

CALIFORNIA STATE UNIVERSITY, STANISLAUS
WASC BASIC DESCRIPTIVE DATA PROFILE
DATA ELEMENT 1
HEADCOUNT ENROLLMENT BY LEVEL
Fall 2001, 2002, 2003, 2004 and 2005

Fall Term	Total Headcount Enrollment	Bachelor Headcount		Credential Headcount		Postbaccalaureate (Unclassified) Headcount		Master's Headcount		Total FTE Enrollment
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	
2001	7,534	5,694	75.6%	752	10.0%	512	6.8%	576	7.6%	5,626.7
2002	7,850	5,927	75.5%	664	8.5%	575	7.3%	684	8.7%	5,855.3
2003	8,072	6,154	76.2%	656	8.1%	522	6.5%	740	9.2%	6,056.7
2004	7,858	6,192	78.8%	694	8.8%	273	3.5%	699	8.9%	5,986.0
2005	8,137	6,483	79.7%	424	5.2%	531	6.5%	699	8.6%	6,197.7

Definitions

Percentages are based on "total headcount enrollment."

Consistent with IPEDS definitions, postbaccalaureate students seeking a second bachelor's degree are counted as undergraduates. A graduate student holds a bachelor's or first-professional degree, or equivalent, and is taking courses at the post-baccalaureate level. These students may or may not be enrolled in graduate programs.

Credential headcount include students enrolled in CSU CCTC-approved credential or subject matter waiver programs but exclude students enrolled in a Master's program. A postbaccalaureate student holds an acceptable baccalaureate or equivalent degree and has not been enrolled in a Master's or credential program.

Total FTE Enrollment: Full-Time + (Part-Time/3). FTES for official CSU reporting purposes are calculated differently (Total Student Credit Units/15) and are slightly lower.

Narrative

CSU Stanislaus overall headcount enrollment increased 8.0% from fall 2001 to fall 2005. The overall headcount declined slightly in fall 2004 due to state budget cuts and CSU Chancellor's Office-mandated restrictions on admitting unclassified postbaccalaureate students. The undergraduate headcount enrollment increased 13.9% over the last 5 years while the graduate headcount enrollment experienced a 10.1% decrease. Students in a master's program increased 21.4% since 2001 but have fallen slightly from their peak of 740 students in 2003.

The large number of unclassified postbaccalaureates in fall 2005 can be attributed to students completing required foundation and/or prerequisite courses prior to being admitted to a Master's degree program and a breakdown in the internal process used for entering credential student classifications into the campus student database. The overall graduate headcount enrollment decline is two-fold: 1) the unclassified postbaccalaureate student admission restrictions previously mentioned, and 2) a decline in the number of credential students. Credential headcount includes students in Multiple Subjects (elementary), Single Subject (secondary) and Special Education programs. Credential student numbers have been falling for several reasons: a 15% decline in the number of Liberal Studies majors over the last 2 years, a primary feeder program for the credential program; required tests for program admissions such as the CSET, RICA and CBEST are perceived as barriers by some students; the elimination of class size reduction changed the job market; and increased competition from other credential granting agencies such as county offices of education, school districts, private universities, and on-line teacher training programs.

The University is in the process of developing new professional master's degree programs and a Education doctorate program which should increase graduate student enrollment.

CALIFORNIA STATE UNIVERSITY, STANISLAUS
WASC BASIC DESCRIPTIVE DATA PROFILE
DATA ELEMENT 2
HEADCOUNT ENROLLMENT BY STATUS AND LOCATION
Fall 2001, 2002, 2003, 2004 and 2005

Fall Term	Total Headcount Enrollment	Full-Time		Part-Time		On-Campus Location		Off-Campus Location	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
2001	7,534	4,673	62.0%	2,861	38.0%	6,303	83.7%	1,231	16.3%
2002	7,850	4,858	61.9%	2,992	38.1%	6,615	84.3%	1,235	15.7%
2003	8,072	5,049	62.5%	3,023	37.5%	6,885	85.3%	1,187	14.7%
2004	7,858	5,050	64.3%	2,808	35.7%	6,861	87.3%	997	12.7%
2005	8,137	5,228	64.2%	2,909	35.8%	7,164	88.0%	973	12.0%

Definition

Stockton is an official off-campus center. Off-campus student headcount is defined as any student taking one or more courses at Stockton. The Stockton headcount includes students taking a mix of courses at Stockton and Turlock. Televised distance education course headcounts are not included in off-campus figures.

Narrative

Full-time student headcounts have increased over the last five years while the ratio of full-time/part-time students has remained fairly constant. The overall part-time headcount declined slightly from fall 2003 to fall 2004, probably due to the state budget cuts and CSU Chancellor's Office-mandated restrictions on admitting unclassified postbaccalaureate students. After those restrictions were removed, the overall part-time headcount increased in fall 2005.

The number of students attending the main campus decreased slightly in fall 2004 - again due to the unclassified postbaccalaureate enrollment restrictions. Headcount enrollment at the Stockton Center has fallen 21.2% since 2002 for several reasons: declining credential student headcount; state budget cuts; and rising student transportation costs.

Distance learning at California State University, Stanislaus consists of courses broadcast from the main Turlock campus to the Stockton Center, Merced Tri-College Center and Tuolumne County Office of Education in Sonora via ITFS (one-way visual; two-way audio), cable television and CODEC videoconferencing (two-way audio and visual) from Turlock to the Stockton Center.

CALIFORNIA STATE UNIVERSITY, STANISLAUS
WASC BASIC DESCRIPTIVE DATA PROFILE
DATA ELEMENT 3
DEGREES GRANTED BY LEVEL
College Years 2000-01, 2001-02, 2002-03, 2003-04 and 2004-05

College Year	Total Degrees Granted	Bachelor		Master	
		Number	Percent	Number	Percent
2000-01	1,385	1,267	91.5%	118	8.5%
2001-02	1,382	1,241	89.8%	141	10.2%
2002-03	1,425	1,282	90.0%	143	10.0%
2003-04	1,550	1,368	88.3%	182	11.7%
2004-05	1,656	1,454	87.8%	202	12.2%

Definitions

College Year: Summer, Fall, Winter and Spring. Summer 2004 courses were not state-supported.

Narrative

Total degrees granted has increased 19.6% over the last 5 years. The ratio of bachelor's and master's degree has been slowly changing during this period. In 2000-01, master's degrees represented only 8.5% of total degrees awarded but this percentage increased to 12.2% by 2004-05.

CALIFORNIA STATE UNIVERSITY, STANISLAUS
WASC BASIC DESCRIPTIVE DATA PROFILE
DATA ELEMENT 4
FACULTY BY EMPLOYMENT STATUS
Fall 2001, 2002, 2003, 2004 and 2005

Fall Term	Total Faculty Headcount	Full-Time Faculty ⁽¹⁾		Part-Time Faculty ⁽²⁾		Total Faculty FTE ⁽³⁾	Full-Time Faculty as % of FTE
		Number	Percent	Number	Percent		
2001	466	264	56.7%	202	43.3%	331.3	79.7%
2002	466	276	59.2%	190	40.8%	339.3	81.3%
2003	472	285	60.4%	187	39.6%	347.3	82.1%
2004	457	264	57.8%	193	42.2%	328.3	80.4%
2005	495	285	57.6%	210	42.4%	355.0	80.3%

Definitions

Note: Full-time and part-time percentages are based on "total faculty headcount." Headcount based on payroll as of November 1st of respective years.

⁽¹⁾ Full-time faculty includes tenure, tenure-track, and non tenure-track faculty members.

⁽²⁾ Part-time faculty includes graduate assistants.

⁽³⁾ Total Faculty FTE: Full-Time + (Part-Time/3)

Narrative

CSU Stanislaus total faculty headcount has increased 6.2% since 2001 while the ratio of full-time/part-time faculty has remained fairly stable during this period. Full-time faculty generally account for approximately 80% of faculty FTE.

The drop in the number of full-time faculty in 2004 was primarily due to a Golden Handshake offering by the CSU and CFA. Faculty were given the opportunity to retire with 2 additional years of service credit if they retired during a short window period in the Summer of 2004.

**CALIFORNIA STATE UNIVERSITY, STANISLAUS
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DATA ELEMENT 5

KEY FINANCIAL RATIOS

Fiscal Year 2000-01, 2001-02, 2002-03, 2003-04, and 2004-05

Fiscal Year	Return on Net Assets Ratio ⁽¹⁾	Net Income Ratio ⁽²⁾	Operating Income Ratio ⁽³⁾	Viability Ratio ⁽⁴⁾	Instructional Expense per Student ⁽⁵⁾	Net Tuition per Student ⁽⁶⁾
2000-01	1.9%	-0.6%	N/A	N/A	\$3,972.75	-\$2,169.75
2001-02	7.5%	12.3%	36.8%	210.0%	\$3,525.90	-\$1,650.90
2002-03	2.0%	-4.9%	33.5%	28.6%	\$3,708.01	-\$1,685.01
2003-04	39.6%	2.1%	35.2%	147.2%	\$3,993.51	-\$1,490.51
2004-05	-0.6%	3.1%	37.3%	173.5%	\$4,421.29	-\$1,614.29

⁽¹⁾ Return on net assets ratio = Change in Net Assets / Total Net Assets at the beginning of fiscal year. Return on Net Assets increased in 2003/04 due to a 45.8 million bond for the Science Building.

⁽²⁾ Net Income Ratio = Unrestricted Net Assets / Total Unrestricted Revenues; Financial statement presentation/method changed in 2001/02 to conform to GASB 34/35 and revenue for Unrestricted Revenues is not comparable to previous years. The change was a reduction to tuition and fee revenue for fee waivers and "gift" grants/financial aid. Total reduction to tuition and fee revenue for 2001/02 was \$7,051,825.

⁽³⁾ Operating Income Ratio = Operating Income / Total Education and General Expenses; Prior financial statement information not presented in this format. Effective in 2001/02, new GASB 34 35 presentation provided information in this format.

⁽⁴⁾ Viability Ratio = Expendable Net Assets / Long-term Debt; Prior financial statement information not presented in this format. Effective in 2001/02, new GASB 34 35 presentation provided information in this format. Ratio has fluctuated due to issuance of a 17.3 million revenue bond (which increased long-term debt) for Housing Project RLV III in 2002/03 and Science Building 45.8 million bond appropriation in 2003/04.

⁽⁵⁾ Instructional Expense per Student = Instructional Expense / Annualized Student Headcount, including summer. Instructional expense figure per GAAP audited statement. Annualized student headcount per Chancellor's Office Analytic Studies website, statistical reports, college year reports, Table 1. Instructional expense per student has been steadily climbing primarily due to rising salary and benefit costs.

⁽⁶⁾ Net Tuition per Student = Annual Tuition & Fees per student - Instructional Expense per student. Fees based on IPEDS Institutional Characteristics survey figures for a full-time undergraduate in-state student for the full academic year. Student fees do not cover cost of instruction. Net tuition has stayed relatively stable for past 4 years primarily due to tuition increases. California State University, Stanislaus is a public institution funded by student fees and state general fund allocations. Student fees cover approximately 25% of the cost of operation.

CALIFORNIA STATE UNIVERSITY, STANISLAUS
INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
2006

The educational effectiveness inventory provides a method for examining the status and progress for student learning assessment in the academic programs and general education. This inventory has provided guidance to the faculty Coordinator for Assessment of Learning in his work with specific departments and the General Education subcommittee to enhance their assessment initiatives. The inventory is displayed in a template compatible with WASC requirements.

A review of the Inventory of Educational Effectiveness suggests the following areas for action:

Institutional-Level Student Learning Outcomes. We do not appear to have explicitly stated institutional-level student learning outcomes. Although we could proclaim that general education + major + mission statement outcomes = institutional-level student learning outcomes, we would have to do so clearly and through governance structures and then begin to gather data to substantiate this assertion.

Direct Methods for Assessment of Student Learning Outcomes. The inventory indicates that the University should build on the traditional indirect methods of surveys for assessing quality and employ a wider variety of direct methods for assessing student learning. To date, we have some excellent examples, but not widespread, of student work samples, student portfolios, course-embedded assessment prompts, scenario and performance-based tests, and direct observations of student performance.

General Education. Assessment of student learning goals in general education is a critical area for development. We must build an infrastructure that ensures strong faculty leadership and continuity in assessment of general education learning outcomes.

Program Assessment Coordinators. The University has invested its assessment resources in the formal designation of program assessment coordinators and a university-wide assessment leadership team as a method for building even greater institutional infrastructure for review of the University's assessment program and outcomes.

Brief Chronology of Quality Assurance Activities

Organizational Structures for Quality Assurance

In 1999, CSU Stanislaus substantially increased its support for assessment and institutional research by establishing an office devoted to institutional research, assessment, and planning. New staffing was added, including a full-time assistant vice president and two additional high level research technicians and analysts. In fall 2004, CSU Stanislaus changed this organizational structure to focus on increased services for institutional research and mobilized its resources to enhance the amount and sophistication of its institutional research capacity, especially in support of the assessment of student learning. At the same time, the Office of Assessment and Quality Assurance, led by the Associate Vice President for Assessment and Quality Assurance, was created to coordinate university-wide assessment and quality assurance initiatives. Also formed were the university-wide Assessment Leadership Team with representatives from each of the University's divisions and the Assessment Council, comprised of assessment coordinators from each academic program and led by the Faculty Coordinator for the Assessment of Student Learning.

Principles for the Assessment of Student Learning

After several years of spirited faculty discussions, the Academic Senate approved a document, *Principles for the Assessment of Student Learning* (2004), that describes principles for the assessment of student learning. The faculty affirmed the compelling need for meaningful assessment practices in effective education, emphasized the primary role of faculty in developing and implementing assessment measures, asserted the importance of separating assessment of student learning from faculty evaluation, and stressed the importance of formative assessment. These principles have guided the development of the assessment program at CSU Stanislaus.

Methods Used to Examine Institutional Effectiveness

In 2002, the provost and faculty reached consensus on the methods used at CSU Stanislaus to examine institutional effectiveness. Ten methods were identified, along with the primary purposes for each method and three goals: assessment of student learning, evaluation/review, and accountability. Also created was a companion document to identify roles and responsibilities within academic affairs for assessment-related functions, *Who's Responsible for What* (2002). These two documents resulted from a common understanding of assessment and alleviated many of the concerns of the faculty with regard to the uses of assessment information.

The document *Ten Methods to Examine Institutional Effectiveness* (2002; updated 2005) provides an overview of the methods used at the University to examine institutional effectiveness:

- ❖ assessment of student learning at the classroom level
- ❖ assessment of student learning at the program level
- ❖ assessment of student learning at the university level
- ❖ evaluation of instruction
- ❖ academic program review
- ❖ support unit review
- ❖ specialized program accreditation
- ❖ institutional accreditation
- ❖ examination of institutional issues
- ❖ external accountability reports

Two of the methods for examining institutional effectiveness are considered primary as they are university-wide and include periodic review for every administrative unit and academic program: support unit review and academic program review.

Support Unit Review. Initiated in 2003/04, the support unit review provides a comprehensive assessment of the effectiveness of each administrative support unit. The review demonstrates the ways, supported by evidence, in which the support units contribute to student learning.

Academic Program Review. Following a pilot program of two years, a revised academic program review process was approved in 2004/05. The revised process (a) establishes the centrality of the evaluation of student learning goals, (b) focuses on future program planning and development that result from assessment of program quality and student learning goals, (c) provides greater responsibility for assessment at the college level, (d) adds mandatory meetings with the provost at the conclusion of the process, and (e) links program review with strategic planning and budgetary decisions.

These quality assurance processes are described in more detail in the appendices to the Institutional Proposal: Appendix F, *Overview of Assessment at CSU Stanislaus*; Appendix G, *Ten Methods to Examine Institutional Effectiveness*; and Appendix H, *Who's Responsible for What* (2005).

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	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?	Date of last program review	Date of next program review
General Education					
Traditional General Education (Lower and Upper Division)	Yes	General Education Website University Catalog	Graduation Writing Assessment Requirement Written Portfolios Senior Survey (University) Undergraduate Alumni Survey (University)	2002-03	2009-10
General Education Summit Program (Upper Division Clustered Courses)	Yes	General Education Website University Catalog	Capstone Projects Oral Presentations Service-Learning Projects Summit Program Survey Written Portfolios	2003-04	2010-11

CALIFORNIA STATE UNIVERSITY, STANISLAUS
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Program Level (Accredited Programs in CAPS)						
		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?	Date of last program review	Date of next program review
College of the Arts						
Major	Degree					
ART	BA/BFA	Yes	Academic Program Review Department Website National Association of Schools of Art and Design (NASAD) Accreditation Program Assessment Report University Catalog	Bachelor of Fine Arts Review Examinations Interviews National Association of Schools of Art and Design (NASAD) Accreditation Papers Portfolios Project Critiques Senior Survey (University) Undergraduate Alumni Survey (University)	1999-00	2009-10
MUSIC	BA/BM	Yes	Academic Program Review Course Syllabi Department Website National Association of Schools of Music (NASM) Accreditation Program Assessment Report University Catalog	Capstone Projects Examinations Junior Qualifying Examinations Jury Performance Examinations National Association of Schools of Music (NASM) Accreditation Senior Recital Senior Survey (University) Undergraduate Alumni Survey (University)	2002-03	2012-13
THEATRE ARTS	BA	Yes	Academic Program Review National Association of Schools of Theatre (NAST) Accreditation Program Assessment Report University Catalog	In-Class Evaluations National Association of Schools of Theatre (NAST) Accreditation Senior Seminar Senior Survey (University) Undergraduate Alumni Survey (University)	2002-03	2012-13

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		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?	Date of last program review	Date of next program review
College of Business Administration						
Major	Degree					
Applied Studies	BA	Yes	University Catalog	Business Exit Examinations Case Studies Reviewed External Reviewers Examinations In-Class Papers Graded by External Reviewers Oral Presentations Poster Session Presentation Research Papers Senior Research Project Senior Survey (University) Undergraduate Alumni Survey (University)	1998-99	2006-07
BUSINESS ADMINISTRATION	BS	Yes	AACSB International—The Association to Advance Collegiate Schools of Business Accreditation Department Website University Catalog	AACSB International—The Association to Advance Collegiate Schools of Business Accreditation Business Exit Examinations Case Studies Reviewed External Reviewers In-Class Papers Graded by External Reviewers Oral Presentations Senior Survey (University) Undergraduate Alumni Survey (University)	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	AACSB International—The Association to Advance Collegiate Schools of Business Accreditation Examinations Papers Presentations Real-World Project Senior Survey (University) Undergraduate Alumni Survey (University)	2003-04	2010-11

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		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 degree?	Date of last program review	Date of next program review
College of Education						
Major	Degree					
EDUCATION	MA	Yes	Academic Program Review National Council for Accreditation of Teacher Education (NCATE) Accreditation Program Assessment Report University Catalog	California Basic Educational Skills Test Competency Assessment by Fieldwork Supervisors Competency Feedback Interviews Comprehensive Examinations (end of program) Master's Project Performance-Based Assessments California Subject Examinations for Teachers Employer Surveys (Program) Evaluation of Student Teaching Performance Examinations Field Work Visitation Graduate Alumni Survey (University) Graduate Exit Survey (University) National Council for Accreditation of Teacher Education (NCATE) Accreditation Portfolios Reading Instruction Competence Assessment Thesis	2002-03	2009-10
Physical Education	BA	Yes	Academic Program Review University Catalog	Focus Groups Graduate Job Placement Graduates Continuing to Post-Baccalaureate Study Senior Survey (University) Undergraduate Alumni Survey (University)	2003-04	2010-11

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		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 degree?	Date of last program review	Date of next program review
College of Human and Health Sciences						
Major	Degree					
Child Development	BA	Yes	Academic Program Review Program Assessment Report University Catalog	Capstone Seminar Examinations Portfolio Review by External Community Member Portfolios Senior Survey (University) Undergraduate Alumni Survey (University)	2002-03	2009-10
Cognitive Studies	BA	Yes	Academic Program Review Department Website Online Course Syllabi University Catalog	Capstone Courses Senior Project Senior Survey (University) Undergraduate Alumni Survey (University)	2002-03	2008-09
NURSING	BS	Yes	Academic Program Review Commission on Collegiate Nursing Education (CCNE) Accreditation Program Assessment Report University Catalog	Alumni Surveys (one and three year - program) Commission on Collegiate Nursing Education (CCNE) Accreditation Employer Evaluation Formal Papers In-Class and Take-Home Examinations Individual and Group Projects Journals Licensure Examinations Senior Evaluation Senior Survey (University)	2002-03	2007-08

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		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 degree?	Date of last program review	Date of next program review
College of Human and Health Sciences (continued)						
Major	Degree					
PSYCHOLOGY	BA	Yes	Academic Program Review Department Website Program Assessment Report University Catalog	American Psychological Association Format Papers Examinations Poster Session Presentation Senior Research Project Senior Survey (University) Undergraduate Alumni Survey (University)	2003-04	2010-11
PSYCHOLOGY	MA/MS	Yes	Association for Behavior Analysis (ABA) Accreditation Academic Program Review Program Assessment Report University Catalog	Association for Behavior Analysis (ABA) Accreditation Case Studies Examinations Graduate Alumni Survey (University) Graduate Exit Survey (University) Research Papers Thesis Writing Proficiency Review by External Reviewers	2003-04	2010-11
SOCIAL WORK	MSW	Yes	Academic Program Review Council on Social Work Education (CSWE) Accreditation University Catalog	Council on Social Work Education (CSWE) Accreditation Examinations Graduate Alumni Survey (University) Graduate Exit Survey (University) Student/Faculty Forum Thesis	2002-03	2010-11

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		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 degree?	Date of last program review	Date of next program review
College of Humanities and Social Sciences						
Major	Degree					
Agricultural Studies	BA	Yes	Program Assessment Report University Catalog	Feedback from Industry Senior Survey (University) Undergraduate Alumni Survey (University)	N/A	2009-10
Anthropology	BA	Yes	Academic Program Review Program Assessment Report University Catalog	Capstone Course Embedded Examinations and Assignments Field Journals Fieldwork Laboratory Projects Oral Presentations Senior Survey (University) Undergraduate Alumni Survey (University)	2001-02	2008-09
Communication Studies	BA	Yes	Academic Program Review Program Assessment Report University Catalog	Capstone Project – Public Relations Campaign or Research Paper Examinations Oral Presentations Research Papers Senior Survey (Program) Senior Survey (University) Undergraduate Alumni Survey (University)	2000-01	2007-09
Criminal Justice	BA	Yes	Academic Program Review Program Assessment Report University Catalog	Alumni Feedback (Program) Research Methods Project Senior Survey (University) Undergraduate Alumni Survey (University)	2002-03	2010-11

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		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 degree?	Date of last program review	Date of next program review
College of Humanities and Social Sciences (continued)						
Major	Degree					
Criminal Justice	MA	Yes	Course Syllabi Program Assessment Report University Catalog	Graduate Alumni Survey (University) Graduate Exit Survey (University)	2002-03	2010-11
Economics	BA	Yes	Academic Program Review Course Syllabi Program Assessment Report University Catalog	Alumni Feedback (Program) Capstone Course Exit Surveys (Program) Senior Survey (University) Undergraduate Alumni Survey (University)	2001-02	2008-09
English	BA	Yes	Academic Program Review Course Syllabi Program Assessment Report University Catalog	Senior Seminar Capstone Course Student Survey (Program) Senior Survey (University) Undergraduate Alumni Survey (University)	2001-02	2008-09
English	MA	Yes	Course Syllabi Program Assessment Report	Comprehensive Examinations Graduate Alumni Survey (University) Graduate Exit Survey (University) Thesis Project	2001-02	2008-09
French	BA		Program Assessment Report University Catalog	Oral Performance of Language Skills Senior Survey (University) Standardized Assessment Tools Undergraduate Alumni Survey (University) Written Performance of Language Skills	2001-02	2008-09

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		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 degree?	Date of last program review	Date of next program review
College of Humanities and Social Sciences (continued)						
Major	Degree					
Geography	BA	Yes	Academic Program Review Course Syllabi Program Assessment Report University Catalog	Senior Survey (University) Undergraduate Alumni Survey (University)	2002-03	2009-10
History	BA	Yes	Academic Program Review Course Syllabi Program Assessment Report University Catalog	Senior Seminar Senior Survey (University) Undergraduate Alumni Survey (University)	2002-03	2009-10
History	MA	Yes	Department Website Program Assessment Report University Catalog	Comprehensive Examinations Graduate Alumni Survey (University) Graduate Exit Survey (University) Thesis	2002-03	2009-10
Liberal Studies	BA	Yes	Academic Program Review Program Assessment Report Program Website University Catalog	Alumni Questionnaire California Basic Educational Skills Test Portfolios Program Assessment Questionnaire Senior Questionnaire (Program) Senior Seminar Senior Survey (University) Success in Credential Program Undergraduate Alumni Survey (University)	1999-00	2006-07

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		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 degree?	Date of last program review	Date of next program review
College of Humanities and Social Sciences (continued)						
Major	Degree					
Philosophy	BA	Yes	Course Syllabi Program Assessment Report University Catalog	Capstone Paper Examinations Journal Student Papers Departmental Evaluation Forms Senior Survey (University) Undergraduate Alumni Survey (University)	2000-01	2007-08
Politics	BA	Yes	Course Syllabi Program Assessment Report Program Website University Catalog	Essays Examinations Presentations Research Papers Senior Survey (Programs) Senior Survey (University) Undergraduate Alumni Survey (University)	2004-05	2011-12
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	Comprehensive Examinations Graduate Alumni Survey (University) Graduate Exit Survey (University) National Association of Schools of Public Affairs and Administration (NASPAA) Accreditation Thesis	2004-05	2011-12

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		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 degree?	Date of last program review	Date of next program review
College of Humanities and Social Sciences (continued)						
Major	Degree					
Sociology	BA	Yes	Academic Program Review Program Assessment Report University Catalog	Class Discussions Examinations Focus Groups Research Proposals Senior Survey (University) Undergraduate Alumni Survey (University) Written Papers	2002-03	2009-10
Social Sciences	BA	Yes	Academic Program Review University Catalog	Capstone Seminar California Subject Examinations for Teachers Embedded Coursework Informal Feedback Senior Survey (University) Student Admission to the Teaching Credential Program Undergraduate Alumni Survey (University)	2003-04	2010-11
Spanish	BA	Yes	Academic Program Review Program Assessment Report University Catalog	Oral Performance of Language Skills Senior Survey (University) Undergraduate Alumni Survey (University) Written Performance of Language Skills	2001-02	2008-09

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		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 degree?	Date of last program review	Date of next program review
College of Natural Sciences						
Major	Degree					
Biological Sciences	BA/BS	Yes	Academic Program Review Program Assessment Report University Catalog	Examinations Graduate Placement Hands-On-Skills Assessment Senior Survey (University) Student Survey (Program) Undergraduate Alumni Survey (University)	1999-00	2006-07
CHEMISTRY	BS	Yes	Academic Program Review American Chemical Society (ACS) Accreditation Program Assessment Report University Catalog	American Chemical Society (ACS) Accreditation American Chemical Society Standardized Test Classroom Examinations Embedded Oral Presentations Interviews Laboratory Reports Senior Survey (University) Undergraduate Alumni Survey (University)	2000-01	2007-08
Computer Science	BS	Yes	Academic Program Review Program Assessment Report University Catalog	Senior Seminar Senior Survey (University) Undergraduate Alumni Survey (University)	2002-03	2009-10

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DATA ELEMENT 6
2006

		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 degree?	Date of last program review	Date of next program review
College of Natural Sciences (continued)						
Major	Degree					
Geology	BA/BS	Yes	Academic Program Review Program Assessment Report University Catalog	Book Reports/Term Papers Capstone Courses Computer Laboratory Assignments Field Projects Informal Alumni Feedback Map-Making Portfolios Senior Survey (University) Undergraduate Alumni Survey (University) Written and Oral Examinations Written Field Research Reports	2000-01	
Mathematics	BA/BS	Yes	Academic Program Review Program Assessment Report University Catalog	Capstone course Exit Interview Portfolio for Subject Matter Preparation Program Senior Survey (University) Subject Matter Competency Committee Undergraduate Alumni Survey (University)	2000-01	2007-08
Marine Science	MS	Yes	Academic Program Review University Catalog	Graduate Alumni Survey (University) Graduate Exit Survey (University) Thesis	2003-04	2010-11
Physical Sciences	BA	Yes	Academic Program Review Program Assessment Report University Catalog	Examinations Homework Laboratory Reports Senior Survey (University) Undergraduate Alumni Survey (University)	1999-00	2006-07

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DATA ELEMENT 6

2006

		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 degree?	Date of last program review	Date of next program review
College of Natural Sciences (continued)						
Major	Degree					
Physics	BA/BS	Yes	Academic Program Review Program Assessment Report University Catalog	Examinations Homework Laboratory Reports Senior Survey (University) Undergraduate Alumni Survey (University)	1999-00	2006-07

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DATA ELEMENT 6
2006

		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 degree?	Date of last program review	Date of next program review
Interdisciplinary Majors						
Major	Degree					
Interdisciplinary Studies	MA/MS	Yes	Academic Program Review Program Assessment Report	Graduate Alumni Survey (University) Graduate Exit Survey (University) Thesis	2003-04	2010-11
Special Major	BA/BS	Yes	Academic Program Review	Senior Survey (University) Undergraduate Alumni Survey (University)	2003-04	2010-00