

Data Exhibit 7.1 Inventory of Educational Effectiveness Indicators

2007-2008

PROGRAM	Have formal learning outcomes been developed? #6	Are learning outcomes published? If so, where? #7 & #8	Other than GPA, what data are used: Direct and Indirect assessments used #24 & 25		What is the process and frequency? #8, #10	Do you use the findings? If so, how? #13	Date of last program review #18	What were results of most recent student assessment? #16
			Direct	Indirect				
At institutional level								
GE program	Yes							
BA African American Studies	No							
BA Anthropology	Yes							
BA Art	Yes	No	Senior thesis/project, masters thesis/project, portfolio evaluation, capstone courses.	Student satisfaction surveys, student course evaluations, internship evaluation, alumni surveys, tracking of alumni, identification of at-risk students, analysis of grade distribution, exam of info in dept's database, chair or peer review), curriculum/syllabus analysis, community perception of program effectiveness, community service	Collect 5-6 yrs, discuss once a year	Yes / program modification	2000	New student surveys must be conducted, based on newly formulated Department goals, objects, and outcomes.
BA Asian and Asian American Studies	Yes							
BA Child Development	Yes	Yes	WPE, thesis/project, capstone courses	Student graduation/retention rates, Alumni surveys, tracking of alumni	collect 5-6 years, discuss 1-2 yrs	Yes / identify students' strengths, weaknesses	2006/07	As part of the Self-Study Process, a weak assessment was conducted that yielded very little meaningful information.

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			Direct	Indirect				
BA Communications	Yes		comprehensive exams.	Comparison of outcomes with peer institutions, job placement of graduating students, exit interviews, students satisfaction surveys, student course evaluations, internship evaluations, tracking of alumni, analysis of student grade distributions, examination of information in department's database, and curriculum/syllabus analysis.	collect once a year, discuss once a year)	Yes / program modification	2004	at capstone and revisions
BA Communicative Disorders	Yes							
BA Economics	Yes	Will be published in Fall 2007.			collect once a year, discuss every 2-3 years	Yes / redesign a course	2005-2006	Senior students are able to identify workable research subjects and apply quantitative analysis skills to draw conclusions.
BA English	Yes	No	Senior thesis/project, capstone courses.	Curriculum/syllabus analysis	collect every 5-6 years, discuss once in a while (every 2-3 years)	No	2002	That we need to monitor and assess student outcomes more than we currently do.

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			Direct	Indirect				
BA French, Spanish, Chinese, Japanese	Yes	Yes	Video and audio tape evaluation, portfolio evaluation, pre and post tests in Japanese/French (2007-2008)	Student satisfaction surveys, student course evaluations, community perception of program effectiveness, input of dept advisory board.	collect more than once a year, discuss frequently (once a year)	Yes / identify students' strengths, weaknesses	2004-5	
BA Geography	Yes	hardcopy and program documents			collect every 5-6 years, discuss occasionally (every 1-2 years)	Yes / program modification	2003	Program and course modifications.
BA History	Yes	Yes			collect once a year, discuss frequently (once a year)	Yes / program modification	2003	
BA Industrial Arts	No	No			collect every 5-6 years, discuss never	No	2000	

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			Direct	Indirect				
BA Interdisciplinary Studies	No	No		Exit interviews	collect every 5-6 years, discuss once in a while (every 2-3 years)	No	2001	Program Review recs: refine development of exit interview as culminating experience; evaluate frequency & usefulness of course work identified by depts to assist student in improving their skills in written and oral communication, math concepts.
BA Latin American Studies	Yes	No			collect every 2 years, discuss occasionally (every 1-2 years)	No	2005-06	Student work was found to discuss expectations.
BA Liberal Studies	Yes	No			collect every 2 years, discuss frequently (once a year)	Yes / identify how well students are learning	2005	Students need more instruction in writing argumentative essays and in information literacy. The department is working to modify courses to focus on these outcomes.
BS Mechanical Engineering	Yes							
BA Mexican American Studies	Yes	No	WPE, thesis/project.	Graduate school acceptance rates, graduation/retention rates, other evaluation e.g. peer review, curriculum/syllabus analysis.	collect every 2 years, discuss frequently (once a year)	Yes / curricular revision	2005-2006	

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BA/BM Music	Yes	Self-Study written in calendar year 2005.			collect more than once a year, discuss frequently (once a year)	Yes / identify students' strengths, weaknesses	2006 external accred	Entrance and exit criteria for all levels of applied music were revised.
BA Philosophy	Yes	Department Website. They were developed about a year ago, during our last program review.			collect once a year, discuss frequently (once a year)	Yes / revised exams	2005-2006	
BA Political Science	Yes	No		Student course evaluations, analysis of student grade distributions, curriculum/syllabus analysis	collect every 5-6 years, discuss occasionally (every 1-2 years)	Yes / redesign a course		We modified the BA degree completely, dumping some lower div. courses and adding 4 300-level foundation courses, and then making all the options (4 of them) identical in structure for ease of understanding...this went into effect in fall 2004

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BA Psychology	Yes	Yes	Capstone courses	Graduate school acceptance rates, student graduation/retention rates, student course evaluations, tracking of alumni, analysis of student grade distributions, other evaluations, community service/volunteerism participation.	collect never, discuss frequently (once a year)	Yes / we just developed learning outcomes	2003	
BA Social Sciences	Yes	Yes			collect more than once a year, discuss frequently (once a year)	Yes / program modification	2006	
BA Social Work	Yes	reported to CSWE accreditation body			collect once a year, discuss frequently (once a year)	Yes / program modification	2005	BASW students are prepared for work with clients by the time they enter their field practicum. Students demonstrate cultural competence and recognize the importance of respecting social diversity with client communities.

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BA Sociology	Yes		comprehensive exam., masters thesis project	Job placement of graduating students, graduate school attendance rates, students graduation/retention rates, exit interviews, satisfaction surveys, course evaluations, alumni surveys, tracking of alumni, peer review and curriculum/syllabus analysis	collect more than once a year, discuss frequently (once a year)	Yes / program modification	2004	We revised our program and courses.
BA Theatre Arts Dance	Yes	No			collect never, discuss occasionally (every 1-2 years)	Yes / curricular revision	2004	
BA TV and Film	Yes	No	WPE, pre-test or post-test for mastery of knowledge, video and audio tape evaluations	Job placement, employer surveys and questionnaires, graduate school acceptance rates, performance in graduate school, student satisfaction surveys, student course evaluations, internship evaluation.	collect more than once a year, discuss frequently (once a year)	Yes	2006-07	

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BA Urban Learning	Yes	Yes	WPE, national exams, licensure exams, performance assessment, video and audio tape evaluations, capstone courses.	Employer surveys and questionnaires, student satisfaction surveys, student course evaluations, focus group discussions, exam of info in dept's database, other evaluations (chair or peer review), curriculum/syllabus analysis.	collect once a year, discuss frequently (once a year)	Yes	has not had	A ULRN Student Survey was conducted in 2006-2007. Forty six current students composed of juniors and seniors were surveyed. The following is a summary: -Student Background: transfers (89%), female (73.9%), ethnicity (other 71.7%), age mean is 30
BA/BS Chemistry	Yes	No	Senior thesis/project, masters thesis/project.	Graduate school acceptance rates, exit interviews, student satisfaction surveys, alumni surveys, tracking of alumni, analysis of student grade distributions.	collect once a year, discuss occasionally (every 1-2 years)	Yes		
BA/BS Math	Yes	No	WPE	Job placement, graduate school acceptance rates, performance in graduate school, student graduation/retention rates, student satisfaction surveys, student course evaluations, alumni surveys, identification of at-risk students, curriculum/syllabus analysis.	collect once a year, discuss frequently (once a year)	Yes / introduced 4-day schedules, workshops	2006-2007	1. The program is generally strong 2. The capstone course is not effective in determining outcomes

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BS Aviation Administration	Yes	Yes	WPE, performance assessment, portfolio	Employer survey, alumni survey	collect biannually, discuss every 6 years	Yes, program modification, add course, revise curriculum, revise syllabus, revise exam, improve teaching, identify strengths	2006	
BA/BS Physics	Yes	No	Pre-test or post-test for mastery of knowledge, performance assessment, student conferences, directed research.	Alumni surveys, tracking of alumni, analysis of student grade distributions, curriculum/syllabus analysis.	collect every 5-6 years, discuss once in a while (every 2-3 years)	Yes / program modification	2001	Acting on previous assessments we revamped our introductory physics sequence with calculus. We added a 2-hour activity per week. Our recent assessment showed marked improvements in classroom performance and overall course passing rates.
BS Biochemistry	Yes	dept discussing minutes			collect once a year, discuss once in a while (every 2-3 years)	Yes	2005	The general chem lab skills were found to be lacking- we plan to revise the gen chem lab.

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BS Biology	Yes	Yes	pre-test or post-test for mastery of knowledge	Exit interviews, student satisfaction surveys, analysis of student grade distributions, curriculum/syllabus analysis.	collect more than once a year, discuss frequently (once a year)	Yes / curricular revision	1999	In evaluating performance of students in quantitative skills, it was determined that the curriculum should be revised to better emphasize development of these skills. The department IAC made 11 specific recommendations, which are now being implemented.
BS Civil Engineering	Yes	department web site. In 2006			collect once a year, discuss frequently (once a year)	Yes / program modification	2001	

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BS Computer Science	Yes	Yes	comprehensive exams, senior thesis/project	Comparison of outcomes with peer institutions, job placement, graduate school attendance rates, exit interviews, student satisfaction surveys, student course evaluations, analysis of student grade distributions, examination of information in dept's database, other evaluations, curriculum/syllabus analysis, community of perception of program effectiveness.	collect once a year, discuss frequently (once a year)	Yes / program modification	2001; Accreditation review: 2006	Compared with other students from over 200 institutions taking the MFT (an external assessment test conducted by ETS), our median student is ranked over the 62nd percentile. This is better than last year's result.

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BS Criminal Justice	Yes	Yes	WPE, pre-test or post-test for mastery of knowledge, capstone courses, program review (2007) assessment.	Performance in graduate school, student graduation/retention rates, student satisfaction surveys, student course evaluations, and internship evaluation, alumni survey, tracking of alumni, identification of at-risk students, exam of info in dept's database, other evaluations (chair or peer review), curriculum/syllabus analysis, community service/volunteerism participation.	collect every 5-6 years, discuss once in a while (every 2-3 years)	Yes	2007 - Review is ongoing.	In 2006-2007 we attempted to assess students' knowledge of basic principles of criminal justice, the critical thinking and writing skills needed to express themselves about justice issues, and the level of program accountability in terms of our ability

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BS Electrical Engineering	Yes	Yes	comprehensive exams, WPE, national exams, GRE, certification exams, performance assessment, video and audio tape evaluations, senior thesis/project, masters thesis/project, portfolio evaluation, and capstone courses.	Comparison of outcomes with peer institutions, job placement, employer surveys, graduate school acceptance rates, student graduation/retention rates, exit interviews, student satisfaction surveys, student course evaluations, internship evaluation, alumni surveys, tracking of alumni, analysis of student grade, exam of info in dept's database, community perception of program effectiveness.	collect more than once a year, discuss frequently (once a year)	Yes	2006	We use a two loop process for continued monitoring and alignment of the program educational objectives and program outcomes. The department goes thru ABET accreditation regularly. Please refer to ABET documentation for additional details.
BS Fire Protection	Yes	Yes	WPE	Student satisfaction surveys, student course evaluations, alumni surveys, community perception of prog effectiveness.	collect every 2 years, discuss occasionally (every 1-2 years)	Yes / curricular revision	2006	Areas of Strength:  Knowledge Outcome #2 - Graduates will understand the role of technical management in the public and private sector.  Knowledge Outcome #6 - Graduates will have knowledge of the major areas of the fire protection industry.

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BS Geology	Yes	No			collect every 5-6 years, discuss once in a while (every 2-3 years)	No	2004	Students showed demonstrable gains in knowledge
BS Graphics Communications	Yes	No	Portfolio evaluation	Employer surveys and questionnaires, student satisfaction surveys.	collect every 2 years, discuss once in a while (every 2-3 years)	Yes / revise course syllabus		
BS Exercise Science	No							
BS Health Science	Yes	Yes	Internship reports	Student satisfaction surveys, internship evaluation, alumni surveys, analysis of student grade distributions.	collect every 5-6 years, discuss once in a while (every 2-3 years)	Yes / improve advisement	2005	Most students are satisfied or very satisfied with the program because of the care and support from faculty, the effectiveness of teaching, the learning experiences, the grading practices and the internship.

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BS Industrial Technology	Yes	Yes	Capstone courses	Alumni surveys	collect every 2 years, discuss frequently (once a year)	Yes / program modification	2006	Areas of Strength: Knowledge Outcome #5 - Graduates will have knowledge of contemporary technology management issues.  Attitude Outcome #3 - Graduates will recognize need for life-long learning. Attitude Outcome #4 - Graduates will stay current on issues in the field.
BS Information Systems	Yes	Accreditation report (2006)			collect more than once a year, discuss frequently (once a year)	Yes / use quarterly national assessment exam	2006	Our students rank slightly above average compared to other universities using the national ICCP/CCR exam.
BS Kinesiology	Yes	No	comprehensive exam., WPE., thesis/project, portfolio evaluation, capstone courses.	Graduate school acceptance rates, student graduation/retention rates, student satisfaction surveys, student course evaluations, internship evaluation, other evaluation e.g. chair or peer review, curriculum/syllabus analysis	collect never, discuss never	No	July, 2003	

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BS Microbiology	Yes	Yes	pre-test or post-test for mastery of knowledge	Exit interviews, student satisfaction surveys, analysis of student grade distributions, curriculum/syllabus analysis.	collect more than once a year, discuss frequently (once a year)	Yes / curricular revision	1999	Students did not exhibit satisfactory quantitative skills. The IAC has developed 11 recommendations to strengthen emphasis in this area in our curriculum. These are currently being implemented.
BS Natural Science	Yes	<a href="http://www.calstatela.edu/academic/natsci/ns_learn_objectives.htm">http://www.calstatela.edu/academic/natsci/ns_learn_objectives.htm</a>			collect every 5-6 years, discuss once in a while (every 2-3 years)	Yes / add sections to meet demand	new program	
BS Nursing	Yes	Program Documents 1988			collect once a year, discuss frequently (once a year)	Yes / curricular revision	2002 national accreditation 2007	Information on student satisfaction with faculty communication was used to improve communication channels between students and faculty
BS Nutritional Science	Yes	Yes	comprehensive exam, WPE, performance assessment, thesis/project, capstone courses, internship, field experience	Job placement, employer surveys and questionnaires, student graduation/retention rates, student satisfaction surveys, student course evaluations, internship evaluation, alumni surveys, identification at-risk students, analysis of student grade distributions	collect once a year, discuss frequently (once a year)	Yes	2004	revised curricula; improved teaching; revised exams; pass rate on registration exam; entry level skills

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BS Rehabilitation Services	Yes	Yes	WPE, fieldwork competencies performance.	Exit interviews, student satisfaction surveys, student course evaluations, community service/volunteerism participation.	collect once a year, discuss frequently (once a year)	Yes / program modification, revised syllabi, new courses	2004	Students need stronger writing skills and faculty are considering the development of a specific course for professional writing in the rehab service undergrad degree program. Students need access to a wider variety of fieldwork opps. and faculty are work
BS/BA Business Admin	Yes	Yes	WPE, capstone courses	Comparison of outcomes with peer institutions, employer surveys and questionnaires, student graduation/retention rates, student satisfaction surveys, focus group discussions, alumni surveys, exam of information in department's database, other evaluations (chair or peer review), curriculum/syllabus analysis.	collect once a year, discuss frequently (once a year)	Yes / program modification, add/delete courses, revise exams	2005	a. General Education course advisement b. Scheduling of elective courses c. Seeking internship opportunities with industries

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General Education (GE)	Yes	Yes	Pre-test or post-test for mastery knowledge, video and tape evaluations, hypothesis testing in LD science course.	Job placement, student graduation/retention rates, student satisfaction surveys, student course evaluations, alumni surveys, curriculum/syllabus analysis, faculty surveys, faculty interviews.	collect once a year, discuss frequently (once a year)	Yes / syllabus & curriculum revisions, add/delete courses	2004-05	THESE WERE RECOMMENDATIONS FROM ASSESSMENT OF BLOCK B:  1.State that the course satisfies the GE Block B, Natural Sciences requirement.  2.State the subcategory (e.g. Biological Science with Lab-B1, Physical Science with Lab-B2, Applied Natural Science
MA Anthropology	Yes							
MA Child Development	Yes	Yes	comprehensive exams, thesis/project	Student satisfaction surveys, student course evaluations	collect every 5-6 years, discuss occasionally (every 1-2 years)	Yes / identify students' strengths, weaknesses	38143	Weak assessment that did not yield any meaningful data

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MA Communication	Yes	Yes	comprehensive exams, WPE, pre-test or post-test for mastery of knowledge, performance assessment, senior thesis/project, masters thesis/project.	Comparison of outcomes with peer institutions, job placement of graduating students, employer surveys and questionnaires, graduate school acceptance rates, performance in graduate school, student graduation/retention rates, exit interviews, student satisfaction surveys, student course evaluations, internship evaluation, alumni surveys, tracking alumni, identification of at-risk students, analysis of student grade distributions, exam of info in department's database, curriculum/syllabus analysis and community perception of program effectiveness.	more than once a year / frequently (once a year)	Yes / program modification	4	program modifications were made
MA Communicative Disorders	Yes							
MA Sociology	Yes							

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MA Economics	Yes	Will be published in Fall 2007.			collect more than once a year, discuss once in a while (every 2-3 years)	Yes / curricular revision	2005-2006	More students are opting for the thesis option; better and stronger theses; more students are going to graduate school.
MA TESOL	Yes	Yes	comprehensive exams, WPE, pre-test or post-test for mastery of knowledge, masters thesis/project, portfolio evaluation, student presentation at professional conferences.	Job placement, student graduation/retention rates, exit interviews, student satisfaction surveys, student course evaluations, alumni surveys, tracking of alumni, examination of information in department's database, curriculum/syllabus analysis, community perception of program effectiveness, community service/volunteerism participation.	collect every 5-6 years, discuss frequently (once a year)	Yes		Students are satisfied with the quality of the TESOL MA Program. However, there was student agreement that the program needs to offer summer courses. At this time, the program is a three-quarter program.

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MA Educational Administration	Yes	Yes	WPE, portfolio evaluation.	Student satisfaction surveys, student course evaluations, internship evaluation, alumni surveys, identification of at risk students, other evaluations, curriculum/syllabus analysis, community perception of program effectiveness.	collect more than once a year, discuss frequently (once a year)	Yes / curricular revision	2006-07	Very satisfactory
MA Special Education	Yes							
MA Education	Yes	Yes	comprehensive exams, sample papers.	Job placement, graduate school acceptance rates, student satisfaction surveys, student course evaluations, other evaluations (chair or peer review), curriculum/syllabus analysis.	collect more than once a year, discuss frequently (once a year)	Yes	2006-07	It is clear that many of our students have met the criteria we have set. We are constantly adjusting both curriculum and instruction to increase the number of students who meet all our criteria.

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MA English	Yes	No	comprehensive exams, masters thesis/project	Comparison of outcomes with peer institutions, job placement, student graduation/retention rates, student satisfaction surveys, student course evaluations, alumni surveys, tracking of alumni, examination of information in department's database, curriculum/syllabus analysis.	collect more than once a year, discuss frequently (once a year)	Yes / curricular revision	2002	We modified our MA program based on perceptions of student performance in comprehensive exams and theses
MA French, Spanish	Yes	No			once a year / frequently (once a year)	No	2004-5	No
MA Geography	Yes	hardcopy and program documents			collect every 5-6 years, discuss occasionally (every 1-2 years)	Yes / program modification	2003	Program and course modifications
MA History	No	No			collect once a year, discuss frequently (once a year)	Yes / program modification	2003	

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MA/MS Interdisciplinary Studies	No	No	Thesis project	Job placement, graduate school acceptance rates, student graduation/retention rates, satisfaction surveys, alumni surveys.	collect never, discuss never	No	2006 - 2007	
MA Mexican American Studies	No							
MA Latin American Studies	No	No	comprehensive exams, masters thesis/project	Job placement, graduate school acceptance rates, performance in graduate school, exit interviews, student satisfaction surveys, alumni surveys, examination of information in department's database, community perception of program effectiveness.	collect every 5-6 years, discuss once in a while (every 2-3 years)	No	2005-6	Students pass MA exams or submitted theses that were approved
MA Philosophy	Yes	Department Website. 2006.			collect once a year, discuss frequently (once a year)	Yes / revised exams	2005-2006	

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MA Political Science	Yes	No	comprehensive exams, masters thesis/project.		collect every 2 years, discuss frequently (once a year)	Yes / revise course syllabus		
MA Special Education	Yes	Yes	comprehensive exams, WPE, masters thesis/project.	Exit interviews, student satisfaction surveys, student course evaluations, analysis of student pass/fail rates on comps.	collect every 2 years, discuss frequently (once a year)	Yes / program modification, revised syllabi, modify comp exams	2004	Approximate 70% pass rate on new version of comp exam and 85% pass rate for students taking an online preparation course
MA Theatre Arts	Yes	No			collect once a year, discuss frequently (once a year)	Yes / identify how well students are learning	2005	Application of theory in theses was hindering expression. We decided to change the sequence of classes.
MA, MFA TV and Film	Yes	No	comprehensive exams, WPE, pre-test or post-test for mastery knowledge, performance assessment, video and audio tape evaluations, thesis/project.	Job placement, employer surveys and questionnaires, graduate school acceptance rates, performance in graduate school, student graduation/retention rates, student satisfaction surveys, student course evaluations, internship evaluation, alumni surveys, tracking of alumni and identification of at-risk students.	collect more than once a year, discuss frequently (once a year)	Yes	2006-07	

PROGRAM	Have formal learning outcomes been developed? #6	Are learning outcomes published? If so, where? #7 & #8	Other than GPA, what data are used: Direct and Indirect assessments used #24 & 25		What is the process and frequency? #8, #10	Do you use the findings? If so, how? #13	Date of last program review #18	What were results of most recent student assessment? #16
			Direct	Indirect				
MA/MFA Art	Yes	Not Published						
MA/MS Psychology	Yes		Masters thesis/project, capstone courses.	Comparison of outcomes with peer institutions, graduate school acceptance rates, student graduation/retention rates, student course evaluations, internship evaluation, tracking of alumni, analysis of student grade distributions, other evaluations, curriculum/syllabus analysis, community perception of school effectiveness, and community service/volunteerism participation.	collect never, discuss frequently (once a year)	Yes	2003	

PROGRAM	Have formal learning outcomes been developed? #6	Are learning outcomes published? If so, where? #7 & #8	Other than GPA, what data are used: Direct and Indirect assessments used #24 & 25		What is the process and frequency? #8, #10	Do you use the findings? If so, how? #13	Date of last program review #18	What were results of most recent student assessment? #16
			Direct	Indirect				
MBA Business Admin	Yes	Yes	comprehensive exams, WPE, masters thesis/project, GMAT	Comparison of outcomes with peer institutions, employer surveys and questionnaires, exit interviews, student satisfaction surveys, focus group discussions, alumni surveys, examination of information in department's database, other evaluations (chair or peer review), curriculum/syllabus analysis.	collect once a year, discuss frequently (once a year)	Yes / program modification, add/delete courses, revise exams	2005	-Scheduling of elective courses -  -seeking more internship opportunities w industries
MA/MFA/MM Music	Yes	Department's Self-Study written in calendar year 2005.			collect more than once a year, discuss frequently (once a year)	Yes / identify students' strengths, weaknesses	2006	Entrance and exit criteria for all levels of applied music were revised.
MS Biology	Yes	Yes	First draft of prospecti	Student satisfaction surveys	collect every 2 years, discuss occasionally (every 1-2 years)	Yes / curricular revision	1999	Evaluation of student oral seminar presentations revealed weaknesses in particular areas. The department developed a seminar evaluation sheet to serve as a rubric for students preparing their thesis seminars, to assist in improving their effectiveness.

PROGRAM	Have formal learning outcomes been developed? #6	Are learning outcomes published? If so, where? #7 & #8	Other than GPA, what data are used: Direct and Indirect assessments used #24 & 25		What is the process and frequency? #8, #10	Do you use the findings? If so, how? #13	Date of last program review #18	What were results of most recent student assessment? #16
			Direct	Indirect				
MS Chemistry	Yes	dept meeting minutes- soon to be web site			collect once a year, discuss once in a while (every 2-3 years)	Yes / other, All of the above	2005	
MS Civil Engineering	Yes	No			collect every 5-6 years, discuss once in a while (every 2-3 years)	Yes / curricular revision	2001	
MS Computer Science	Yes	Yes	comprehensive exams, masters thesis/project		collect once a year, discuss frequently (once a year)	Yes	None	No formal assessment results have been discussed thus far.
MS Counseling	Yes	Yes	comprehensive exams, WPE, masters thesis/project, portfolio evaluation, performance data fieldwork competencies.	Exit interviews, student satisfaction surveys, student course evaluations, community perception of program effectiveness, analysis of student pass/fail rates on comps.	collect once a year, discuss frequently (once a year)	Yes / program modification, revised syllabi, modify comp exams	2004	Students need opportunities for earlier fieldwork and this is being incorporated thru program mods. Students are consistently meeting competencies in existing fieldwork. Students are passing the comp exam at a high rate: about 85-90%.

PROGRAM	Have formal learning outcomes been developed? #6	Are learning outcomes published? If so, where? #7 & #8	Other than GPA, what data are used: Direct and Indirect assessments used #24 & 25		What is the process and frequency? #8, #10	Do you use the findings? If so, how? #13	Date of last program review #18	What were results of most recent student assessment? #16
			Direct	Indirect				
MS Criminal Justice	Yes	Yes	WPE, GRE, masters thesis/project.	Student graduation/retention rates, student satisfaction surveys, student course evaluations, internship evaluation, alumni surveys, tracking of alumni, examination of information in department's database, other evaluation (chair or peer review), curriculum/syllabus analysis.	collect every 5-6 years, discuss once in a while (every 2-3 years)	Yes	Current - 2007	Our current (2007) program review has concentrated on measures of our undergraduate (B.S.) program, but has also examined our M.S. in Criminal Justice program. The M.S. program offers two concentrations in Administration and Forensic Mental Health.
MS Criminalistics	Yes	Yes			collect every 5-6 years, discuss occasionally (every 1-2 years)	Yes	Current - 2007	Current Program Review (2007) describes the revisions to the M.S. in Criminalistics completed in 2003 (to coincide with the profession's FEPAC accreditation guidelines), and the creation of a Minor in Forensic Science in 2007.
MS Geology	No	No			collect every 5-6 years, discuss once in a while (every 2-3 years)	No	2004	Students showed demonstrable gains in knowledge

Data Exhibit 7.1 Inventory of Educational Effectiveness Indicators

2007-2008

PROGRAM	Have formal learning outcomes been developed? #6	Are learning outcomes published? If so, where? #7 & #8	Other than GPA, what data are used: Direct and Indirect assessments used #24 & 25		What is the process and frequency? #8, #10	Do you use the findings? If so, how? #13	Date of last program review #18	What were results of most recent student assessment? #16
			Direct	Indirect				
MS Information Systems	Yes	CBE accreditation report (2006)			more than once a year / frequently (once a year)	Yes / identify how well students are learning	2006	Our grad students do very well on the national assessment exam. Several have scored at the outstanding level
MS Kinesiology	Yes	No	comprehensive exam, WPE., masters thesis/project.	Graduate school acceptance rates, student graduation/retention rates, exit interviews, student satisfaction surveys, student course evaluations.	collect never, discuss never	No		
MS Math	Yes	No			collect once a year, discuss occasionally (every 1-2 years)	Yes / identify how well students are learning	Fall 2006	
MS Electrical Engineering	Yes							
MS Mechanical Engineering	Yes							
MS Nursing	Yes	program documents 1988			collect once a year, discuss frequently (once a year)	Yes / curricular revision	2002	Class size was assessed for quality of instruction and additional sections were added
MS Nutritional Sciences	Yes	American Dietetic Association accreditation report hardcopy			collect more than once a year, discuss frequently (once a year)	Yes / program modification	2005	Students generally satisfied with program. Students have entry level Registered Dietitian skills when entering the field.

PROGRAM	Have formal learning outcomes been developed? #6	Are learning outcomes published? If so, where? #7 & #8	Other than GPA, what data are used: Direct and Indirect assessments used #24 & 25		What is the process and frequency? #8, #10	Do you use the findings? If so, how? #13	Date of last program review #18	What were results of most recent student assessment? #16
			Direct	Indirect				
MS Public Administration	Yes	No	comprehensive exam, masters thesis/project, capstone courses	Exit interviews, student satisfaction surveys, student course evaluations, tracking of alumni, analysis of student grade distributions.	collect more than once a year, discuss frequently (once a year)	Yes	2004	
MS Rehabilitation Counseling	Yes	Yes	comprehensive exams, WPE, masters thesis/project, performance data fieldwork competencies.	Exit interviews, student satisfaction surveys, student course evaluations, community perception of program effectiveness, analysis of student pass/fail rates on comprehensive exams.	collect once a year, discuss frequently (once a year)	Yes / program modification, revised syllabi, modify comp exams	2004	Students need opportunities for early fieldwork and this is being incorporated through program mods. Students are consistently meeting competencies in existing fieldwork. Students are passing comp exams at a high rate - about 85-90%.
MSW Social Work	Yes	hardcopy CSWE accreditation document			collect once a year, discuss frequently (once a year)	Yes / identify how well students are learning	2003	Students felt that the MSW curriculum provided knowledge and skill with serving ethnic minority populations but wanted more curriculum on social work practice with gay, lesbian, bisexual and transgender clients.
PhD Special Education	Yes	Yes	GRE, qualifying exam, dissertation.	Student satisfaction surveys, student course evaluations, focus group discussions, faculty discussion.	collect every 2 years, discuss frequently (once a year)	Yes	2004	