions on exams, lab reports, oral presentations and written assignments.	Program coordinator collects and compiles evidence; findings are discussed by the NRSC Student Learning Outcomes subcommittee.	Recent assessment results have been deemed satisfactory.	AY 05/06 to 06/07
Neuroscience, MS	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Student progression through courses, dissertation proposals, writing and submitting original research articles, evaluations of graduate student teach assistants and employment/post-doc placement outcomes.	For program review, departmental faculty reviews evidence of student learning and submits with self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html		AY 10/11
Neuroscience, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Student progression through courses, dissertation proposals, writing and submitting original research articles, evaluations of graduate student teach assistants and employment/post-doc placement outcomes.	For program review, departmental faculty reviews evidence of student learning and submits with self-study to external review team. For more details on process, see policy for Graduate Program		AY 10/11

				Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html		
Philosophy BA, including Philosophy/Law and Society BA	Yes	Online: http://ueeval.ucr.edu/assessment/SLO_Philosophy.pdf	The department collects both direct evidence, from student papers, and indirect evidence, from surveys of exiting seniors.	The Department's Undergraduate Committee, led by faculty Undergraduate Advisor, examines evidence and draws conclusions. Assessment results are discussed at faculty meetings.	Assessment results have been used to suggest a more skills based approach to teaching argumentation and interpretation. Assessment has also been part of conversation about shortcomings in curricular offerings around history of philosophy.	AY 14/15
Philosophy, MA	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Student course progression/completion, timely completion of program requirements (like dissertation proposals) and placements after graduation.	The graduate program advisor compiles and tracks evidence and then reports to the full faculty as relevant.	In light of relatively slow progress by some students the department is considering various adjustments to the program.	AY 13/14
Philosophy, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Student course progression/completion, timely completion of program requirements (like dissertation proposals) and placements after graduation.	The graduate program advisor compiles and tracks evidence and then reports to the full faculty as relevant.	In light of relatively slow progress by some students the department is considering various adjustments to the program.	AY 13/14
Physics, BA and BS	Yes	Online: http://ueeval.ucr.edu/assessment/SLO_Physics_and_Astron.pdf	Assessment has largely focused on final exam scores, but has also looked at student writing. Due to the small size of the major assessment also uses	The Department's Undergraduate Committee compiles evidence and summarizes findings. Relevant findings and trends are discussed with the entire faculty.	Assessment results have been used, among other things, to create and improve a course sequence (PHYS 041A/B/C) specifically to introduce majors to the discipline, in a	AY 12/13

			qualitative input from instructors.		department that has large enrollments (through service courses) but relatively few majors.	
Physics, MA and MS	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Student progression through courses, comprehensive written exams, student evaluations of graduate student teaching assistants, student presentations (at campus events and professional conferences), dissertations and oral defenses as well as exit interviews.	Individual students' major professors in conjunction with dissertation committees.	Department has generally been pleased with past assessment results but newly convened Graduate Advisory Committee will consider improvements to assessment tools in fall of 2017.	AY 13/14
Physics, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Student progression through courses, comprehensive written exams, student evaluations of graduate student teaching assistants, student presentations (at campus events and professional conferences), dissertations and oral defenses as well as exit interviews.	Individual students' major professors in conjunction with dissertation committees.	Department has generally been pleased with past assessment results but newly convened Graduate Advisory Committee will consider improvements to assessment tools in fall of 2017.	AY 13/14
Plant Biology PhD, including Plant Biology (Plant Genetics)	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Written and oral qualifying exams, ability of students to garner competitive grants for research or travel to professional meetings, student presentations at seminars, student participation in TA development programs	Guidance/Dissertation Committees	The department has revamped at least two courses to give students more opportunities to develop professional skills and public speaking skills; curricular requirements have been changed to free up time for students	AY 12/13

			and TA placements; indirect evidence from student satisfaction surveys.		to engage in their own research.	
Plant Biology, BA and BS	Yes	Online: http://ueeval.ucr.edu/assessment/SLO_PlantBio.pdf	Evidence of student learning is gathered from exams and student papers in senior seminars and senior level research courses.	Departmental Undergraduate Committee leads assessment work and shares with full faculty.	Recent findings have highlighted gaps in the undergraduate curriculum (e.g.: around information literacy) and have suggested greater emphasis of particular skills.	AY 05/06 to 06/07
Plant Biology, MS	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Written and oral qualifying exams, ability of students to garner competitive grants for research or travel to professional meetings, student presentations at seminars, student participation in TA development programs and TA placements; indirect evidence from student satisfaction surveys.	Guidance/Dissertation Committees	The department has revamped at least two courses to give students more opportunities to develop professional skills and public speaking skills; curricular requirements have been changed to free up time for students to engage in their own research.	AY 12/13
Plant Pathology, MS	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Assignments and examinations in core courses, written and oral qualifying examinations, dissertation proposals, student publication in peer reviewed journals and undergraduate student evaluations of graduate student teaching assistants.	The major professor and Graduate Advisory Committee.	Department will use assessment evidence to gauge effectiveness of newly implemented curriculum.	AY 10/11
Plant Pathology, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Assignments and examinations in core courses, written and oral	The major professor and Graduate Advisory Committee.	Department will use assessment evidence to gauge effectiveness of	AY 10/11

			qualifying examinations, dissertation proposals, student publication in peer reviewed journals and undergraduate student evaluations of graduate student teaching assistants.		newly implemented curriculum.	
Political Science BA, including Political Science/ Administrative Studies, BA; Political Science/ International Affairs, BA; Political Science/Law and Society, BA; Political Science/Public Service, BA	Yes	Online: http://ueeval.ucr.edu/assessment/SLO_PoliticalScience.pdf	In recent years assessment activities have focused on student writing. Care has been taken to develop rubrics and methods that will make results comparable so that trends over time can be spotted.	Departmental Undergraduate Advisor oversees collection and evaluation of writing and shares results with full faculty.	Recent findings have highlighted gaps in student knowledge and suggested instructors adjust course content accordingly. Department has also focused on improving the assessment process itself.	AY 12/13
Political Science, MA	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Student progression through required and elective courses, student evaluation of graduate student teaching assistants, dissertation prospectuses and dissertations, publications in peer reviewed journals and a student survey.	For program review, departmental faculty reviews evidence of student learning and submits with self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	To encourage professional development, department has increased funding for graduate student conference travel.	AY 13/14
Political Science, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Student progression through required and elective courses, student	For program review, departmental faculty reviews evidence of	To encourage professional development, department	AY 13/14

			evaluation of graduate student teaching assistants, dissertation prospectuses and dissertations, publications in peer reviewed journals and a student survey.	student learning and submits with self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	has increased funding for graduate student conference travel.	
Psychology BA and BS, including Psychology Law and Society	Yes	Online: http://ueeval.ucr.edu/assessment/lopdf/LO_Psychology.pdf	Evidence of student learning is gathered from students' written work as well as exams.	The undergraduate committee analyzes evidence and makes recommendations to the department.	Recent recommendations have included more explicit coverage of theory in lower division coursework. Assessment efforts are connected to ongoing conversations about curriculum design, for example creating more opportunities for undergraduate students to participate in research.	AY 08/09
Psychology, MA	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Student progression through courses, conference presentations, undergraduate student evaluations of graduate student teaching assistants, student publications and placement following graduation.	For program review, departmental faculty reviews evidence of student learning and submits with self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	Program has used early rounds of assessment to refine assessment procedures, for example developing new metrics to measure successful teaching by graduate students and ways to track employment outcomes. More recently the department has added new professional development courses (PSYC 309A and 309B) and increased the frequency with which they offer them.	AY 09/10

Psychology, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Student progression through courses, conference presentations, undergraduate student evaluations of graduate student teaching assistants, student publications and placement following graduation.	For program review, departmental faculty reviews evidence of student learning and submits with self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	Program has used early rounds of assessment to refine assessment procedures, for example developing new metrics to measure successful teaching by graduate students and ways to track employment outcomes. More recently the department has added a new professional development courses (PSYC 309A and 309B) and increased the frequency with which they offer them.	AY 09/10
Public Policy, BA	Yes	Online: http://ueeval.ucr.edu/assessment/SLO_PublicPolicy.pdf	Evidence of student learning has been gathered from final papers and reflective essays in the capstone seminar/colloquia course.	The faculty.	Recent assessment results have highlighted the desirability of better integrating internships, dialog with public policy practitioners in the classroom and better integration of practice with academics.	First review scheduled AY 21/22
Public Policy, MPP	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Internship and capstone proposals, student papers on internship experiences, capstone projects, presentations at professional conferences and papers submitted to professional journals and indirect evidence from student surveys.	Results are shared with the graduate committee members and were discussed in a special meeting with the Leadership Committee of the School of Public Policy (SPPLC)—The Dean, the Chair, the Assistant Dean & Chief Financial and Administrative Officer, the Student Affairs Coordinator, and the Graduate Advisors.	Based on assessment feedback the department has developed mentorship programs (pairing students and faculty) and increased the number of elective courses offered.	First review scheduled AY 19/20

Religious Studies, BA	Yes	Online: http://ueeval.ucr.edu/assessment/lopdf/LO_ReligiousStudies.pdf	Department has collected evidence of student learning through a substantial writing assignment in senior capstone course; the department has also collected indirect evidence through a long running survey of exiting seniors.	The faculty.	Assessment results have pointed to imbalances in student's learning across key topics. This imbalance was discussed in relation to new faculty appointments.	AY 16/17
Religious Studies, MA	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Assignments and examinations in six courses dedicated to a major field. Assignments and examinations in three courses dedicated to a minor field. Qualifying examinations in core areas A, B, and C with written and oral components; assignments and examinations in teaching practicum course, student teaching evaluations; conference presentations, publications; job placement.	For program review, departmental faculty reviews evidence of student learning and submits with self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	The department has generally been pleased with assessment results.	AY 10/11
Religious Studies, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Assignments and examinations in six courses dedicated to a major field. Assignments and examinations in three courses dedicated to a minor field. Qualifying examinations in core areas A, B, and C with written and oral components;	For program review, departmental faculty reviews evidence of student learning and submits with self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/gr	The department has generally been pleased with assessment results.	AY 10/11

			assignments and examinations in teaching practicum course, student teaching evaluations; conference presentations, publications; job placement.	aduate_program_review.html		
Sociology BA and BS, including Sociology/ Administrative Studies BA and BS; Sociology/Law and Society BA and BS	Yes	Online: http://ueeval.ucr.edu/assessment/SLO_Sociology.pdf	Evidence of student learning has been collected from exam questions, student writing and quantitative calculations.	Undergraduate committee chair lead the collection and analysis of evidence, with involvement from faculty teaching courses that serve as sites for assessment. Relevant findings are shared with all faculty.	Findings have been used to support requests for curricular support services (such as Supplemental Instruction for some courses) and teaching resources (such as additional teaching assistants) for courses that are heavy on quantitative methods, where assessment results indicated students tended to struggle the most.	AY 10/11
Sociology, MA	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Completion of core courses, written qualifying exam, dissertation prospectuses and dissertations, student evaluations of graduate student teaching assistants, and publications and conference presentations.	For program review, departmental faculty reviews evidence of student learning and submits with self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	The department has generally been pleased with assessment results. There are, however, general concerns about time to degree and department will closely monitor course progression as an indicator of problems in this area.	AY 09/10
Sociology, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Completion of core courses, written qualifying exam, dissertation prospectuses and dissertations, student	For program review, departmental faculty reviews evidence of student learning and submits with self-study	The department has generally been pleased with assessment results. There are, however, general concerns about	AY 09/10

			evaluations of graduate student teaching assistants, and publications and conference presentations.	to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	time to degree and department will closely monitor course progression as an indicator of problems in this area.	
Southeast Asian Studies, MA	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Faculty evaluation of student performance on thesis or comprehensive exam; graduate advisor's assessment of a student's ability to conduct independent field research; MA Thesis or a Comprehensive Field and Research Exam	Individual students graduate advisors	Program has used assessment results to develop new target groups of students to bring into the program.	AY 10/11
Spanish, BA	Yes	Online: http://ueeval.ucr.edu/assessment/SLO_HispanicStudies.pdf	Assessment focuses on senior capstone courses.	Ad hoc group of faculty teaching current year's capstone courses.	Findings have been used to clarify and improve coverage of topics related to areas of observed weaknesses, such as linguistic structures, at the lower division level.	First review scheduled AY 18/19
Spanish, MA	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Written and oral comprehensive exams.	Students' individual advisors provide feedback to students.	Department has expanded coverage of professional norms and practices in required course (SPN 301) and is developing a series of workshops to provide additional coverage.	AY 10/11
Spanish, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Written and oral comprehensive exams, the PhD qualifying exam, the dissertation exam and the dissertation.	Students' individual advisors provide feedback to students.	Department has expanded coverage of professional norms and practices in required course (SPN 301) and is developing a series of	AY 10/11

					workshops to provide additional coverage.	
Statistics Applied, PhD	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Assignments and examinations in courses covering core statistical areas; assignments and examinations in teaching practicum course and student teaching evaluations; conference presentations and publications; exit interviews.	For program review, departmental faculty reviews evidence of student learning and submits with self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	Department has generally been pleased with assessment results.	AY 14/15
Statistics, BA and BS	Yes	Online: http://ueeval.ucr.edu/assessment/SLO_Statistics.pdf	Student learning is assessed in oral presentations, where students are asked to apply a variety of statistical concepts to real world problems, in a senior capstone course.	A number of faculty members take place in evaluating student presentations, using a common rubric.	Findings suggest that students may struggle with oral communication and department is investigating ways to increase student's exposure to chances to communicate orally.	AY 06/07
Statistics, MS	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Assignments and examinations in courses covering core statistical areas; conference presentations and publications; exit interviews.	For program review, departmental faculty reviews evidence of student learning and submits with self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	Department has generally been pleased with assessment results.	AY 14/15
Theatre, Film and Digital Production, BA	Yes	Online: http://ueeval.ucr.edu/assessment/SLO_Theatre.pdf	Evidence of student learning is gathered from portfolios that students	All faculty annual review portfolios for students assigned to	Shortcomings in early assessment processes lead to creation of new,	AY 12/13

			build over their careers and from demonstrations of skills at capstone performances.	them. Many faculty participate in capstone performance. Department Chair collects and synthesizes evidence. Assessment is a topic of discussion at annual faculty retreat.	portfolio based, assessment system. More recent findings have been used to make adjustments to structure of capstone performances.	
Visual Art, MA	Yes	Online: http://graduate.ucr.edu/learningoutcomes.html	Student exhibitions, peer and faculty critiques of student work, instructor and undergraduate student evaluations of teaching assistants.	Faculty participate in artistic critique of students and supervise graduate student teaching assistants.	Program has modified curriculum to include focus on developing written artist's statements as well as sought (and secured) improved teaching space for labs/studios.	AY 17/18