



Summary of Inventory of Educational Effectiveness Indicators California State University, Los Angeles – Fall 2007

A web survey was administered in spring 2007 to all CSULA program coordinators. The major results are discussed here.

Student Learning Outcomes and Uses Made

Results showed that out of 97 programs (and options) reporting, **81 or 84% reported having student learning outcomes (SLOs)**. When asked where the SLOs were published, 62% reported “hard copy”, 10% reported “on a website,” 9% reported “on a server,” 5% reported “don’t know” and 14% reported “other.”

Coordinators were asked **if student learning outcomes were used by faculty to improve programs, 85% said “Yes”** and 15% said “No.” In addition, a question was asked “How have student learning outcomes been used over the past two years?” 21% said student learning outcomes were used for program modification, 18% said they were used for curricular revision, and 14% said they were used for identifying students’ strengths, weaknesses. Other uses included “add or delete course,” “revise syllabus,” “revise exam” and “other.” (35%) See table following.

Table 1. How Student Learning Outcomes are Used

How are Student Learning Outcomes Used?	Percentage of coordinators reporting use
Other	35
Program modification	21
Curricular revision	18
Identify students’ strengths, weaknesses	14
Revise course syllabus	4
Revised exam	4
Redesign a course	2
Add or delete course	2
TOTAL	100

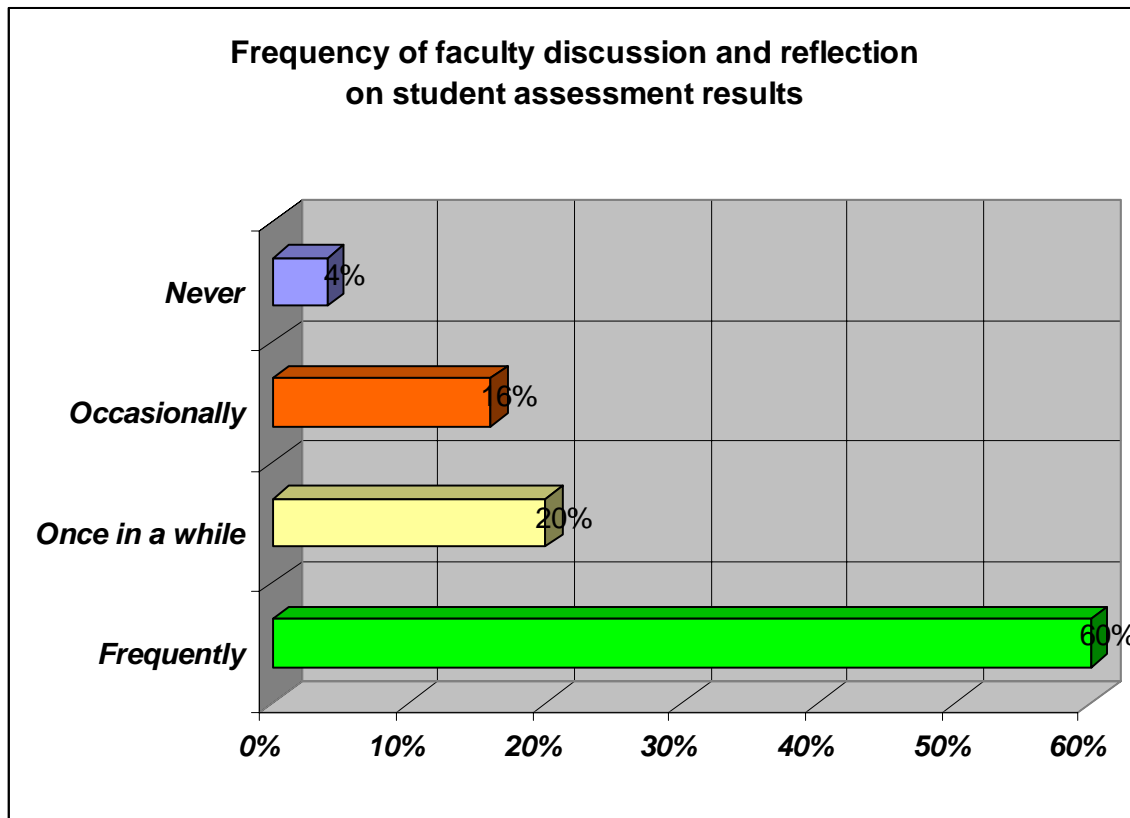
When coordinators were asked **how many program student learning outcomes were assessed in the past two years**, 35% answered “None”, 6% said “One”, 6% said “Two”

and **53% said “More than two.”** Moreover, a question about whether the program was planning to assess student outcomes in the next year was asked. **82% answered they planned to assess student outcomes in the next year** while 18% said they have not planned to assess student outcomes in the next year.

Frequency of Faculty Reflection and Discussion

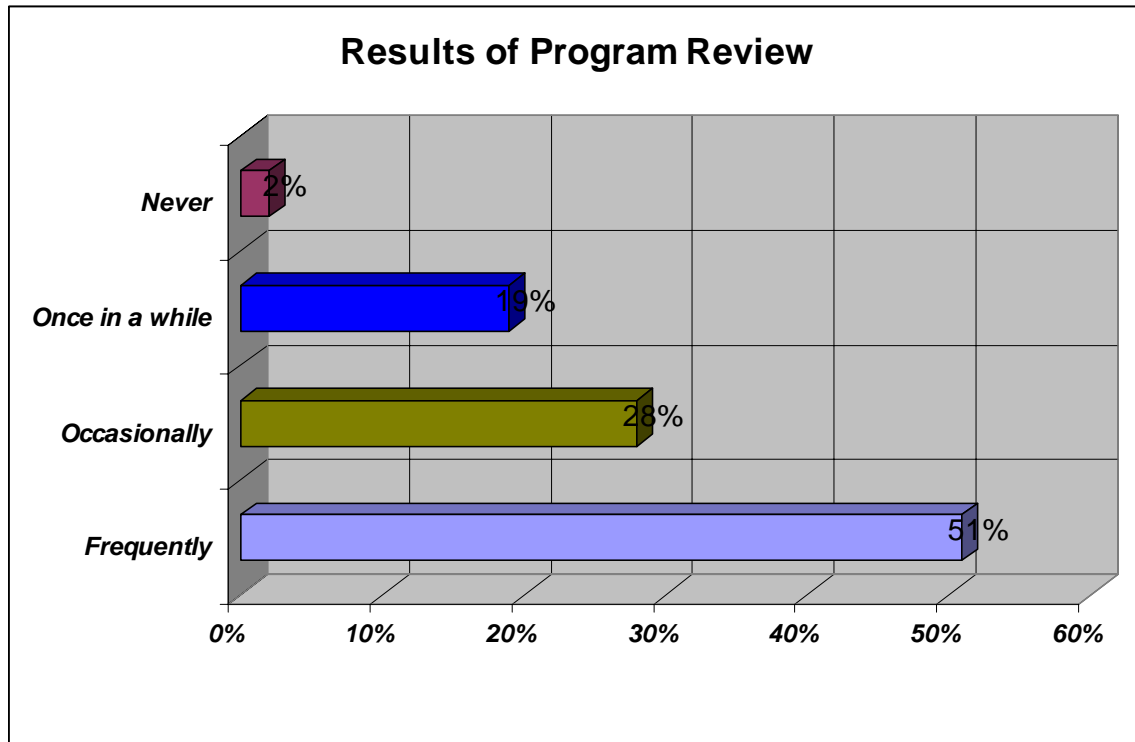
Coordinators were asked the frequency of faculty discussion and reflection on student assessment results to improve their programs. **Results show that 60% reported “frequently” (once a year)**, 16% reported “occasionally” (every 1-2 years), 20% reported “once in a while” (every 2-3 years) and 4% reported “never.” Figure 1 below shows the results

Figure 1. Frequency of faculty discussion and reflection



Program coordinators were asked **the frequency of faculty reflection on results of program review to improve program effectiveness. Results show that 51% reported reflecting on program review results frequently** (every year), 28% reported occasionally (every 2-3 years), 19% reported once in a while (every 5-6 years) and 2% reported “never.” Figure 2 below displays results.

Figure 2. Frequency of discussion of program review results

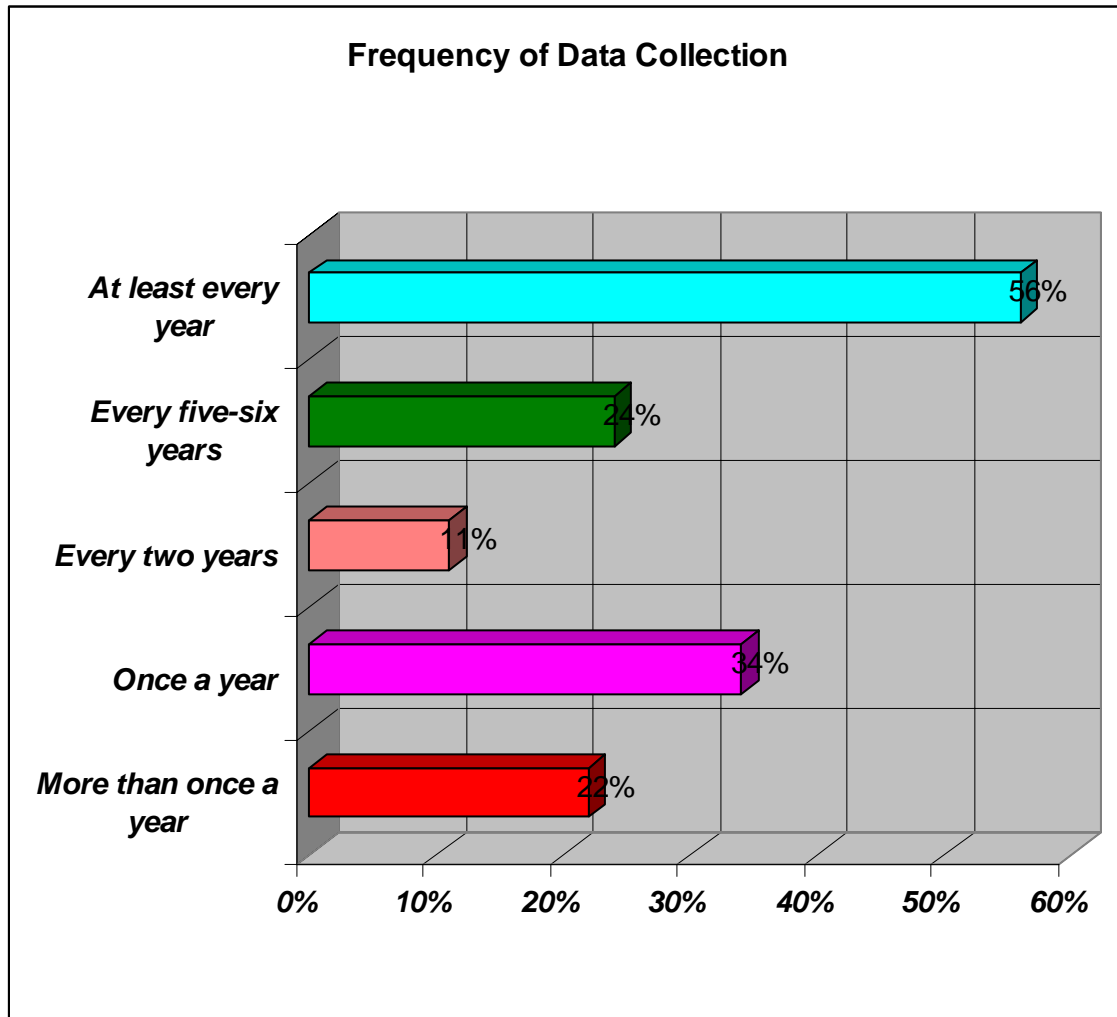


Coordinators were asked **if their programs had a mission statement. 81% answered “Yes”** and 19% answered “No”. In addition, question was asked about the completion of **an assessment plan. 71% said the programs have completed an assessment plan** while 29% said they have not completed an assessment plan.

Frequency of Data Collection

Coordinators were asked about **how regularly they collect student outcome data. 9% answered “never”, 22% answered “more than once a year”, 34% answered “once a year,”** 11% answered “every two years,” and 24% said “every five-six years.” Figure 3 displays the results. Thus, over half of programs (56%) reported collecting student outcome data at least every year.

Figure 3. Frequency of Data Collection



Program coordinators were **asked if their programs compile student-level data**, for example, test results, ratings, portfolios, papers etc., **61% said that they compile student-level data**, 35% said they do not compile student-level data and 4% said they do not know.

Other

Coordinators were asked if **their programs have national or regional accreditation**. 44% said their programs have national or regional accreditation, 43% said their programs do not have national or regional accreditation and 13% said they do not know. This is not an accurate estimate, as only 16 programs on campus have national or professional accreditation.

Undergraduate programs were asked if **they required a capstone experience with a project or a paper**. 57% replied “yes”, 24% replied “no” and 18% replied “not applicable.”