

## Inventory of Educational Effectiveness Indicators

COLLEGE MISSION							
<p>A. Students will learn to think critically.                      B. Students will learn to communicate responsibly and effectively.                      C. Students will develop as leaders and innovators in their chosen endeavors.                      D. Students will learn to develop and realize their own creative visions across the arts and sciences.                      E. Students will learn to push the traditional boundaries of their disciplines.                      F. Students will consider ways to effect thoughtful changes in a global, multicultural society.</p>							
Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
FINE ARTS DIVISION							
<b>STUDIO ART</b>	<b>STUDIO ART Dept Outcomes Supporting College Mission</b>						
	The Art Department supports the College's mission to educate students to think critically and to communicate responsibly and effectively, and to develop their creative visions. Students work on problem solving assignments both visually and conceptually.	All outcomes for studio art are being introduced and given adequate opportunity for practice. There are ample opportunities for students to demonstrate mastery of all of the outcomes	.	All courses are touching upon at least one of the program's desired outcomes and in most cases two or three.			The studio art faculty have had two retreats in the last year focusing on curricular renewal. Recently instituted three new introductory level classes including Introduction to digital Imaging and Video to expand present offerings to support student work in these areas.
	<b>Additional STUDIO ART Dept Outcomes</b>						
	Personal vision and specific knowledge of a given medium or genre		Thesis exhibition in the Mills College Art Museum.				
	Possess the skills necessary to construct and present artwork with an understanding of the creative act with analysis of its historical, political and cultural contexts.		Students are critiqued on a final portfolio in the various studio disciplines.	Acceptance to graduate programs for an MFA. Practicing art on a professional level; high level of visibility in museum and gallery world; teaching art in high school or college while maintaining a professional art practice.		Many students are meeting on of the benchmarks.	
	Possess the capabilities of problem solving and critical analysis as it pertains to the art making process.						
	Knowledge of a broad spectrum of current critical						



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DANCE	DANCE Department Outcomes Supporting College Mission						
	Fosters excellence through the breadth and challenge of the curricular offerings.						
	Theory courses of dance history dance analysis and criticism, and dance courses in non-Western or non-Euro-American cultures teach students to think and write effectively and responsibly.						
	Choreography classes of increasing complexity train students to respond with increasing clarity to their creative visions.						
	The final projects (among others) require students to connect their knowledge of the world of dance to historical, socio-political, and cross-cultural strands that make up the modern world.						
	<b>Additional DANCE Dept Outcomes</b>						
	Possess the physical skills needed to engage in dance as a performer.		Auditions provide baseline against which progress is measured on mid-term and final practical examinations; senior practicum (concert or lecture demonstration) is used to assess				

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			achievement in artistry in performance				
	Achieve the creative capacity and aesthetic understanding necessary to engage in dance choreography.		A filmic record of student choreography is compiled along with student kept journals of suggestions for improvement. The video record is kept for student viewing as they review the comments of the professor, the TA, and fellow classmates. A final project is used to assess skill and knowledge acquisition over the course of a semester.				
	Possess a deep appreciation of the importance of dance of dance as an art form and as an expression of the human spirit.		The senior thesis is evaluated for the way it relates the discipline of dance to other disciplines, theories, or worldviews.				
	Possess the ability to analyze and critique dance works						
	Possess the confidence to devise strategies for self-directed learning in the field.						
DANCE MA/MFA	DANCE GRADUATE Program Outcomes Supporting College Mission						
	Additional DANCE GRADUATE Program						

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	<b>Outcomes</b>						
<b>MUSIC</b>	<b>MUSIC Dept Outcomes Supporting College Mission</b>						
	College objectives supported: All						
	<b>Additional MUSIC Dept Outcomes</b>						
	Understand music within a broad cultural, political, social and intellectual context		Student research papers and analysis of scores and music examples Assessment through midterm and final exams, term papers, short essays. Also assessed in class discussions and reflected in grad	85% of students at the senior level will achieve this outcome.	Ongoing assessment is accomplished through midterm and final examinations, term papers, and short essays. The quality of each student's grasp of music in its broader contexts is also assessed in class discussions and is a crucial component of the grading standards for many of our classes	Students are meeting this assessment outcome	Instructors teaching courses in this category continually adapt their syllabi to the changing populations of students
	Possess a knowledge of an openness to a diversity of musical styles		Final papers and oral presentations; original musical compositions and performances.	At least 95% of students will clearly demonstrate knowledge of and openness to a diversity of musical styles. All students will produce at least three out of four of the artifacts listed. The knowledge and openness will appear in attitudes of students	Final papers and oral presentations should show ability to recognize, describe and discuss music from several different cultural origins and to analyze the way that musics from different cultures influence each other. The quality and range of musical	Our students are fully meeting or expectations of student learning outcomes in this area.	Results are discussed in departmental faculty meetings. When criterion are not met, adjustments in the curriculum will be and have been made to enhance and achieve this outcome.

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				demonstrated in classes where this is not the primary learning outcome: knowledge of a wider range of musical styles will provide significant enhancement to skills and comprehension of all subjects in the curriculum	compositions and performances will be interpreted.		
	Possess excellent musicianship skills: the ability to notate and read music proficiently, sight singing, and ear training		Student performance in private lessons and public performances; Noon and Showcase concerts, senior recitals, undergraduate composers' festival. Seniors in Performance and Composition present seven brief compositions/performance s of their own works which is recorded	At least 85% of Music Department majors at senior level will be proficient in sight singing, ear training, and music notation.	Students pass through a series of three increasingly difficult levels of training in sight singing, ear training, and music notation. They must pass the final level exam in these three areas to continue. Grades in Ensemble classes provide data as does faculty input at performances	Students are meeting the anticipated student outcome.	The department assessed Music 003 Musicianship in Spring, 2004. The structure of the course was revised and hired additional faculty to teach the course, resulting in dramatic improvements in this learning outcomes.
	Have a thorough grasp of music theory and history		Student research papers, scores and music samples; weekly quizzes, analytical essays, term papers, and class presentations	At least 85% of our students will demonstrate a high level of musical literacy and a solid understanding of music theory applied to diverse repertoires.	Knowledge of music theory and history is assessed through the quizzes, essays, term papers, and class presentations	Students in our program continue to meet this assessment outcome. Many of them have gone on to pursue careers in musicology. For example, several of our students have recently received scholarships from top graduate schools in the U.S.	We continue to adapt our curriculum to changing student populations. These are done by faculty individually and also pursued within departmental curricular initiatives
	For performers and		Student performance in	85% of all performances	Grades in the senior year	Students are	Although these are

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	composers: possess skills with improvisation as well as a standard repertory and technical skills in electronic music, computer music, and recording engineering		private lessons and public performances; recording of exercises and projects; performances in the undergraduate composers' festival or in recitals.	of each student in their senior year should be rated as accomplished.	for individual instruction; all departmental faculty attend as many performances as possible, especially senior recitals and the undergraduate composers' festival, and provide substantial verbal and written feedback to the students.	achieving the desired learning outcome, with currently over 85% performing at an "accomplished" level.	favorable results for this learning outcome, we might improve further by maintaining even greater communication with our music lesson instructors in performance so that we, as advisors, could offer even more guidance if needed.
MUSIC MA/MFA	MUSIC GRADUATE Program Outcomes Supporting College Mission						
	Additional MUSIC GRADUATE Program Outcomes						
INTERMEDIA ARTS	INTERMEDIA ARTS Program Outcomes Supporting College Mission						
	Students will learn to think critically.						
	Students will learn to communicate responsibly and effectively.						
	Students will develop as leaders and innovators in their chosen endeavors.						

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	Students will learn to develop and realize their own creative visions across the arts and sciences.						
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	<b>Additional INTERMEDIA ARTS Dept Outcomes</b>						
	Skills--Students will develop technical competence in relationship to art-making and productions involving electronic media.						
	Knowledge--Students will learn concepts of intermedia art theory, history, and practice.						
	Attitudes/Values—students will develop professionalism, experimentalism, awareness of multiple disciplinary practices, and cultivate the development of their individual artistic voice.						
<b>LETTERS DIVISION</b>							
<b>ENGLISH</b>	<b>ENGLISH Dept Outcomes Supporting College</b>						

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
	<p><b>Mission</b>                      Educating students to think critically</p>		<p>Original critical papers in most classes; ability to offer structured critical feedback in creative writing workshops</p>	<p>Success here would mean that all of our students are engaging critical faculties in their study of literature, creative writing and contingent issues in history and culture. To achieve this, our departmental goal is to come up with shared standards about critical thinking across different kinds of courses we teach through which evaluate student work, and to be sure that best practices in both writing and class discussion are fore-grounded in our teaching. We would want students to understand that this is not a random or subjective notion (critical thinking) but one that has clear standards and evaluative practices</p>	<p>English 10 has undergone one year of its assessment project, with new course outcomes constructed. Papers from each section taught this past year (4) have been assessed and evaluated, and a paper grading rubric has been constructed as well as clear learning outcomes for the course (see attached). Papers from all 4 sections of the class offered in 2007-8 have been evaluated using a shared rubric. Because English 10 is the required course for majors, but is also used by some non-majors for GE credit, our data for year one represents about 60 students, perhaps 20 of which were majors. See attached report for specific data on English 10. The Department also collected data from pilot course evaluations looking at how students understood their learning in specific English classes</p>	<p>While more information/data remains to be collected, 69 of students in English classes in Spring 08 felt they had improved in their critical communication skills—a related though not identical category to critical thinking skills. Critical thinking was not directly assessed in the English 10 assessment, though it clearly related to writing skills</p>	<p>Faculty in English 10 will use a common grading rubric for their teaching in 2008-9 (four sections) and syllabi will now have shared course outcomes in common. Data from collective English courses will be presented to faculty in the first phase of our departmental assessment project</p>

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	Educating students to communicate responsibly and effectively		Final papers from literature and creative writing courses; capstone projects; oral reports in classes	All majors would be able to write and speak not only within accepted disciplinary standards, but also in response to specific situations or particular assignments. Linked to our work for SLO A, we will continue to refine our evaluative rubrics for student writing, as well as focus on the ways students are asked to use oral presentation in most of the classes in the department. In this we want students to feel as if they can communicate their ideas effectively in class settings, as well as outside of the classroom	See item c for SLO A. We will continue this work for other courses in our larger departmental assessment program. See attached report on English 10 assessment, which specifically examines critical writing	Data from the pilot study on English departmental learning outcomes suggests that faculty believe they are addressing oral speaking skills more effectively than students believe they are	English 10 has adopted new paper grading rubrics to assist student learning. It is possible that the department will adopt the English 10 paper grading rubric for many other courses as well. While the department will most certainly assess our standards for writing in each course level in which we teach, our current assessment ideas suggest we will also want to examine the ways discussion and oral presentations are used in many of our classes
	Developing students as leaders and innovators in their chosen endeavors		Artifacts for this outcome are a little harder to determine. In many cases we have undergraduate who attend conferences, who do internships in teaching and publishing as part of their degree, but there is also a sense of confidence we would want to instill in students regarding their capacity to engage with the large world of literature, academia, arts, teaching and publishing. And,	To demonstrate success on this outcome, we would want to see a significant number of our students taking up internships while in the program, as well as receiving grants and opportunities for teaching, conference and publishing activity. We would also want to see their acceptance rates to graduate schools as well as aid packages awarded to them	While we have not formally started this aspect of our assessment, our informal tracking of our alumnae suggest that our students do go on to be successful in teaching, in graduate schools, in non profit work and in publishing	We have not yet begun this assessment	Doing this piece of our assessment would allow us to understand how our students can apply the skills they learn in our program both in academic and non academic settings, and allow us to look at our program requirements in a broader context

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			because and English major has broad applicability, our hope would be that our emphases on critical thinking, writing speaking and creative vision would carry over into any number of fields and professions—for example, acceptance to law or other professional graduate schools One artifact we would certainly want to have better access to tracking of our undergraduates in their various paths as well as an alumna survey We would want to continue to track students who take up the opportunity of the 4+1 in teaching Our undergraduate literary magazine, The Walrus, is one great artifact for this outcome Course evaluations; the pilot study from 2009 course evaluations does suggest that students do not perceive their leadership skills to be significantly enhanced in many English courses				
	Educating students to develop and realize their		Creative writing and critical papers, capstone	Success here would mean our students are	Capstone courses, end of year	In our recent program revision we	Not yet initiated

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	own creative visions across the arts and sciences.		projects readings, alumna tracking, course evaluations. Spring 2009 pilot course evaluations on students' perceptions on whether "they improved on accepting the challenges of their creative visions."	active in creating and promoting their creative visions in and out of the classroom	performances/readings, a clear sense of progressive expectations from lower division to upper division work; reports from major advisors. Data from the 2009 pilot project suggests over 63% of students feel they have improved in this area	instituted the capstone experience for both literature and creative writing majors; informal assessment has indicated this has allowed students to better create and control their own creative visions as they move through the department. Our capstone is a larger creative or critical project of the student's choosing, and completing this "thesis" has proven already to be a very successful part of the major. The next step will be an eventual assessment of the thesis courses themselves. We also changed the timing and format of our junior advising meeting to more adequately focus on what courses the student intends to take that can support her work in her thesis	
	Challenging students to push the traditional boundaries of their		Final papers, curricular options, student access to diverse faculty working in	Success would come in knowing that all students are fully exposed in the	We are currently undergoing a long term curricular review,	Not yet performed, and new positions not hired	NA

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	disciplines		pushing traditional boundaries of their disciplines	course of the major to both canonical and non-canonical writings and ideas about literature. Pushing traditional boundaries would come from getting exposed writers and critics who enact this work, as well as being encouraged to experiment in their own work	especially in terms of hiring new faculty. The department has reviewed our current curriculum, and made recommendations for faulty positions that do in fact seek to push traditional boundaries in the discipline. Other forms of assessment on student writing will be part of our longer term project for creating grading rubrics across class categories		
	Challenging students to consider ways to effect thoughtful changes in a global, multicultural society.		Co-curricular internship options, curricular review, advising, assessment of the 4+ 1 in Education and how it is affecting our students understanding of their work in English	Success would mean that our students have access to ideas and work about the larger implications of our field and their work, and be able to understand, as we suggest in SLO 5, that literature has relationships with history and culture, and that literature reflects and effects change in society	While certain kinds of classes in the English department may address this issue directly, especially courses in ethnic and non canonical literature and writers of color, many classes may not explicitly expose students to these ideas. Our emphasis on the interconnections between history and literature in our survey and literature courses insists that students do grasp the ways literature can effect change in the world and vice versa. While a larger curricular review will help us understand what classes	<b>Not yet initiated</b>	We are more cognizant of gaps in our curriculum, and having faculty create courses (in lieu of getting additional positions) that might address some gaps. We have done a curricular review indicating we need some new positions that might highlight this outcome. We are beginning discussions this year about ways students can use apply their skills in local communities. Discussions about curriculum resulted in additions to the course offering in 2008-9, including courses in Outsider Poetry

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					best offer this challenge to students, the department also hopes to create more internships with a focus on teaching and literacy for our undergraduates		Movements, Jewish Christian Relations, and Contemporary Literatures. Other more formal assessment will take place in next two years
	<b>Additional English Department Outcomes</b>						
	Become familiar with broad range of literary works and ideas from ancient to contemporary cultures.		Review and revision of the major requirements; assessment of English 10 course underway, as well as specific assessment of our survey requirement	Students would use lower division courses in the major to ensure their breadth of exposure to a variety of period and authors, and have ample opportunity to follow up with in depth study at the upper division	We have revised the major, and begun a curricular review. Most importantly here will be an assessment of our lower division literature courses. We do not have any other specific data on this outcome at this time	Through our major redesign, we determined that survey courses were not necessarily fulfilling their intended goal, and we instituted a new lower division requirement, Intro to Literature, which is now being fully assessed	With the exception of junior transfers, all English majors must now take two surveys in historical sequence. We are trying to increase our offerings in contemporary literatures. We have put our literature courses on a clearer rotation to ensure coverage through a two year cycle
	Gain in depth knowledge of particular literary periods, themes, genres or specific writers.		Program review, curricular review and outcomes for each kind of course we teach (in this case mostly upper division courses)	Success would mean all students have the opportunity to study in depth through the work we do in our upper division literature courses	Date for this has been analyzed as part of both our own strategic plan and recent Program review. We do need to include this in student survey as part of our larger assessment plan forthcoming. We do know that we need a much better rotation and systemizing of how and when we teach special topics courses	At the moment, we have worked to make the course rotation in the department more consistent, so students can in fact have access to a variety of courses that would meet this outcome	Having clearer sense of how we meet this criteria will ultimately help us in course rotation, staffing, and new course development
	Develop critical and creative writing skills through		English 10 assessment (ongoing): capstone	All students would leave the major feeling	See data for English 10 assessment; as we go	Not yet completed	Ideally, we would have better clarity around the

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	experience with a variety of written forms.		course projects, final papers in variety of classes, curriculum review	confident of their writing abilities, and they would feel that their development in this area worked across courses, allowing for incremental and sequential improvement as they move through the major	through a systematic assessment process, we will collect papers from students across all fields and work to refine our existing department grading criteria as part of the process		way writing is evaluated, as well as a variety of approaches and pedagogies for student writing. We have begun to standardize some grading practices in critical writing
	Formulate and execute a viable advanced project that engages with research and uses critical analysis or creative writing skills.		Much of our means of informal assessment here has come from advisors and their reports about how students are negotiating the individualized program of study leading to a capstone in the major. Likewise, faculty teaching capstone have also had input via narratives of teaching the capstone courses. Finally, we collect all the theses written by undergraduates in the department	Ideally, all students would enter their senior year with a clear idea of their thesis project, and some skill sets to help them get to a polished final paper that demonstrates "mastery."	Our understanding from the two years this new program has been in place is that it is working well, but that our weak link was in advising and using advising as a way to connect students to their capstone project. We need to do a systematic review of capstone projects themselves, but informal data at final student readings suggest most students are achieving and learning a lot through the capstone process. More data (the actual theses) will be collected and assessed through our upcoming departmental assessment project	After examining the way our advising was or wasn't helping students enter the capstone class with a vision of their project, we revised our advising process and forms in the department. Rather than asking sophomores to list all six of their courses that would build toward the capstone project, we have moved this to the junior year, and asked students to identify TWO courses that will best serve their capstone preparation. We found that only in the junior year could students really identify their thesis ideas and course selections in that	To be determined

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						direction. Other courses students choose may in fact be instrumental in the capstone process, but may also allow students to focus on other learning outcomes as well	
	Understand the relationships between history, literature and culture and the ways literature reflects and effects changes in societies.		We have not really begin this portion of the assessment process, though as we do our curricular review, we are cognizant that we need to build a curriculum that addresses emerging critical discussions in the construction of English and American literature programs to account for new theories of both what constitutes "English" and "American" literature. These conversations draw on issues related to how societal change is created via literature or represented in literature, and emphasizes how construction of certain canons of literature may obscure this larger role literature can play as a societal change agent. Another way to assess this would be to examine our	Students would understand the social, cultural historical and political relevance of literature from a variety of historical and national perspectives, and a choice of classes to help them with this outcome. They would also have more co-curricular opportunities to work in local communities with their literary skill set	This will be a more difficult outcome to assess, but we hope to include a question about this on a student assessment survey, as well as in our departmental assessment project	Not yet determined	Not yet determined

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			survey courses specifically, which are based upon the relationships between history and literature				
<b>ENGLISH MA – English and American Literature</b>	<b>ENGLISH GRADUATE Program Outcomes Supporting College Mission</b>						
	Students will learn to think critically.						
	Students will learn to communicate responsibly and effectively.						
	Students will develop as leaders and innovators in their chosen endeavors.						
	Students will learn to develop and realize their own creative visions across the arts and sciences.						
	Students will learn to push the traditional boundaries of their disciplines.						
	<b>Additional ENGLISH GRADUATE Program Outcomes</b>						
	Become familiar with broad range of literary works and ideas from ancient to contemporary cultures.						
	Gain in depth knowledge of particular literary periods, themes, genres or specific writers.						
	Develop critical writing skills through experience with a						

## Inventory of Educational Effectiveness Indicators

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A. Students will learn to think critically. B. Students will learn to communicate responsibly and effectively. C. Students will develop as leaders and innovators in their chosen endeavors. D. Students will learn to develop and realize their own creative visions across the arts and sciences. E. Students will learn to push the traditional boundaries of their disciplines. F. Students will consider ways to effect thoughtful changes in a global, multicultural society.							
Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
	variety of written forms.						
	Formulate and execute a viable advanced project that engages with advanced critical writing skills						
	Understand the relationships between history, literature and culture and the ways literature reflects and effects changes in societies.						
	Gain skills in teaching writing of various genres, practice as a teacher and fundamentals of writing pedagogy.						
<b>ENGLISH MFA – Creative Writing and Literature</b>	<b>ENGLISH GRADUATE Program Outcomes Supporting College Mission</b>						
	Students will learn to think critically.						
	Students will learn to communicate responsibly and effectively.						
	Students will develop as leaders and innovators in their chosen endeavors.						
	Students will learn to develop and realize their own creative visions across the arts and sciences.						
	Students will learn to push the traditional boundaries of their disciplines.						
	Students will consider ways to effect thoughtful changes						

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	in a global, multicultural society.						
	<b>Additional ENGLISH GRADUATE Program Outcomes</b>						
	Become familiar with broad range of literary works and ideas from ancient to contemporary cultures. Gain in depth knowledge of particular literary periods, themes, genres or specific writers.						
	Develop creative writing skills through both reading and writing in a variety of written forms.						
	Understand how literature is distributed and disseminated in contemporary society.						
	Understand the ways in which literature contributes to and comments on culture and society.						
	Formulate and execute a book-length project that is well developed, fulfills its intentions, and is of appropriate scope (i.e. length, depth, and complexity).						
	Gain skills in teaching writing of various genres, practice as a teacher and fundamentals of writing pedagogy.						

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
ETHNIC STUDIES	ETHNIC STUDIES Program Outcomes Supporting College Mission						
	Students will learn to think critically.	Demonstrates critical thinking: challenges prevailing assumptions and generates original thought.	Written assignments that demonstrate ability to challenge prevailing assumptions regarding questions of race, ethnicity and social inequality; Research papers that reflect original and critical thought; Senior thesis comprised of an original piece of research that demonstrates critical analysis of existing scholarly work in the field and dominant media and popular representations	90% of students should demonstrate critical thinking and challenge prevailing assumptions in relation to their research topic	During 2008-09, we developed a rubric for assessing the Senior Thesis as the capstone experience of the Ethnic Studies major (see attached). ETHS 191, our Senior Seminar will be taught in Fall 08, and at that time, all the Senior Theses by seniors in the current year will be assessed using the rubric. In addition, 5 theses from each of the past two years will be analyzed in order to identify any shifts over the past 3 years	Not yet implemented	Once the findings from the Senior Thesis assessment have been compiled, the faculty will meet at an annual retreat to discuss any implications for the curriculum. If any of the SLOs have not been attained at a sufficient level, we will examine how those SLOs can be strengthened in the core courses leading to the Senior Seminar, and in the teaching of ETHS 191
	Students will learn to communicate responsibly and effectively.	Criterion 1: Clearly states and supports all arguments coherently and systematically organizes and analyzes data; uses correct citational formats Criterion 2: Presents research findings in a range of formats appropriate to different audiences; conveys complex analysis in clear language accessible to a lay reader; sufficiently	Senior Thesis; participation in classroom debates and presentations; mini-conference where ETHS seniors will present their senior theses	90% of students will master this SLO at a developed or highly developed level	See above. We will also assess the Senior Seminar mini-conference for evidence of effective oral presentation and argumentation	Not yet implemented	See above

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
		explains and defines specialist language and concepts Criterion 3: Demonstrates ability to construct and deliver an oral argument and participate in a debate on a topic of race and ethnicity; states a position with clarity and confidence; responds to questions with evidence of critical thinking					
	Students will develop as leaders and innovators in their chosen endeavors.	Criterion 1: Demonstrates original thought by designing and carrying out an innovative piece of research for her senior thesis. Creatively synthesizes and applies her knowledge of Ethnic Studies theories and perspectives in a new context Criterion 2: Demonstrates knowledge of principles of group-centered and participatory leadership and applies these skills in the context of group-work in classroom or co-curricular activities	Participation in Senior Seminar class; Senior thesis. Classroom projects involving cooperative work	80% of students will master this SLO at a developed or highly developed level	See above	See above	See above
	Students will consider ways to effect thoughtful changes in a global, multicultural	Criterion 1: Demonstrates knowledge of historical and	Research papers; Senior Thesis; Written report of participation in Service	90% of students will master this SLO at a developed or highly	See above. During 2009-10, after the initial phase of assessment, we will	See above	See above

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
	society.	contemporary movements for racial justice; demonstrates ability to connect this knowledge to practical experiences of organizing for social justice Criterion 2: Interacts effectively with community organizations and individuals across racial lines; demonstrates awareness of power dynamics in relation to race, class, gender, sexuality and national origin; works to develop and maintain egalitarian relationships with peers and community members Criterion 3: Demonstrates an understanding of the principles of community organizing for social justice; applies effective teamwork and team-building skills	Learning with a local community organization; Participation in Senior Seminar	developed level	explore whether additional assessment procedures need to be put in place for this SLO. This may include formal assessment of student participation in Service Learning placements		
	<b>Additional ETHNIC STUDIES Outcomes</b>						
	Students will demonstrate knowledge and critical analysis of Ethnic Studies perspectives and themes.	Criterion 1: Demonstrates understanding of the history, origins and purpose of the discipline of Ethnic Studies; is familiar with core theories	Research papers; Senior Thesis, Analytical essays	90% of students will achieve mastery of this SLO	See above	See above	See above

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		of race and ethnicity; is aware of new directions in the discipline Criterion 2: Demonstrates knowledge of historical and contemporary experiences of African Americans, American Indians, Latinas/of, Asian Pacific and South Asian Americans—singly and in comparison Criterion 3: Articulates the intersections of race, ethnicity, class, gender, nation, and sexuality through consideration of the experiences of peoples of color Criterion 4: Analyzes historical and contemporary patterns of colonization, migration, globalization, and transnationalism as they have affected peoples of color					
	Students will develop knowledge of the cultural and intellectual contributions of people of color.	Criterion 1: Demonstrates a familiarity with, and an understanding of, the artistic and literary contributions of peoples of color in the US, and their diasporic and global relationships Criterion 2:	Research papers; Senior Thesis, Analytical essays	See above. During 2009-10, after the initial phase of assessment, we will explore whether additional assessment procedures need to be put in place for this SLO. This may include assessment of student final research papers for	See above	See above	See above

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
		Demonstrates a familiarity with the theoretical and intellectual contributions of peoples of color Criterion 3: Engages in a critical consideration of the cultural work of people of color		ETHS 90, our core course on comparative ethnic literature and cultural production			
	Students will be familiar with anti-oppressive methodologies and will develop research techniques for participatory research with communities of color.	<p>Criterion 1: Demonstrates knowledge of the history of research with communities of color, and critical engagement with epistemological, ethical and political issues related to research</p> <p>Criterion 2: Demonstrates familiarity with a range of anti-oppressive and participatory research methodologies; applies principles of post-positivist methodologies to her research project</p> <p>Criterion 3: Demonstrates familiarity with qualitative research methods; articulates links between methodology and methods chosen; designs and carries out a research project involving data collection, analysis and dissemination; demonstrates an</p>	Completion of Human Subjects Protocol in ETHS 91 or 191; Final paper documenting students' "research journey" in ETHS 91; Senior Thesis	90% of students will master this SLO at a developed or highly developed level	See above. During 2009-10, after the initial phase of assessment, we will explore whether additional assessment procedures need to be put in place for this SLO. This may include assessment of the final research paper for ETHS 91, research methods in Ethnic Studies	See above	See above

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
		awareness of her social location in relation to the research project Criterion 4: Demonstrates an understanding of the importance of and measures taken to protect human subjects; completes appropriate protocols					
BOOK ART	BOOK ART Program Outcomes Supporting College Mission						
	None listed.						
	<b>Additional BOOK ART Program Outcomes</b>						
	Possess a basic understanding of the book as both an artifactual object and a carrier of content.						
	Have knowledge of the basic principles of hand bookbinding and letterpress printing.						
	Be able to use a press to print books and broadsides in editions.						
	Be articulate in the vocabulary of critique with which to discuss their work and the work of their colleagues.						
FRENCH AND	FRENCH AND						

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FRANCOPHONE STUDIES	FRANCOPHONE STUDIES Program Outcomes Supporting College Mission						
	First and most evident learning objective of French studies is to achieve excellence defined as a measurable level of proficiency in the language. Regardless of the teaching methodology used, language acquisition is in the end a strictly progressive and hierarchical process, one of our principle aims is to bring students to as high a degree of linguistic achievement as possible by the time they graduate.						
	French Studies is closely identified with a long philosophical and intellectual tradition that emphasizes rational critique and theoretical thinking. Whether we are covering the French literary tradition or the field of post-colonial Francophone literature, we seek to expose students to the considerable body of critical theory that is an essential part of our discipline.						
	Forming connections among people as well as		Required study abroad				

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	across branches of learning is the college's mission to which our program makes the most distinct and obvious contribution. French and Francophone studies forefronts issues of national and cultural identities and difference, as well as exchanges and conflicts, in its entire coverage of the French tradition and of the French speaking world that is the direct result of colonization and diasporic movements between Europe, Africa, and the Americas.						
	<b>Additional FRENCH AND FRANCOPHONE STUDIES Program Outcomes</b>						
	Possess an advanced level of proficiency in speaking, understanding, reading and writing French						
	Possess general knowledge and appreciation of French and Francophone history, cultures, and literatures						
	Possess advanced knowledge and critical expertise in at least one area of French and Francophone culture and literature						
	Possess adequate grounding in critical theory and the ability to apply it to						

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	the analysis of literary and cultural documents						
	Possess and understanding and appreciation of issues of cultural identity and difference, and some experience of exposure to a culture other than their own.						
<b>SPANISH AND SPANISH-AMERICAN STUDIES</b>	<b>SPANISH AND SPANISH-AMERICAN STUDIES Program Outcomes Supporting College Mission</b>						
	Department supports all College mission outcomes						
	<b>Additional SPANISH AND SPANISH-AMERICAN STUDIES Program Outcomes</b>						
	Possess a high level of linguistic proficiency in Spanish		Performance: the capacity to understand, process, and produce correct utterances in Spanish at various levels of sophistication depending on the course. Different types of written and oral forms of controlled performance: weekly classroom oral participation Oral reports during the semester Weekly writing assignments in Spanish Tests and quizzes in Spanish Midterm and final	Criterion for success is the learner's capacity to perform four major tasks with increasing sophistication in Spanish: 1. To understand oral statements presented to her 2. To produce meaningfully correct oral statements in her speech 3. To comprehend a variety of written texts		Program majors and minors demonstrate that they are graduating with a high level of linguistic proficiency in Spanish	

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
			examinations; Final research paper in spanish	4. Write correct Spanish at different levels of formal and informal types of language use			
	Know canonical and non-canonical literary works within socio-historical, gender, and structural framework of analysis and understanding		Weekly discussions of different texts; oral reports; different types of writing assignments (short papers, final research paper); midterm and final written examinations	By the time they graduate, students in the major have demonstrated that they are prepared for graduate studies in Spanish and latin American literatures, and/or for professional training and work in any field requirement exceptional Spanish-language skills. Students also demonstrate an understanding of and familiarity with, canonical and non-canonical literary works within socio-historical, gender, and structural frameworks of analysis and understanding.			
	Value the diversity of Hispanic peoples and cultures		Weekly discussions of different texts; oral reports; different types of writing assignments (short papers, final research paper); midterm and final written examinations	Student demonstrate that she is able to analyze a variety of cultural texts and documents from different media and perspectives from Spain, Latin American and U.S. Latino cultures, and that she is able to explain the particular value of the			

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
				diverse characteristics of these cultural texts and documents in an articulate and insightful way.			
	Possess a high level of cultural literacy, both in mainstream and popular forms of Hispanic cultural expressions		Weekly discussions of different texts; oral reports; different types of writing assignments (short papers, final research paper); midterm and final written examinations	The student is able to carry out a cogent critical examination and discussion of fundamental periods, aspects, topics, and issues inherent in the cultural realities of Spanish, Latin American, and .S. Latino peoples. The student is also able to establish multiple meaningful connections between and among such periods, aspects, topics, and issues, showing this outcome with self-confidence and ease.			
	Acquire a solid knowledge of the Hispanic historical tradition Critical methodology, and contemporary concepts and theories of cultural and literary study and criticism		Weekly discussions of different texts; oral reports; different types of writing assignments (short papers, final research paper); midterm and final written examinations; active and cooperative participation in class; independent and team work in order to carry out focused research	Latin American, Spanish, and U.S. Latina/o historical, social and political issues do constitute a major factor and aspect of the general intellectual framework from which our courses in Hispanic language, literatures, and culture are approached, along with linguistic, formal, and structural parameters. The		Graduates demonstrate a solid knowledge of Hispanic historical traditions critical methodology, and contemporary concepts and theories of cultural and literary stud ad criticism.	

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
				demands of contemporary academic training in the discipline require a combination of diverse parameters and perspectives as part of a cutting-edge, critical education in the language, literature, and culture of Spanish-speaking peoples.			
<b>WOMEN'S STUDIES</b>	<b>WOMEN'S STUDIES Program Outcomes Supporting College Mission</b>						
	Thinking critically, communicating responsibly and effectively						
	Acquiring the knowledge and skills necessary to effect thoughtful changes in society						
	Preparation of students for lifelong intellectual, personal, and professional growth						
	<b>Additional WOMEN'S STUDIES Outcomes</b>						
	Understand the distinctive contributions of women to cultures and histories						
	Understand the impact of race, class, national origin, and other significant differences as well as the commonalities of women's experiences						

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	Understand a variety of theories of gender						
	Be able to analyze the connections among current and past social issues pertaining to women and gender.						
COMPARATIVE LITERATURE	COMPARATIVE LITERATURE Program Outcomes Supporting College Mission						
	Additional COMPARATIVE LITERATURE Program Outcomes						
LATIN-AMERICAN STUDIES	LATIN-AMERICAN STUDIES Program Outcomes Supporting College Mission						
	Additional LATIN-AMERICAN STUDIES Program Outcomes						
LITERARY AND CULTURAL STUDIES	LITERARY AND CULTURAL STUDIES						

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	Program Outcomes Supporting College Mission						
	Additional LITERARY AND CULTURAL STUDIES Program Outcomes						
NATURAL SCIENCES DIVISION							
BIOLOGY	BIOLOGY Department Outcomes Supporting College Mission						
	Help students understand both the natural world and the scientific basis of issues that affect all of society.						
Tea com find writt							
	Teach students to think critically						
	Additional BIOLOGY Dept Outcomes						
	Possess knowledge of general biological principles		Successful completion of BIO 133, BIO 148 and BIO 191	80% of students receive a B- or above in each of key courses	Carefully weigh grading system to assess the accomplishment of the goals for the course Each course has a specific rubric for each assignment, and		Each year, based on the performance of the class, the instructor reevaluates each course, using the results to determine in which ways each of the three courses will be

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					assignments listed for each course feed into the course grade in a specific manner.		revised the next time it is offered. Also, feedback from the instructors of these important cap courses is considered by the Biology Department as a whole to address whether certain aspects should be emphasized more in the lower division courses.
	Have the ability to carry out standard laboratory and field techniques, including analysis of results		Successful completion of Upper division cap courses that have associated laboratory sections to measure mastery of standard laboratory and field techniques, including analysis of results: BIO 110, BIO 133, BIO 149	In each of these key courses, 80% of the students receive a B- or above	Carefully weigh grading system to assess the accomplishment of the goals for the course Each course has a specific rubric for each assignment, and assignments listed for each course feed into the course grade in a specific manner.		Each year, based on the performance of the class, the instructor reevaluates each course, using the results to determine in which ways each of the three courses will be revised the next time it is offered. Also, feedback from the instructors of these important cap courses is considered by the Biology Department as a whole to address whether certain aspects should be emphasized more in the lower division courses.
	Have the ability to communicate findings in both oral and written modes		Senior thesis: BIO 191	80% of students complete BIO 191 with a grade of B- or above.	The grade assigned is a fair assessment of how well students have mastered the ability to communicate both orally and in writing.		
	Understand and practice the process of scientific inquiry, including the logic		Successful completion of BIO 133 and BIO 191	80% of students complete BIO 133 and 191 with a grade of B- or	System of grading both BIO 133 and BIO 191 are designed to assess		

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	of experimentation and data analysis			above	whether Biology majors have attained a sophisticated understanding of and ability to carry out the process of scientific inquiry.		
	Have the ability to evaluate a new area of research using knowledge of biological principles and the process of scientific inquiry as well as the current biological literature.		Senior Seminar: BIO 191	80% of students will receive a B- or above in BIO 191	Each biology major must write a 20-page senior thesis on a topic of her choice within the context and guidance of our Senior Seminar course.. For each assignment, the grading rubric includes the aspects of organization content and mechanics. For these reasons, the grade the student receives in BIO 191 is a very well-balanced assessment of her learning outcomes as a biology major.		
<b>CHEMISTRY and PHYSICS</b>	<b>CHEMISTRY Outcomes Supporting College Mission</b>						
	To acquire the knowledge and skills necessary to understand the natural world						
	The College encourages openness to experimentation and change in the context of established academic disciplines.						

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	<b>Additional CHEMISTRY Outcomes</b>						
	Be able to relate chemical structure to chemical reactivity						
	Understand the value of thermodynamics, kinetics, and equilibrium as they relate to chemical change						
	Understand the principles behind the tools and techniques used to study chemical structures and chemical reactions.						
	Be able to interpret the data obtained using these tools and techniques						
	Be able to engage the primary chemical literature and to use its findings						
<b>MATHEMATICS and COMPUTER SCIENCE/COMPUTER SCIENCE PROGRAM</b>	<b>COMPUTER SCIENCE Program Outcomes Supporting College Mission</b>						
	Develops logical, analytical thinking and empowers students to develop and embody their ideas through computer software and hardware.						
	Lab courses foster experimentation; mathematical courses foster rigor						
	Understanding the applicability to other disciplines, including but not						

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
	limited to mathematics, philosophy, psychology and public policy						
	<b>Additional COMPUTER SCIENCE Program Outcomes</b>						
	Design and write a correct computer program	Convert a description of a programming problem into an explicit specification	Assignments projects, exams in courses with programming components; particularly CS 113, CS 170; CS 180: ST: Information Retrieval Systems, or other selected special topics courses), where the students will have the opportunity to demonstrate their abilities in a major programming project.				
		Design an appropriate class structure, including exceptions, for the problem					
		Develop and implement an appropriate testing plan					
		Implement code that successfully solves the problem	Projects and/or tests; final exams in systems courses (ex: CS 111); Completing the course's project(s) (e.g. Building a working computer); Demonstrating their knowledge independently through exams or other written assignments				
		Document code properly, e.g., in accordance with the Sun JavaDoc guidelines					
		Optimize code to more efficiently use computer resources, such as memory and CPU time					

## Inventory of Educational Effectiveness Indicators

COLLEGE MISSION							
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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
	Understand how computer systems (including architecture, operating systems, networks, and compilers) work	Completing the course's project(s) (e.g., building a working computer	Students' ability to understand and apply mathematical concepts are evaluated in assignments or exams in courses with mathematical content.				
		Demonstrating their knowledge independently through exams or other written assignments.					
	Understand and apply the mathematical concepts underlying computer science	Convert a problem into mathematical notation					
		Construct a proof	Evaluated in reports or exams in relevant courses: CS 113, CS 170, CS 180, CS 186, , CS 186.  Evaluated in reports or exams in relevant courses: CS 123 Evaluated in reports or exams in relevant courses:				
		Choose appropriate data structures and algorithms					
		Show the correctness of an algorithm					
		Evaluate the space and time complexity of an algorithm					
		Understand the mathematical theory underlying the architecture of a computer, such as binary arithmetic and logical gates and circuits					
		Understand the mathematical theory of computation and its connection to the mathematical theory of machines, languages, and grammars					
		Evaluate whether a problem is fundamentally					

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
		undecidable (equivalent to the Halting Problem), impossible (e.g., perfect lossless compression), infeasible (e.g., NP-complete), or tractable (polynomial-time					
	Apply computer science to meeting human needs	Design and build an appropriate user interface					
		Consider the social consequences of technology					
		Convert a human problem (e.g., optimization) into a mathematical problem that can be solved with computer science techniques.					
		Understand information and network security	Evaluated in reports or exams in relevant courses: CS 186 CS 180: ST: Internet Security				
<b>INTERDISCIPLINARY COMPUTER SCIENCE</b>	<b>INTERDISCIPLINARY COMPUTER SCIENCE Program Outcomes Supporting College Mission</b>						
	Students will learn to think critically.						
	Students will learn to communicate responsibly and effectively.						
	Students will develop as						

## Inventory of Educational Effectiveness Indicators

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
	leaders and innovators in their chosen endeavors.						
	Students will learn to develop and realize their own creative visions across the arts and sciences.						
	Students will learn to push the traditional boundaries of disciplines.						
	Students will consider ways to effect thoughtful changes in a global, multicultural society.						
	<b>Additional INTERDISCIPLINARY COMPUTER SCIENCE Program Outcomes</b>						
	Design and write a correct computer program.						
	Understand how computer systems (including architecture, operating systems, networks, and compilers) work.						
	Understand and apply the mathematical concepts underlying computer science.						
	Form interdisciplinary connections and apply computer science to meeting human needs.						
<b>MATHEMATICS AND COMPUTER SCIENCE DEPARTMENT/ MATHEMATICS</b>	<b>MATHEMATICS Program Outcomes Supporting College Mission</b>						

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
<b>PROGRAM</b>							
	Mathematics focuses on analytical thinking, problem solving, and precise communication, skills the College wishes to foster in our students. It is an excellent field both for lifetime intellectual interest and for career preparation. Mathematics provides a strong basis for business, finance, engineering, sciences, teaching, actuarial work, and fields that need highly developed analytical skills, such as law.						
	<b>Additional MATHEMATICS Dept Outcomes</b>						
	Analytical/logical: develop analytical skills and logical reasoning		Students' development of analytical skills and logical reasoning will be demonstrated in the required Abstract algebra courses (MATH 151-152) through homework assignments, projects, presentations, and examinations		Students' analytical skills and logical reasoning ability will be measured through scoring guides for required assignments		
	Visual Models: develop ability to understand and create visual models		The development of students' ability to understand and create visual models will be developed in required courses (MATH 49-50, 141-142) and mastery will		Students' ability to understand and create visual models will be measured through scoring guides for required assignments and examinations		

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
			be demonstrated in at least one elective.				
	Communicate: develop ability to communicate mathematical thoughts in a clear and coherent fashion		Master of students' ability to communicate mathematical thoughts in a clear and coherent fashion will be demonstrated in required courses (MATH 151-152) and in upper division elective courses through homework assignments, projects, presentations, and examinations.		Students' ability to communicate mathematical thoughts will be measured through scoring guides for required assignments.		
	Problem-solving: develop problem-solving skills, and in particular, develop the ability to handle problems that require multiple steps for their solution		Students' development of problem-solving abilities will be introduced and practiced in all required and elective courses and will be mastered in MATH 151-152 courses and several upper division elective courses via homework assignments, examinations, recitation, presentations, and special projects.		Students' problem-solving abilities will be measured through scoring guides for required assignments		
	Quantitative: improve quantitative skills		Students will be practicing and mastering quantitative skills in all required and elective courses. Mastery will be demonstrated in all but four of the required and elective courses. In those courses, students will be introduced to and practice quantitative skills through homework		Improvement in students' quantitative skills will be measured through scoring guides for required assignments.		

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
			assignments, recitation, projects, presentations, and examinations.				
	Theory: understand and appreciate a major mathematical theory		Students' understanding of an appreciation for a major mathematical theory will be demonstrated in both required and elective courses through homework assignments, projects, presentations, and examinations.		Students' understanding of an appreciation for a major mathematical theory will be measured through scoring guides for required assignments.		
	Application: learn to apply a major mathematical theory to solve non-trivial problems in other scientific domains		Application of a major mathematical theory to solve non-trivial problems in other scientific domains will be demonstrated in both required math courses (MATH 48-49) and in elective courses, particularly those in Computer Science. Application of a mathematical theory to solve non-trivial problems will be accomplished through homework assignments, projects, presentations, and examinations.		Students ability to apply a major mathematical theory to solve non-trivial problems in other scientific domains, will be measured through scoring guides for required assignments.		
	Abstraction: develop ability to understand, appreciate, and utilize the power of abstraction		Students' ability to understand, appreciate, and utilize the power of abstraction will be introduced and practiced in several required and elective courses, with mastery demonstrated in		Students' ability to understand, appreciate, and utilize the power of abstraction will be measured through scoring guides of required assignments.		

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
			MATH 152. Homework assignments, presentations, recitations, projects and examinations will be used to demonstrate the understanding, appreciation, and utilization of the power of abstraction.				
	Proofs-Exposition: develop ability to read and write mathematical proofs with understanding		Development of students' ability to read and write mathematical proofs with understanding will be demonstrated in both required and elective courses (culminating in mastery in MATH 152) through homework assignments, recitations, presentations, and examinations.		Scoring guides for required assignments will be used to measure the development of students' ability to read and write mathematical proofs with understanding.		
	Proofs-Creation: develop ability to discover non-trivial mathematical theorem and to justify these theorems by means of rigorous proofs		Students will be introduced to and will practice non-trivial mathematical theorems and justify them by means of rigorous proofs in several required and elective courses with mastery shown in MATH 152. Homework assignments, projects, presentations and examinations will be used to demonstrate this knowledge.		Scoring guides for required assignments will be used to measure the development of students' ability to discover non-trivial mathematical theorems and the ability to justify these theorems by means of rigorous proofs.		
	Examples: develop ability to		The development of		Scoring guides for		

## Inventory of Educational Effectiveness Indicators

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
	devise examples and counterexamples to support or refute conjectures.		students' ability to devise examples and counterexamples to support or refute conjectures will again be demonstrated in both required and elective courses (culminating in mastery in MATH 152) through homework assignments, recitations, presentations, and examinations.		required assignments will be used to measure the development of students' ability to devise examples and counterexamples to support or refute conjectures.		
PSYCHOLOGY	PSYCHOLOGY Department Outcomes Supporting College Mission						
	Students will be able to think critically	Students will understand scientific method	thesis				
	Students will be able to communicate responsibly		Writing and Oral communication skills				
	Students will acquire knowledge and skills necessary to understand the natural world	Human behavior and thought, including neuropsychological mechanisms					
	Students will be able to effect thoughtful changes in society	Preparing students to think and effect change through basic research and application					
	<b>Additional PSYCHOLOGY Dept Outcomes</b>						
	Possess knowledge of contemporary psychological principles and theories.						
	Be able to find and to read with comprehension, research studies in the						

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
	professional literature.						
	Understand the value of the scientific method as a way of thinking about questions concerning the causes of and therapeutic approaches to behavior.						
	Have the ability to apply the scientific method to questions concerning the causes of and therapeutic approaches to behavior.						
	Have the ability to communicate effectively and responsibly in writing and interpersonal contexts						
<b>BIOPSYCHOLOGY</b>	<b>BIOPSYCHOLOGY Program Outcomes Supporting College Mission</b>						
	Students will learn to think critically.						
	Students will learn to communicate responsibly and effectively.						
	Students will consider ways to effect thoughtful changes in a global, multicultural society.						
	<b>Additional BIOPSYCHOLOGY Program Outcomes</b>						
	Possess a knowledge of general biological and psychological principles to understand interactions						



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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
ENVIRONMENTAL SCIENCE	ENVIRONMENTAL SCIENCE Program Outcomes Supporting College Mission						
	To acquire the knowledge and skills necessary to understand the natural world						
	Encourages openness to experimentation and change in the context of established academic disciplines.						
	<b>Additional ENVIRONMENTAL SCIENCE Program Outcomes</b>						
	Understand the concepts of thermodynamics, equilibrium, and mass balance as they relate to environmental change in multiple disciplines.						
	Be able to apply concepts and facts from various disciplines to analyze environmental issues from a scientific viewpoint.						
	Understand the principles behind the tools and techniques used to study chemical, biological, and geological systems in the laboratory or the field, and be able to interpret the data obtained using these tools and techniques.						

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
	Be able to engage the primary scientific literature and to use its findings.						
	Have the ability to communicate scientific information in both oral and written modes.						
<b>ENVIRONMENTAL STUDIES</b>	<b>ENVIRONMENTAL STUDIES Program Outcomes Supporting College Mission</b>						
	<b>Additional ENVIRONMENTAL STUDIES Program Outcomes</b>						
<b>PRE-NURSING</b>	<b>PRE-NURSING Program Outcomes Supporting College Mission</b>						
	Students will acquire the knowledge and skills necessary to understand the natural world						
	Students will develop the individual and collective strengths of all its students while preparing them for lifelong intellectual, personal and professional growth.						



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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
	Additional POST-BACCALAUREATE PRE-MEDICAL Program Outcomes						
<b>SOCIAL SCIENCES DIVISION</b>							
<b>ECONOMICS</b>	<b>ECONOMICS Department Outcomes Supporting College Mission</b>						
	Educate students to think critically and communicate responsibility and effectively and to acquire the knowledge and skills necessary to understand the world and effect thoughtful changes in society.						
	Use economic terminology appropriately and correctly.						
	Be able to identify and compare a range of						

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## Inventory of Educational Effectiveness Indicators

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
	economic theories and concepts						
	Collect, analyze, and present quantitative data and draw inferences from statistical measures						
	Locate, understand, and assess professional economic literature						
	Organize and present material in a systematic framework.						
<b>BUSINESS ECONOMICS</b>	<b>Business Economics Program Outcomes Supporting College Mission</b>						
	Educates students to think critically and communicate responsibly and effectively and to acquire the knowledge and skills necessary to understand the world and effect thoughtful changes in society						
	<b>Additional BUSINESS ECONOMICS Department Outcomes</b>						
	Students will be able to use economic/business terminology appropriately and correctly						
	Students will develop an understanding of the goals, operation, and management of business firms and the skills useful in solving						

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
	business problems.						
	Students will be able to collect, analyze and present quantitative data and draw inferences from statistical measures.						
	Students will be able to locate, understand, and assess professional economic/business literature.						
	Students will be able to organize and present material in a systematic framework						
<b>GOVERNMENT</b>	<b>GOVERNMENT Department Outcomes Supporting College Mission</b>						
	Students will learn to think critically.						
	Students will learn to communicate responsibly and effectively.						
	Students will consider ways to effect thoughtful changes in a global, multicultural society.						
	<b>Additional GOVERNMENT Department Outcomes</b>						
	Recognize the diverse forms of power that characterize various political systems and appreciate the factors that affect the exercise of political power.						

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
	Identify the key functions of government and the variety of institutional structures and mechanisms that carry them out.						
	Be able to locate and have some familiarity with fundamental scholarly literature on political topics.						
	Construct and present well-conceived and well-written arguments.						
<b>INTERNATIONAL RELATIONS</b>	<b>INTERNATIONAL RELATIONS Program Outcomes Supporting College Mission</b>						
	Students will learn to think critically.						
	Students will learn to communicate responsibly and effectively.						
	Students will consider ways to effect thoughtful changes in a global, multicultural society.						
	<b>Additional INTERNATIONAL RELATIONS Program Outcomes</b>						
	Possess a good working knowledge of ongoing developments in world affairs.						
	Have an ability to construct well-conceived and well-written arguments.						

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
	Be able to formulate alternative explanations for events and trends in the contemporary world.						
	Have a familiarity with fundamental scholarship and cutting edge research in international relations.						
POLITICAL LEGAL AND ECONOMIC ANALYSIS	POLITICAL LEGAL AND ECONOMIC ANALYSIS Program Outcomes Supporting College Mission						
	Additional POLITICAL LEGAL AND ECONOMIC ANALYSIS Program Outcomes						
HISTORY	HISTORY Department Outcomes Supporting College Mission						
	Additional HISTORY Department Outcomes						
	Students will possess the ability to appraise historical and archival resources						
	Students will possess the ability to distinguish and						

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
	evaluate competing positions and narratives						
	Students will possess the ability to construct and articulate independent, reasoned, and historically grounded perspectives						
AMERICAN STUDIES	AMERICAN STUDIES Program Outcomes Supporting College Mission						
	Additional AMERICAN STUDIES Program Outcomes						
PHILOSOPHY	PHILOSOPHY Department Outcomes Supporting College Mission						
	The Philosophy Department prepares students to think critically, to communicate effectively, persuasively, and responsibly, and to effect thoughtful changes in society.						
	The philosophy Department helps students acquire the knowledge they need to understand them selves and the world around them, and it prepares them for						

## Inventory of Educational Effectiveness Indicators

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
	lifelong intellectual, personal, and professional growth						
	<b>Additional PHILOSOPHY Department Outcomes</b>						
	Possess a critical understanding of the positions taken by major figures in the history of philosophy.						
	Possess a critical understanding of major issues in speculative philosophy (metaphysics, epistemology, and their sub-divisions).						
	Possess a critical understanding of major issues in the value theory (ethics, political philosophy, aesthetics, and their sub-divisions).						
	Understand the logical structure of natural language and be able to construct and test arguments using formal proof procedures.						
	Be able to use philosophical concepts and theories to construct cogent and well-written defenses of positions taken on contentious issues.						
<b>SOCIOLOGY and ANTHROPOLOGY</b>	<b>SOCIOLOGY and ANTHROPOLOGY Department Outcomes</b>						

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
	<b>Supporting College Mission</b>						
	Foster Excellence						
	Think Critically						
	Communicate Responsibly and Effectively						
	Foster Creativity						
	Acquire Knowledge & Skills						
	Understand the Natural World						
	<b>Additional SOCIOLOGY and ANTHROPOLOGY Department Outcomes</b>						
	Socio-cultural relativism:	Knowledge that beliefs, practices, and institutions vary from culture to culture	Senior Projects. Writing in senior year courses. Discussions in senior year seminars. Since a failure to acquire this knowledge, skill, and attitude pretty much makes it impossible to succeed in any course in anthropology or sociology, almost all graded work in these courses is a direct measure of this outcome Students will demonstrate sociological/anthropological intuition				
		skill of seeing the world from perspectives other than one's own and of recognizing the social/cultural construction of things otherwise taken as					

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
		natural/universal or personal/idiosyncratic.					
		Attitude that values the diversity of human cultures, experiences, lifestyles, etc. and the importance of multiple perspectives and standpoints.					
	Experience in and/or knowledge of cultures/contexts other than one's own.	<p>Knowledge of what it means to be a human being in different kinds of societies and cultures and in different social locations within society.</p> <p>Skills of listening, seeing, taking the role of the other, questioning one's own assumptions.</p> <p>Attitude of openness and flexibility in the fact of difference.</p>	Exams, research papers, and other projects based on fieldwork or service learning in courses which address this outcome generally cannot be done successfully without this outcome being fulfilled at least to a degree. It is also acquired in service learning experiences and in study abroad.	Most majors take two or more courses in which this outcome is covered, participate in service learning, and study abroad.			Based on examination of curricula selected by recent majors we will adjust course offerings and/or advising to make sure that all majors are taking at least two courses which address this outcome. Based on assessment of degree of participation in service learning and study abroad we may increase the degree to which we exhort students to take advantage of these opportunities. If observations suggest that service learning is not being utilized effectively we might offer service learning workshops every semester in order to encourage students to evaluate and mentor each other and provide a basis for faculty to identify ways in which the

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
							program can be improved.
	Social and Cultural as Real.	<p>Knowledge of social structural causes of, and constraints on, behavior in contrast grounding all explanation in individual motivation, character, and choice.</p> <p>Knowledge and appreciation of role of power in social life.</p> <p>Skill of being able to identify the social and/or cultural in novel situations.</p>	These core ideas are a sine qua non for success in intermediate and advanced courses. This is especially true in the production of senior theses.	All students can take an example of social life and point out the roles of culture, power, and the social.			
	The Fields: History, Shape, conceptual Toolboxes	The Field. Possess knowledge of the history of the fields of anthropology and sociology, the shape of their parts, and their relationships to, and differences from,	Examine the distribution of grades in the courses which offer an overview of the disciplines. Instructors of capstone courses could ascertain how many students seem to have a good overview of the	Can students pass a course in the history of sociological thought or anthropological theory, both of which require a sense of the shape and history of the fields? Can students write a			If it is not happening already, we might consider a stronger advising component in the major to encourage students to take at least one course in each area. Based on an examination

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
		neighboring fields.  Conceptual Vocabulary and mental tools. Knowledge: an active, intellectually informed conceptual vocabulary – about, for example, race, class, gender, organizations, markets, politics, globalization – and the skill of using it to make sense of every day events, contribute to civic and policy discussions.  Race, class, gender. General knowledge of these fundamental dimensions of inequality,, detailed knowledge of each, and of how they intersect.	fields. Instructors of intermediate and advanced courses might make a concerted effort to assess the degree of background knowledge students who have taken previous soc/anth courses are bringing to their courses. Do most students pass at least one course that focuses on each of these three dimensions? Do most students take at least one course that brings these dimensions together? Do our course offerings make this convenient for most students?	competent literature review for senior thesis in which they convey an understanding of the overall shape of their field? Accumulation of concepts from semester to semester. Students come into intermediate and advanced courses with an active conceptual toolbox. Students retain conceptual tools from earlier courses in senior year. Senior students demonstrate the reflex of inquiring into the effects of race, class, and gender for any social phenomenon. Students further demonstrate knowledge beyond the beginning level of each. Finally, students demonstrate a capacity to think about how race, class, and gender intersect.			of course rotations we might modify schedules so that each year all three are offered.
	What we Know About the World	Substantive knowledge about the world. Students should acquire knowledge of a core set of empirical facts about the world. These are things that are too basic to call "findings," per se,		Senior students demonstrate knowledge of the world at a level appropriate for an educated citizen.			If a large number of students are skipping

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		<p>but of fundamental importance as a foundation for thinking about the world around us. Examples include basic demographics of the world and the US, basic geography, structure of basic institutions, or the history of race and gender in America.</p> <p>Core institutions. Students should gain focused knowledge of institutional realms such as medicine, education, commerce, politics, cities, religion.</p> <p>Social Scientific findings. Knowledge: Students should acquire a repertoire of findings of sociological research and anthropological research.</p>					
			Instructors of intermediate and advanced courses might make a concerted effort to assess the degree of background knowledge students who have taken previous soc/anth courses are bringing to their courses.	Senior students demonstrate knowledge of the world at a level appropriate for an educated citizen.			
			Do most students pass at least one course that focuses on each of these three dimensions? Do most students take at least one course that brings these dimensions together? Do our course offerings make this convenient for most students?	Student is able to pass multiple courses in which social science finding are a part of the material covered. Student is able to complete a senior project which demonstrates the use of previous research.			

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	Attitudes and skills of empirical research	Empiricism as value. An attitude that places importance on "finding out," on research, as a way to answer questions about human affairs, that values rigor and method, and that appreciates the importance of research ethics. Skill to distinguish empirical from philosophical and political questions.		Student has appropriate reflexes for identifying the kinds of questions that can be settled by social science research. Student demonstrates capacity to distinguish between ethically acceptable research and that which is not acceptable.			
		Methods of Empirical Research. Skill to investigate empirical questions, using various methods, in such a manner as to produce valid knowledge and the skills necessary to analyze and report on empirical data, and the skill of critically reading the reports of others.		Student can describe how a given question might be investigated. Student can analyze social data. Student can read a research paper, understand the findings it presents and its limitations.			If a large number of students are skipping
		Finding what is already known: Skill to expand one's repertoire of knowledge of about the world and of social scientific findings: knowing where to look and how to find what's there.		Student should be able to locate previous research about a given topic, understand it, and assemble it into a statement of "what is known already."			
	Communication	Attitude that values clear, coherent, stylistically correct writing and speaking.	In senior seminar we have many opportunities to observe students' attitudes toward writing and	Senior students have acquired an appreciation of good writing and speaking as shown in			Senior seminar instructors share their observations with colleagues and we





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	<p>and appreciate both the appropriate application and limitation of skills developed in the core, by developing basic familiarity with the following areas of knowledge:</p> <p>a) human organization and the cognitive capacities people bring to decision-making in these settings                      b) the historical evolution of major public problems and social practices in the U.S.                      c) comparative or international governmental institutions and social processes.                      d) economic systems, complex resource interdependencies, and trade relationships.</p>		<p>thesis by two program faculty members.</p>	<p>distinctive political and historical characteristics of different policy domains. <u>For course-based assessment in Economics 134:</u> Student can select and apply relevant economic theories and concepts. <u>For capstone (thesis)-based assessment:</u> Policy problem and background statement reflect awareness of relevant context(s) (historical, social, institutional, cross-national, etc.) necessary for understanding the problem; problem is suitable to techniques of policy analysis; analysis and recommendations take into account multiple perspectives as relevant (including differences by race, gender, class, etc.); assessment of alternatives includes attention to constraints of context (including organizational capacity and limitations in human decision-making).</p>	<p>process, a thesis-evaluation rubric was created in which each SLO was translated into one or more specific criteria that could be applied to the thesis. For each criterion, each thesis would be scored on a scale of 1 (poor quality) to 5 (exceptional), according to specific expectations corresponding to each level of the scale. The criteria relevant to SLO A-1 were as follows:                      A1-1. Policy problem and background statement reflect awareness of relevant context(s) (historical, social, institutional, cross-national, etc.) necessary for understanding the problem.                      A1-2. Problem is suitable to techniques of policy analysis.                      A1-3. Analysis and recommendations take into account multiple perspectives as relevant (including differences by race, gender, class, etc.).                      A1-4. Assessment of alternatives includes</p>	<p>(acceptable) and the range 2-4; a primary problem was that some students defined their research problems in overly broad terms, making it difficult to specify relevant contextual factors. On Criterion A1-2, the overall median was 3 and the range 2-4; low scores resulted primarily from the students' difficulties in delineating researchable policy problems early enough in the thesis process. On Criterion A1-3, the median was 3 and the range 1-4, but for 11% (one) of the theses the criterion was inapplicable (or we were unable to determine its applicability). Students tended to take account of certain factors—such as race or gender—but were not always attentive to multiple perspectives of</p>	<p>preparation for the research process, including instruction in how to define a workable research question or problem. Ideally, students would take a research course before doing the thesis seminar, but that is not feasible in our current program, so we are undertaking a number of other actions to address the need for better preparation. We have created a set of detailed materials on the logics of research and presentation that are given to students and reviewed early on; these materials provide an overview that prompts the students to think through the entire research process so that they can anticipate difficulties and assess at the outset the appropriateness of their problem definitions. We also have formalized a timetable that begins in the previous semester, to encourage them to begin working on the project as early as possible. Finally, because the</p>

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
					attention to constraints of context (including e.g., organizational capacity or biases in human decision-making). Two faculty members read and assessed all nine of the spring 2008 senior theses using the same rubric. In addition to assigning numerical scores for each criterion, we also made notes of qualitative observations relating to patterns we saw or important features of the theses. We then met to compare and summarize our findings, to discuss their implications, and to identify potential program improvements. We did not set formal benchmarks (this was the first year of the process and we are dealing with small numbers), but we did focus our greatest attention on those indicators for which median performance was below level 3 (acceptable).	different groups of stakeholders. On Criterion A1-4, the overall median was 3 and the range 1.5-4; one reviewer found the criterion inapplicable in 22% of the theses. Attention to institutional constraints was sometimes overly and inappropriately judgmental.	failure to attend consistently to all stakeholder perspectives was related to inadequate attention to client/organizational constraints, we developed a "client profile" form that students must complete and submit early in the semester; the form helps to draw their attention to organizational realities and interests.
	Understand the relationship between policy, social structures of inequality, and		Reading by course instructor of embedded exams and papers; rubric-	<u>For capstone (thesis)-based assessment:</u> Policy problem and	This year, all SLOs were assessed by a capstone/thesis	On Criterion A2-1, the median was 3 (acceptable) and the	The results indicated acceptable levels (or better) of performance for

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	identity dimensions of gender, race, ethnicity, culture and class, and the role of the individual in relation to these larger forces.		based review of senior thesis by two program faculty members.	background statement reflect awareness of issue's interaction with race, ethnicity, gender, class, and culture; analysis and recommendations take into account differences in perspectives and impact along these dimensions, as relevant to the thesis topic.	evaluation. For this process, a thesis-evaluation rubric was created in which each SLO was translated into one or more specific criteria that could be applied to the thesis. For each criterion, each thesis would be scored on a scale of 1 (poor quality) to 5 (exceptional), according to specific expectations corresponding to each level of the scale. The criteria relevant to SLO A-2 were as follows: A2-1. Policy problem and background statement reflect awareness of issue's interaction with race, ethnicity, gender, class, and culture. A2-2. Analysis and recommendations take into account differences in perspectives and impact along these dimensions, as relevant.  Two faculty members read and assessed all nine of the spring 2008	range 1-4; for 11% of the theses, the criterion appeared inapplicable. On Criterion A2-2, the median was 3 and the range 2-4; one reviewer found the criterion inapplicable for 33% of the theses, and the other found it inapplicable for 22% of the theses. There were no noteworthy qualitative observations.	almost all students, so no action is planned specifically to address this SLO—though some of our other improvement plans may be relevant to improved outcomes in this area.

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
					senior theses using the same rubric. In addition to assigning numerical scores for each criterion, we also made notes of qualitative observations relating to patterns we saw or important features of the theses. We then met to compare and summarize our findings, to discuss their implications, and to identify potential program improvements. We did not set formal benchmarks (this was the first year of the process and we are dealing with small numbers), but we did focus our greatest attention on those indicators for which median performance was below level 3 (acceptable).		
	Understand the public policy-making process in the U.S., including the political and institutional contexts surrounding public decisions.		Reading by course instructor of embedded exams and papers; rubric-based review of senior thesis by two program faculty members.	<u>For course-based assessment in Government 121:</u> Student understands major political and institutional aspects of US policymaking across stages; understands assumptions, uses and limitations of major analytic approaches	This year, all SLOs were assessed by a capstone/thesis evaluation. For this process, a thesis-evaluation rubric was created in which each SLO was translated into one or more specific criteria that could be applied to the thesis. For	On Criterion A3-1, the median was 3 (acceptable) and the range 2-4; for one reviewer, the criterion was inapplicable in 11% of the theses. On Criterion A3-2, the median was 3 and the range 2-4; again,	The findings on this SLO reflect in part the students' inadequate understanding of the research process and difficulties in problem definition (poor problem definition makes the drafting of appropriate recommendations nearly impossible). To this

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				(BCA and CEA); appreciates the analyst's role and responsibilities; appreciates distinctive political and historical characteristics of different policy domains. For <u>capstone (thesis)-based assessment</u> : Relevant political institutions (and relationships among them) are taken into account as these are relevant to the policy problem, analysis of alternatives, and recommendations; information about relevant political institutions is accurate; recommendations are appropriate to the decision-making context (level of government, type of actor) for which the thesis is written.	each criterion, each thesis would be scored on a scale of 1 (poor quality) to 5 (exceptional), according to specific expectations corresponding to each level of the scale. The criteria relevant to SLO A-3 were as follows: A3-1. Political institutions (and relationships among them) are taken into account as these are relevant to the policy problem, analysis of alternatives, and recommendations, and information about relevant political institutions is accurate. A3-2. Recommendations are appropriate to the decision-making context (level of government, type of actor) for which the thesis is written.  Two faculty members read and assessed all nine of the spring 2008 senior theses using the same rubric. In addition	the criterion was inapplicable in 11% of the theses for one reviewer. The major concern identified here was the students' failure to offer appropriate recommendations—in particular, the failure to shape recommendations appropriate for the decision-making context for which the thesis was written.	extent, the research materials mentioned above (SLO A1) should help. In addition, the client profile requirement (also mentioned under SLO A1) will prompt students to focus on an appropriate level of policy recommendations.

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					to assigning numerical scores for each criterion, we also made notes of qualitative observations relating to patterns we saw or important features of the theses. We then met to compare and summarize our findings, to discuss their implications, and to identify potential program improvements. We did not set formal benchmarks (this was the first year of the process and we are dealing with small numbers), but we did focus our greatest attention on those indicators for which median performance was below level 3 (acceptable).		
	Understand the processes of ethical reasoning and argument and be able to offer, analyze and critique ethical arguments		Reading by course instructor of embedded exams and papers and evaluation of in-class exercises or presentations; rubric-based review of senior thesis by two program faculty members.	<u>For course-based assessments: In Government 139:</u> Student can recognize an ethical dilemma in politics/policy (and understands differences between technical and normative arguments); can analyze a dilemma using both deontological and consequentialist theories; student takes	This year, all SLOs were assessed by a capstone/thesis evaluation. For this process, a thesis-evaluation rubric was created in which each SLO was translated into one or more specific criteria that could be applied to the thesis. For each criterion, each thesis would be scored	On Criterion A4-1, the median score was 3 (acceptable) and the range 3-4, but both reviewers found the criterion inapplicable in 56% of the theses. On Criterion A4-2, the median was 2 (marginal), the range 2-3, and again the criterion was	We recognize that we will need to find alternative ways of assessing ethical reasoning competence. As we develop and enhance our assessment techniques, we will begin to do assessments of single outcomes across courses. When we undertake that approach, we may focus on this particular SLO as a

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				<p>positions based on informed, reasoned argument; student can articulate her argument to others and engage in respectful, thoughtful critique of moral arguments. <u>In Philosophy 125</u>: Student knows major theories of the relation between laws and morals; knows legal and philosophical underpinnings of the concept of social justice; understands competing interests associated with liberty and paternalism; can explain and justify legal decisions in accordance with major theories of constitutional interpretation; can adjudicate conflicts among legal and moral values using philosophical and legal reasoning; can write persuasive essays expressing ideas and research findings. <u>In Women's Studies 94</u>: Student understands basics of moral reasoning; can explicate and critique moral arguments; can craft moral arguments;</p>	<p>on a scale of 1 (poor quality) to 5 (exceptional), according to specific expectations corresponding to each level of the scale. The criteria relevant to SLO A-4 were as follows:                      A4-1. Ethical concerns are correctly identified and relevant ethical criteria are included in the assessment of alternatives.                      A4-2. Ethical reasoning is clear, logical and complete (taking account of multiple perspectives), and empirical claims are substantiated; normative arguments are represented as such.                      Two faculty members read and assessed all nine of the spring 2008 senior theses using the same rubric. In addition to assigning numerical scores for each criterion, we also made notes of qualitative observations relating to patterns we saw or important features</p>	<p>inapplicable in most cases (56% for one reviewer; 78% for the other). The major difficulty in the assessment of this outcome is that significant ethical concerns do not arise in all thesis topics and as a result, a capstone-based assessment will not be adequate for this SLO.</p>	<p>starting point.</p>

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				<p>understands current social problems facing women; understands policy contexts relating to conditions of inequality and globalization relating to women's issues; is aware of cross-cultural ethical issues; can communicate ideas and ethical arguments effectively; uses ethical terminology correctly.  <u>For capstone (thesis)-based assessment:</u>                      Ethical concerns are correctly identified; relevant ethical criteria are included in the assessment of alternatives; ethical reasoning is clear, logical and complete (taking account of multiple perspectives), and empirical claims are substantiated; normative arguments are represented as such.</p>	<p>of the theses. We then met to compare and summarize our findings, to discuss their implications, and to identify potential program improvements. We did not set formal benchmarks (this was the first year of the process and we are dealing with small numbers), but we did focus our greatest attention on those indicators for which median performance was below level 3 (acceptable).</p>		
	<p>Understand basic approaches to legal reasoning and argument and the constitutional framework relevant to public policy decisions</p>		<p>Reading by course instructor of embedded exams and papers; rubric-based review of senior thesis by two program faculty members.</p>	<p><u>For course-based assessment in Social Science 93:</u> Student understands functions of law and institutions involved in its creation; understands the method of legal analysis</p>	<p>This year, all SLOs were assessed by a capstone/thesis evaluation. For this process, a thesis-evaluation rubric was created in which each SLO was translated into</p>	<p>On Criterion A5-1, the median score was 2.5 (between marginal and acceptable), and the range 2-4; both reviewer found the criterion inapplicable</p>	<p>As with the findings on SLOs A-4 and B1, we believe the students are not adequately integrating their diverse core requirements into the process of policy analysis. To address this</p>

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				<p>employed by the courts and various influences on judicial reasoning; can read, understand, and critique primary authority; can solve problems by identifying legal issues, discussing relevant law, and presenting arguments on behalf of interested parties; can identify and balance underlying, sometimes conflicting policy considerations; can draft a professional research paper. <u>For capstone (thesis)-based assessment:</u> Treatment of any relevant legal issues reflects an understanding of US legal institutions and legal analysis; legality is included (as appropriate) among criteria for assessing alternatives.</p>	<p>one or more specific criteria that could be applied to the thesis. For each criterion, each thesis would be scored on a scale of 1 (poor quality) to 5 (exceptional), according to specific expectations corresponding to each level of the scale. The criteria relevant to SLO A-5 were as follows:                      A5-1. Treatment of any relevant legal issues reflects an understanding of US legal institutions and legal analysis; legality is included (as appropriate) among criteria for assessing alternatives.</p> <p>Two faculty members read and assessed all nine of the spring 2008 senior theses using the same rubric. In addition to assigning numerical scores for each criterion, we also made notes of qualitative observations relating to patterns we saw or important features of the theses. We then met to compare and summarize our findings,</p>	<p>in 33% of the theses. Two issues were apparent: first, some students did not adequately incorporate lessons from their law training into their policy analysis. Second, it was sometimes difficult for reviewers to assess if legal reasoning/issues were relevant if the student failed to raise them.</p>	<p>problem in the short term, we are developing a handbook to be given to all public policy majors, which will provide the rationale for the curriculum and core requirements, an introduction to each core course helping the students understand how it is relevant to public policy, and how they should approach the material to integrate it with their other coursework. We are working with the instructors who teach these courses to identify assignments for which the students would be able to do policy-relevant projects. In the longer term, some of these courses should be revised and/or taught by faculty members who have public policy training—but this will require additional resources.</p>

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					to discuss their implications, and to identify potential program improvements. We did not set formal benchmarks (this was the first year of the process and we are dealing with small numbers), but we did focus our greatest attention on those indicators for which median performance was below level 3 (acceptable).		
	<b>Policy Analysis Techniques and Applications</b>						
	Understand basic quantitative analytical methods needed for assessing public policy problems and options. These methods include basic statistical techniques and fundamental concepts in economic theory.		Reading by course instructor of embedded exams and papers; rubric-based review of senior thesis by two program faculty members.	<u>For course-based assessments: In Economics 50:</u> student is aware of central micro and macro economic theories/concepts; and can use a range of these theories; student can use basic economic vocabulary; student can draw and interpret graphs and solve basic mathematical problems. <u>In Economics 134:</u> Student can: find, understand, and assess economic data and professional literature; use correct terminology	This year, all SLOs were assessed by a capstone/thesis evaluation. For this process, a thesis-evaluation rubric was created in which each SLO was translated into one or more specific criteria that could be applied to the thesis. For each criterion, each thesis would be scored on a scale of 1 (poor quality) to 5 (exceptional), according to specific expectations corresponding to each level of the scale. The	On Criterion B1-1, the median was 2 (marginal) and the range 2-4. On Criterion B1-2, the median was 2 and the range 1-4, with one reviewer finding the criterion inapplicable in 11% of the theses. Finally, on criterion B1-3, the median was 2 and the range 1-3, with both reviewers finding the criterion sometimes inapplicable (in 11% of the theses for one	The reviewers believe that there a number of challenges underlying unsatisfactory performance on this outcome. First, the dearth of quantitative analysis in the theses was in part a result of the students' failure to gather quantitative data in their research, and this was in turn due—at least in some cases—to selection of topics/problems for which minimal quantitative data were available. To improve instruction in this

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				<p>in discussion of economic issues; select and apply relevant economic theories and concepts; present economic research clearly in written form. <u>In Economics 81</u>: student: is aware of statistical theory/concepts (probability, hypothesis testing, and linear regression); understands challenges of data-collection; can describe data using standard statistical measures; can use standard computer software (Excel) to carry out statistical analyses and present results; is prepared for a first course in econometrics. <u>In Public Policy 100</u>: student: knows basic policy theories/frameworks; can conceptualize complex issues; understands policy analysis grounded in economic theories of market/government failure; can develop criteria for evaluating policies; understands basic cost benefit analysis. <u>For capstone (thesis)-based</u></p>	<p>criteria relevant to SLO B-1 were as follows:                      B1-1. Problem framing, policy analysis and recommendations reflect an appreciation for economic factors (including especially the effect of incentive structures on behavior); relevant economic theory/concepts are employed appropriately; and economics terminology is used correctly.                      B1-2. Quantitative data are provided where relevant, and analyzed correctly with basic statistical techniques.                      B1-3. Relevant economic criteria (including efficiency) are included in assessment of alternatives.                       Two faculty members read and assessed all nine of the spring 2008 senior theses using the</p>	<p>reviewer and 33% for the other).</p>	<p>area, we have drafted materials on the research process that direct students to think about data needs when specifying their problems (see SLO A-1.e above for details). As also mentioned above, we will emphasize an earlier timetable for project outlines and problem definitions. The second concern reflected in the assessment results for SLO B-1 is the difficulty students have in integrating the training from economics and statistics courses into their policy-analysis work. One initiative to address this problem is the creation of the handbook for policy majors (see A-5.e for details) to help students see the connections between the material in courses taken in other departments and the work of policy analysis. We are also redesigning the Methods of Policy Analysis course (PPOL 100) to make the relevance of material from other classes more</p>

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
				<p><u>assessment:</u> Problem framing, policy analysis and recommendations reflect an appreciation for economic factors (including especially the effect of incentive structures on behavior); quantitative data are provided where relevant, and analyzed correctly with basic statistical techniques; relevant economic criteria (including efficiency) are included in assessment of alternatives; relevant economic theory/concepts are employed appropriately; economics terminology is used correctly.</p>	<p>same rubric. In addition to assigning numerical scores for each criterion, we also made notes of qualitative observations relating to patterns we saw or important features of the theses. We then met to compare and summarize our findings, to discuss their implications, and to identify potential program improvements. We did not set formal benchmarks (this was the first year of the process and we are dealing with small numbers), but we did focus our greatest attention on those indicators for which median performance was below level 3 (acceptable).</p>		<p>explicit. We plan to do this in two ways: By outlining a "toolkit" of analytical frameworks that are to be used in the course (reminding students of the earlier lessons) and by including more exercises that reinforce the relevant material. (The course was always intended to draw on the analytical frameworks from other courses but we are planning to make this process more thoughtful and explicit.) Finally, as noted in SLO A-5.e, we would like to have the non-policy courses taught in a way that makes their relevance more explicit to policy students, but this will require the longer-term and potentially more costly measures of working with non-policy instructors on these courses and/or offering some of them within the policy program (for which we currently do not have the necessary resources).</p>
	Ability to analyze policy		Reading by course	For course-based	This year, all SLOs were	On Criterion B2-1,	The unsatisfactory

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	problems from different substantive areas, using appropriate analytical techniques and perspectives, and to conduct in-depth research as needed to understand a specific problem.		instructor of embedded exams and papers; rubric-based review of senior thesis by two program faculty members.	<p><u>assessments in Public Policy 100</u>: Student: knows major stages in conducting an analysis; can identify good analysis; understands how facts and evidence are used in policy debates and how to avoid misleading or being misled; can locate, critique, and use different sources; is a good consumer of others' policy analyses; can assess quality of information/evidence.</p> <p><u>For capstone (thesis)-based assessment</u>: (Note that one aim of this SLO is proficiency across substantive areas, and the thesis will primarily demonstrate capacity in one specific area.) The problem/question is clearly specified and its importance is explained and substantiated with evidence (including some quantitative data); the research design and data-gathering were suitable for addressing this problem; appropriate and <u>specific</u> criteria for assessing alternatives</p>	<p>assessed by a capstone/thesis evaluation. For this process, a thesis-evaluation rubric was created in which each SLO was translated into one or more specific criteria that could be applied to the thesis. For each criterion, each thesis would be scored on a scale of 1 (poor quality) to 5 (exceptional), according to specific expectations corresponding to each level of the scale. The criteria relevant to SLO B-2 were as follows:</p> <p>B2-1. The problem/question is clearly specified and its importance is explained and substantiated with evidence (including some quantitative data).</p> <p>B2-2. The research design and data-gathering were suitable for addressing this problem.</p> <p>B2-3. Appropriate and <u>specific</u> criteria for assessing</p>	<p>the median was 3 (acceptable) and the range 2-4; on Criterion B2-2, the median was 2.5 (acceptable/marginal) and the range 1-4; on Criterion B2-3, the median was 2 (marginal), on Criterion B2-4, the median was 2.5 (acceptable/marginal) and the range 1-4; on Criterion B2-5, the median was 3 (acceptable) and the range 1.5-5; on Criterion B2-6, the median was 2 (marginal) and the range 1-3, with one reviewer finding this criterion inapplicable in 11% of theses; and on Criterion B2-7, the median was 2 (marginal) and the range 1-4 with one reviewer finding the criterion inapplicable in 22% of theses. The observations noted by reviewers indicated difficulties stemming from poor problem definition, lack of numbers in</p>	<p>results of the assessment for this outcome reflect challenges similar to those described in SLO B-1e, having to do with students' inadequate preparation for the research process and their difficulty incorporating the analytical lessons of other coursework. Consequently, the improvement measures identified in SLO B1-e—specifically, the research materials, the revised project timetable, the student handbook, and the emphasis on the analytical "toolkit" in PPOL 100—will be relevant to outcome B-2 as well.</p>

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
				<p>are identified and applied (including generally: effectiveness, efficiency, feasibility, equity, relevant procedural or value-based criteria, etc.); the most reliable and relevant data available were used; relevant findings from other studies inform the analysis; all evidence is weighted according to its quality; recommendations are based on reliable data and conscientious application of relevant criteria; limitations of data and/or analysis are recognized and addressed as feasible; consideration is given to implementation concerns relating to recommendations.</p>	<p>alternatives are identified and applied (including generally: effectiveness, efficiency, feasibility, equity, relevant procedural or value-based criteria, etc.).                      B2-4. The most reliable and relevant data available were used, and all evidence is weighted according to its quality.                      B2-5. Relevant findings from other studies inform the analysis.                      B2-6. Recommendations are based on reliable data and conscientious application of relevant criteria; consideration is given to implementation concerns relating to recommendations.                      B2-7. Limitations of data and/or analysis are recognized and</p>	<p>problem statements, implicit rather than explicit criteria, and failure to compare policy alternatives.</p>	

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
					addressed as feasible. Two faculty members read and assessed all nine of the spring 2008 senior theses using the same rubric. In addition to assigning numerical scores for each criterion, we also made notes of qualitative observations relating to patterns we saw or important features of the theses. We then met to compare and summarize our findings, to discuss their implications, and to identify potential program improvements. We did not set formal benchmarks (this was the first year of the process and we are dealing with small numbers), but we did focus our greatest attention on those indicators for which median performance was below level 3 (acceptable).		
	<b>Professional Skills</b>						
	Ability to communicate with clarity, conciseness, and coherence in both written and oral reports. The student will be sensitive to		Reading by course instructor of embedded exams and papers, and evaluations of in-class presentations; rubric-	<u>For course-based assessments in Public Policy 100</u> : Student can communicate ideas in multiple formats, for	This year, all SLOs were assessed by a capstone/thesis evaluation. For this process, a thesis-	On Criterion C2-1, the median was 3 (acceptable) and the range 1-4; on Criterion C1-2, the	To address some weaknesses in report-writing, we have developed the following new instructional

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	the needs of different audiences.		based review of senior thesis by two program faculty members.	different audiences. <u>For capstone (thesis)-based assessment:</u> Writing is clear, grammatically and syntactically correct, and concise; paper is clearly organized; sections flow logically; complex and policy-specific facts and ideas are intelligible for a lay reader.	evaluation rubric was created in which each SLO was translated into one or more specific criteria that could be applied to the thesis. For each criterion, each thesis would be scored on a scale of 1 (poor quality) to 5 (exceptional), according to specific expectations corresponding to each level of the scale. The criteria relevant to SLO C-2 were as follows: C1-1. Writing is clear, grammatically and syntactically correct, and concise. C1-2. Paper is clearly organized; sections flow logically. C1-3. Complex and policy-specific facts and ideas are intelligible for a lay reader.  Two faculty members read and assessed all nine of the spring 2008 senior theses using the same rubric. In addition to assigning numerical scores for each criterion, we also made notes of	median was 3, and the range 2-3.5; and on Criterion C1-3, the median was 3 with a range of 3-4, but one reader believed the criterion was inapplicable to 66% of the theses (the subjects were not highly technical).	materials: a style sheet (specific to public policy professional-style writing) that includes a checklist for policy theses, and a handout on the logic of presentation (also referenced in A-1e), which lays out the components of a standard policy analysis paper in a way that clarifies the contribution of each component to the paper's argument. In addition, the instructor in the thesis seminar plans to require written products earlier in the semester and to continue working closely with the College's Writing Center—engaging the writing tutors earlier in the process and providing them with more information about our program's expectations

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					qualitative observations relating to patterns we saw or important features of the theses. We then met to compare and summarize our findings, to discuss their implications, and to identify potential program improvements. We did not set formal benchmarks (this was the first year of the process and we are dealing with small numbers), but we did focus our greatest attention on those indicators for which median performance was below level 3 (acceptable).		
MPP	MPP Program Outcomes Supporting College Mission						
	The MPP Program will educate students to think critically and to communicate responsibly and effectively as professionals. In the process, they will acquire knowledge and skills needed to understand and make thoughtful changes in society. Because we offer a cross-disciplinary curriculum, we also						

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
	encourage students to make connections across different fields and with people of differing perspectives we expect the program to lay a foundation that supports lifelong personal and professional growth.						
	<b>Additional MPP Program Outcomes</b>						
	Analytic skills relevant to problem-identification, problem-solving, and decision-making	The student will be able to recognize and describe a policy problem (including making estimates of magnitude), gather the best available data needed to inform an analysis, and apply relevant frameworks and analytic techniques—such as economic theory, benefit-cost analysis, statistical tests, quantitative models and simulations, and geographical information systems—to identify and assess the potential impact of alternative policy options. The student will be prepared to approach problems both critically (looking for perspectives that have been ignored) and holistically (applying variety of frameworks).	Master's thesis, course, exams, in-class presentations, practicum paper, client feedback	Student's work uses data; synthesizes and interprets quantitative and qualitative information; relies on multiple methods as appropriate; displays data in appropriate forms; produces policy and management recommendations supported by analysis and considered practical by client (where relevant), who also reports that student's work is useful.			

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
	Understanding policy contexts	The student will understand that many contextual factors are critical in understanding policy issues. She will be able to identify which of the following factors are relevant to an issue at hand, and use her understanding of the context to inform her analysis of the policy. Potentially critical contexts include the following: economic systems; inter-sectoral (public, private, nonprofit) relationships; law; social structures and conditions of inequality (including but not limited to disparities by gender); globalization: cross-national relations and institutions; the history of the policy problem and prior responses to it; and potential impacts of science and technology, including information systems.	Masters theses, exams, in-class presentations, client feedback	Student's policy recommendations clearly rely on multiple, explicit evaluative criteria.			
	Organizational Efficacy	Student will be cognizant of the structure, systems, and culture of an organization in or with which s/he is working and understand how these factors influence	Policy memos, group problem-solving exercise, exams	Student's policy recommendations are organizationally feasible (analysis takes into account organizational constraints and resources); where work			

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
		individual behavior and organizational performance. Such knowledge will include an understanding of the similarities and differences among organizations in different sectors (public, nonprofit, and private). The student will be able to use this knowledge along with her/his interpersonal and teamwork skills to act effectively within and across organizations, as well as to manage organizations or larger networks of capacity.		is for a client, it takes into account the client's organizational constraints and resources.			
	Interpersonal and teamwork skills	The student will understand interpersonal and group processes, be aware of the potential benefits and pitfalls of teamwork, and be able to work effectively with others. The student will also be reflective about her/his own capacity, role and behavior, both independently and in a group context.	Exams, in-class presentations, group assignments, practicum paper, client feedback	When working in a team students produce acceptable products in a timely fashion; understand more about teamwork after projects than before; respect each other as colleagues during and after projects conclude.			
	Cross-cultural awareness and competence.	The student will be sensitive to the relevance of social identity categories and other differences—including race, ethnicity, gender,	Masters thesis, group assignments, practicum paper, client feedback	Student's thesis engages perspectives of multiple stakeholders; other work includes evidence of multiple perspectives; interaction with			

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
		class, age, nationality, language, and culture—to public policy analysis, decision-making, and implementation. S/he will also be able to work effectively with and to draw on the perspectives and frameworks of individuals and communities of differing backgrounds, social classes, experiences, and values.		classmates is one of respectful dialogue taking into account differing views in the joint analysis; dialogue and analysis take into account structural systems of inequality and varying impact of policy on differently situated social/demographic groups.			
	Ethical reasoning	The student will understand that questions of value are central to both public policy decisions and the actions of public policy professionals, whether they be acting in public, nonprofit, private, or multi-sector settings. When facing a policy and/or management choice over which there is significant disagreement, s/he will be able to engage in reasoned dialogue with others to clarify competing values and obligations relevant to the choice, and to give a clear account of the justification for her own action.	Masters thesis, exams presentations, client feedback	Student articulates clear arguments for own views in light of reflection; is able to understand differing positions in analysis, and can respond to critiques of her own position.			

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
	Analysis and management of financial resources	The student will be familiar with public sector finance and budgeting practices. She will also be prepared to analyze and work with program budgets, to forecast policy and program costs, and to identify appropriate potential sources of financial support.	Exams, key assignments, grade for benefit/cost Module 2 in Integrative Core	Student is able to read and interpret financial statements and communicate her understanding to others; student's policy analyses project full benefits and costs of competing policy options.			
	Democratic practice and civic responsibility	The student will be aware that in a democratic society, the authority to define the public interest rests with the polity, not the policy professional. As a public servant or private professional engaged in civic activity, she will be familiar with different methods of public deliberation and participation, and be prepared to engage in public dialogue, multi-stakeholder conflict resolution, public education on complex issues, and collective problem-solving.	Masters thesis, group assignments, practicum paper, client feedback	Student's analyses identify when public input and participation are important and how they can be realized; student work reflects an understanding of the responsibilities of public office as distinct from private life			
	Political efficacy	The student will have knowledge of both electoral politics and formal policy-making processes in the United States (including	Masters thesis, exams, key assignments, practicum paper, client feedback	Student's policy and management recommendations are politically realistic and client (where relevant) is satisfied with them; policy			

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		administrative, legislative and judicial procedures) and exposure to international political processes. S/he will be able to assess the political ramifications of alternative policy choices, and to work with individuals, institutions, partnerships and networks for policy-making, implementation, and redesign. S/he will also be able to engage effectively in political action as necessary and appropriate to effect policy change.		analyses demonstrate awareness of difference between advocate and analyst roles; analyses take into account constraints and resources of political decision-makers.			
	Communication Skills	The student will be able to communicate complex ideas and arguments in a clear, compelling manner to a variety of audiences, from policy-makers and public managers to community groups. S/he will be skilled in both oral and written communication, including techniques relevant to teamwork and cross-cultural practice.	Masters thesis, exams, in-class presentations, key assignments, practicum paper, client feedback	Student's written work is clear, concise, free of jargon, substantive, and readable; oral presentations include these qualities but also demonstrate confidence, poise, and imperturbability			
SCHOOL OF EDUCATION							
CHILD DEVELOPMENT	CHILD DEVELOPMENT Program Outcomes Supporting College						

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
	<b>Mission</b>						
	Provides its students with the conceptual knowledge required of thoughtful, intelligent practice						
Teaching and Learning Support Developmental Leadership and Multicultural							
	<b>Additional CHILD DEVELOPMENT Program Outcomes</b>						
	Provide students with many different theoretical perspectives and scientific and practical knowledge to understand and support human development and learning		Coursework that connects and supports goals; course exams; written assignments, documentation and portfolios of significant assignments that demonstrate students' learning. Each student completes an investigation in the areas of child development and a senior thesis	Satisfactorily complete coursework; written assignments are evaluated for content (clear thesis, good organization and analysis of subject, references to literature, and reflection) and format (spelling, grammar, professional language and APA style); peer review of assignments and student investigation of children's learning	Students present their investigation and senior thesis to the faculty and other students demonstrating that these goals have been met.		The early childhood faculty discusses and evaluates the curriculum and student learning outcomes at monthly meetings and annual retreats
	Prepare students to be learners and to take responsibility for their own learning.		Coursework that connects and supports goals; course exams; written assignments, documentation and portfolios of significant assignments that demonstrate students' learning. Each student	Satisfactorily complete coursework; written assignments are evaluated for content (clear thesis, good organization and analysis of subject references to literature, and reflection) and format (spelling,	Students present their investigation and senior thesis to the faculty and other students demonstrating that these goals have been met.		The early childhood faculty discusses and evaluates the curriculum and student learning outcomes at monthly meetings and annual retreats.

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
			completes an investigation in the areas of child development and a senior thesis	grammar, professional language and APA style); peer review of assignments and student investigation of children's learning			
	Prepare reflective and critical thinkers who examine issues about the development of infants and young children and their relationships in various contexts: school, hospital, family, community, and with an understanding of culture		Evaluation and self-evaluation of student's practicum experience in the Mills children's Laboratory School. Formative evaluations of the student's practicum experience occur on a daily basis during meetings between students and the head teacher to discuss how theory learned in the classroom apply to practice with young children in the laboratory school. All of the students are required to keep a dialogue and reflective journal as part of the evaluation process. In addition, a formal student teacher evaluation form is completed on each student in the areas of collegiality, reflective practice and educational practice.	Each student must meet competencies on the evaluation form in order to pass the fieldwork practicum and to graduate.	The head teachers of the Children's Laboratory School reads the student's journal and makes comments and raises questions about the student's learning and practice. Upon completion of the practicum, a meeting is arranged between the student and head teacher. Each participant brings a filled-in-copy of the student teacher evaluation form in the areas of collegiality, reflective practice, and educational practice		The early childhood faculty discusses and evaluates the curriculum and student learning outcomes at monthly meetings and annual retreats
	Prepare students to work as part of a team and to develop collegial relationships with fellow		Evaluation and self-evaluation of student's practicum experience in the Mills Children's	Each student must meet competencies on the evaluation form in order to pass the fieldwork	The head teachers of the Children's laboratory School read the student's journal and make		The early childhood faculty discusses and evaluates the curriculum and student learning

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
	students and faculty		Laboratory School. Formative evaluations of the student's practicum experience occur on a daily basis during meetings between students and the head teacher to discuss how theory learned in the classroom apply to practice with young children in the laboratory school. All students are required to keep a dialogue and reflective journal as part of the evaluation process. In addition, a formal student teacher evaluation form is completed on each student in the areas of collegiality, reflective practice, and educational practice.	practicum and to graduate	comments and raise questions about the student's learning and practice, Upon completion of the practicum, a meeting is arranged between the student and head teacher. Each participant brings a filled-in copy of the student teacher evaluation form in the areas of collegiality, reflective practice, and educational practice		outcomes at monthly meetings and annual retreats.
	Prepare students to integrate theoretical and scientific knowledge in their fieldwork practicum		Evaluation and self-evaluation of student's practicum experience in the Mills Children's Laboratory School. Formative evaluations of the student's practicum experience occur on a daily basis during meetings between students and the head teacher to discuss how theory learned in the classroom apply to	Each student must meet competencies on the evaluation form in order to pass the fieldwork practicum and to graduate	The head teachers of the Children's laboratory School read the student's journal and make comments and raise questions about the student's learning and practice, Upon completion of the practicum, a meeting is arranged between the student and head teacher. Each participant brings a filled-in copy of		The early childhood faculty discusses and evaluates the curriculum and student learning outcomes at monthly meetings and annual retreats.

## Inventory of Educational Effectiveness Indicators

COLLEGE MISSION							
<p>A. Students will learn to think critically.                      B. Students will learn to communicate responsibly and effectively.                      C. Students will develop as leaders and innovators in their chosen endeavors.                      D. Students will learn to develop and realize their own creative visions across the arts and sciences.                      E. Students will learn to push the traditional boundaries of their disciplines.                      F. Students will consider ways to effect thoughtful changes in a global, multicultural society.</p>							
Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
			practice with young children in the laboratory school. All students are required to keep a dialogue and reflective journal as part of the evaluation process In addition, a formal student teacher evaluation form is completed on each student in the areas of collegiality, reflective practice, and educational practice.		the student teacher evaluation form in the areas of collegiality, reflective practice, and educational practice		
CHILD DEVELOPMENT-CHILD LIFE	CHILD DEVELOPMENT-CHILD LIFE Program Outcomes Supporting College Mission						
	Provides its students with the conceptual knowledge required of thoughtful, intelligent practice						
	Teaches students to think critically and supports the development of women leadership in a multicultural community.						
	<b>Additional CHILD DEVELOPMENT-CHILD LIFE Program Outcomes</b>						
	Provide students with many different theoretical perspectives and scientific and practical knowledge to understand and support human development and learning		Coursework that connects and supports goals; course exams; written assignments, documentation and portfolios of significant assignments that demonstrate students'	Satisfactorily complete coursework; written assignments are evaluated for content (clear thesis, good organization and analysis of subject, references to literature, and reflection)	Students present their investigation and senior thesis to the faculty and other students demonstrating that these goals have been met.		The early childhood faculty discusses and evaluates the curriculum and student learning outcomes at monthly meetings and annual retreats

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
			learning. Each student completes an investigation in the areas of child development and a senior thesis	and format (spelling, grammar, professional language and APA style); peer review of assignments and student investigation of children's learning			
	Prepare reflective and critical thinkers who examine issues about the development of infants and young children and their relationships in various contexts: school, hospital, family, community, and with an understanding of culture		Evaluation and self-evaluation of student's practicum experience in the Mills children's Laboratory School. Formative evaluations of the student's practicum experience occur on a daily basis during meetings between students and the head teacher to discuss how theory learned in the classroom apply to practice with young children in the laboratory school. All of the students are required to keep a dialogue and reflective journal as part of the evaluation process. In addition, a formal student teacher evaluation form is completed on each student in the areas of collegiality, reflective practice and educational practice.	Each student must meet competencies on the evaluation form in order to pass the fieldwork practicum and to graduate.	The head teachers of the Children's Laboratory School reads the student's journal and makes comments and raises questions about the student's learning and practice. Upon completion of the practicum, a meeting is arranged between the student and head teacher. Each participant brings a filled-in-copy of the student teacher evaluation form in the areas of collegiality, reflective practice, and educational practice		The early childhood faculty discusses and evaluates the curriculum and student learning outcomes at monthly meetings and annual retreats
	Prepare students to work as part of a team and to develop collegial		Evaluation and self-evaluation of student's practicum experience in	Each student must meet competencies on the evaluation form in order	The head teachers of the Children's laboratory School read the student's		The early childhood faculty discusses and evaluates the curriculum

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
	relationships with fellow students and faculty		the Mills Children's Laboratory School. Formative evaluations of the student's practicum experience occur on a daily basis during meetings between students and the head teacher to discuss how theory learned in the classroom apply to practice with young children in the laboratory school. All students are required to keep a dialogue and reflective journal as part of the evaluation process. In addition, a formal student teacher evaluation form is completed on each student in the areas of collegiality, reflective practice, and educational practice.	to pass the fieldwork practicum and to graduate	journal and make comments and raise questions about the student's learning and practice. Upon completion of the practicum, a meeting is arranged between the student and head teacher. Each participant brings a filled-in copy of the student teacher evaluation form in the areas of collegiality, reflective practice, and educational practice		and student learning outcomes at monthly meetings and annual retreats.
	Prepare students to interact with children with medical needs and their families in a family-centered manner guided by theories of human growth and development.		Evaluation and self-evaluation of student's practicum experience in the hospital placement. Formative evaluations of the student's hospital experience occur on a daily basis during meetings between students and the clinical supervisor to discuss how theory learned in the classroom apply to	Each student must meet competencies on the evaluation form in order to pass the fieldwork practicum and to graduate	The hospital clinical supervisor and the Mills College supervisor read the student's journal and make comments and raise questions about the student's learning and practice. Upon completion of the practicum, a meeting is arranged between the student, clinical supervisor and Mills		The early childhood faculty discusses and evaluates the curriculum and student learning outcomes at monthly meetings and annual retreats.

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<p>A. Students will learn to think critically.                      B. Students will learn to communicate responsibly and effectively.                      C. Students will develop as leaders and innovators in their chosen endeavors.                      D. Students will learn to develop and realize their own creative visions across the arts and sciences.                      E. Students will learn to push the traditional boundaries of their disciplines.                      F. Students will consider ways to effect thoughtful changes in a global, multicultural society.</p>							
Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
			practice with young children with chronic illness and their families in the hospital. All students are required to keep a dialogue and reflective journal as part of the evaluation process In addition, a formal student fieldwork evaluation form is completed on each student in the areas of interpersonal skills, intervention skills, handling difficult situations, planning and implementing interventions, and professional responsibilities.		supervisor. Each participant brings a filled-in copy of the student teacher evaluation form in the areas of interpersonal skills, intervention skills, handling difficult situations, planning and implementing interventions, and professional responsibilities.		
	Prepare students to participate as a member of a multidisciplinary team		Evaluation and self-evaluation of student's practicum experience in the hospital placement. Formative evaluations of the student's hospital experience occur on a daily basis during meetings between students and the clinical supervisor to discuss how to participate with other medical disciplines. All students are required to keep a dialogue and reflective journal as part of the evaluation process In addition, a formal student	Each student must meet competencies on the evaluation form in order to pass the fieldwork practicum and to graduate	The hospital clinical supervisor and the Mills College supervisor read the student's journal and make comments and raise questions about the student's practice. Upon completion of the practicum, a meeting is arranged between the student, clinical supervisor and Mills supervisor. Each participant brings a filled-in copy of the student teacher evaluation form in the areas of interpersonal skills,		The early childhood faculty discusses and evaluates the curriculum and student learning outcomes at monthly meetings and annual retreats.

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
			fieldwork evaluation form is completed on each student in the areas of interpersonal skills, intervention skills, handling difficult situations, planning and implementing interventions, and professional responsibilities.		intervention skills, handling difficult situations, planning and implementing interventions, and professional responsibilities.		
<b>INFANT MENTAL HEALTH</b>	<b>INFANT MENTAL HEALTH Program Outcomes Supporting the College Mission</b>						
	Emphasizes a continuing commitment to diversity						
	Supports the development of women leadership in a multicultural community.						
	<b>Additional INFANT MENTAL HEALTH Program Outcomes</b>						
	Students learn contemporary psychological and developmental principles.						
	Students learn the value of the scientific method as a way of thinking about questions concerning the causes of (and therapeutic approaches to) behavior, including the ability to find and comprehend research.						
	Students develop the ability to apply the scientific						

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
	method to questions concerning the causes of and therapeutic approaches to behavior in order to be able to assess children for serious mental health and developmental problems in a culturally competent and developmentally appropriate way.						
	Students learn to link assessment information to individual treatment strategies that foster healthy emotional and relationship development.						
	Students develop the ability to communicate effectively and responsibly in writing in interpersonal contexts and learn to work in collaboration with others.						
	<b>EDUCATIONAL LEADERSHIP PROGRAM Outcomes Supporting College Mission</b>						
	Additional EDUCATIONAL LEADERSHIP PROGRAM Outcomes						
	Students will develop a thoughtful, reflective model of leadership	Students will be able to use a variety of research tools	Coursework that connects and supports the goals; course exams, written assignments, field experience (ASC),	Satisfactorily complete coursework, evaluate written assignments for clarity, appropriate use of literature, methods, and	Each Doctoral student must complete a dissertation. A formal evaluation of each student's fieldwork	A qualifying conference in which students present their work, which is examined (ASC),	The ongoing review of the Educational Leadership Program takes several forms. Specifically, the faculty

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
			feedback from field supervisor and Mills supervisor (ASC), presentation at the ASC qualifying conference, qualifying exam for Ed.D., dissertation proposal hearing for Ed.D., dissertation hearing for Ed.D.	analysis. By conclusion of the Preliminary ASC Program, all required performance standards must be successfully met by each qualifying candidate.	experience (ASC).	and a dissertation committee with numerous meetings and hearings where the quality of the student's work is discussed and detailed feedback is provided.	discusses the curriculum, teaching strategies, and student learning at least once each semester at the monthly Educational Leadership meetings. The faculty also holds an open forum with students to hear their concerns at least once each year and is responsive to student concerns. In addition, there is an advisory board of noted educational leaders from the community, which has advised the program development. The Board consists of notable educators—Superintendents, principals, esteemed faculty members, and alumni. Finally, there are periodic focus groups with the graduates to gain their input on the program and possible directions for modification.
		Students will be able to apply inquiry methods and change theory to strategic planning, implementation and assessment					
		Students will be able to collaborate with					

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
		constituencies in order to create optimal conditions for teaching and learning					
	Students will develop a collaborative model of leadership that values inclusiveness, collaboration, information testing and sharing, diversity of representation, consensus building conflict resolution, as well as more traditional conceptions of leadership Students will develop a leadership model grounded in knowledge of teaching and learning, administrative guidance in curriculum development, use of change theories and strategies in meeting the legal, ethical, social and fiscal demands that leaders will inevitably confront						

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
	TEACHERS FOR TOMORROW'S SCHOOLS Program Outcomes Supporting the Mission of the College						
	TEACHERS FOR TOMORROW'S SCHOOLS Program Additional Outcomes						
	Students will be prepared to be guided by an ethic of care and to serve as agents of change		Portfolios of significant assignments and of the student teaching experience; professional	Student portfolios emphasize a reflective process of their classroom and student	All credential students are required to complete portfolios, journal entries of their student teaching	All students meet the performance expectations.	The credential faculty discusses the curriculum, teaching strategies, and student learning at the

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
			journals, evaluation and self-evaluation of student teaching fieldwork and seminar.	teaching experiences. Students respond to specific performance questions about the student teaching. Students document and analyze a sequence of 3 to 5 related lessons in the categories of planning teaching, assessment, and reflection. Trained scores using valid and reliable rubrics score these lessons.	and attend a Teaching Event, which helps to measure all 13 of the Teacher Performance Expectations required by the State of California. Additionally, there is a formal evaluation and self-evaluation of the student teaching experience. The Teacher Performance Expectations are correlated with the California Standards for the Teaching Profession, which are also correlated with the goals of the Mills Teachers for Tomorrow's Schools Credential Program. All of the students must meet these performance expectations to graduate		monthly meetings, and at an annual retreat. In addition, there is an advisory board of noted educational leaders from the community, to advise ongoing program development. There are also periodic follow-up sessions and surveys with the graduates to gain their input on the program and possible directions for modification.
	Students will be prepared to be reflective teachers, requiring active and systematic inquiry for learning.		Coursework that connects and supports goal; course exams, written assignments, and graduate research project, presentation, and oral defense. Portfolios, journal entries, and graduate research projects.	Satisfactorily complete coursework and maintain a "B" average; written assignments contain a level of analysis (points are described, elaborated, and exemplified), there is evidence of inquiry and the ability to integrate theoretical and practical components of professional education. The content has (clear	The completed graduate project is evaluated by the faculty who decides whether the student has met the requirements of a research project. There may be recommendations for added revisions.		The credential faculty discusses the curriculum, teaching strategies, and student learning at the monthly meetings, and at an annual retreat. In addition there is an advisory board of noted educational leaders from the community, to advise ongoing program development. There are also periodic follow-up sessions and surveys

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
				thesis, good organization and analysis of subject, references and reflection), and format (spelling, grammar, professional language and APA style) A graduate research project that contains a literature review of relevant studies that frames the theoretical perspectives that inform the study, and a methods, results, and discussion section.			with the graduates to gain their input on the program and possible directions for modification.
	Students will be prepared to be learners and to be guided by the principles that learning is developmental and constructivist		Coursework that connects and supports goals; course exams, written assignments, and graduate research projects, presentations, and oral defense. Portfolios, journal entries, and graduate research projects.	Satisfactorily complete coursework and maintain a "B" average; written assignments contain a level of analysis (points are described, elaborated, and exemplified), there is evidence of inquiry and the ability to integrate theoretical and practical components of professional education. The content has (clear thesis, good organization and analysis of subject, references and reflection), and format (spelling, grammar, professional language and APA style) A graduate research	The completed graduate project is evaluated by the faculty who decides whether the student has met the requirements of a research project and is ready to graduate. There may be recommendations for added revisions.		The credential faculty discusses the curriculum, teaching strategies, and student learning at the monthly meetings, and at an annual retreat. In addition, there is an advisory board of noted educational leaders from the community, to advise ongoing program development There are also periodic follow-up sessions and surveys with the graduates to gain their input on the program and possible directions for modification.

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
				project that contains a literature review of relevant studies that frames the theoretical perspectives that inform the study, and a methods, results, and discussion section.			
	Students will be prepared to acquire, understand, and construct subject matter knowledge		Coursework that connects and supports goal; course exams, written assignments, and graduate research project, presentation, and oral defense. Portfolios, journal entries, and graduate research projects.	Satisfactorily complete coursework and maintain a "B" average; written assignments contain a level of analysis (points are described, elaborated, and exemplified), there is evidence of inquiry and the ability to integrate theoretical and practical components of professional education. The content has (clear thesis, good organization and analysis of subject, references and reflection), and format (spelling, grammar, professional language and APA style) A graduate research project that contains a literature review of relevant studies that frames the theoretical perspectives that inform the study, and a methods, results, and discussion section.	The completed graduate project is evaluated by the faculty who decides whether the student has met the requirements of a research project and is ready to graduate. There may be recommendations for added revisions.		The credential faculty discusses the curriculum, teaching strategies, and student learning at the monthly meetings, and at an annual retreat. In addition there is an advisory board of noted educational leaders from the community, to advise ongoing program development. There are also periodic follow-up sessions and surveys with the graduates to gain their input on the program and possible directions for modification.

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COLLEGE MISSION							
<p>A. Students will learn to think critically.</p> <p>B. Students will learn to communicate responsibly and effectively.</p> <p>C. Students will develop as leaders and innovators in their chosen endeavors.</p> <p>D. Students will learn to develop and realize their own creative visions across the arts and sciences.</p> <p>E. Students will learn to push the traditional boundaries of their disciplines.</p> <p>F. Students will consider ways to effect thoughtful changes in a global, multicultural society.</p>							
Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
	Students will be prepared as teachers to work as part of a team and to develop collegial relationships and to serve as agents of change.		Portfolios of significant assignments and of the student teaching experience; professional journals, evaluation and self-evaluation of student teaching fieldwork and seminar.	Student portfolios emphasize a reflective process of their classroom and student teaching experiences. Students respond to specific performance questions about the student teaching, students can document and analyze a sequence of 3 to 5 related lessons in the categories of planning, teaching, assessment, and reflection Trained scorers using valid and reliable rubrics score these lessons.	The Teacher Performance Expectations are correlated with the goals of the Mills Teachers for tomorrow's Schools Credential Program. All of the students must meet these performance expectations to graduate.	All students meet the performance expectations.	The credential faculty discusses the curriculum, teaching strategies, and student learning at the monthly meetings, and at an annual retreat. In addition there is an advisory board of noted educational leaders from the community, to advise ongoing program development. There are also periodic follow-up sessions and surveys with the graduates to gain their input on the program and possible directions for modification.
	<b>EARLY CHILDHOOD EDUCATION Program Outcomes Supporting the Mission of the College</b>						
	<b>EARLY CHILDHOOD EDUCATION Additional Program Outcomes</b>						
	Provide students with many different theoretical perspectives and scientific and practical knowledge to understand and support human development and learning.		Coursework that connects and supports goals; course exams; written assignments; documentation and portfolios of significant assignments that demonstrate students learning; graduate research project,	Satisfactorily complete coursework and maintain a "B" average; written assignments contain a level of analysis (points are described, elaborated, and exemplified), there is evidence of inquiry and the ability to integrate	At the oral hearing of the graduate research project, students discuss with three faculty members their project and other educational experiences during their graduate program At that time, faculty decides whether the student has		The early childhood faculty discusses and evaluates the curriculum and student learning outcomes at monthly meetings and annual retreats.

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
			presentation, and oral defense. Each graduate student completes an investigation in the areas of child development at the end of the first year and a graduate research project upon completion of the second year.	theoretical and practical components of professional education. The content has (clear thesis, good organization and analysis of subject, references and reflection), and format (spelling, grammar, professional language and APA style) A graduate research project that contains a literature review of relevant studies that frames the theoretical perspectives that inform the study, and a methods, results, and discussion section.	met the requirements of a research project and is ready to graduate. There may be recommendations for added revisions.		
	Prepare students to be learners and to take responsibility for their own learning		Coursework that connects and supports goals; course exams; written assignments; documentation and portfolios of significant assignments that demonstrate students' learning; graduate research project, presentation and oral defense. Each student completes an investigation in the areas of child development at the end of the first year and a graduate research project upon completion of the	Satisfactorily complete coursework and written assignments (students must maintain a "B" average). A graduate research project that contains a literature review of relevant studies that frames the theoretical perspectives that inform the study, and a methods, results, and discussion sections.	At the oral hearing of the graduate research project, students discuss with three faculty members their project and other educational experiences during their graduate program. At this time, faculty decides whether the student has met the requirements of a research project and is ready to graduate. There may be recommendations for added revisions.		The early childhood faculty discusses and evaluates the curriculum and student learning outcomes at monthly meetings and annual retreats.

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
	Prepare reflective and critical thinkers who examine issues about the development of infants and young children and their relationships in various contexts: school, hospital, family, community, and with an understanding of culture.		second year. Evaluation and self-evaluation of student's practicum experience in the Mills Children's Laboratory School. Formative evaluations of the student's practicum experience occur on a daily basis during meetings between students and the head teacher to discuss how theory learned in the classroom apply to practice with young children in the laboratory school. Also, graduate students in Child Life and Early Childhood special Education participate in two semesters of internships in settings appropriate to their degree. All of the students are required to keep a dialogue and reflective journal as part of the evaluation process. In addition, a formal student evaluation form is completed on each student by the student and field supervisor.	Each student must meet competencies on the evaluation form in order to pass the fieldwork practicum and to graduate	Upon completion of the practicum, a meeting is arranged between the student, fieldwork supervisor and Mills Faculty. Each participant brings a filled-in-copy of the student teacher evaluation form. The head teachers of the Children's Laboratory School and supervisors at appropriate fieldwork placements read the student's journal and make comments and raise questions about the student's learning and practice		The early childhood faculty discusses and evaluates the curriculum and student learning outcomes at monthly meetings and annual retreats. The Mills faculty meets periodically with fieldwork supervisor to discuss student's learning and performance, There is an advisory board of noted educational leaders from the community, to advise ongoing program development, and periodic follow-up sessions with the graduates to gain input on the program and possible directions for modification.
	Prepare students to work as part of a team and to develop collegial relationships with fellow		Evaluation and self-evaluation of student's practicum experience in the Mills Children's	The program is relationship-based and students must demonstrate competency	Head Teachers and Hospital Clinical Supervisors read the student's journal and		The early childhood faculty discusses and evaluates the curriculum and student learning

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Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program
	students and faculty		Laboratory School, and an additional two semesters of internships in settings appropriate to the degree. This is done through journals and formal evaluations. All of the students are required to keep a dialogue and reflective journal as part of the evaluation process. In addition, a formal student evaluation form is completed on each student by the student and field supervisor.	in this area through their performance in the practicum and with faculty and peers.	make comments and raise questions about the student's ability to develop relationships with faculty, parents, children, and each other. Upon completion of the internship practicum, a meeting is arranged between the student, fieldwork supervisor and Mills faculty. Each participant brings a filled-in copy of the student teacher evaluation form		outcomes at monthly meetings and annual retreats. The Mills faculty meets periodically with fieldwork supervisor to discuss student's learning and performance, There is an advisory board of noted educational leaders from the community, to advise ongoing program development, and periodic follow-up sessions with the graduates to gain input on the program and possible directions for modification.
	Teach students how to assess children in a culturally competent and developmentally appropriate way and to link assessment information to individual interventions.		Students are required to perform assessments during their coursework and in their fieldwork placements	Students must earn a "B" in the coursework and they must demonstrate the ability in their fieldwork placement to be able to observe young children's development and to interpret it in relation to the context in which the behavior occurred, taking into consideration the role of culture in early child development. Based on the findings, students are then to design interventions techniques that are linked directly to the assessment data.	The results of the assessment are the basis upon which to work with children in ways to support their ongoing emotional, cognitive and behavior development.		The early childhood faculty discusses and evaluates the curriculum and student learning outcomes at monthly meetings and annual retreats. The Mills faculty meets periodically with the fieldwork supervisor to discuss student's learning and performance, and periodic follow-up sessions with the graduates to gain input on the program and possible directions for modification.

### Inventory of Educational Effectiveness Indicators

<b>COLLEGE MISSION</b>  A. Students will learn to think critically. B. Students will learn to communicate responsibly and effectively. C. Students will develop as leaders and innovators in their chosen endeavors. D. Students will learn to develop and realize their own creative visions across the arts and sciences. E. Students will learn to push the traditional boundaries of their disciplines. F. Students will consider ways to effect thoughtful changes in a global, multicultural society.							
Department	Dept/Program/Major Student Learning Outcomes	Measurable Criteria for Outcomes	Types of Evidence	Benchmarks	Interpretation Process	Results	Use of Results to Improve Instructional Program