Student Learning Outcomes Survey, Spring 2015

Respondent Last Name	Respondent First Name	School/College	Dept/Program	What student learning outcomes data does your dept/program already have?	Please identify your current dept/program assessment activities and the data you use to determine necessary changes.	Based upon information that your dept has discussed, what actions has your dept/program taken to enhance student learning?
Cateforis	Theo	A&S	Art & Music Histories	We have learning outcomes for all the individual courses that we teach. Student evaluations provide a measure commentary on these various outcomes for various courses.	Currently we assess our courses through curriculum committees and student evaluations.	We have enhanced student learning in various ways. In some cases, such with our large "Arts & Ideas" course, we have introduced new technologies into the classroom experience. In other instances we have created assignments designed to engage them in and develop their critical writing and research skills. These initiatives usually stem from individual instructors rather than broad departmental directives.
Doherty	Karen	A&S	Communication Sciences & Disorders	Faculty meetings, curriculum meetings, clinic meetings, and departmental retreats provide the opportunity to coordinate and develop learning outcomes across the curriculum. This ensures that we are covering each learning outcome without excessive redundancy. Academic faculty evaluate class performance on formative and summative assessments to validate the learning outcomes addressed in the content of the coursework. Clinical faculty develop knowledge and skills outcomes for each type of clinical experience (e.g. type of disorder, assessment vs. intervention) based on best practice guidelines, their own clinical expertise, discussions with clinical colleagues, academic faculty, field	External validation of our learning outcomes is provided by feedback from students, alumni, externship supervisors and employers. These individuals indicate the degree to which our graduates are able to perform their essential professional functions. Assessment of our curricular learning outcomes occurs by reviewing group performance on global measures such as our comprehensive examinations and the National examinations in speech pathology and audiology. We engage in an iterative process using feedback from validation and assessment measures; learning outcomes and related instruction are modified to ensure that students obtain the skills necessary for professional practice. Academic and clinical faculty review the coursework and clinical experiences (in-house and externship) at monthly faculty meetings, as issues arise, in order to ensure that the curriculum reflects program goals and	We added more coursework on vestibular function in the audiology program. Specifically changed this from a 2 credit course to a 3 credit course. We also added a 1 credit course on Autism in the speech pathology program. Both of these changes were based on students' feedback from the exit interviews and the national examination scores.

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				placement supervisors, and employers. Other data include: Class exam scores/grades Case studies or research presentations (e.g., roundtable presentations) Class exam scores/grades Completion and review of clinical assignments (reports, lesson plans, progress notes) Completion and defense of research project, thesis, or dissertation Comprehensive exams (oral and/or written) Pre-Qualifying exam (PhD)- Taken after 1st year in program. Assess his or her knowledge about the areas of Speech-Language Pathology or Audiology and the basic methods for research. Qualifying examination (PhD) Dissertation proposal and defense (PhD)	accreditation standards. In addition, the curriculum is comprehensively reviewed and specific areas are addressed at the annual departmental retreat. Also clinical practicum progress and deficiencies are assessed using a scaling system on an extensive list of highly specific skills, Other learning outcome data: National examination scores in speech pathology and audiology Exit interviews- a faculty member meets with every graduate student at the end of their program and gets feedback on what the student liked about the program and what they felt could be improved in the program. Graduate employment rates	
Siegel	Don	A&S	Earth Sciences	Post graduate success in earth science	We keep track of where are graduate students and top undergrads wind up after they leave.	We teach well and incorporate our research into our teaching. Our best

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						ba and all our grad students present at conferences and publish papers
Sponsler	Michael	A&S	Forensic Science	MS student graduation survey data Job placement statistics Anecdotal communications from graduates, instructors, and internship supervisors	Student course evaluations MS student graduation survey Formalized student complaint/suggestion policy Annual evaluation at institute (FNSSI) meeting in June Collection of job placement statistics	Changed some course prerequisites Renewed continuing efforts to separate graduate and undergraduate course sections (with some success) Improved communication of program information to students through email, documents, and new orientation program Limited enrollment in some courses to juniors and seniors Instituted a biweekly seminar program Modified program requirements in several ways over several years
Bulman	Gail	A&S	Languages, Literatures & Linguistics	We do not have much in terms of data on student learning outcomes.	Student feedback on course evaluations. Enrollment numbers.	We have added and regularized new courses based on positive outcomes. We have ceased teaching some courses that were ineffective.
Chen	Pinyuen	A&S	Mathematics	I honestly don't know what "student learning outcomes data" means.		
Banerjee	Uday	A&S	Mathematics	Other than the grades of the students in various courses, we do not have any other data. However, we do have a set of outcomes for our undergraduate degree programs, but we do not gather assessment data	We do not gathered any data	

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Middleton	Alan	A&S	Physics	Undergraduates: We have partial records of GRE scores, admissions to graduate schools, and career paths. In a similar informal fashion, we collect news about recent graduates. We have recently met with undergraduate students as a group to review the undergraduate program, to identify areas of interest and potential course changes. Graduates: mostly anecdotal evidence based on career paths.	Undergraduate: For courses, the Chair and the Associate Chair discuss course evaluations and have discussions with individual faculty members. We also have peer review of courses for junior faculty members and sometimes for senior faculty members. We are currently dedicating a faculty member's time for the semester to evaluate the status of our undergraduate program, to identify needed changes to the program. That faculty member (Jay Hubisz) will be attending a workshop on reviewing and revising the undergraduate program. The Chair (Middleton) has attended American Physical Society Workshop meetings for chairs to gather ideas for revisions. We continually review student evaluations and discuss the outcomes of courses. About two years ago, an ad hoc committee reviewed our undergraduate program coursework and recommended some changes. We generally have formal exit interviews with all of our graduating majors. We have a partial database of students over the past 8 years that includes their intended path after graduation, information on where they are now, and what research activities they were involved with while at SU. Graduate (i.e., PhD): We review course evaluations. Every semester the faculty meets to review the progress of each	We are currently starting the process for a more formal, thorough review of our program. A few years ago, we produced a learning outcomes document that we can use to review the outcomes, but that document could see more use. We have recently added a requirement for a computer simulation course and built up a new lab course to improve the learning of our majors.

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					graduate student and we discuss changes to the graduate program, based on the progress of the students and on how the courses are going.	
Vanable	Peter	A&S	Psychology	Our two APA accredited programs in Clinical and School psychology collect extensive learning outcomes data as a routine part of our accreditation process. I'd be happy share our latest self-study materials that provide an extensive overview of outcome data that we collect and report on regularly. For our doctoral programs in social and experimental (the Cognition, Brain, and Behavior program), learning outcomes are assessed through course grades, timing of completion of degree requirements, performance on qualifying exams, and thesis/ dissertation defense outcomes. We also track job placement outcomes for all of our doctoral students. For our undergrad progress (BA and BS), we are less systematic in collecting learning outcomes data. We track and review trends for course grades, research involvement (e.g., presentations at conferences, publications), and success in securing admission to masters and doctoral programs provide a basis for informally assessing learning outcomes for our undergraduates.	Again, the question would be difficult to answer for our doctoral programs in clinical and school psychology since these programs each have extensive assessment activities that go hand in hand with maintenance of our accreditations As noted, for our undergrad progress (BA and BS), we are less systematic in collecting learning outcomes data apart from reviewing trends in student classroom performance, levels of research involvement (e.g., presentations at conferences, publications), and success in securing admission to masters and doctoral programs.	We are currently overhauling our undergraduate curriculum to better reflect the goal of offering classes that incrementally build upon core content offered in lower level (required) courses. Our current menu-based approach arguably provides too much flexibility in course selection. Our doctoral programs frequently make adjustments to enhance student learning based on assessment activities related accreditation requirements from APA. I'd be happy to provide a copy of our recent self-studies.

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Dotger	Sharon	A&S	Science Teaching	We set learning outcomes by courses. For the PhD in College Science Teaching, which is the only degree in our department, we have no learning outcomes data. We only look at time to completion. To clarify, the MS program in Earth Science you have listed belongs to the School of Education, Department of Teaching and Leadership.	We're in the process of evaluating our qualifying exam procecures, especially since we've recently had some students who had to do them a second time. We rely on the qualifying exam committee, as well as dissertation committees, to evaluate student work and serve as quality control.	We had a number of students who were languishing in their program. A few years ago, we offered a summer institute to help them develop their dissertation proposals. This resulted in a few students finishing and a few others electing to leave the program. There are only 2 1/2 time faculty in this department. One of them (Sharon) offers a weekly doctoral seminar to assist students in developing their writing for dissertations and articles. This has helped full-time students make better progress toward their degree.
May	Vivian	A&S	Women's & Gender Studies	We have SLO course matrix and program learning outcomes from 2007: but they have not been updated since that time. Since then, we have an expanded curriculum and have become a Department. But other than revising/updating these matrices for each degree, and updating/refining the SLOs, what other DATA might be needed? unclear....	Some assessments are direct, others are indirect: - indirect: course evaluations, class attendance info, participation in voluntary/related department talks, wider related campus events, or conferences - direct: research papers, oral presentations, class participation in discussion, provision of peer feedback, engagement with required readings (including written reflections on readings and/or discussion-leading about the readings), quizzes, take-home and in-class exams, use of in-class reflection/writing assignments, etc.	Clarified our x-listing criteria and beefed up curricular feedback outside the dept so that courses align more fully with WGS goals and needs (we have a large x-listed curriculum). Clarified/revised our governance and vision to reflect our goals and to clarify departmental areas of specialization. To enhance student learning, we have added more undergraduate events, have a graduate pedagogy work group, offer workshops and mini-conferences open to students at all levels, and more programming to feed a wider intellectual community.

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Agnew	Lois	A&S	Writing Program	Our major was officially established in 2009. At that time, the major had only one core course, which allowed students to create versions of the major that had little in common with each other. Although the Major/Minor Committee developed learning outcomes that captured the goals reflected in the entire scope of the upper-division curriculum, it was soon clear to us that these outcomes were too broad to provide accurate measures for assessing the major program. Approximately three years ago, the faculty approved the addition of three more core courses to the major requirements; the Major/Minor Committee is currently working to revise the learning outcomes for the major, and this goal will be more achievable now that we have a four-course core requirement that will promote greater stability across the major. The major tool for assessing the doctoral program is the qualifying examination, which was also recently revised. Our new exam system includes three components: a major sit-down exam in which students respond to questions from a core reading list, plus the production of an extensive annotated bibliography in the student's area of research interest and an article to be	Since the major was established, we have used exit surveys to determine areas of strength and to identify areas where change is needed. We also regularly communicate with our alumni and gather information informally from them about the benefits they received from the major. The doctoral exams are graded by faculty members who teach the six core courses. This groups shares insights with the entire faculty about student performance on the exams, and we regularly draw from this information in order to identify potential areas for programmatic improvement.	Expansion of core requirements for the major from one to four courses Strengthening faculty training in advising majors Better integration of doctoral core exams with core course requirements Further attention to writing instruction at the doctoral level, with the goal of better preparing students to develop a strong publishing record. Focused attention on research methodologies at the doctoral level.

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				submitted for publication. The graduate committee is working with the faculty to develop outcomes for the exams, which will also serve as a tool for programmatic assessment.		
Sureshkumar	Radhakrishna	ECS	Biomedical & Chemical Engineering	BS in Bioengineering and Chemical Engineering	Faculty Meetings, Faculty Retreats, Advisory Board Input, Input from AIChE and BMES	Revamping the UG laboratory experience, introduction of new courses, BS/MS pathway (waiting for approval from the state), advanced design experience for MS students, among others.
Moreno	Robert	Falk	Child & Family Studies	Currently, learning outcomes are established at the course level. The degree of success in students achieving the outcomes is assumed to be a function of their grade in the class. Examples include, but are not limited to: - Understanding of the bio-psycho-social aspects to human development and family processes - Human development in context (e.g., school, sport, health care settings) - Understanding of multicultural and diverse populations particularly regarding human development and family systems within the US and globally - Critical thinking skills	The department evaluates its progress and development on an ongoing bases. Data you use to determine changes include, but are not limited to: - Undergraduate and graduate applications, admits (undergraduate direct admits), matriculation - Applicant GPAs and test scores - IUT's - External transfers - Course enrollments - Professional and academic â€œskills setsâ€ - Program completion rates - Student grades - Feedback from regularly scheduled student meetings	Examples of recent changes include: Addition of more professionally oriented undergraduate concentrations Development and addition of an undergraduate human development oriented research methods course Increase GPA requirements for IUTs Expansion of undergraduate student practicums from 1 to 2 semesters to bolster â€œtheory-to-practiceâ€ perspective The development and addition of course focusing on Latinos within the United States Development of several on-line courses Development of minors

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				- Quantitative/statistical skills - Competency in interpersonal communications Understanding and applying social science research methods	- Feedback from placement agencies (for undergraduate student practicums)	(Mindfulness and Contemplative Studies; Child and Family Policy Studies) Increase the offering of high demand courses, including summer and winterlude sessions Currently reassessing academic expectations for students and rigor of program Increase undergraduate research opportunities Increase criterion for admission into the doctoral program â€œResizeâ€ doctoral program to provide more adequate funding and student completion rate
deLara	Thom	Falk	Marriage & Family Therapy	The degree programs in MFT are accredited by a national accreditation agency (COAMFTE). We recently completed a self-study for both the master's and the PhD programs. We have detailed outcomes data for both degrees, as well as courses within the degrees, and the CAS.	All of the department/program assessment activities are included in the accreditation self-studies. Any/all of that material can be made available upon request. The department conducts two cycles of assessment annually, relative to departmental/program outcomes.	All of the actions of the department in this regard occur as part of the required "cycle of assessment" that is integrated into the COAMFTE accreditation process. The department conducts two cycles of assessment annualy, which are documented in our April and August/September department meetings. The department maintains detailed records of the outcomes data, and reports same to the accreditation agency annually.

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Bruening	Kay Stearns	Falk	Nutrition Programs	We collect data on both program outcomes & student learning outcomes for our accredited dietitian education programs (BS Nutrition, MA/MS nutrition, & CAS Dietetic Internship). Program outcomes: program completion rate; placement in graduate study, accredited dietetic internship programs, & employment; pass rate on national credentialing exam (We are a Program of Distinction - bragging rights!) We track a number of identified & approved (by our accrediting body) student learning outcomes.	We collect grades from 11 items in 13 courses. We receive an annual report on the pass rate of our program graduates from the agency that administers the national credentialing exam. The program directors assess the data on program completion rate and post-program completion placements (grad school or dietetic internships for the BS program; employment or grad school placement for the CAS-Di). We are also required to solicit input on the program from people external to it. In most cases, this is our program advisory committee. We also send employer surveys, but the response rates are very low. We use alumni surveys to track outcomes such as continuing professional education, advanced certifications & degrees obtained by our program grads. Student course evaluations can be used for minor revisions to courses, although must be interpreted carefully & in context. At least one instructor here uses a course-specific evaluation, separate from the online OIRA evaluation. We administer a senior exit exam for the undergrads and comprehensive exams for the master's degree.	We have revised courses and changed course sequences. Our last accreditation cycle was in 2010, and we have another due this summer, so I could respond better to this item in a few months.
Thompson	Maureen	Falk	Public Health	Rate your abilities in the following public health competencies Minimal: exposure to, but limited ability to apply the concept Basic: partial mastery of the	Assessment activities: Senior year survey. Lower scoring outcomes are examined and teaching/learning activities reviewed Assessment activities: individual course teaching evaluation	Based on student feedback regarding academic service learning placements in a selected course, the placement options and learning activities will be examined (and modified, if warranted)

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				concept, has applied in the classroom setting Proficient: mastery of the concept, has applied in the classroom and community setting Minimal Basic Proficient Apply theories, concepts and models from social and behavioral disciplines as they relate to public health practice Use relevant data, information sources, and evidence based approaches to inform public health practice Plan, implement and evaluate public health programs Communicate public health information to diverse populations using a variety of media Assess the health status of populations, determinants of health & illness, and factors contributing to health promotion and disease prevention across the lifespan		

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				Analyze social, environmental and behavioral factors that impact on health and contribute to health disparities Compare and contrast the United States health care system structure to systems in other countries Apply basic principles of epidemiology to interpret public health problems Demonstrate cultural competence to meet the needs of diverse groups and vulnerable populations Act according to professional values and ethics in public health practice, research and education Analyze how communities, community forces and research shape health policies and regulations Collaborate with community members and other stakeholders to promote community health		
Smith	Carrie	Falk	Social Work	We make use of the Council on Social Work Education's, Education Policy Statement's Social Work Competencies as the basis for assessing our learning outcomes. We utilize a formal assessment process and work closely with OIRA.	Our assessment activities are required by our accreditation body. We have a formal assessment process that is implemented in cooperation with OIRA. As a part of our accreditation requirements we must publish our outcome data annually. The data can be	We have engaged faculty to developed a stronger link between research and practice in order to help students understand how research informs practice to facilitate more effective service delivery.

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					accessed at: http://falk.syr.edu/SocialWork/ProgramData.aspx	We have also engaged faculty along similar lines in the area of policy advocacy and practice.
Veley	Mike	Falk	Sport Management	A database of all student Senior Capstones.	All undergraduate students must complete a rigorous 12-credit Senior Capstone to complete their degree requirements. They must accrue a minimum of 540 hours working in the industry during this semester-long course. This is essentially the culmination of their academic experience where they incorporate all of academic theory and learning outcomes from their undergraduate classes and apply them in practical, real-world work settings.	Department has continually added new courses and adapted curriculum to reflect the ever-changing sports industry. Sport Maangement has created a graduate degree within the past four years and is in the process of developing a B.S. degree in Sports Analytics. The department has created a required course, Professional Development in Sport Maangement for all majors. The department also works closely with the Office of Students Affairs in Falk College to provide students with learning disabilities or special needs proper support services such as tutoring, counseling, et al.
Stanton	Jeff	IST	Information Studies	Because of ALA accreditation, all of the LIS programs (the main program, school media, and the school media CAS) have well defined outcomes and methods for data collection. Most of the rest of the programs currently have no systematic methods in place for capturing, aggregating, and/or analyzing outcomes data. It is not that we don't have any meaningful data, but rather that the processes around the data are rather ad hoc.	Because of the faculty of one structure at the iSchool, we have no departments. Each program, however, has a cognizant "FPAG" - a faculty program advisory group. The FPAG is a loosely knit group that meets - usually several times per semester - to govern each degree program. Most of the CASs are covered by one of these FPAGs. The FPAGs are a forum in which faculty routinely exchange information about student learning outcomes in order to address curriculum updates, sequencing, prerequisites, pedagogy, and student success. Some of the FPAGs keep detailed minutes, although not all do. These minutes reflect commentary and resolutions on the matters listed above.	We review student evaluation data every semester to identify low performing courses and instructors and we use these data to focus coaching efforts. We routinely coach 20 instructors per semester. We have a system, called professor-of-record, which assigns responsibility for curriculum matrix to individual faculty members. This system works well when it works, but it does not always work well because it has not been regularly reinforced. We have a curriculum committee, which is the official governing body within the

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						school for approval of curriculum, course, and program changes. This body meets several times per semester. We have a director of instructional quality whose mandate is, well, to ensure instructional quality. We also have two staff members dedicated to instructional support. Because of our flat organizational structure and relatively small organization, all of these people talk with each other - and as with other aspects of the school, this works well to enhance student learning, when it works.
Day	Christian	Law	College of Law	We do not have a formal assessment program in place for either or JD or LLM programs. However, both programs require that students satisfy certain requirements. Both programs have basic and advanced writing requirements. Both programs require the successful completion of Professional Responsibility. The 1L curriculum covers material tested on about 50% of the bar exam. We have upper level courses that are foundational for successful practice and our students enrol in them. Many courses offer substantial skills training or experiential learning. Many of our JD students take clinics or externships that develop needed professional skills.	The American Bar Association that accredits the College of Law has amended its standards to require law faculty to develop and employ assessment standards based upon the college's mission. The phase-in period is the second half of this decade. Our Curriculum Committee, Academic Standards Committee, and various deans will be involved in meeting these requirements.	We are in the initial stages of understanding the new standards and developing a program for the College of Law.

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Burdick	John	Maxwell	Anthropology	Annual surveys of graduating majors from prior years Full major and minor survey in 2013 Departmental annual reports 2008-2013 (with 2014 missing, as this was canceled by Dean of Maxwell School) which detail productivity and placement data for PhD students Student evaluation summary data	Annual exit surveys of graduating majors Departmental annual reports 2008-2013 (with 2014 missing, as this was canceled by Dean of Maxwell School) which detail productivity and placement data for PhD students Student evaluation summary data	In early 2000s, we established list of 5 learning outcomes for undegraduates, discssed them as a department, and required their inclusion in all syllabi; these outcomes also became backbone of exit surveys
Horrace	Bill	Maxwell	Economics	Unknown	Unknown	Unknown
Winders	Jamie	Maxwell	Geography	Each semester, students complete an evaluation form that asks them to reflect on whether the course they took addresses the learning outcomes that our department has identified for geography undergraduate courses.	We conduct two student evaluations at the end of each semester for each course: Student evaluations of each course (focused on effectiveness of teaching, instructor's handling of student participation, etc.) and learning outcomes in geography (focused on whether students felt they gained an understanding of key concepts in geography, multiple perspectives in geography, analytic skills, etc.) We also survey our graduating seniors on what our department is doing well and what we could improve, on our advising practices, on their perception of their own job prospects, preparation for careers, etc.	Based on feedback from a survey we conducted of our graduate student alumni, we are piloting a series of courses on professional development. We are also reconsidering our overall graduate curriculum. In our undergraduate program, we are incorporating various new teaching techniques, such as flipped classrooms and enhanced use of Blackboard.
Ebner	Michael	Maxwell	History	Student evaluations, research seminar assessments	student evaluations, annual faculty reviews, research seminar assessments (by faculty, of their students).	Our PhD program underwent an external review. Extensive changes were made to the requirements, outcomes, and timetable of both our MA and PhD program. We are currently reforming our BA

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						program, putting more emphasis on research skills.
Lovely	Mary	Maxwell	International Relations	1. student evaluations of all courses using the IRP prefix 2. Capstone projects and their evaluations 3. Senior exit surveys 4. We keep track of all fellowship and awards received by our students. 5. ACCESS database of student courses and grades.	Please see all information we capture and review in above box. We review our students course choices each year, with an emphasis on understanding student areas of interest and the available course offerings; a view toward ensuring interdisciplinary programs of study; and a desire to monitor student choices with regard to double and dual majors and minors. We also analyze the outcomes of student capstone projects to better understand program strengths and weaknesses.	We have undertaken many recent actions. 1. Removed internships from list of viable capstone options due to insufficient oversight and poor outcomes. Enhanced capstone requirements to increase emphasis on original nature of research and to increase length. Make use of Turnitin for paper submission mandatory. Created committee to review capstones systematically and provide feedback and guidance to students whose papers need revision. 2. Created new capstone seminars to better support on-campus capstone writers. 3. Our ongoing assessment of capstones led to a recent curriculum change, just approved by the Senate, for a research methods requirements. 4. To assist students seeking more challenging capstone work, we proposed a distinction program in IR, and this new program has been approved by the SU Senate.

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Boroujerdi	Mehrzad	Maxwell	Political Science	COME BACK TO ANSWER THIS @ 3/26/15	determine necessary changes.	The department is undertaking a comprehensive review of its assessment policy and procedures.
Rubenstein	Ross	Maxwell	Public Adminstration	We have extensive assessment plans for the MPA and MPH program. For other programs we ahve course learning objectives only	See above	See above
Greene	Vernon	Maxwell	Social Science	This is a PhD only interdisciplinary program that draws on faculty and curriculum from throughout the Maxwell School, and sometimes beyond. Students must demonstrate knowledge by passing the usual milestones of seminar study, proposal defense, qualifying exams, and oral thesis defense.	Not sure what this means in the context of our program.	I'm just not sure how to respond to this.
Tuohey	Chris	Newhouse	Broadcast & Digital Journalism	None. However data is being gathered this semester on individual classes for Accreditation purposes. Also data collection began in spring 2014 on an experimental class to decided if it will become a requirement. This process is ongoing.	See above. Also, because our industry is rapidly changing, relying on data collection and review would not be the most effective way to determine changes. Our faculty is professionally oriented and well connected to the industry. We react (and in some cases try to predict) changes in the industry on a semester by semester basis. This allows us to be nimble in adapting to change and to avoid long term mistakes in curriculum.	Again, this part of the answer above. Additionally we host a bi-annual "State of the Field" day long seminar with the New York State Associated Press Association to bring in industry professionals to share the latest best practices. We also routinely engage working professionals as guest speakers in events and in class discussions.
Gorham	Brad	Newhouse	Communications	My dept. - which, by the way, has no degree program of its own, as we serve the School as a whole but have no undergraduate majors - has collected data on the effectiveness of our Grammar Slammer course (COM 101), our introductory Communications and Society course (COM 107), and our undergraduate	Have have used pre- and post-test measures for COM 101, COM 107 and the law courses. We have also run comparisons between COM 101 student performance and their grades on COM 107 writing assignments to look at effectiveness. COM 107 instructors regularly meet at the end of term to discuss what worked and what didn't and discuss changes for the next semester.	COM 101 has undergone various changes since its inception as a result of feedback and assessment data from the class. COM 107 instructors regularly meet at the end of term to discuss what worked and what didn't and discuss changes for the next semester, and used the assessment data to supplement

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				law courses. We are still in the midst of developing a system for outside evaluation of the effectiveness of our COM 117 class, Multimedia Storytelling, as well as our slew of media and diversity courses (e.g. COM 344, COM 346).		those discussions. Law faculty also discussed what their data showed and made some minor changes accordingly.
Chessher	Melissa	Newhouse	Magazine	We conduct an annual exit survey to gauge how well we've delivered on the skills we hope students possess.	We send out student work to be assessed by professionals and to gauge areas that need to be bolstered and what we're doing well.	We created the Pitch Cafe â€" where students from sections of Article Writing pitch ideas to working magazine editors and students from magazine editing attend to witness writer/editor relationships â€" to bolster students' ability to research and frame a story idea and pitch it to professional in the field who has written a brief overview of what they want from writers.
Ford	Rochelle	Newhouse	Public Relations	Writing pre and post test scores Comprehensive Exams Capstone Course Departmental Exam Campaign Final Projets Exit survey of graduating seniors and graduating master's students Internship Evaluations Classroom Teaching Evaluations	We collect this data annually, we have revised some of the instruments this academic year. Writing pre and post test scores Comprehensive Exams Capstone Course Departmental Exam Campaign Final Projets Exit survey of graduating seniors and graduating master's students Internship Evaluations Meetings with students	We are revising our curriculum to: 1. Increase the variety of professional experiences required for our students 2. Include standardized writing rubric for various course 3. Emphasize visual communication 4. Extended learning opportunities for English as a second language students 5. Incorporating more electives to help students learn new approaches to digital analytics, paid

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						communication, shared communication, earned media and owned media/content. 6. Incorporating opportunities for flex courses, NYC and LA semester study, international components of courses
Hill	Nicole	SOE	Counseling & Human Services	Performance on national comprehensive knowledge-based exam. Clinical portfolios in PrePracticum, PrePracticum II (for clinical mental health students only), Practicum, and Internship Feedback from field placement supervisors on student competencies Skill based assessment rubrics integrated into appropriate coursework	Feedback from students on program objectives Feedback from field placement supervisors on programmatic preparation of counseling students Employer feedback every three years for recent alumni Feedback from alumni about level of preparation post-graduation Faculty review annually of program objectives, course requirements, professional accreditation standards, and performance of students on national assessment protocols	We are in the process of revising our curriculum in our three master's programs and our doctoral program. We are working on alignment with our 2016 CACREP professional accreditation standards as well as to integrate feedback from our various stakeholders about how well we are preparing our students to function as counselors, counselor educators, and supervisors.
Applebaum	Barbara	SOE	Cultural Foundations	For PhD: - Develop skills in research methodology and the ability to apply them in their content areas. - Develop deep knowledge of the student's content areas For Masters Develop knowledge of the student's content area	For PhD: 1st Year Review, 45 hour review, annual reports, comprehensive exams, research apprenticeship project For Masters: Intensive Exam	We have worked with students to form study groups and brown bags on topics that are related to students' interests.

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Brutsaert	Tom	SOE	Exercise Science	None in Exercise Science. Not sure about the Physical Education Programs	None in Exercise Science. Not sure about the Physical Education Programs	Regular faculty meeting where curriculum and the undergraduate experience is discussed, but so far as I am aware, nothing based on quantitative or qualitative assessment tools. Again, Physical Education may be different.
Koszalka	Tiffany	SOE	IDDE	Grades (ALL programs); Portfolio Reviews (MS-IDDE/MS-IT/PhD); NYS and NCATE Standards / Dispositions Data by semester (MS-IT) Dissertation Defense Reports (PhD); RAP Supervisor Reports (PhD); Qualifying Exam Results (PhD);	Ed Tech MS - Collect and Review Course Evaluations/Student progress based on NYS & NCATE requirements/Student portfolios/Student feedback & Interviews/Faculty feedback each semester and at graduation (5 yr reviews of alignment of course outcomes/activities with NYS/NCATE/ID standards and every 5 years review competitor programs to determine needs for program updates) IDD&E MS - Collect and Review Course Evaluations/Student portfolios/Student feedback & Interviews/Facutly feedback each year at graduation (5 yr reviews of alignment of course outcomes/activities with ID standards and every 5 years review competitors to determine need for program updates) IDD&E PhD - Collect and Review Course Evaluation/Student Portfolios/RAP/Qual Results/Time in degree data/faculty feedback every year ... conduct reviews of other PhD requirements within SoE/SU and outside similar programs, professional requirements for IDD&E doc grads annually... review program feedback annually ... IDD&E CAS programs - Continuously scanning similar / competing programs outside of SU.	IDD&E online courses on the whole have integrated more acitivties beyond online reading and discussions... team work actvities representative of the work environment... use of more and different types of online/digital resources to enhance ed technology competencies MS programs have been modified from 36/37 credits to 30 credits to focus student learning in faculty areas of expertise and prep them for work environments.. more hands on authentic tasks and projects; Faculty are offering more outside of class project opportunities (e.g., designing/prototyping instructional resources for clients) for both MS and Doctoral student to gain instructional design/development experience... Faculty are offering more outside of class research experiences opportunities (e.g., participating in internal R&D projects faculty are

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						working on and external R&D projects outside of SU) for doctoral students to gain research and writing experiences as well as depth of knoweldge in topic related to their interests.
Chandler-Olcott	Kelly	SOE	Reading & Language Arts	For our undergraduate and master's level programs that yield state certification, we have a full complement of data, linked to our unit-wide plan for accreditation. For the doctoral programs, we have data from students' annual CV updates, 45-hour examinations, qualifying examinations, research apprenticeships, and disssertations.	Faculty coordinators for each of the undergraduate and master's programs writes an annual program, per our unit-wide commitments around accreditation, summarizing patterns in data from the year and documenting data-driven changes that were made. Faculty across the department participate in reviews of 45-hour examinations and qualifying examinations during our monthly department meetings. Once a year, the full group reviews each student's progress in the program after each submits a CV update modeled on our own faculty requirements.	Too many to summarize in this field for the master's programs, which were recently revised with the State Department of Education. We are in the midst of an internal program review for the doctoral programs. We hired an outside consultant from SUNY-Albany to assist informally with this process in August, and we are in the midst of deciding what moves to make first from the recommendations that emerged from her facilitation of discussions.
de Berly	Gerry	UC	English Language Institute	The ELI offers multiple proficiency levels and components (for each level) . Each course has learning outcomes stated on the syllabus. Additionally, every level has a number of rubrics (criteria) broken out across skill sets.	Students completing a component and continuing on to a higher proficiency level is one assessment activity. Each level has at least three instructors and all students must achieve at least 75% in each component to pass or complete. Instructor grades are calibrated and any discrepancies are discussed. Student performance is assessed. Papers are reconsidered if there is a questionable interpretation of performance (or instructors are in significant disagreement as to evaluation. The University carried out a longitudinal study to assess GPA of Chinese students with ELI experience versus Chinese non-elk students to determine any	Materials, course schedules, class sizes, placements, are considered routinely. Instructors work together to assess problems, strategies for success, and support strategies that can be provided to students. Often new components or serialized supports are offered to students to enhance learning (e.g. exam prep, tutoring, discipline specific offerings, special skill offerings such as keyboarding skills or Blackboard use)

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					difference in performance. Students with ELI experience did well and the ELI added value to student experience and success. Instructor and course evaluations are issued at 4-week (to determine if any changes are needed during the course) and 13 weeks (to determine student satisfaction levels) .	
James	Stephanie	VPA	Art and Foundation	Each course that is devised and approved has learning outcomes designed specifically for students to direct them in what is expected of them for assessment. Faculty asses against these outcomes. We currently do not track whether each LO is achieved with a mark set against it although this would be good practice for the future.	Assessment activities are scheduled and clearly described in the assignment briefs and course programs. There are varying practices including very different grading scales and quantity of LO's for courses that are delivered at the same level. Generally LO's are understood differently by faculty and by students. This will need to be addressed in the future.	Recently we have proposed to change the curriculum entirely. As Art is not classroom/lecture based, time in the studio is more important than delivering information. We are introducing larger credit based courses, limiting learning outcomes to a three-four succinct expectations, agreed to set up a grading task group to standardize the grading scale, team-teach and to develop student-led learning - pedagogy towards androgogy.
Morris-Interim	Charles	VPA	Communication & Rhetorical Studies	For the BS program we are in a year-long phase of gathering data in a number of courses within the major, including the required courses. In terms of the MA program we have data on students who have successfully been admitted into doctoral programs, but have not gathered other forms of learning outcomes data.	As a part of a self-study process en route to external review we have formed an assessment committee and have been engaged in learning outcome data collection in a number of the required courses in the major. We are also planning an exit survey for the senior class.	Curriculum, pedagogy, and advising are staples in faculty discussion. We expect that future action steps will emerge from the assessment data, self-study, and external review.
Fathers	James	VPA	Design	We have minimal data if any I have instituted better L&T practices	We are currently putting in place yearly program evaluations, progresses slow.	See above: based on my experience in the UK we are not yet in a place to claim robust procedures and

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				this year but we are no where we should be in terms of quality and enhancement of the students earning experience and assessment.	We have a new learning and teaching committee that will look at all new curriculum and amendments as well as the yearly prog evals We also have started to use peer to peer observation as a means of sharing practice accross the school	practices - we need to establish shared values and approaches and an ongoing support structure for faculty to embed good practices
Comprix	Joseph	Whitman	Accounting	Apart from informal conversations, I'm not aware of any data collection or analysis being done for either undergraduate or graduate.	None	We have adjusted the courses in the curriculum based on feedback from our advisory board.
McKelvie	Alex	Whitman	Entrepreneurship & Emerging Enterprises	For our BS program, we follow the learning outcomes that are collected for all undergraduate students in Whitman. For our MS program, we observe the learning outcomes in their cumulative capstone experience - both in terms of the written deliverables and oral presentation.	For the BS program, we have created a tracks system to guide students towards particular learning outcomes that match their career intentions. This reflect particular skillsets and experiences that students need to be successful in their chosen career endeavors. For the MS program, we work with the grad office to ensure that a substantial portion of the program is in line with overall AACSB ideas. For the EEE elective part, this tends to be done more organically, with internal discussions based on the overall progress of our students.	See above concerning tracks system. This has been used for both the BS and MS programs. Since our MS program is relatively small, we make small tweaks to increase the impact on student learning - such as making opportunities for greater experiential learning. We continue to make improvements to our course offerings and instructional materials.
Lee	Enkyu	Whitman	Marketing	1. Course specific learning outcomes in course syllabi 2. A work-in-progress draft of program brochure, which contains a description of marketing major 3. "Marketing career tracks" description in the program curriculum	The department has been conducting a comprehensive curriculum review and development, in preparation of the implementation of the new Whitman undergraduate curriculum starting in fall 2015. This process involved placement data analysis, benchmarking of peer schools' curriculum, and student focus group interviews.	The analysis of relevant data and a series of faculty discussions led to a new undergraduate marketing curriculum that requires 5 major courses beyond the integrated core. Two of the 5 courses will be required for all marketing majors, and the students will be advised to choose the other three based on one of the three career tracks in the revised curriculum.