

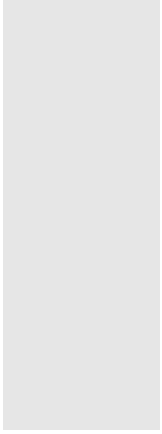
CSUEB Missions, Commitments, and Vision

The mission of the University of California, East Bay is to provide a high quality education for all students, to advance the knowledge and understanding of the human condition, and to contribute to the betterment of society. The University is committed to the highest standards of academic excellence, to the development of the intellectual, moral, and physical potential of its students, and to the advancement of the state and the nation. The University is also committed to the highest standards of ethical conduct, to the promotion of diversity, and to the advancement of the community.

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Students may earn a B.A. in Education or a B.S. in Education.

PLO 1 ILO 1, 4, 6	8e\$e'o, fo+n! tion '1no2'e! (e in (eo'o(i- M te%i 's, P%o-esses 9 Time 4 : no2'e! (e6, P%o-esses 9 Time 4 : no2'e! (e6
PLO 2	8e\$e'o, f+n! ment ' (eo'o(i- 'fie'! n! ' /o% to%) s1i''s n! -om, +te% -om, eten-e



1. Which PLO(s) to assess	PL#4 (Communication), PL#5 (Global)
2. Is it aligned with an ILO?	Yes
3. If yes, list ILO.	"L#5 Student in 'it) 4;>167 "L#25 Communication 449E6
4. Describe the learning outcomes (e.g., SLOs) to be assessed	&E#L ;>1 F St+ -t+ ' &eo'o() &E#L 49E F "ss+es in &eos-ien-es &E#L 499 = C ,stone
5. SLOs to be assessed	&E#L ;>15 8emonst% te 1no2'e! (e of t*e \$ %io+s st+ -t+ ' st)'es sso-i te! 2it* , ' te /o+n! %ies n! 2it*in -ontinents n! o-e n / sins. &E#L 49E5 G %ies !e, en! in(on to, i-s -o\$e%e! &E#L 4995 8emonst% te t*e /'it) to (t*e%, e\$ '+ te n! %ti-+ ' te en\$ionment ' (eos-ien-es inform tion t*o+ (* !\$ n-e! 2%itten n! o% ' -omm+ni- tion.
6. Assess Student Activity	P%e-is 9 #% ' P%esent tions? in ' P%o%e-t
7. Assess Student Learning	8e, %tment R+ / %i-
8. Data Analysis (e.g., etc)	A+ ntit ti\$e, %e, o%t to in- '+!e , %o, o%tion of st+!ents in e - * 'e\$e' 1=5 45 m ste%e!6
9. Descriptions (e.g., etc)	G %ies /) Semeste%, L+t*e% St%)e%
11. Ways of closing the loop.	Re, o%ts fi%st to t*e C* i% n! t*en to t*e entie% f -+ 't) fo% -omment 9 !is-+ssion. An en!=of=)e % meetin(2i" /e !e\$ote! to e\$ '+ tin(s%essment %es+ 'ts n! C-'osin(t*e 'oo, .D " !entifie! C %e s fo% im, %o\$ementD 2i" /e in-o%, o% te! into mo!ifie! /+, ! te! -o%e -o+ %ses fo% f+t+ %e m %o% s. "ss+es 2it* t*e T*esis, %o-ess 2i" /e !is-+sse! n! -te! +, on.

1. Which PLO(s) to assess	PL#2 (Skills), PL# ; (Analysis)
2. Is it aligned with an ILO?	Yes
3. If yes, list ILO.	"L#2 Communication 426067 "L#1 C%iti- ' T*in1in(429E6
4. Describe the learning outcomes (e.g., SLOs) to be assessed	&E#L 210 F P*)si- ' n! En\$ionment ' &eo'o() &E#L 29E = "nt%o!+ -to%) ?ie'! E3, e%ien-e
5. SLOs to be assessed	&E#L 2105 " !entif) n! n ')<e e %t* m te%i 's n! +n!e%st n! t*ei% o%i(i%ns, +ses n! im, 'i- tions. &E#L 29E5 " !entif), me s+ %e n! -o"e-t ! t f%om en\$ionment ' s)stems +sin(st n! %! (eo'o(i- n! en\$ionment ' too's n! met*o!s to -onst%+ -t / si- s+ %f -e !ist% / +tion m ,s.
6. Assess Student Activity	Mine% ' n! Ro-1 i!entifi- tion 0+i<<es7 ?ie'! M , , in(P%o%e-t
7. Assess Student Learning	8e, %tment R+ / %i-
8. Data Analysis (e.g., etc)	A+ ntit ti\$e, %e, o%t to in- '+!e , %o, o%tion of st+!ents in e - * 'e\$e' 1=5 45 m ste%e!6
9. Descriptions (e.g., etc)	Mit- * C% i(, L+t*e% St%)e%, Be n Mo% n, Bose Ros %io
11. Ways of closing the loop.	Re, o%ts fi%st to t*e C* i% n! t*en to t*e entie% f -+ 't) fo% -omment 9 !is-+ssion. An en!=of=)e % meetin(2i" /e !e\$ote! to e\$ '+ tin(s%essment %es+ 'ts n! C-'osin(t*e 'oo, .D " !entifie! C %e s fo% im, %o\$ementD 2i" /e in-o%, o% te! into mo!ifie! /+, ! te! -o%e -o+ %ses fo% f+t+ %e m %o% s. "ss+es 2it* t*e T*esis, %o-ess 2i" /e !is-+sse! n! -te! +, on.

1. Which PLO(s) to assess	PL#2 (Skills), PL# ; (Analysis)
2. Is it aligned with an ILO "	Yes
3. If yes, list ILO.	"L#1 C#iti- ' T*in1in(4;6167 "L#4 Co" /o% tion 4;9E67
4. \$o%&se na 'e an n% ' (e&	&E#L ;61 = "(neo+s n! Met mo%, *i- Pet%o'o() &E#L ;9E = A!\$. ?ie'! E3, e%ien-e P%o%e-t
5. SLO)s #&o ' co%&se	&E#L ;615 Un!e%st n! fie'! %e' tions*i,s /et2een i(neo+s, met mo%, *i-, n! se!iment %) %o-1s."nte%, %et i(neo+s %o-1 , * se !i (% ms n! ,et%o(enesi in te%ms of -+%ent mo!e's. &E#L ;9E5 Com,i'e n! -onst%+-t s)nt*eses / se! on fie' o/se%\$ tions, ! t ,s+ /se0+ent n ')sis, n! ,ee%/(%o+ , inte% -tion.
6. Assess 'ent Acti*ity	?in ' P%o%e-t 9 #% ' P%esent tions?in ' &%o+ , M , ,in(P%o%e-t
7. Assess 'ent Inst&% 'ent	8e, %tment R+ / %i-
8. -o! ata !ill (e &e.o&te	A+ ntit ti\$e, %e, o%t to in-' +!e , %o, o%tion of st+!ents in e - * 'e\$e' 1=5 45 m ste%e!6
9. Des.onsi (le .e&son(s)	B%+-e P +e), L+t*e% St%)e%, Be n Mo% n, Bose Ros %io, Mit-* C% i(
10. Ways o# closing the loo .	Re, o%ts fi%st to t*e C* i% n! t*en to t*e enti%e f -+t) fo% -omment 9 !is-+ssion. An en!-of-)e % meetin(2i" /e !e\$ote! to e\$ '+ tin(s%essment %es+ts n! C-'osin(t*e 'oo,.D "!entifie! C %e s fo% im, %o\$ementD 2i" /e in-o%, o% te! into mo!ifie! /+, ! te! -o%e -o+ %ses fo% f+t+%e m %o%s. "ss+es 2it* t*e T*esis, %o-ess 2i" /e !is-+sse! n! -te! +, on.