

CALIFORNIA STATE UNIVERSITY STANISLAUS

INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS, 7.1

ATTACHMENT S

CATEGORY	Have formal learning outcomes been developed?	Where are these learning outcomes published?	What measures/indicators are used to determine that graduates have achieved the stated learning outcomes?	Who interprets the evidence? What is the process?	How are the findings used to improve the program or student learning?	Date of last program review	Date of next program review
INSTITUTIONAL LEVEL							
General Education							
General Education – Traditional (Lower and Upper Division)	Yes, General Education goals and draft objectives for the 17 General Education sub-areas.	- General Education Website - University Catalog	Direct: - Collegiate Learning Assessment - Course embedded assessment using rubrics - Graduation Writing Assessment Requirement Indirect: - Graduating Senior Survey - Undergraduate Alumni Survey - National Survey of Student Engagement - Individual Development and Educational Assessment scores for GE Courses - Institutional Data (faculty demographics, course accessibility, course offerings) - Spring 2008 GE Faculty Survey	Faculty Coordinator for the Assessment of Student Learning; Faculty Director for General Education; General Education Advisory Committee; General Education Subcommittee; University Educational Policies Committee; Council of Deans; University Writing Committee Faculty Director for General Education working with faculty from each of the General Education sub-areas and the General Education Subcommittee reviews data and makes recommendations to University Educational Policies Committee.	A survey was administered Spring 2008 allowing for mapping of General Education learning goals to General Education areas and sub-areas. Based on these findings and discussion with faculty teaching General Education, revised student learning objectives for the 17 sub-areas were drafted in 2008-09; refinement of objectives will continue in line with Executive Order 1033 and the AAC&U Liberal Education and America's Promise (LEAP) outcomes. The Faculty Director met with staff from the Advising Center in 2008-09 to implement changes to advising for General Education at New Student Orientations and throughout a student's career at CSU Stanislaus. The changes would alter the focus from getting through the program to getting something out of it. The Academic Program Review draft was completed by the Faculty Director in consultation with the General Education <i>Ad Hoc</i> committee in Spring 2009, was approved by the General Education Subcommittee and submitted to the University Educational Policies Committee for discussion. The Academic Program Review was disseminated to campus and feedback was requested. Work to continue on implementation of recommendations. The full General Education Academic Program Review and General Education Assessment Plan can be viewed at http://www.csustan.edu/ge/Pages/GEAssessment.html	2007-08	2014-15

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INSTITUTIONAL LEVEL							
General Education							
Summit Program (Upper-Division Clustered Courses)	Yes, General Education goals and draft objectives for the 17 General Education sub-areas.	- General Education Website - University Catalog	Summit Program Survey		As a result of recommendations made in the General Education Academic Program Review, new directions for integrated upper-division General Education are to be explored in conjunction with recommendations in the Academic Program Review and ongoing assessment of the General Education Program. The Faculty Director of General Education and the Chair of the General Education Subcommittee held a workshop on integrating upper-division General Education courses, sponsored by the Transforming Course Designs grant from the Chancellor's Office. The Faculty Director of General Education worked with University Advancement to develop Summit Program brochures to be distributed to community college transfer offices.	2007-08	2014-15
First-Year Experience	Yes, General Education goals and draft objectives for the 17 General Education sub-areas.	- General Education Website - University Catalog	- First-Year Experience Survey - First-Year Experience Writing Prompt		In Fall 2009 the First-Year Experience Seminar for Faculty Mentor Program students will be linked with two sections of English 1000, as was done in 2007. This proved to be a highly successful learning community, and we hope the 2009 course offering will contribute to the success and continued viability of the program. In addition, an <i>ad hoc</i> committee for First-Year Experience was appointed in Spring 2009, to be led by the Faculty Director of General Education. Members are working to provide a needs assessment and other information that will revitalize a new, revamped program.	2007-08	2014-15

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PROGRAM LEVEL							
College of the Arts							
Art* (BA/BFA)	Yes	- Academic Program Review - National Association of Schools of Art and Design (NASAD) Accreditation Program - Assessment Report - University Catalog - Assessment of Student Learning Website	Evaluators: - Internal reviews - External reviewers - Specialized Program Accreditation Direct: - Embedded Assessment - Student Portfolios - Student Presentations Indirect: - Student Evaluation of Courses (Program) - Course Evaluations - Graduating Senior Survey - Alumni Survey - Institutional Data	Department Chair, Program Assessment Coordinator; Faculty; Accrediting Body Formal survey-based data, as well as informal data collected through instruction on the BFA program, is evaluated during departmental meetings and annual faculty retreats. The survey data resulting from the BFA reviews are tabulated by the Assessment Coordinator and presented at the subsequent department meeting. Curriculum changes and changes in pedagogy are discussed during annual faculty retreats and are to be based upon the survey data of no fewer than 3 consecutive surveys.	Program's lower-division course structure was not properly preparing students for the technical and theoretical rigors of the upper-division courses. Restructured required courses for each program. Also improved student advising process, including the development of an outline of student expectations.	1999-00	2009-10

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PROGRAM LEVEL							
College of the Arts							
Music* (BA/BM)	Yes	- Academic Program Review - Course Syllabi - National Association of Schools of Music (NASM) Accreditation - Program Assessment Report - University Catalog - Assessment of Student Learning Website	Evaluator: - Specialized Program Accreditation Direct: - Performances - Capstone Projects Indirect: - Auditions - Focus Groups of recent alumni working as music instructors. - Course Evaluations - Graduating Senior Survey - Alumni Survey - Institutional Data	Department Chair, Program Assessment Coordinator; Faculty; Accrediting Body Faculty committee provides initial evaluation and recommendations to faculty who approves the final recommendations.	A generic rubric for jury examination of all music majors was not effective due to the variances in instruments and genres. Found that students are generally deficient in ear-training and sight-singing. The faculty made two specific recommendations to improve learning in the area of ear-training/sight-singing. 1. Create a remedial ear-training/ sight-singing course. If students fail to pass an entrance exam (designed by the ear-training/sight-singing faculty), they will be required to take remedial ear-training/sight-singing prior to entering the formal course sequence. The purpose of this new course is to level the abilities of those students who begin the formal course sequence. 2. Modify the existing ear-training/sight-singing courses to allow more instructional time. Currently, the instructor must conduct in-class, individual assessment. These efforts consume considerable practice time from the class as a whole. A change in the number of class meetings per week, as well as a smaller class size, would allow for individual assessment as well as group practice.	2002-03	2012-13

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PROGRAM LEVEL							
College of the Arts							
Theater Arts* (BA/BFA)	Yes	- Academic Program Review - National Association of Schools of Theatre (NAST) Accreditation Program - Assessment Report - University Catalog - Assessment of Student Learning Website	Evaluator: - External Reviews - Internal Reviews - Specialized Program Accreditation Direct: - Capstone Projects - Individual/Group Projects - Performance Evaluation - Student Presentations - Embedded Assessments Indirect: - Course Evaluations - Graduating Senior Survey - Alumni Survey - Institutional Data - Student Exit Survey (Program)	Department Chair, Program Assessment Coordinator; Faculty; Accrediting Body Program Assessment Coordinator provides initial evaluation and recommendations to faculty who approve final recommendations.	A review of results identified the following needed curricular changes: script analysis to be a more vital part of all courses in the present program; period and style research to take a bigger part in all show preparation; acting students to be introduced to voice and movement courses earlier; advising to play a larger part in students' course choices; Theater History courses to be assessed outside the student evaluations; all course syllabi to reflect a uniformity of thought; more information on the "real world" and future career and academic possibilities for student after degree. Outcomes include: increase in advising sessions; keeping yearly student evaluations and capstone projects (reports every other year with funding for Program Assessment Coordinator); creation of a preparatory "Independent study class" that discusses both professional and academic realities awaiting graduating students; and external evaluations provided by Kennedy Center American College Theatre Festival respondents (as long as budget permits entry into association).	2002-03	2012-13

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PROGRAM LEVEL							
College of Business Administration							
Applied Leadership (BA)	Yes	- University Catalog - Assessment of Student Learning Website	Direct: - Results of Course Assessments Indirect: - Student Survey (Program) - Course Evaluations - Graduating Senior Survey - Alumni Survey - Institutional Data	Program Coordinator; Faculty The departments offering courses in the Applied Leadership major provide results of their assessments of their student learning goals for these courses. Survey sent to persons who have shown a serious interest in the program over the last several years, those entering the program, those who dropped out, and those who finished. Survey evaluates why students enroll, drop out, or finish the program.	Evidence gained through informal debriefing at the point of graduation approval advising has provided some insights. Additionally, contact with technical associate's degree program advisors at local community colleges has given a perspective of what potential recruits are seeking in programs such as ours, leading us to formulate MOUs with these technical programs that help institutionalize our expectations of incoming students. These insights and perspectives have combined to inform our current effort to improve the program. Revisions made as a result of these discussions include: 1. Reorganization of the courses for improved and consistent scheduling; 2. Addition of several courses outside of the College of Business Administration to allow for more choice. Effective Fall 2009, the program name was changed from "Applied Studies" to "Applied Leadership" to better communicate the program's purpose and strengths. Curriculum modifications were made to strengthen this focus; modifications include an additional emphasis on management-oriented courses from the CBA, as well as administration-oriented courses drawn from programs across campus.	1998-99	2010-11

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PROGRAM LEVEL							
College of Business Administration							
Business Administration* (BS)	Yes	- AACSB International -The Association to Advance Collegiate Schools of Business Accreditation - University Catalog - Assessment of Student Learning Website	Evaluator: - Internal Reviews - Specialized Program Accreditation Direct: - Individual/Group Work - System-wide Developed Examinations - Locally Developed Examinations - Student Presentations Indirect: - Student Surveys (Program) - Course Evaluations - Graduating Senior Survey - Alumni Survey - Institutional Data	Department Chair, Program Assessment Coordinator; Faculty; Accrediting Body Program Assessment Coordinator summarizes and analyzes assessment data. These summaries are discussed by program faculty who determine recommended curricular or other programmatic modifications. Recommendations are forwarded by faculty to appropriate party (Dean and Curriculum Review Committee).	Found that students have difficulty with quantitative topics such as finance and statistics. Recommended an additional course requirement (Quantitative Analysis: Practical Applications in Business). Investigating feasibility of requiring an additional course as some concentrations currently exceed the 120-unit maximum. In the meantime, two faculty members from business met with the instructors of the prerequisite math course (Finite Math) to review course syllabi. The discussion resulted in changes in course content to better align the Finite Math with the needs of the business program. In 2003-04, student surveys suggested a need to increase coverage of ethical issues and social responsibility. Two elective courses in Business Ethics and Social Responsibility were subsequently developed. Because enrollment in these elective courses was low, in 2009 the program established BUS 2090—Ethics and Social Responsibility for Businesses and Businesspeople—as a prerequisite to the major. In 2004-05 results indicated students needed more experience in financial statement analysis. Faculty selected Financial Accounting to be the core course where such analysis is specifically emphasized. The Coordinator of Financial Accounting tried out several new textbooks which incorporate significant financial statement analysis in an effort to identify one which provides good coverage of essential accounting topics and incorporates financial statement analysis. As no appropriate text was identified the coordinator is revising an existing textbook in Spring 2009 to meet the needs of the program. Department faculty also agreed to develop a one-unit workshop in financial statement analysis. Assessment data collected in Spring 2008 also revealed that student written communication skills were weaker than desired. Consequently, two new writing proficiency courses were developed in Fall 2008—ACC 3125, Accounting Research and Communication and BUS 3100, Business Technical Writing and Communication.	2003-04	2010-11

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PROGRAM LEVEL							
College of Business Administration							
Business Administration* (MBA/EMBA/MSBA)	Yes	- AACSB International -The Association to Advance Collegiate Schools of Business Accreditation - University Catalog - Assessment of Student Learning Website	Evaluator: - Internal Reviews - Specialized Program Accreditation Direct: - Embedded Assessment - Culminating Experience - Capstone Course - Fieldwork/Internship Indirect: - Student Surveys (Program) - Student Interviews - Course Evaluations - Graduate Exit Survey - Alumni Survey - Institutional Data	Department Chair; Graduate Director; Faculty; Accrediting Body Faculty meets every semester to discuss data and make recommendations. In Fall, review assessment plan and assess one learning objective in-depth. In Spring, evaluate survey data and written embedded assignments.	Based on assessment results from 2008-09, faculty from Operations Management will be compiling a list of teaching activities aimed at enhancing one or more of the four MBA student learning objectives. In Fall 2009, comprehensive exam findings were discussed; the MBA Director met with faculty to discuss areas of relative weakness from the 08-09 scores. Based on the findings of the 2008-09 EBI report, the program fell below the level of the established peer group for student advising and administration. As a result, the MBA Director and Coordinator have implemented extended advising hours and have included, on the MBA webpage, notification of advising services and a message encouraging students to take advantage of services. The program has also notified all MBA course instructors of survey findings and urged them to support program efforts for increased availability.	2003-04	2010-11
Computer information Systems (BS)	Yes	- AACSB International -The Association to Advance Collegiate Schools of Business Accreditation - Academic Program Review - University Catalog - Assessment of Student Learning Website	Direct: - Field Work Report - Capstone Course Indirect: - Student Surveys (Program) - Course Evaluations - Graduating Senior Survey - Alumni Survey - Institutional Data	Department Chair; Program Assessment Coordinator; Faculty; Accrediting Body Faculty discusses assessment findings at department meetings.	As a result of student and alumni feedback, the department created a new capstone course. This capstone course will replace the current Business Policy course (MGT4900). It will require that students participate in off-site projects at companies in our region. These changes were planned to be effective starting from Fall 2009.	2003-04	2010-11

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PROGRAM LEVEL							
College of Education							
Education* (MA/ Post-baccalaureate Credential)	Yes	- Academic Program Review - California Commission on Teacher Credentialing (CCTC) - National Council for Accreditation of Teacher Education (NCATE) - Program Accreditation - Assessment Report - University Catalog - Assessment of Student Learning Website	Evaluator: - Specialized Program Accreditation Direct: - Capstone Projects - Fieldwork/ Internship/Service Learning - Embedded Assessment - Thesis/Projects Indirect: - Focus Groups/Interviews - Student Surveys (Program) - Course Evaluations - Graduate Exit Survey - Alumni Survey - Institutional Data	Department Chair; Graduate Director; Faculty; Accrediting Body Graduate Committee for each concentration meets annually to review data and discuss recommendations. Data evaluated during semi-annual faculty development workshops.	Piloted a program-wide student competence model in School Administration utilizing multiple methods of assessment in Spring 2008. This model was fully implemented in AY 2008-09. The conclusions generated by the faculty were utilized to formulate revisions to curricular content and to improve instructional delivery during AY 2008-09 and AY 2009-10. In addition, certain grading rubrics and essential questions were re-written to provide additional clarity and to ensure fidelity with CTC Standards and Core Competencies. Advanced Studies made curricular changes in line with new technology and developed a website to ensure students know of their status in the program. In Special Education, an examination of course syllabi and assignments led to the change of two courses to avoid overlap of content and provide more emphasis on current research.	2002-03	2009-10

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PROGRAM LEVEL							
College of Education							
Education (EdD)	Yes	- Academic Program Review - California Commission on Teacher Credentialing (CCTC) - National Council for Accreditation of Teacher Education (NCATE) - Course Syllabi - Assessment of Student Learning Website	Evaluator: - Specialized Program Accreditation - Meta-Review of Dissertations - External Review Direct: - Embedded Assessment - Student Presentations - Nationally-normed Test - Dissertation Indirect: - Institutional Data - Focus Groups/Interviews - Student Surveys (Program) - Employer Surveys Course Evaluations - Graduate Exit Survey - Alumni Survey	Department Chair; Graduate Director; Faculty; Accrediting Body; Executive Committee; Admissions Committee; Community Advisory Board Program Director analyzes data and meets with faculty and Community Advisory Board to discuss recommendations.	Program initiated Fall 2008. Developed an assessment plan timeline and curricular matrix. Initial report on assessment findings to be completed 2009-10.	N/A	2012-13

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PROGRAM LEVEL							
College of Education							
Liberal Studies* (BA)	Yes	- Academic Program Review - Program Assessment Report - University Catalog - California Commission on Teacher Credentialing (CCTC) - National Council for Accreditation of Teacher Education (NCATE) - Assessment of Student Learning Website	Evaluator: - Specialized Program Accreditation Direct: - Capstone Projects - Credential, Certification, and Licensure Examination - Embedded Assessment - Individual/Group Projects - Fieldwork/Internship/Service Learning - Performance Evaluations - Student Portfolios - Student Presentations Indirect: - Institutional Data - Student Course Evaluations (Program) - Course Evaluations - Graduating Senior Survey - Alumni Survey	Department Chair, Program Assessment Coordinator; Faculty; Accrediting Body During the summer term, faculty review the data and determine what, if any, changes are appropriate.	After reviewing data, faculty noted that majors are enrolling in Senior Seminar at the correct time, after subject matter coursework is complete. In addition, faculty was unanimous in agreeing that student learning improved as faculty members became more effective in explaining the goals of the assignment. As faculty explained the importance of integrating discipline vocabulary in subject matter summaries and then directed student reviews of subject matter standards in classes, student assessment levels improved. Liberal Studies faculty agrees that the department needs its own exit survey, not one that reflects on students' credential coursework. The survey is to be completed by majors in the Senior Seminar course, required of all majors in their final term.	2007-08	20014-15

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PROGRAM LEVEL							
College of Education							
Kinesiology* (BA)	Yes	- Academic Program Review - Program Assessment Report - University Catalog - California Commission on Teacher Credentialing (CCTC) - National Council for Accreditation of Teacher Education (NCATE) - Assessment of Student Learning Website	Evaluator: - Specialized Program Accreditation Direct: - Embedded item in Capstone Course Final Examination Indirect: - Course Evaluations - Graduating Senior Survey - Alumni Survey - Institutional Data	Department Chair, Faculty; Accrediting Body The Department Chair and department team review data and make recommendations for change during faculty meetings and at the annual retreat.	The department revised program concentrations, allowing course offerings to be streamlined and increasing course enrollments. They also began placing job opportunities for students on a department bulletin board. A review of data in 2008-09 revealed that no programmatic changes appear to be necessary. Students continue to express concerns over the lack of variety in elective courses, facilities, and scheduling of courses. All of these concerns are related to the fact that we have to share department facilities with athletics and associated students. The program is standards-based leaving no room for elective courses. Data from the Focus Group supported the changes made in the program as the Commission on Teacher Credentialing reviewed it. As part of the program assessment data collection the faculty determined they would develop a strategic plan and review the mission and goals of the department. The department also voted to change its name from Physical Education and Health to Kinesiology. The approval process for this change is nearing completion and should be in place by Fall 2009. As part of this change the department Mission and Goals were reviewed and revised.	2003-04	2010-11

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PROGRAM LEVEL							
College of Education							
Physical Education* (MA)	Yes	- Academic Program Review - Program Assessment Report - University Catalog - California Commission on Teacher Credentialing (CCTC) - National Council for Accreditation of Teacher Education (NCATE) - Assessment of Student Learning Website	Evaluator: - Specialized Program Accreditation Direct: - Thesis/Project Indirect: - Student Surveys (Program) - Course Evaluations - Graduate Exit Survey - Alumni Survey - Institutional Data	Department Chair, Faculty; Graduate Director; Accrediting Body The Graduate Director analyzes rubric and survey data, and presents findings at faculty meetings to discuss any recommendations and revisions to assessment plan and program.	Faculty developed common rubric for evaluating thesis/project. Revisions made to mission statement, program goals, and objectives to align more closely with university goals. Each committee member is now using the various rubrics to analyze the student work samples with respect to the achievement of the program outcomes. The program is currently in the midst of its first cycle of analysis of student work samples, so no programmatic decisions have yet been made based on data.	2003-04	2010-11

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PROGRAM LEVEL							
College of Human and Health Sciences							
Child Development (BA)	Yes	- Course Documents - Academic Program Review - Program Assessment Report - University Catalog - Assessment of Student Learning Website	Evaluator: - Community Professionals Direct: - Portfolios (Incoming and Graduating) Indirect: - Employer Survey - Course Evaluations - Community Professionals Survey - Graduating Senior Survey - Alumni Survey - Institutional Data	Department Chair, Program Assessment Coordinator, Faculty As part of the departmental meetings the Program Assessment Coordinator and faculty review data, discuss possible modifications, and make changes as appropriate.	Identified that additional advising needed prior to admittance into the capstone course and implemented a mandatory Senior advising session. Found that the quality of writing in the senior seminar was below expectations and implemented the requirement that students must pass the Writing Proficiency Screening Test (WPST) before the senior seminar. Community professionals found that students are well prepared and possess necessary skills for employment upon graduation.	2002-03	2009-10
Nursing* (BS)	Yes	- Academic Program Review - Commission on Collegiate Nursing Education (CCNE) Accreditation Program - Assessment Report - University Catalog - Assessment of Student Learning Website	Evaluator: - Internal Reviews - Specialized Program Accreditation Direct: - Credential, Certification, and Licensure Examinations - Embedded Assessment - Fieldwork/Internship/Service Learning - Nationally-normed Tests - Student Presentations Indirect: - Employer Surveys - Student Evaluation of Courses (Program) - Student Surveys (Program) - Course Evaluations - Graduating Senior Survey - Alumni Survey - Institutional Data	Department Chair, Faculty, Accrediting Body The department chair and faculty meet at regularly scheduled intervals to foster ongoing improvement. The curriculum is reviewed annually during program evaluation meetings. All nursing courses are evaluated on a three-year cycle.	As a result of the Department of Nursing's Program Evaluation and Continuous Quality Improvement process, several changes have been made. Feedback suggested that because students were not yet in the hospital and did not have a foundation in medical-surgical nursing, they had great difficulty applying pharmacologic course content. If approved, pre-licensure track students would be required to complete 2 separate 2-unit Pharmacology courses, during the first 2 semesters of the nursing program. Feedback from pre-licensure students as well as faculty in Community Health Nursing indicates a need for more content related to transcultural nursing. As a result, a proposal is under consideration requires pre-licensure students to take the Transcultural Nursing course currently offered in the RN-BSN track. The Leadership and Management clinical activity in NURS 3322 was designed to provide students an opportunity to work with a nurse in a leadership role. Students were assigned to a unit with which they were unfamiliar which affected the quality of the experience. The objectives and 36 clinical hours were moved to the Advanced Clinical Practicum providing the opportunity to interact with leadership in a unit with which they've become familiar.	2006-07	2011-12

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PROGRAM LEVEL							
College of Human and Health Sciences							
Nursing* (MSN)	Yes	- Academic Program Review - Commission on Collegiate Nursing Education (CCNE) Accreditation - Program Assessment Report - University Catalog - Assessment of Student Learning Website	Direct - Culminating experience - Teaching portfolio Indirect - Employer Surveys - Alumni Surveys - Course Evaluations	Graduate Coordinator, Graduate Committee The Graduate Committee was created to discuss issues related to the program. The Graduate Coordinator meets with faculty teaching in the graduate program.	Based on student feedback and extensive discussions by faculty, the decision was made to offer a 12-week writing intensive workshop during the Fall 2009 semester. The workshop was taught by faculty from Nursing and the English Department.	N/A	2012-13
Psychology (BA)	Yes	- Academic Program Review - Program Assessment Report - University Catalog - Assessment of Student Learning Website	Direct: - Locally Developed Examination Indirect: - Retention Rates - Course Evaluations - Graduating Senior Survey - Alumni Survey - Institutional Data	Department Chair, Program Assessment Coordinator, Faculty The Program Assessment Coordinator and departmental assessment team (A-Team) review data and make recommendations to faculty who determine appropriate actions.	The department is using some of the assessment data to develop a service learning course, Careers in Psychology, which will help students get a better understanding of what they can do with the skills and knowledge they obtain from a Psychology degree. Faculty learned from our assessment that students may need guidance to use their degree and that many of them were choosing courses that were more likely to address an interest in the Social Psychology area of the field. Faculty plan to complete a more thorough assessment of what students plan to do with their degrees and how our program can better map to a psychological literacy as we want to operationalize it.	2003-04	2010-11

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PROGRAM LEVEL							
College of Human and Health Sciences							
Psychology* (MA/MS)	Yes	- Association for Behavior Analysis International (ABAI) - Academic Program Accreditation Review - Program Assessment Report - University Catalog - Assessment of Student Learning Website	Evaluator: - Specialized Program Accreditation Direct: - Thesis - Fieldwork/Internship Indirect: - Student Placement - Focus Group/Interviews - Employer Surveys - Course Evaluations - Graduate Exit Survey - Alumni Survey - Institutional Data	Faculty; Graduate Director; Accrediting Body Faculty and Graduate Committee meet annually to review data and make recommendations. Graduate Committee annually reviews each student's progress in the program.	Focus group developed online survey instrument for area employers. Revisions made to mission statement, program goals, and objectives to reflect skills desired by employers. Locally developed examination was piloted during Fall 2007. Results from focus group and online survey were used in developing and refining the student learning objectives of the MS program. An analysis of IDE/A evaluations for Psychology graduate students Fall 2003-Spring 2008 provided summary data on excellence of course, excellence of teacher, and progress on IDE/A objectives. Results indicated that instructors are selecting objectives that address the goals of the MA and MS programs. Overall results demonstrated that the majority of students considered courses relevant and well taught. The Psychology department applied for renewal of accreditation by ABAI in 2008. The review concluded that the program met accreditation standards and received renewal for 5 years. As a result of the curricular alignment in the MA program in 2009, faculty are currently reevaluating the use of assessment methods across courses to provide for cumulative analysis of student learning objectives.	2003-04	2010-11

CALIFORNIA STATE UNIVERSITY STANISLAUS

INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS, 7.1

ATTACHMENT S

CATEGORY	Have formal learning outcomes been developed?	Where are these learning outcomes published?	What measures/indicators are used to determine that graduates have achieved the stated learning outcomes?	Who interprets the evidence? What is the process?	How are the findings used to improve the program or student learning?	Date of last program review	Date of next program review
PROGRAM LEVEL							
College of Human and Health Sciences							
Social Work* (MSW)	Yes	- Academic Program Review - Council on Social Work Education (CSWE) Accreditation - Program Assessment Report - University Catalog - Assessment of Student Learning Website	Evaluator : - Specialized Program Accreditation Direct: - Capstone Projects - Fieldwork/Internship/ Service Learning - Thesis/Project Indirect: - Focus Group/Interviews - Student Surveys (Program) - Course Evaluations - Graduate Exit Survey - Alumni Survey - Institutional Data	Department Chair, Program Assessment Coordinator; Faculty; Accrediting Body Faculty and Field Committee review data and make recommendations.	Developed a new program assessment model aligned with the requirements of the Council on Social Work Education. The new model was implemented in Spring 2008 and includes the incorporation of direct and indirect methods. As a result of initial data gathering under the new model in 2008-09, a modification is being made to the assessment tool used by field instructors. As a result of a curricular review, the program notes a need for increased focus on the teaching and learning of social justice both in and out of the classroom setting.	2002-03	2010-11

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PROGRAM LEVEL							
College of Humanities and Social Sciences							
Agricultural Studies (BA)	Yes	- Program Assessment Report - University Catalog - Assessment of Student Learning Website - Department Website	Direct: - Student Portfolios - Student Papers Indirect: - Exit Interviews - Student Surveys (Program) - Input from Industry Professionals and Community College Agriculture Faculty and Staff - Course Evaluations - Graduating Senior Survey - Alumni Survey - Institutional Data	Program Coordinator Program Coordinator reviews student work. Findings are presented to the faculty and Advisory Board and recommendations made.	Faculty are using our graduate follow up to determine program changes that include curriculum, degree requirements, degree and department name, as well as ways to improve student retention and course success. Faculty obtain continual feedback from our Ag Industry Advisory Committee on our program and curriculum as well as opinions as to where we should move in the future to better serve the Ag Industry and prepare our students better for the work world. Faculty continue to use the Student Portfolio to document achievement of student learning outcomes via the Student Internship as well as the students' professional and personal development which helps identify areas for improvement in leadership development and student success. In Spring 2009, implemented a new course, AGST 2100/3100 Professional Development in Agriculture, to assist students in the development of high quality professional portfolios that document their professional advancement and enhance their employability, especially with respect to knowledge, critical thinking, and writing skills.	N/A	2009-10

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PROGRAM LEVEL							
College of Humanities and Social Sciences							
Anthropology (BA)	Yes	- Academic Program Review - Program Assessment Report - University Catalog - Assessment of Student Learning Website	Direct: - Embedded Exams and Assignments - Capstone Course - Fieldwork Indirect: - Student Surveys (Program) - Course Evaluations - Graduating Senior Survey - Alumni Survey - Institutional Data	Department Chair, Program Assessment Coordinator, Faculty During department meetings faculty review data and plan for possible changes. It should be noted that the faculty view the Assessment Plan as part of an ongoing discussion of pedagogical, curricular, and discipline-specific issues. These conversations often spill out of the confines of department meetings and, consequently, some of the most productive use of assessment data has occurred spontaneously and in very informal settings.	Results showed that students believe that given the nature of anthropological research, active learning approaches provided them with a deeper understanding of course material and the practical skills necessary to pursue graduate studies or work in related fields. The faculty strongly concur with this student assessment and have taken the following steps to increase practical experience opportunities within the curriculum: evaluated positively the addition of the practical experience requirement during the 2005-06 redesign of the Anthropology Major; actively recruited new faculty committed to the development and implementation of fieldwork opportunities for students, including archaeological and ethnographic field schools; worked to schedule courses with an active hands-on or fieldwork component, including ANTH 4420 and ANTH 4605 more frequently; prioritized the development of new hands-on oriented classes, including ANTH 4850 and ANTH 4640; and worked to include more applied activities in individual classes as appropriate. Faculty also has increased service learning components in courses, in response to assessment results. Faculty agreed to initiate discussions of holism in courses throughout the curriculum after assessment results indicated that students did not sufficiently understand holistic perspectives. Faculty are incorporating more students into their research programs.	2008-09	2015-16

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INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS, 7.1

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PROGRAM LEVEL							
College of Humanities and Social Sciences							
Communication Studies (BA)	Yes	- Academic Program Review - Program Assessment Report - University Catalog - Assessment of Student Learning Website	Direct: - Capstone Projects - Student Papers - Examinations Indirect: - Course Evaluations - Graduating Senior Survey - Alumni Survey - Institutional Data	Department Chair, Program Assessment Coordinator; Faculty Evaluation of results done by tenured and tenure-track faculty at department meetings and within Committee.	Based on a combination of direct assessment of capstone projects from Spring 2007 and embedded assessment of capstone projects for the past several semesters, faculty concluded that students were not adequately demonstrating mastery of a couple of key learning objectives in these projects. As a result, faculty have agreed to move away from the "embedded capstone" model, in which students complete capstone projects within courses covering significant curriculum content; instead, faculty have created a separate "capstone only" course in which the entirety of the curriculum in this course is devoted to a topic linked more directly to students' capstone projects.	2007-08	2014-15
Criminal Justice (BA)	Yes	- Academic Program Review - Program Assessment Report - University Catalog - Assessment of Student Learning Website	Direct: - Fieldwork/Internship/Service Learning Indirect: - Employer Surveys - Student Placement - Student Surveys (Program) - Course Evaluations - Graduating Senior Survey - Alumni Survey - Institutional Data	Department Chair, Program Assessment Coordinator; Faculty Faculty discusses results at the faculty retreat.	Learned that relevance of learning goal "professional knowledge" varies by internship location. Tailoring assessment questions to the site under consideration. Revised the curriculum to allow students to better tailor courses to individual needs. Added a new concentration in Juvenile Justice that included several new courses. Revised other courses in response to assessment findings.	2002-03	2010-11

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PROGRAM LEVEL							
College of Humanities and Social Sciences							
Criminal Justice (MA)	Yes	- Academic Program Review - Program Assessment Report - University Catalog - Assessment of Student Learning Website	Direct: - Comprehensive Exams/Thesis/Project - Embedded Assessment - Fieldwork/Internship - Student Presentations - Individual/Group Projects Indirect: - Employer Surveys - Student Placement - Retention Rates - Student Surveys (Program) - Course Evaluations - Graduate Exit Survey - Alumni Survey - Institutional Data	Department Chair; Graduate Director; Faculty Faculty discusses results at the faculty retreat.	Faculty determined that more options were needed (in addition to "Thesis") for culminating experience. The department added the options of "Project" and "Comprehensive Examination." Developed and implemented the comprehensive exam in 2007-08. A review of results in Spring 2008 and Spring 2009 led to the decision to redesign the comprehensive exam to group courses and the examinations together in a more integrative way.	2002-03	2010-11
Economics (BA)	Yes	- Academic Program Review - Course Syllabi - Program Assessment Report - University Catalog - Assessment of Student Learning Website	Direct: - Capstone projects - Course-embedded exams - Embedded assignments Indirect: - Course Evaluations - Graduating Senior Survey - Alumni Survey - Institutional Data	Department Chair; Program Assessment Coordinator; Faculty Faculty discusses results at the faculty retreat.	This process led to an important discussion about what is included and not included in micro and macro principles courses. As a result, faculty have updated the course description of each, and increased consistency in what is taught in the courses. Also started to develop more specific concentrations. Instead of just telling students to take a specific number of courses, faculty are developing course groups that will also advise students about what they should take from other disciplines. The discussions regarding the goals and objectives have helped start conversations regarding mathematics requirements for majors. The discussions also helped us clarify what fields we need to fill when we are able to hire another faculty.	2008-09	2015-16

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PROGRAM LEVEL							
College of Humanities and Social Sciences							
English (BA)	Yes	- Academic Program Review - Course Syllabi - Program Assessment Report - University Catalog - Department Website - Assessment of Student Learning Website	Evaluator: - Internal Reviews Direct: - Capstone projects - Embedded assessment - Thesis/Projects Indirect: - Student Surveys (Program) - Course Evaluations - Graduating Senior Survey - Alumni Survey - Institutional Data	Department Chair, Program Assessment Coordinator; Program Assessment Group; Faculty Program Assessment Coordinator and the Program Assessment Group review data and draft a report. Faculty discusses the findings during departmental meetings and agrees on an outcome.	As assessment plan was developed, faculty made some curriculum changes to ensure a more systematic concentration on specific learning objectives and to assess student development in the major, especially in formal writing skills. Agreed on the need to strengthen rhetorical skills of students and advising procedures. Developed an internal publication titled "Best Practices for Teaching Argument" which was distributed to everyone who teaches in the English department, including part-time instructors and graduate teaching assistants. Also decided to start a project called "Argument Camp" where faculty meets once a semester to discuss these and other methods of improving writing. Added two new courses: Introduction to Creative Writing and Creative Nonfiction, because assessment efforts indicated a need for more opportunities to learn creative and professional writing. Created a new course: Multicultural California Literature, because assessment indicated a need for more variety in course offerings. Designated ENGL 4990 as a capstone course and created ENGL 3150: Approaches to Literary Study as a junior-level gateway course. The two courses work as a pair. ENGL 3150 provides an intense introduction to writing goals, which are developed and enhanced throughout the major. ENGL 4990: Senior Seminar allows students to synthesize what they have learned in a final research paper.	2008-09	2015-16

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PROGRAM LEVEL							
College of Humanities and Social Sciences							
English (MA)	Yes	- Course Syllabi - Program Assessment Report - Assessment of Student Learning Website - Department Website	Direct: - Comprehensive Examinations - Thesis - Student Presentations Indirect: - Student Surveys (Program) - Course Evaluations - Graduate Exit Survey - Alumni Survey - Institutional Data	Faculty; Graduate Director Data evaluated at monthly faculty meetings and annual retreat.	Based on a review of student preparedness and success on the MA examinations in the Literature concentration 2006-09. Literature professors on the Graduate Committee met to discuss ways to better prepare students for the exams and tailor individual exams to specific student interests while ensuring breadth of knowledge. An <i>ad hoc</i> group revised the structure and format of the exam and is prepared to submit the revision for faculty approval. Based on a review of the comprehensive exam essays, faculty revised courses to require a midterm and final with a similar essay component; in 2009, the structure and administrative procedures for the comprehensive exam were also revised. A new course, ENGL 5020: Assessment in English, was developed. TESOL faculty developed a rubric to be used to assess student writing in a more thorough, reliable, and valid way. The course was expanded to 4 units to allow for more time to devote to the "writing workshop" approach to learning. Results from an in-house evaluation of students concerning individual classes led to several changes being made in course content and/or procedures.	2008-09	2015-16
Ethnic Studies	Yes	- Academic Program Review - Program Assessment Report - University Catalog - Assessment of Student Learning Website	Direct: - Examinations - Student Research Papers - Presentations - Field Work Indirect: - Course Evaluations - Graduating Senior Survey - Alumni Survey - Institutional Data	Department Chair; Program Assessment Coordinator; Faculty Faculty discusses results at the faculty retreat.	Cumulative scoring shows that all outcomes were incorporated into the curriculum as a whole. Assessment has afforded faculty opportunities to revisit learning outcomes. Closer examination of syllabi has led some faculty to hone existing methods and invent others for evaluating student learning outcomes. Added a new course, Introduction to Ethnic Studies, to address better the first learning objective. Revised requirements for major so that students must take courses in more than one ethnic group.	2003-04	2010-11

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PROGRAM LEVEL							
College of Humanities and Social Sciences							
Geography (BA)	Yes	- Academic Program Review - Course Syllabi - Program Assessment Report - University Catalog - Assessment of Student Learning Website	Direct: - Laboratory Reports - Embedded Assessment - Oral Presentations Indirect: - Student Evaluation Data - Student Placement - Student Surveys (Program) - Course Evaluations - Graduating Senior Survey - Alumni Survey - Institutional Data	Department Chair, Program Assessment Coordinator, Faculty Program Assessment Coordinator reviews data and presents results to faculty for consideration.	Students indicated they have few opportunities to engage in fieldwork and laboratory activities in their introductory courses. Faculty is currently looking at appropriate ways to introduce geographic techniques and methodologies to improve student learning in lower-division courses. As a result of assessment findings, added field components and emphasis on hands-on activities in five specific courses. Moved Field Methods course to Friday afternoons to make extended, in-depth (3-day) field trips possible. Expanded service learning component of Urban Geography. Provided opportunities for more students to participate in faculty research programs. Encouraged students to participate and present work at professional conferences and forums.	2002-03	2009-10

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PROGRAM LEVEL							
College of Humanities and Social Sciences							
History (BA)	Yes	- Academic Program Review - Course Syllabi - Program Assessment Report - University Catalog - Assessment of Student Learning Website	Evaluator: - Internal Reviews Direct: - Capstone Projects/Thesis - Embedded Assessment - Individual/Group Projects - Locally Developed Examinations Indirect: - Student Evaluation of Courses (Program) - Student Placement - Course Evaluations - Graduating Senior Survey - Institutional Data	Department Chair, Program Assessment Coordinator, Faculty Faculty discusses assessment results in department meetings.	Completed an analysis of student achievement of learning objectives through entry and exit surveys and found that students reported improvement in skills overall. Also conducted a direct assessment of student work in the Senior Seminar class where instructors rated student aptitude at utilizing appropriate research sources (based on a scale of unacceptable - advanced). Results indicate that there is room for student improvement in this category, which reinforces the department's plan to continue work with the Library in offering MDIS 3005 Research and Information Literacy as a History prerequisite. Due to the current budget and Library staffing, plans will need to be put on hold for the short-term. Faculty will continue discussions of additional methods for improving student skills in the appropriate use of primary and secondary sources. During 2008-09 faculty also met to discuss the most effective means of delivering the major and developed a questionnaire to gauge student preparation and interest in six geographical areas. Results reinforce the department's recommendation for two new faculty hires - one specializing in African and one in Middle Eastern History.	2002-03	2010-11

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PROGRAM LEVEL							
College of Humanities and Social Sciences							
History (MA)	Yes	- Program Assessment Report - University Catalog - Assessment of Student Learning Website	Evaluator: - Internal Reviews Direct: - Comprehensive Examinations - Thesis - Embedded Assessment Indirect: - Student Evaluation of Courses (Program) - Course Evaluations - Graduate Exit Survey - Institutional Data	Faculty; Graduate Director Program Assessment Coordinator Faculty discusses data and makes recommendations at monthly meetings.	A new 5000-level seminar in Asian History was added to meet growing student demand. Faculty recently revised the assessment plan and learning goals. The budget situation has delayed progress on one of the goals established in 2007-08 as a result of program assessment: Hire new faculty members to expand curricular focus on global perspectives with new courses.	2002-03	2010-11
Modern Languages (BA)	Yes	- Program Assessment Report - Assessment of Student Learning Website	Evaluator: - Internal Reviews Direct: - Capstone Projects - Embedded Assessment - Individual/Group Project - Performance Evaluations - Student Presentations Indirect: - Course Evaluations - Graduating Senior Survey - Alumni Survey - Institutional Data	Department Chair; Program Assessment Coordinator; Faculty Faculty evaluates data and makes appropriate adjustments.	Based on the assessment data, changes will be implemented according to which skills need further mastery. The Oral Presentation Grid is the collaboration of tenure-track Spanish faculty who teach upper-division courses beyond the level of 3010-3020, spanning literature and linguistic courses in the Spanish program. The ultimate goal is that this grid be applied at the programmatic level not only this semester, but in each appropriate course so that these curricular changes strengthen the Spanish Program.	2008-09	2015-16

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PROGRAM LEVEL							
College of Humanities and Social Sciences							
Philosophy (BA)	Yes	- Course Syllabi - Program Assessment Report - University Catalog - Assessment of Student Learning Website	Evaluator: - Internal Reviews Direct: - Capstone Projects - Embedded Assessment - Thesis/Projects Indirect: - Student Evaluation of Courses (Program) - Student Surveys (Program) - Course Evaluations - Graduating Senior Survey - Alumni Survey - Institutional Data	Department Chair, Program Assessment Coordinator; Faculty Program Assessment Coordinator reviews data and report findings to faculty at department meetings and assessment retreat.	Three notable results emerged from our analysis of the data in 2008/09: issues with basic writing mechanics; broad disparity in skills; and need to revise the writing rubric. Proposed actions include: more class-time will be utilized on instruction to help students understand expectations with regard to written work, emphasizing the importance of disciplined grammar, organization, and focus; develop a handout addressing writing expectations and common problems in student written work; provide more structure for writing assignments; seek an appropriate book to "adopt" describing the basics of philosophical writing; revise the writing rubric; and continue to administer a writing rubric to students in the major at the end of each semester.	2007-08	2014-15
Political Science (BA)	Yes	- Course Syllabi - Program Assessment Report - Program Website - University Catalog - Assessment of Student Learning Website	Evaluator: - Internal Reviews Direct: - Comprehensive Examination - Embedded Assessment - Course Grade Statistics Indirect: - Student Evaluation of Courses (Program) - Student Exit Surveys (Program) - Course Evaluations - Graduating Senior Survey - Alumni Survey - Institutional Data	Department Chair, Program Assessment Coordinator; Faculty At the completion of the Spring term, a year-end meeting is held for the purpose of evaluating data on student learning.	Data compiled from course grade statistics are used to provide objective measures of student learning. Data compiled from the exit survey are used to evaluate students' own perceptions of progress toward learning objectives. Discussed the possibility of creating a research methods course and expanding offerings in International Relations; however, we have also concluded that given current staffing levels, it is not yet possible to make these changes.	2004-05	2011-12

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PROGRAM LEVEL							
College of Humanities and Social Sciences							
Public Administration* (MPA)	Yes	- Academic Program Review - Course Syllabi - National Association of Schools of Public Affairs and Administration (NASPAA) - Accreditation Program Assessment Report - University Catalog - Assessment of Student Learning Website	Evaluator: - Internal Reviews - Specialized Program Accreditation - External Reviewer looked at curriculum and culminating experience Direct: - Comprehensive Examination - Embedded Assessment - Thesis/Project Indirect: - Student Evaluation of Courses (Program) - Employer Surveys - Student Surveys (Program) - Course Evaluations - Graduate Exit Survey - Alumni Survey - Institutional Data	Faculty; Graduate Director; Accrediting Body A two-part meeting is held at the end of the Spring term. During the first half, majors are invited to discuss their experiences and concerns. During the second half, faculty meets privately to discuss the results of the exit survey and their perceptions of student learning Faculty meets at least once per year to discuss assessment.	The program completed their accreditation self-study report (NASPAA) in August, 2009. Ongoing assessment of the comprehensive examination process identified the need for minor changes to the process. In particular, a special topics course is implemented (Winter 2010) in conjunction with exams to focus on clarifying the case study component of the exam.	2004-05	2011-12

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PROGRAM LEVEL							
College of Humanities and Social Sciences							
Sociology (BA)	Yes	- Academic Program Review - Program Assessment Report - University Catalog - Assessment of Student Learning Website	Direct: - Pre-test/Post-test Indirect: - Alumni Survey (Program) - Course Evaluations - Graduating Senior Survey - Alumni Survey - Institutional Data	Department Chair, Program Assessment Coordinator, Faculty Data are aggregated, analyzed, and reported by the assessment coordinator for discussion at annual department meeting/retreat.	The assessment process has led the department to strengthen student advising. A key strength in the department is the time faculty spends building rapport and faculty-student relationships during the advising process. Faculty members recognize the importance of having a strong presence in student advising, and that this process is directly related to strengthening the students' engagement in the learning process and advances campus climate. The sociology faculty members wish to strengthen the student advising process even more so. As a result a departmental "guide to advising sociology majors" for faculty is being developed. A second impact is in the form of "strengthening instructional strategies" when it comes to the teaching of core sociology courses for the major. Faculty agreed to review the internal consistency of teaching objectives and learning outcomes in the core courses. These examples serve to underscore the impact of assessment. To put in perspective, if the culture doesn't change, then assessment is not advanced. A direct change in the culture of the department has occurred. The department has taken steps to communicate the importance of assessment to strengthen its teaching program. The department has also acted in ways to engage the full faculty to participate in supporting assessment for improving student learning.	2002-03	2009-10

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PROGRAM LEVEL							
College of Natural Sciences							
Biological Sciences (BA/BS)	Yes	- Academic Program Review - Program Assessment Report - University Catalog - Assessment of Student Learning Website	Direct: - Pre- and Post-tests - Comprehensive Exit Exam - Capstone Course Indirect: - Student Surveys (Program) - Graduate Placement Rates - Course Evaluations - Graduating Senior Survey - Alumni Survey - Institutional Data	Department Chair, Program Assessment Coordinator, Faculty Data generated are analyzed and used by the faculty in the department to make informed decisions for any changes necessary to advance or enhance student learning with respect to the competencies expected of graduates in biology.	Assessment results indicate that students felt that the department is meeting all of the learning objectives. Developing a multiple choice test that is given to students in their first biology course and again in senior courses. The 50 multiple choice questions will be randomly-selected from a larger pool which covers basic principles and unifying themes of biology. Student responses on these exams will be anonymous. Plan to begin implementation during Spring 2010.	2008-09	2015-16
Chemistry* (BS)	Yes	- Academic Program Review - American Chemical Society (ACS) Accreditation - Program Assessment Report - University Catalog - Assessment of Student Learning Website	Evaluator: - Internal Reviews - Specialized Program Accreditation Direct: - Comprehensive Examinations - Credential, Certification, and Licensure Examinations - Embedded Assessment - Laboratory Reports - Nationally-normed tests - Student Presentations Indirect: - Course Evaluations - Graduating Senior Survey - Alumni Survey - Institutional Data	Department Chair, Program Assessment Coordinator, Faculty, Accrediting Body Faculty and the Department Curriculum Committee review data and make recommendations to faculty for consideration.	The Chemistry Department initiated an assessment during the Spring 2007 semester to examine performance history in two year-long sequence courses, Principles of Chemistry I & II and Organic Chemistry I & II. Student performance is assessed based on the standardized national exams taken at the end of the year in these courses. Students' progress and comprehension will be compared to the national norms published with these exams. Data are currently being reviewed. Also considering changing course entry requirements for Principles of Chemistry and/or Organic Chemistry series to increase student success rates. Changes might include a diagnostic exam, additional pre-requisites, and/or passing grade requirements.	2008-09	2015-16

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PROGRAM LEVEL							
College of Natural Sciences							
Cognitive Studies (BA)	Yes	- Academic Program Review - Department Website - Online Course Syllabi - University Catalog - Assessment of Student Learning Website	Indirect: - Course Evaluations - Graduating Senior Survey - Alumni Survey - Institutional Data	Program Coordinator and Faculty Faculty discusses assessment findings at department meetings.	After reviewing the data, it was decided to improve the advising process in Cognitive Studies. This is particularly important for interdisciplinary programs, which draw from a variety of fields.	2008-09	2015-16
Computer Science (BS)	Yes	- Academic Program Review - Program Assessment Report - University Catalog - Assessment of Student Learning Website	Evaluator: - Internal Reviews Direct: - Capstone Projects - Embedded Assessment - Individual/Group Projects - Student Presentations Indirect: - Institutional Data - Student Evaluation of Courses - Course Evaluations - Graduating Senior Survey - Alumni Survey	Department Chair, Program Assessment Coordinator, Faculty Faculty discusses assessment findings at department meetings.	Data revealed that students' writing skills did not meet expectations. Faculty increased emphasis on written work in the lower-division and beginning upper-division computer science courses.	2002-03	2009-10

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PROGRAM LEVEL							
College of Natural Sciences							
Ecology and Sustainability (MS)	Yes	- Academic Program Review - Program Proposal - Course Syllabi - Assessment of Student Learning Website	Direct: - Thesis/Project - Embedded Assessment Indirect: - Course Evaluations - Graduate Exit Survey - Alumni Survey - Institutional Data Employer Surveys - Student Interviews	Faculty; Graduate Director Faculty meets at least once per semester to discuss assessment plans. Steering Committee to analyze data and make recommendations to faculty.	In 2008-09, the program had several positive indicators including the hiring of one student by the local U.S. Fish and Wildlife Service (USFWS). In 2008-09, as a result of students being uncertain regarding their thesis topic, a temporary advisor was assigned to new graduate students. The program found this option to be fairly successful for students who spent much time on campus, but less successful for part-time students.	N/A	2011-12
Genetic Counseling* (MS)	Yes	- Academic Program Review - Program Proposal - Program Assessment Report - Assessment of Student Learning Website	Evaluator: - Specialized Program Accreditation Direct: - Culminating Project - Embedded Assessment - Certification Examinations - Locally-Developed Exams - Fieldwork/Internships Indirect: - Course Evaluations - Graduate Exit Survey - Alumni Survey - Institutional Data - Student Surveys (Program) - Focus Groups/Interviews - Employer Surveys	Faculty; Graduate Director Faculty and Program Assessment Coordinator meet each semester to assess one or two learning objectives, using data from embedded assessment and rubrics. Faculty discuss assessment findings at annual retreat.	Based on feedback, an annual retreat is held for all the instructional faculty to provide an opportunity to exchange teaching tips, new classroom activities, new educational resources, etc. This exchange of teaching tips was a serendipitous outcome of the first meeting, which proved to be a very positive experience for all the instructors. As a response to feedback and reviews that have taken place thus far, several curricular changes have been made including: altering some of the course content for a few of courses (e.g. including more quantitative genetic concepts and application skills), and expanding the course units for some of the course to include more course content; additional "debriefing" sessions for the Advanced Medical Genetics course scheduled following presentations by outside speakers. Based on feedback from the focus group with the instructional faculty Spring 2009, one extra semester of the Advanced Medical Genetics course will be added and the number of units for a couple of courses will be increased.	N/A	2012-13

CALIFORNIA STATE UNIVERSITY STANISLAUS

INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS, 7.1

ATTACHMENT S

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PROGRAM LEVEL							
College of Natural Sciences							
Geology (BA/BS)	Yes	- Academic Program Review - Program Assessment Report - University Catalog - Assessment of Student Learning Website	Indirect: - Course Evaluations - Graduating Senior Survey - Alumni Survey - Institutional Data	Department Chair, Program Assessment Coordinator, Faculty Faculty discuss assessment findings in department meetings.	Based on survey of students faculty have changed a required course Field Geology from Spring to Winter offering. This was done to provide students with a block of time to focus on this field intensive course and brings the program into alignment with traditional field geology courses across the US. Also, faculty are now offering a core set of required classes on an annual basis rather than every two years.	2007-08	2014-15
Marine Science (MS)	Yes	- Academic Program Review - University Catalog - Moss Landing Marine Laboratories (MLML) Website - Assessment of Student Learning Website	Evaluator: - External Reviews - Internal Reviews Direct: - Thesis - Embedded Assessment - Laboratory Reports - Student Presentations - Individual/Group Projects Indirect: - Student Surveys (Program) - Course Evaluations - Graduate Exit Survey - Alumni Survey - Institutional Data	Graduate Director, Faculty, Curriculum Committee, MLML Board of Directors Curriculum Committee analyzes data, reports findings to Board of Governors at semi-annual meetings to discuss data and make recommendations.	Faculty are in the planning stages of adding a new two-semester core course that will integrate all disciplines in marine science and will provide exposure to all marine science faculty and their areas of expertise. Using a template/rubric, faculty are now required to include on each syllabus more explicit criteria and expectations for grading students' course assignments. An analysis of an extensive survey of graduate students regarding the quality of academic advising was compiled and discussed by program faculty, leading to improvements in academic and career advising.	2003-04	2010-11

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PROGRAM LEVEL							
College of Natural Sciences							
Mathematics (BA/BS)	Yes	- Academic Program Review - Program Assessment Report - University Catalog - Assessment of Student Learning Website	Evaluator: - Internal Reviews Direct: - Capstone Projects - Embedded Assessment - Student Presentations Indirect: - Focus Groups/Interviews - Student Surveys (Program) - Course Evaluations - Graduating Senior Survey - Alumni Survey - Institutional Data	Department Chair, Program Assessment Coordinator, Department of Mathematics Assessment Committee (DMAC); Faculty DMAC analyzes the raw data. The summarized / analyzed results shared with faculty, including the Department of Mathematics' Subject Matter Competency Committee. The DMAC and Competency Committee make recommendations to the department based on the final results.	Assessment results were used to improve the program in the following ways: hard-cap the enrollment in mathematics Senior Seminar to 15 students per class; offer Math 4960 Senior Seminar every Fall and Spring semester; and restructure the beginning weeks so that the in-class exercises better focus on and prepare students in the student learning objectives of "effectively communicate mathematical concepts in written and oral form" and "make written and oral presentations explaining mathematical concepts, ideas, and techniques"	2007-08	2014-15

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PROGRAM LEVEL							
College of Natural Sciences							
Physical Sciences (BA)	Yes	- Academic Program Review - Program Assessment Report - University Catalog - Assessment of Student Learning Website	Evaluator: - Internal Reviews Direct: - Capstone Projects - Individual/Group Projects - Student Presentations Indirect: - Student Evaluation of Courses (Program) - Course Evaluations - Graduating Senior Survey - Alumni Survey - Institutional Data	Department Chair, Program Assessment Coordinator, Faculty Faculty meets and discusses results to determine appropriate next step(s).	The assessment findings have improved the Physics program in the following ways. The need for the introduction of a new mathematical physics course has emerged. There is a quantum jump in the mathematical level required of students between their sophomore and junior years, and as a result most majors struggle with the mathematics in junior and senior level classes. With additional instruction, coupled with a continuing effort to align the math expectations with the students' capabilities, faculty anticipate improved student performance in the advanced physics courses. In 2007, faculty designed a grading rubric for student seminars. In the process of analyzing student performance, certain changes were made to the rubric in order to more accurately assess the student's ability. As a result, the importances of certain aspects of an excellent seminar were highlighted. The result of this finding will have an impact on the performances of our future students. Faculty met in the Fall of 2008 to design a rubric for the objective identified for assessment for the year. Resulting data are to be evaluated on an ongoing basis to ensure that the learning objectives are being achieved. The data has been collected from exams held in June 2009, and is currently being analyzed. Findings will be reported in Fall 2009.	2006-07	2013-14

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PROGRAM LEVEL							
College of Natural Sciences							
Physics (BA/BS)	Yes	- Academic Program Review - Program Assessment Report - University Catalog - Assessment of Student Learning Website	Evaluator: - Internal Reviews Direct: - Capstone Projects - Individual/Group Projects - Student Presentations Indirect: - Student Evaluation of Courses (Program) - Course Evaluations - Graduating Senior Survey - Alumni Survey - Institutional Data	Department Chair, Program Assessment Coordinator, Faculty Faculty meets and discusses results to determine appropriate next step(s).	The assessment findings have improved the Physics program in the following ways. The need for the introduction of a new mathematical physics course has emerged. There is a quantum jump in the mathematical level required of students between their sophomore and junior years, and as a result most majors struggle with the mathematics in junior and senior level classes. With additional instruction, coupled with a continuing effort to align the math expectations with the students' capabilities, faculty anticipate improved student performance in the advanced physics courses. In 2007, faculty designed a grading rubric for student seminars. In the process of analyzing student performance, certain changes were made to the rubric in order to more accurately assess the student's ability. As a result, the importances of certain aspects of an excellent seminar were highlighted. The result of this finding will have an impact on the performances of our future students. Faculty met in the Fall of 2008 to design a rubric for the objective identified for assessment for the year. Resulting data are to be evaluated on an ongoing basis to ensure that the learning objectives are being achieved. The data has been collected from exams held in June 2009, and is currently being analyzed. Findings will be reported in Fall 2009.	2006-07	2013-14

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Interdisciplinary Studies							
Honors	Yes	- Academic Program Review - Program Assessment Report - Assessment of Student Learning Website	Direct: - Embedded Assessment - Fieldwork - Student Presentations - Capstone Project Indirect: - Course Evaluations - Graduating Senior Survey - Alumni Survey - Institutional Data	Program Director; Faculty; Fieldwork Liaison The Honors Director reviews samples of student work and discusses the focus of assignments and general student performance with faculty.	Examples of recent adjustments include a shift of emphasis from summary writing to analytical writing in Honors Composition and the Humanities Reading Seminar; more problem-based learning in Mathematics Connections; less speech activity and more emphasis on content-based debates in the Honors Discussion Seminar; and explicit critical/analytical attention to refining the Capstone research topic in the Senior Seminar, and publication of the introductory essay as an outcome of the course. Significant adjustments have also been made to several department-specific courses in the sophomore and junior levels of the curriculum.	2006-07	2013-14
Interdisciplinary Studies (MA/MS)	Yes	- Academic Program Review - Program Assessment Report - University Catalog - Assessment of Student Learning Website	Direct: - Thesis/Project Indirect: - Student Interviews - Course Evaluations - Graduate Exit Survey - Alumni Survey - Institutional Data	Graduate Director; Faculty; Graduate Council; Interdisciplinary Studies Committee Annual meetings of Interdisciplinary Studies Committee to discuss data and make recommendations.	Identified strengths and weaknesses of theses/projects were shared between the Program Director and thesis readers. While evaluation of the theses/projects has been rigorous to this point, the process was not formalized and was not deliberately linked to the program goals. The Interdisciplinary Studies Committee approved a new formal evaluation process for theses/projects in Fall 2009. Therefore, no programmatic decisions have been made based on data that will be collected from the assessment process.	2002-03	2009-10
Special Major (BA/BS)	Yes	- Academic Program Review - Assessment of Student Learning Website	Direct: - Graduation Writing Assessment Requirement - Embedded Assessment Indirect: - Course Evaluations - Graduating Senior Survey - Alumni Survey - Institutional Data - Student Exit Interviews	Faculty; College Curriculum Committees The department chairs and deans of each college review the program based on the unique programs in their individual college. The overall program quality is evaluated via the Academic Program Review process.	Created a program template that requires students and faculty advisors to identify student learning objectives and illustrate how each applies to the student learning goals for the special major program.	2003-04	2010-11

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Service Learning							
Service Learning	Yes	- Service Learning Website - Service Learning Course Syllabi	- Student Service Learning Projects - Student Survey (Program) - Faculty Interviews (Program) - Community Partner Interviews (Program) - Graduating Senior Survey (University) - Service Indicators - Faculty Survey of Student Engagement (FSSE) - Course-embedded assignments	Faculty, Service Learning Steering Committee An assessment subcommittee of the Service Learning Steering Committee, headed by one lead faculty member, reviews data and reports findings to the Steering Committee with the assistance and support of the Service Learning Director and staff.	Rubric developed to evaluate student achievement Fall 2009; student work to be evaluated and report generated for Spring 2010. Found that students participating in the Volunteer Return Preparation Program were not thoroughly prepared for their interaction with the community. As a result, revised the training materials and scheduling procedure. Found that participation in the one-day Civic Mission of Education project involving multiple sites did not allow Honors students to know deeply the issues and institutions involved. In response, faculty refocused the project to a specific school site over the semester. This strengthened the students' ability to develop relationships with K-12 faculty/administration and gave them a stronger sense of the challenges facing today's institutions.	2007-08	2012-13
Student Affairs							
Advising Plan/Policy	Yes	- Student Affairs Website - Student Affairs Annual Report - Advising White Paper - Advising Policy	- Support Survey (Division) - Graduating Senior Survey - Service Indicators - Focus groups of faculty and students - National Survey of Student Engagement (NSSE) - Graduation/Retention rates	Student Affairs Council, Campus-wide Remedial Education Committee, Student Success Committee, Advising Task Force, Advising Resource Center team Process is combination of annual review at retreat and regular discussion during the year.	As a result of focus groups in Spring 2002 and regular surveys, determined that advising for students was inconsistent throughout campus. As a result, advising professionals and faculty leaders drafted white papers in Fall 2002 advocating advising ideals. This activity was followed by the campus graduation initiative and an advising task force (2003), which proposed a formal advising plan. A draft policy was created in 2005 and subsequently revised and endorsed by the Academic Senate (2008). Among the improvements resulting from our Support Unit Review are the following: clear lines of responsibility for various types of advising, increased advising training for faculty and staff, and increased accountability for students for achieving their educational goals. Additionally, several documents were created to improve program standards: an advisee expectation form, a General Education planning guide, and an advisor ethical practice policy.	2008-09	2013-14

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Student Affairs							
Advising (Academic Wellness)	Yes	- Graduation Initiative (CSU) - Student Affairs Website - Student Affairs Annual Report - Advising White Paper - Advising Policy	- Support Survey (Division) - Graduating Senior Survey - Service Indicators - Focus groups of faculty and students - NSSE - Graduation/Retention rates	Student Affairs Council, Student Success Committee, Advising Task Force, Advising Resource Center team, Graduation Initiative team Process is combination of annual review at retreat and regular discussion during the year.	Data highlighted a number of students whose academic progress became misguided after General Education. As a result, the Advising Department implemented an academic wellness program to engage and track students at key points in their career, beginning at orientation and various levels of progress (70, 89, and 120 units). As a result of our Support Unit Review, the program survey, and individual meetings with the College Deans, developed a "Meet the Faculty" event in order to introduce new students to major and department faculty so students are confident and comfortable working with faculty for advising.	2008-09	2013-14
Associated Students, Inc. (ASI)	Yes	- Student Affairs Website - Student Affairs Annual Report	- Support Survey (Division) - Graduating Senior Survey - Service Indicators - Retreat Surveys	Student Affairs Council, ASI Executive Board	After hearing from Stockton constituents in surveys and open meetings, ASI determined that those students were not getting advocacy and visibility. As a result, ASI reorganized its Board structure to add a Stockton student senator and began to hold one meeting per year on the Stockton campus. Based upon the survey findings from students who attended the joint ASI/University Student Union retreats in 2007 and 2008, developed an intensive and focused retreat for students that creates an opportunity to work together toward common goals. Included within the retreat itinerary was a simulation called "Star Power" which teaches leadership and the negative use of perceived power over others. Students met with top campus administrators to discuss the issues of the day and challenges each faces on campus, annual budget, and goals for the year.	2008-09	2013-14

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Student Affairs							
Athletics	Yes	- Student Affairs Website - Student Affairs Annual Report	- Support Survey (Division) - Graduating Senior Survey - Service Indicators - Challenging Athletes' Minds for Personal Success (CHAMPS) surveys - National Survey of Student Engagement (NSSE) - Retention rates	Student Affairs Council, Athletics Director, and Staff Process is combination of annual review at retreat and regular discussion during the year.	The student-athlete academic advisor examined the actual number of visits to study hall, hours available via the payroll system, and student feedback relative to prior year. Based on this information, and in conjunction with coaches, we increased the emphasis on team study hall and both group and individual tutoring. The Student Athletic Advisory Committee set a priority to get more teams and athletes involved in community service project. The results included the Women's soccer team participating in Habitat for Humanity projects and individual athletes raising money for the Make a Wish Foundation.	2008-09	2013-14
Career Services	Yes	- Student Affairs Website - Student Affairs Annual Report	- Support Survey (Division) - Graduating Senior Survey - Service Indicators - Student Survey (Program) - Survey of Teacher Recruiters - National Survey of Student Engagement (NSSE)	Student Affairs Council, Career Advisory Council Process is combination of annual review at retreat and regular discussion during the year.	As a result of employer surveys and personal conversations, it became clear that students needed to improve professional image and interviewing skills. To address this, a series of preparation presentations was conducted by the employers prior to Career Fair. Information from teacher recruiters and the Teacher Education Program highlighted the need to hold events for teacher candidates after hours. As such, an evening session of the Career Fair was instituted to assist both students and employers in this field.	2008-09	2013-14

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Student Affairs							
Disability Resource Services (DRS)	Yes	- Student Affairs Website - Student Affairs Annual Report	- Support Survey (Division) - Graduating Senior Survey - Service Indicators - Student Survey (Program) - Retention rates	Student Affairs Council, DRS Staff Team Process is combination of annual review at retreat and regular discussion during the year.	Information obtained anecdotally indicated that many students at the University likely had learning disabilities, but were unable to afford assessment by community clinicians due to the high cost. Student Affairs conducted a comparative study, proposed a variety of options, and began talks with the local Department of Rehabilitation, who indicated a willingness to assess these students for possible learning disabilities, when it was likely that they would qualify for their services. Information obtained from students indicated that students with disabilities were not aware of campus resources available to assist students in improving their academic performance. Consequently, new methods were established to ensure that students were provided information on campus resources at the time of registering with Disability Resource Services. Information obtained from students indicated that students with disabilities were not aware of career options and lacked knowledge of career planning. Consequently, new methods were established to connect students to the Career Services Office to gain knowledge of career research and planning.	2008-09	2013-14
Educational Opportunity Program (Promise Scholars)	Yes	- Student Affairs Website - Student Affairs Annual Report	- Support Survey (Division) - Graduating Senior Survey - Service Indicators - CalSWECC CSU Survey of Foster Youth Needs (2002) - Retention rates	Student Affairs Council Process is combination of annual review at retreat and regular discussion during the year.	As the result of needs highlighted for former foster youth students by the 2002 California Social Work Education Center survey, Student Affairs created the Promise Scholars Program. In particular, these students needed assistance in identifying and accessing resources and in procuring housing. The program accomplishes these goals, as well as tracks progress and provides intensive academic advising for former foster youth students. Received a 2009 federal grant to recruit more Promise Scholars, provide housing grants, and increase educational opportunities for students.	2008-09	2013-14

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Student Affairs							
Educational Opportunity Program (Summer Bridge Program)	Yes	- Student Affairs Website - Student Affairs Annual Report	- Support Survey (Division) - Graduating Senior Survey - Service Indicators - Analysis of EPT/ELM scores - Remediation rates	Student Affairs Council, Remediation Committee, Retention Services team Process is combination of annual review at retreat and regular discussion during the year.	To address the remediation needs of incoming freshmen (based on English Placement Test/Entry Level Mathematics Test scores), the Summer Bridge program was established to provide students with Mathematics and English coursework. The students are now retested at the end of the program and many are eligible to be moved out of remedial classes. As part of the program review and a review of remediation rates, it was determined to implement a credit-bearing developmental writing course and a computer-based mathematics tutorial program as part of the Summer Bridge program in order to reduce the number of remediation courses needed by this student population.	2008-09	2013-14
Faculty Mentor Program	Yes	- Student Affairs Website - Student Affairs Annual Report	- Support Survey (Division) - Graduating Senior Survey - Service Indicators - Program Survey - Individual student/faculty interviews	Student Affairs Council, Faculty Mentor Program Board Process is combination of annual review at retreat and regular discussion during the year.	In reviewing student and program surveys, in conjunction with feedback from faculty and students, faculty increased support for student protégés in receiving transformative learning experiences in the form of workshops and retreats. One area students and faculty reported a need in addressing was in career planning. The result was a career conference with six business executives from the community meeting with faculty mentors and protégés.	2008-09	2013-14
Housing and Residential Life (HRL)	Yes	- Student Affairs Website - Student Affairs Annual Report	- Support Survey (Division) - Graduating Senior Survey - Service Indicators - Student Survey (Program) - National Survey of Student Engagement (NSSE) - Annual Housing Survey	Student Affairs Council, Housing and Residential Life team Process is combination of annual review at retreat and regular discussion during the year.	Based on the housing survey and student program surveys, identified four primary focal points for programs and services that support the academic atmosphere in the residential community. These include scholarship, leadership, citizenship, and relationship, with scholarship as the top priority. Programs that support academic success include study groups, individual and group tutoring, Dean's List Scholars, study skills workshops for students with a grade point average of lower than 2.5, and the Faculty in Residence program. A variety of programs and services support the primary focal points with the purpose of promoting student development.	2008-09	2013-14

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Student Affairs							
Housing and Residential Life: Faculty in Residence (FIR)	Yes	- Student Affairs Website - Student Affairs Annual Report	- Support Survey - Graduating Senior Survey - Service Indicators - National Survey of Student Engagement (NSSE) - FTR Annual Report - Annual Housing Survey	Academic Affairs/Provost's Council of Deans, Student Success Committee, Student Affairs Council	The 2003 NSSE results showed lower student/faculty interaction than we anticipated. While we continued to believe that this was due to the survey construction, we pursued efforts to improve faculty visibility among students. One such effort was the faculty in residence program, an innovative living-learning collaboration between Student Affairs and Academic Affairs to place a faculty member in campus student housing. The program was implemented in 2004. Based on survey results that showed students wanted more faculty interactive opportunities, expanded the Village program offerings with the Faculty-in-Residence and additional faculty.	2008-09	2013-14
Psychological Counseling Services	Yes	- Student Affairs Website - Student Affairs Annual Report	- Support Survey (Division) - Graduating Senior Survey - Service Indicators - Student Survey (Program) - National Survey of Student Engagement (NSSE) - Usage and diagnostic data	Student Affairs Council, Psychological Counseling Team	As a result of survey data, used in conjunction with data from Titanium software, we identified the need to better address the needs of students dealing with immediate crises. We changed our service delivery to ensure, as much as possible, immediate availability of a counselor to deal with urgent crises, and the provision of triage to ensure that students with crisis-related needs are established with ongoing counseling as soon as possible. We used data from workshop evaluations to focus more on workshop programming. Specifically, workshops are being offered to address relaxation techniques and maintenance of positive beliefs with the goal of improving students' effectiveness in academic and social functioning.	2008-09	2013-14

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Student Affairs							
Student Affairs (Campus Dialogue Series and Campus Seminar Series)	Yes	- Student Affairs Website - Student Affairs Annual Report	- Support Survey (Division) - Graduating Senior Survey - Service Indicators - Individual student/faculty interviews - National Survey of Student Engagement (NSSE)	Student Affairs Council, Faculty Development Center leadership	Survey results and anecdotal observations highlighted a lack of student engagement with contemporary issues. This, coupled with our past concern about student/faculty engagement outside of the classroom, led to the creation of two programs: The Campus Dialogue Series highlights issues in popular culture with special emphasis on generational topics. A faculty/student panel is featured. The Campus Seminar Series highlights current events through a series of faculty and community-led seminars. The seminars are designed for students to engage actively in learning about issues that are currently affecting society and to promote civic engagement. Recently, both of these programs are facilitated through the Warrior Activity Center where a programming board of administrators and students oversee program selection.	2008-09	2013/14
Student Affairs (Graduating Seniors Program)	Yes	- Student Affairs Website - Student Affairs Annual Report - Student Success Committee Charge	- Support Survey (Division) - Graduating Senior Survey - Service Indicators - Focus Groups of Faculty and Students - National Survey of Student Engagement (NSSE) - Retention/Graduation rates	Student Success Committee, Student Affairs Council Process is combination of annual review at retreat and regular discussion during the year.	After studying graduation rates and course patterns, as well as the Graduating Senior Survey, the Student Success Committee determined in 2005 that many graduating seniors did not have a clear idea of how to accelerate through their last year of courses and connect with career opportunities. This was partly because the many campus programs designed to assist them were operating independently from each other and it was difficult for students to see how they fit together. As a result, the Committee established the Graduating Seniors Program through the Student Leadership and Development Program. The Graduating Senior program packages a number of graduation-targeted programs in one series and provides enhanced publicity and coordination.	2008-09	2013/14

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Student Affairs							
Student Affairs (Stockton Student Services)	Yes	- Student Affairs Website - Student Affairs Annual Report	- Support Survey (Division) - Service Indicators - Individual Student/Faculty Interviews - Stockton Survey and Needs Report	Student Affairs Council	Stockton administrators conducted student surveys and provided data to advocate for increased services for students. As a result, the health center improved its satellite center, counseling, disabilities, and advising staff began a regularly scheduled visit program and increased telephone service. Student Union members worked with the Dean of Students and Stockton administration to improve amenities, such as the student lounge.	2008-09	2013-14
Student Health Center	Yes	- Student Affairs Website - Student Affairs Annual Report - Accreditation Association of Ambulatory Health Care	- Support Survey (Division) - Graduating Senior Survey - Service Indicators - Student Survey (Program) - National Survey of Student Engagement (NSSE) - Program attendance - Usage/diagnostic data - National College Health Assessment Survey	Student Affairs Council, Student Health Advisory Committee Process is combination of annual review at retreat and regular discussion during the year.	Student feedback in Student Health Advisory Committee meetings indicates an improving understanding about Health Center operations. These meetings include a discussion led by a Student Health Center representative related to health center updates and plans to enhance student learning including consideration of students' ideas and input. Previous survey results supported the effort of re-initiating the peer health advocate program. The program has seen excellent student participation in outreach events by Student Health Advocates and the Health Educator. Success of outcomes related to accessing health services is evaluated through usage data. The National College Health Assessment survey is being used as a yearly assessment tool related to campus health education needs and effectiveness. The increased efforts of the health education team have increased opportunities for increased health awareness in the general student population.	2008-09	2013-14

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CATEGORY	Have formal co-curricular learning outcomes been developed?	Where are these co-curricular learning outcomes published?	What measures/indicators are used to determine that students are achieving the stated co-curricular learning outcomes?	Who interprets the evidence? What is the process?	What are examples of how findings were used to improve the program or student learning?	Date of last program review	Date of next program review
Student Affairs							
Student Leadership and Development	Yes	- Student Affairs Website - Student Affairs Annual Report	- Support Survey (Division) - Graduating Senior Survey - Service Indicators - MDIS 2500—Leadership Development - National Survey of Student Engagement (NSSE) - Student leadership participation - Graduation/retention rates for student leaders	Student Affairs Council, MDIS 2500 Instructor, Campus Life Team Process is combination of annual review at retreat and regular discussion during the year.	After studying graduation rates for student leaders and participation rates in leadership activities, coupled with observations about the preparation of student leaders, Student Affairs established the Student Leadership Program with a multidisciplinary support class in 2003.	2008-09	2013-14
Student Support Services	Yes	- Student Affairs Website - Student Affairs Annual Report	- Support Survey (Division) - Graduating Senior Survey - Service Indicators - Graduation/retention rates	Student Affairs Council, Retention Services Process is combination of annual review at retreat and regular discussion during the year.	The department identified a significant number of program participants in the Liberal Studies program and instituted the Student to Teacher conference to bring students greater access to career opportunities and information about the teaching profession.	2008-09	2013-14
Tutoring Center	Yes	- Student Affairs Website - Student Affairs Annual Report	- Support Survey (Division) - Graduating Senior Survey - Service Indicators - Student Survey (Program) - Pass Rate - Grade Increase - GPA Increase - Graduation/retention rates - National Survey of Student Engagement (NSSE)	Student Affairs Council, Retention Services, Tutoring team	Usage data and student requests supported need to provide higher level tutoring. As a result, the department implemented the California Reading and Learning Association tutor certification training in 2007. By certifying tutors, we offered more training in study skills, test taking, and communication skills. The additional skills the tutors acquire help them to better address the needs of the students. Based on student surveys and increased student demand, provided new chemistry on-line tutoring, walk-in chemistry and physics tutoring, and walk-in mathematics for statistics and finite mathematics to meet the increased tutoring need. Achieved California Reading and Learning Association level II certification and received three-year renewal of CRLA level I certification to provide better prepared tutors.	2006-07	2013-14

CALIFORNIA STATE UNIVERSITY STANISLAUS

INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS, 7.1

ATTACHMENT S

CATEGORY	Have formal co-curricular learning outcomes been developed?	Where are these co-curricular learning outcomes published?	What measures/indicators are used to determine that students are achieving the stated co-curricular learning outcomes?	Who interprets the evidence? What is the process?	What are examples of how findings were used to improve the program or student learning?	Date of last program review	Date of next program review
Student Affairs							
University Student Union	Yes	- Student Affairs Website - Student Affairs Annual Report	- Support Survey (Division) - Graduating Senior Survey - Service Indicators - Student Survey (Program) - Usage data - Retreat Surveys	Student Affairs Council	A general survey in 2004 revealed students' need for increased access to internet technology. As a result, the Union planned its renovation to include WiFi access and a small computer lab. Based upon the survey findings from students who attended the joint ASI/University Student Union retreats in 2007 and 2008 we have been able to develop an intensive and focused retreat for students. Included within the retreat itinerary was a simulation called Star Power which teaches leadership and the negative use of perceived power over others; an opportunity to meet with top campus administrators to discuss the issues of the day and challenges each faces on campus; in depth discussion of the annual budget and goals for the year and an opportunity to work together toward common goals.	2008-09	2013-14

Since the Capacity and Preparatory Review site visit, campus leadership groups revisited the WASC Framework for Educational Effectiveness and continue steady progress in moving toward the highly developed category for the three components of learning outcomes, teaching and learning processes, and organizational learning.

Data Exhibit 7.1, Inventory of Educational Effectiveness Indicators, provides a summary of each degree program, interdisciplinary degree program, and co-curricular program and serves as evidence of our strength in the assessment of student learning. This updated data exhibit includes examples of the use of student learning findings for improving programs and fostering student learning. Examples of improvements include curricular and pedagogical changes resulting from the review of departmental assessment activities; continued efforts to institutionalize the implementation and use of direct assessment of student learning at the course, program, and institutional levels; increased collaboration and communication between the Office of Institutional Research and programs to refine and expand data needs; increased production of disaggregated and benchmarked data at the program and institutional levels; integration of assessment of student learning into program reviews; and increased fiscal support for the use of well-qualified internal and external reviewers for program assessment.