



Middle States Commission on Higher Education

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Verification of Compliance with Accreditation-Relevant Federal Regulations Institutional Report Template

The Middle States Commission on Higher Education, as a federally recognized accreditor, is obligated to ensure that its candidate and member institutions comply with the accreditation-relevant federal regulations developed by the U.S. Department of Education in the Higher Education Opportunity Act of 2008. Further, the Commission is required to review candidate and member institutions' continued compliance with Title IV program responsibilities. Commission policy regarding federal compliance requirements for institutions was revised and enacted in January 2013, indicating that institutions must meet these federal regulations to be accredited by the Commission.

In response to this, it is assumed that the institution will provide documentation of policies and procedures that are (1) in writing, (2) approved and administered through applicable institutional processes, and (3) published and accessible to those affected.

In the event that one or more of these regulations do not apply to an institution, that institution shall indicate that fact in the compliance document. Otherwise, all accredited and candidate institutions must respond with regard to each of the areas.

These areas will be reviewed as part of the accreditation process, especially as they relate to the MSCHE Standards and applicable Requirements of Affiliation. Failure to comply with the areas of verification listed above will result in follow-up.

Reports must be filed in the Commission office according to the dates below:

<i>Self-Study Visit falls between. . .</i>	<i>Report on federal compliance is due no later than. . .</i>	<i>Reviewer's Report is due. . .</i>
September – January	July 1	August 15
February – March	December 1	January 15

April – May	January 15	March 1
<i>PRR review begins . . .</i>	<i>Report on federal compliance is due no later than. . .</i>	<i>Reviewer’s Report is due. . .</i>
June 1	June 1	August 1

Please note that as additional guidance is received from the U.S. Department of Education, these guidelines may be modified without prior notice.

Institution: California University of Pennsylvania Report

completed by: Leonard A. Colelli, ALO

Date: 2-9-2020



1. Student Identity Verification in Distance and Correspondence Education

Institutions must provide the following information and evidence:

	<u>Documents, Policies, and Procedures</u>
1. Policies and procedures used to ensure student identity verification in distance or correspondence education courses.	Password Policy 2013-03 University Technology Services Acceptable Use Policy - FINAL 7-1-16 UTech Security Incident Reporting and Response Policy 2013-01 UTech Security Awareness - Tips and Bulletins Verification of Student Identity Policy Final 9-26-19 Office of Academic Records - FERPA FERPA Release Form - Authorization to Release Information
2. Procedure(s) regarding the protection of privacy for students enrolled in distance and correspondence courses or programs.	Office of Academic Records - FERPA UTech Security Awareness - Tips and Bulletins Breach Leak Notification Policy 4-24-18 Password Policy 2013-03

	<p>Information Security Policy 2013-02</p> <p>UTech Security Incident Reporting and Response Policy 2013-01</p> <p>Online Students - Technical Requirements</p> <p>Cloud Application Policy 7-1-2016</p> <p>Technology Procedure Number 2016-01, Vulnerability Assessment and Management Procedure (Appendix 1)</p>
<p>3. Procedure(s) for notifying students about any projected additional charges associated with student identity verification. Provide URLs, catalogs, student handbooks, and other locations of any alternative institutional website documenting required disclosures.</p>	<p>Verification of Student Identity Policy Final 9-26-19</p> <p>University Policies</p> <p>Academic Integrity Policy (Revised Final 7-23-19)</p> <p>Information Security Policy (Technology Policy Number 2013-02)</p> <p>PASSHE Policy 1999-01-A: The Student Transfer Policy (Amended 10-6-16)</p> <p>Graduate School Policy: Transfer Credit 2016-10 (Amended 2018-6)</p>

2. Transfer of Credit Policies and Articulation Agreements

Institutions must provide the following information and evidence:

	<u>Documents, Policies, and Procedures</u>
1. Policies and procedures for making decisions about the transfer of credits earned at other institutions (including all modes of delivery, if applicable). Include public disclosure (URL, catalog, or other public locations for information) of policy.	The Student Transfer Policy 1999-01-A (Amended 10-6-16) Transfer Credits for Undergraduates 9-25-18 Graduate - Transfer Credit Policy 10-2016 (Amended 6-2018) Undergraduate - Admissions - Transfer Student Policies
2. URL and other publication locations, if applicable, of institutions with which the institution has established an articulation agreement.	Admissions - Transfer - Articulation Agreements Articulation Agreements 9-2019

3. Title IV Program Responsibilities

Institutions must provide the following information and evidence:

	<u>Documents, Policies, and Procedures</u>
1. Student loan default rates for the most recent three years. If applicable, submit reports on compliance from the U.S. Department of Education in regard to the cohort default rate, including any default reduction plans.	PASSHE OMB Single Audit Report (2016 A 133) PASSHE OMB Single Audit Report (2017 A 133) PASSHE OMB Single Audit Report (2018 A 133)
2. Three most recent years of composite ratios (private and proprietary institutions only).	Federal Student Aid - Official Cohort Default Rates for Schools <i>(Click on GO, then enter CAL U's OPE ID: 003316)</i> *Same information as document below. Federal Student Aid - School Cohort Default Rates (CAL U) FY 2016, 2015, and 2014 (Appendix 2)

3. Date of most recent Title IV program review.	CAL U Title IV - Final Program Review Determination 1-8-2018 (SS omitted)
4. Relevant correspondence from the U.S. Department of Education, such as program reviews and any actions to limit, suspend, or terminate the institution's eligibility to participate in Title IV, including institutional responses, if applicable.	Not applicable



4. Institutional Records of Student Complaints

Institutions must provide the following information and evidence:

	<u>Documents, Policies, and Procedures</u>
1. Policy and methods used in handling and tracking student grievances and complaints. Include public disclosure(s) of the policy/policies for student grievances and complaints (URLs, catalog, handbook, or other public location of this information).	<u>POLICY - Appealing a Grade or Other Academic Decision 08-15-10</u> <u>Graduate School POLICY: Appealing a Grade or Other Academic Decision</u> <u>Office of Student Conduct</u> <u>Office of Student Conduct - Mediation</u> <u>Statement of Student Rights and Responsibilities: Student Code of Conduct 2019</u> <u>The Vulcan Adventure - Student Handbook 2019-2020</u> <u>University Policies</u> <u>POLICY - Academic Warning, Probation, Dismissal and Readmission 2011-2012 (Amended 9-12-16)</u> <u>Satisfactory Academic Progress (SAP) Maximum Time Frame Appeal Form</u> <u>POLICY - Schedule Adjustments - Appeal the Effective Date of Drops and Withdrawals</u> <u>Academic Integrity Policy (Revised Final 7-23-19)</u>

	<p>2019-2020 Undergraduate Catalog (July 2019)</p> <p>2019-2020 Graduate Catalog (July 2019)</p> <p>Online Students - State Authorization for Online Students - Complaint Process</p> <p>Policy Statements and Compliance Procedures on EEO and Social Equity (11-2016)</p> <p>Gender-based - Sexual Misconduct (Title IX) Policy (11-2016)</p> <p>Title IX Complaint Form</p> <p>Office of Students with Disabilities</p> <p>POLICY - Anti-Hazing Policy (7-23-2019)</p>
<p>2. Procedures for making modifications and improvements to the institution as a result of information obtained in handling student complaints.</p>	<p>Administrative Manual - AESAO Handbook 11-15-18</p> <p>Crime Statistics Security Report, Fire Safety and On-Campus Student Housing Report 2019</p>

5. Required Information for Students and the Public

Institutions must provide the following information and evidence:

	<u>Documents, Policies, and Procedures</u>
1. URLs, catalogs and student handbooks, and other public locations of any alternative institutional website documenting required disclosures as required by Student Right to Know, as well as policies on SAP, withdrawal, leave of absence, and attendance.	<p>Academic Catalogs: 2019-2020 Undergraduate Catalog (July 2019) 2019-2020 Graduate Catalog (July 2019)</p> <p>Student Handbook: The Vulcan Adventure - Student Handbook 2019-2020</p> <p>Student Right to Know: Pennsylvania's Right-To-Know CAL U Right-to-Know Policy Right to Know Policy (Revised 12-19-08; 8-27-19) Pennsylvania's New Right to Know Law (Act 3 of 2008 (01-01-2009))</p> <p>University Policies: University Policies POLICY - Unofficial Withdrawals and Grading 2011-2012 POLICY - Withdrawal from the University</p>

	<p>Graduate - Administrative Withdrawal Policy 2005-2006 (Updated 4-24-12; 8-27-19)</p> <p>POLICY - Attendance (Class Attendance) 2005-2006 (Updated 8-15-10)</p> <p>POLICY - Readmission 9-25-18</p> <p>Satisfactory Academic Progress Policy: Federal Satisfactory Academic Progress Policy (SAP)</p> <p>Consumer Information: Costs and Aid - Financial Aid</p> <p>Costs and Aid - Financial Aid - Consumer Information</p> <p>Costs and Aid - Financial Aid Award Process</p> <p>Costs and Aid - Tuition - Cost and Fees - Office of Student Accounts</p> <p>Office of Academic Records</p> <p>Office of Academic Records - FERPA</p> <p>FERPA Release Form - Authorization to Release Information</p> <p>The Cal U Difference - Accreditation</p> <p>Academics - Career and Internships - Career and Professional Development Center</p> <p>Office of Students with Disabilities</p>
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	<p>The Cal U Difference - Test Career Outcomes</p> <p>The Cal U Difference - Four-Year and Six Year Graduation Rates</p> <p>Student Accounts: Student Accounts and Billing</p> <p>Student Accounts - Withdrawals and Refunds</p> <p>Student Accounts - Payments</p> <p>American Opportunity Tax Credit</p> <p>1098T Tax Information</p> <p>Net Price Calculator: Net Price Calculator</p> <p>Facilities and accommodations available: CAL U Convocation Center</p> <p>Convocation Center - Venues</p> <p>Other Venues on Campus</p>
<p>2. Methods used to collect and review information on student outcomes and licensure pass rates.</p>	<p>Progress Report to the Middle States Commission on Higher Education 12-1-13</p> <p>Faculty and Staff - Assessment</p>

	<p>Faculty and Staff - Institutional Research and Planning</p> <p>Fall Enrollment 2018-19</p> <p>The Cal U Difference - Accreditation</p> <p>Student Accounts</p> <p>Assessment:</p> <p>Academic Program Assessment of Student Learning Outcomes</p> <p>Academic Inventory of Program Assessment 2018-19 (sample) (Appendix 3)</p> <p>Annual Assessment Report Executive Summary 2018-2019 (ACBSP)</p> <p>Career Outcomes:</p> <p>The Cal U Difference - Test Career Outcomes 2018</p> <p>Student Outcomes:</p> <p>Program Review 10-29-19 Completions (Appendix 4)</p> <p>Completion and Retention Rates by Major</p> <p>Social Work Program - Assessment of Student Learning Outcomes 5-22-19</p>
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	Catalogs - Clinical Mental Health Counseling - Counselor Education - Vital Program Statics 2018-2019
<p>3. Documents and URLs for advertising and recruitment materials that are available to current and prospective students that show the accreditation status with the Commission and any other U.S. Department of Education approved agencies.</p>	<p>Academic Programs:</p> <p>Academics</p> <p>Academics - Undergraduate Degree Programs</p> <p>Academics - Graduate Programs</p> <p>Academics - Global Online - Online Degrees at Cal U</p> <p>Academics - Continuing Education</p> <p>Academics - Academic Catalog</p> <p>Academics - Academic Calendar</p> <p>Academics - Summer-Winter College</p> <p>Academics - Study Abroad</p> <p>Academics - Honors</p> <p>Academics - Choosing a Major</p> <p>Academics - Careers & Internships</p> <p>Accreditation:</p>

	<p>Catalogs - Undergraduate Catalog - Accreditations</p> <p>Accreditation Status: CAL U Accreditation Status</p> <p>Accreditation of Teacher Education: Catalogs - Council for the Accreditation of Educator Preparation (CAEP)</p> <p>Prospective Student Information: Undergraduate Students at CAL U</p> <p>Graduate Studies</p> <p>International Students</p> <p>Online Students - Online at CAL U</p> <p>Military and Veterans</p> <p>Continuing Education</p>
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6. Standing with State and Other Accrediting Agencies

Institutions must provide the following information and evidence:

	<u>Documents, Policies, and Procedures</u>
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<p>1. Documentation of the relationships with any specialized, programmatic, or institutional accrediting agencies recognized by the U.S. Department of Education and all governing or coordinating bodies in the state(s) and countries in which the institution has a presence.</p> <p>If, in the last five years, the institution has had a review resulting in non-compliance, include the report from the state or other accreditor as well as the institutional response.</p>	<p>Progress Report to the Middle States Commission on Higher Education 12-1-13</p> <p>Online Students - State Authorization for Online Students</p> <p>Catalogs - Undergraduate - Accreditations</p> <p>Middle States Response to Progress Report 3-7-14</p> <p>Middle States Response to Progress Report 11-20-15</p> <p>Middle States Response to Progress Report 6-29-12</p> <p>The Cal U Difference - Accreditation - Middle States Accreditation Campus Updates</p> <p>NC-SARA</p> <p>Online Students - State Authorization for Online Students</p> <p>Community - Business and Careers - GACO</p> <p>Pennsylvania Department of Education - PAsmart - A Workforce Development Initiative</p> <p>IES - NCES – IPEDS</p>
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<p>2. URLs, catalogs, student handbooks, and other locations of any alternative institutional website documenting required disclosures.</p>	<p>Cal U does not maintain any alternative institutional websites; all official institutional information is documented at: www.calu.edu</p> <p>PASSHE</p> <p>PASSHE - Why a State System University</p> <p>PASSHE - Degree Type by University</p> <p>PASSHE - Tuition and Fee Rates charged by State System</p> <p>PASSHE - Can I finish what I started (Course Transfer)</p> <p>PASSHE - Fact Center</p> <p>PASSHE - Fact Center - System Overview</p> <p>PASSHE - Fact Center - Economic Impact</p> <p>PASSHE - State System's EdHub</p> <p>PASSHE - Fact Center - Faculty and Staff Data</p> <p>PASSHE - Fact Center - Financial Data</p> <p>PASSHE - Fact Center - Points of Pride</p> <p>PASSHE - Fact Center - Student data</p>
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	<p><u>PASSHE - Fact Center - System Collective Bargaining</u></p> <p><u>PASSHE - Fact Center - University Fast Facts</u></p>
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7. Contractual Relationships

Institutions must provide the following information and evidence:

	<u>Documents, Policies, and Procedures</u>
1. List of contractual arrangements for education services, including name of third-party and applicable programs and the date the arrangement was approved by the Commission.	Not applicable. Currently, Cal U does not contract with anyone for educational services
2. URLs, catalogs, student handbooks, and other locations of any alternative institutional website documenting required disclosures.	Not applicable.

8. Assignment of Credit Hour

Institutions must provide the follow information and evidence:

	<u>Documents, Policies, and Procedures</u>
1. Policy and procedures for credit hour assignment covering for all types of courses (including studio, internships, laboratory, practica, etc.), disciplines, programs, degree levels, formats, and modalities of instruction (including hybrid and online). Include each policy that documents the assignment of credit hours specific to the types noted above. The following should be clearly indicated: <ul style="list-style-type: none">○ Academic period (e.g., 15 weeks plus one week exam over two semesters);○ Recommended instructional time (e.g., three 50-minute sessions or two 75-minute sessions per week);○ Recommended out-of-class time requirements (e.g., twice in-class time).○	POLICY - Credits 6-14-18
2. URLs, catalogs, student handbooks, and other locations of any alternative institutional website documenting required disclosures.	<i>Not applicable; Cal U does not maintain alternative institutional websites.</i>

<p>3. Evidence that the institution's credit hour policies and procedures applied consistently across the full range of institutional offerings. If the institution is required to obtain approval from the relevant State Department of Education, compliance with this requirement should be documented.</p>	<p>Academics - Academic Calendar 2019-2020 Undergraduate Catalog (July 2019) 2019-2020 Graduate Catalog (July 2019) The Vulcan Adventure - Student Handbook 2019-2020 University Policies</p>
<p>4. Processes used by the institution to review periodically the application of its policies and procedures for credit hour assignment.</p>	<p>PASSHE - Act 188 - 24 P.S. §20-2001-A et seq. (as amended through July 6, 2016)</p>

**California University of Pennsylvania
Pennsylvania System of Higher Education**

**Technology Procedure Number 2016-01
Vulnerability Assessment and Management Procedure**

Approved by: University Technology Services Leadership

History: Issued - 05/17/2016

Revised --

Additional History

Related Policies:

Additional References:

I. Introduction

This procedure governs patch and vulnerability management which is a security practice designed to proactively prevent the exploitation of IT vulnerabilities that exist within the organization. The expected result is to reduce the time and money spent dealing with vulnerabilities and exploitation of those vulnerabilities. Proactively managing vulnerabilities of systems will reduce or eliminate the potential for exploitation and involve considerably less time and effort than responding after an incident has occurred.

Vulnerability scanning is a tool to help the university identify vulnerabilities on its networked computing devices. The results of the vulnerability scans help inform management and computing device administrators of known and potential vulnerabilities so those vulnerabilities can be addressed and managed. Vulnerability scanning can be used at a broader level to ensure that campus information security practices are working

correctly and are effective.

II. Purpose

The purpose of this procedure is to clarify the campus requirements and expectations regarding vulnerability scans and remediation of discovered vulnerabilities to ensure that compliance is met.

III. Statement of Policy

Approved Scanning Tools

While there are numerous, tools that can provide insight into the vulnerabilities on a system, not all scanning tools have the same set of features. Cal U's Information Security Office is responsible for approving and overseeing campus use of an enterprise scanning and assessment tool. Use of any other vulnerability scanner must be justified in writing and approved by the Information Security Officer.

Approved Tools are as follows:

- .Tenable Nessus
- .McAfee SuperScan
- .IdentityFinder
- .Zenmap (Nmap)
- .Qualys
- .Microsoft Security Baseline Analyzer (MSBA)
- .Grid Control
- .Red Hat Satellite
- .ESM - Ellucian

Vulnerability Scanning Schedule

University Technology Services is required to conduct a vulnerability assessment of all of their networked computing devices on a quarterly basis.

Entire Network: The entire network will be scanned once a year in May after classes are out-of-session.

Devices on the network will be scanned quarterly according to the following schedule:

Servers:

. Servers will be broken into 3 groups.

- **Group A** will be automatically scanned in January, April, July, and October.
- **Group B** will be automatically scanned in February, May, August, and November.
- **Group C** will be automatically scanned in March, June, September, and December.
- Scans will occur on the last Friday of the month.
- Scans are to be credentialed where possible.

PCI/CDE/Switches/Security Cameras:

. The **PCI CDE, Security Cameras** and **Network Switches Management VLAN** will be automatically scanned in March, June, September, and December.

- Scans will occur on the last Friday of the month.
- Scans are to be credentialed where possible

End User Devices (Workstations/Printers, etc.):

. End User devices in the **Convocation Center, Dixon, Eberly, Hamer, Manderino, Natali** will be automatically scanned in January, April, July, and October.

- Scans will occur on the last Saturday of the month.
- Scans are to be credentialed where possible.

Review and Remediation of Issues Identified in Scans

.A **Patch and Vulnerability Group (PVG)** shall be created to facilitate the identification and remediation of vulnerabilities within the organization.

- The PVG is the central point for vulnerability remediation efforts, such as Operating System and application patching and configuration changes.
- This group will meet once a month to discuss the results of the scans.
- Prioritize the order in which the organization addresses remediating vulnerabilities. The PVG should consider each threat and its potential impact on the organization when setting priorities for vulnerability remediation. This evaluation would include but not be limited to the following:
 - Determine the overall risk posed by the threat or vulnerability. Risk is defined as likelihood * impact.
 - At the highest level, likelihood is a rough measure of how likely this particular vulnerability is to be uncovered and exploited by an attacker.
 - Impact is an estimate of the amount of damage to a system if the vulnerability were to be exploited.
 - Determine the existence, extent, and spread of related worms, viruses, or exploits. Ascertain whether malicious code has been published and the level of distribution.
 - Determine the risks involved with applying the patch or non-patch remediation.

General Considerations

.Data from scans are to be treated as Internal-Confidential data.

- .The assessment will scan networked computing devices from inside the perimeter of Cal U's network.
- .Computing device or system administrators must not make any temporary changes to networked computing devices for the sole purpose of passing an assessment. Any attempts to tamper with results will be referred to management for potential disciplinary action.
- .No devices connected to the network shall be specifically configured to block vulnerability scans from authorized scanning engines.
- .Vulnerabilities on networked computing devices shall be mitigated and eliminated through proper analysis and repair methodologies.
- .At no time shall a computing device/system administrator ever conduct a scan on the public network or Internet unless such activity is authorized based on a contractual relationship. Authorization must be in writing and approved by the Chief Information Officer or a designee.
- .Networked computing devices that appear to be causing disruptive behavior on the network may be scanned by Information Services using nonintrusive methods to investigate the source of the disruption.
- .University Technology Services uses various patch management and monitoring solutions such as Microsoft SCCM, Red Hat Satellite Server, Oracle Grid Control, and Ellucian ESM. These may connect to systems automatically and run reports. These systems are not considered vulnerability monitors for the sake of this policy.

Exceptions

Requests for exceptions to this policy (requests to not scan a device) may be granted for systems with other security measures (e.g., network filtering, firewall, etc.) in place to mitigate risk. Any requests must be submitted in writing to the appropriate CISO for review and approval.

Exception requests must include:

- .Why the scanning exception is being requested.
- .Risk to the enterprise of not scanning the device.
- .Mitigation controls that have been implemented, and date of implementation.
- .End date for the exception.

IV. Definitions

CDE - A **cardholder data environment (CDE)** is a computer system or networked group of IT systems that processes, stores and/or transmits cardholder data or sensitive payment authentication data.

Credentialed (Authenticated) Scan - A type of scan that requires appropriate credentials to authenticate to a machine to determine the presence of vulnerability without having to attempt an intrusive scan.

Vulnerabilities- Vulnerabilities are flaws that can be exploited by a malicious entity to gain greater access or privileges than it is authorized to have on a computer system. Not all vulnerabilities have related patches; thus, system administrators must not only be aware of applicable vulnerabilities and available patches, but also other methods of remediation (e.g., device or network configuration changes, employee training) that limit the exposure of systems to vulnerabilities.

Appendix 3. Academic Inventory of Program Assessment (sample)

Summary of Outcomes Assessment Reports by Academic Degree Program

Ten Line Summary							
Updated: 12/19/2019							
Report on Expected Student Learning Outcomes, Assessment Methods, Results, & Improvements							
Award	Major (Concentration)	Expected Student Learning Outcome	Assessment Methods Used and Performance Targets	Assessment Results and Analysis in Relation to Performance Targets	Description of Program Improvements and Enhancements Made or Other Actions Taken in	Cal U General Education	Relationship to Cal U Strategic Plan
Electrical Science & Technology - Applied Engineering & Technology							
86	AAS	Electrical Engineering Technology	An ability to use knowledge, skills, techniques, and modern tools including laboratory and test equipment in the electrical engineering technology discipline	Measure 1: EET majors complete EET160 Electric Circuits II course Criterion 1: Minimum 50% EET majors enrolled pass course with C or better		1. Quantitative and qualitative analysis (problem solving)	1. Enhance academic excellence and 3. Create a learning and working environment that promotes diversity,
86	AAS	Electrical Engineering Technology	Recognition of the need for, and the ability to engage in self-directed continuing professional development	Measure 1: EET majors complete AS degree Criterion 1: Minimum 50% EET AS majors enrolled complete AS Measure 2: EET majors continue on to BS degree		2. Critical and creative thinking (information literacy, critical thinking)	1. Enhance academic excellence and 3. Create a learning and working environment that promotes diversity, civility, and inclusiveness
111	AS	Computer-Aided Design & Drafting	Create CAD drawings and edit basic objects and shapes.	Measure 1: Computer Assisted Design and Drafting majors complete ITE215 Computer Aided Drafting I course Criterion 1: Minimum 50% Computer Assisted Design and Drafting majors enrolled pass course with C or better Measure 2: Computer Assisted		2. Critical and creative thinking (information literacy, critical thinking)	1. Enhance academic excellence and 3. Create a learning and working environment that promotes diversity, civility, and inclusiveness
111	AS	Computer-Aided Design & Drafting	Apply three-dimensional modeling concepts using CAD software.	Measure 1: Computer Assisted Design and Drafting majors complete ITE315 CAD in Three Dimensions course Criterion 1: Minimum 50% Computer Assisted Design and Drafting majors enrolled pass course with C or better Measure 2: Computer Assisted Design and Drafting majors		2. Critical and creative thinking (information literacy, critical thinking)	1. Enhance academic excellence and 3. Create a learning and working environment that promotes diversity, civility, and inclusiveness
87	AS	Computer Engineering Technology	An ability to use knowledge, skills, techniques and modern tools including laboratory and test equipment in the computer engineering technology discipline	Measure 1: CET majors complete CET235 Digital Electronics Design course Criterion 1: Minimum 50% CET majors enrolled pass course with C or better		1. Quantitative and qualitative analysis (problem solving, scientific)	1. Enhance academic excellence and 3. Create a learning and working environment that promotes diversity, civility, and inclusiveness
87	AS	Computer Engineering Technology	Recognition of the need for, and the ability to engage in self-directed continuing professional development	Measure 1: CET majors complete AS degree Criterion 1: Minimum 50% CET AS majors enrolled complete AS Measure 2: CET majors continue on to BS degree		2. Critical and creative thinking (information literacy, critical thinking)	1. Enhance academic excellence
112	AS	Industrial Technology	Apply knowledge of materials origin, properties, technology, and selection.	Measure 1: Industrial Technology majors complete ITE181 Materials Technology I course Criterion 1: Minimum 50% Industrial Technology majors enrolled pass course with C or better Measure 2: Industrial Technology		2. Critical and creative thinking (information literacy, critical thinking)	1. Enhance academic excellence and 3. Create a learning and working environment that promotes diversity, civility, and inclusiveness

Appendix 4

Completions by Program

COLLEGE_DESC	DEPARTMENT	MAJOR	MAJOR_DESC	CONC	FIRST_CONCENTRATION_DE SC	AY2014-15	AY2015-16	AY2016-17	AY2017-18	AY2018-19
Graduate Studies and Research	Childhood Education	0115	ELEMENTARY EDUCATION W/CERT			3				
Graduate Studies and Research	Childhood Education	0118	ELEMENTARY ED WITHOUT/CERT			2				
Graduate Studies and Research	Childhood Education	0119	ELEM/SPECIAL ED W/CERT			1				
Graduate Studies and Research	Special Education	0142	Special Education	0144	APPLIED BEHAVIOR ANALYSIS			5	2	
Graduate Studies and Research	Special Education	0142	Special Education	0146	PREK-8	5	1	2	1	
Graduate Studies and Research	Special Education	0142	Special Education	0147	7 THROUGH 12	6	3	3	1	
Graduate Studies and Research	Special Education	0142	Special Education	0148	Pk-4/K-8 Dual	8	7	8	2	10
Graduate Studies and Research	Special Education	0142	Special Education	0149	AUTISM SPECTRUM DISORDERS	3	2			
Graduate Studies and Research	Special Education	0142	Special Education	0159	APPLIED BEHAVIOR ANALYSIS-GEN		1	3	9	
Graduate Studies and Research	Childhood Education	0143	MENTALLY/PHYSICALLY HANDICAP			4				
Graduate Studies and Research	Childhood Education	0150	Reading Specialist			9	13	20	15	16
Graduate Studies and Research	Counselor Education	0151	School Counseling			22	14	21	24	25
Graduate Studies and Research	Counselor Education	0157	School Counseling PDE Cr/Cert				1			1
Graduate Studies and Research	Earth Science	0231	TOURISM PLANNING AND DEVELOP				1	2	1	
Graduate Studies and Research	Earth Science	0232	GEOGRAPHY & REGIONAL PLAN				1			
Graduate Studies and Research	Communication Disorders	0303	Communication Disorders			25	25	24	24	22
Graduate Studies and Research	Psychology	0310	School Psychology			5	13	9	6	12
Graduate Studies and Research	Business & Economics	0325	BUSINESS ADMINISTRATION			2				
Graduate Studies and Research	Business & Economics	0328	Business Administration - MBA			55	47	49	41	25
Graduate Studies and Research	Business & Economics	0329	Business Analytics - Cert						4	3
Graduate Studies and Research	Health Science	0330	ATHLETIC TRAINING			19	22	18	16	
Graduate Studies and Research	Social Work	0350	Social Work			45	32	58	30	35
Graduate Studies and Research	Psychology	0410	School Psych-Certificate			7	6	9	9	8
Graduate Studies and Research	Childhood Education	0415	ELEMENTARY ED/CERT ONLY			1				
Graduate Studies and Research	Special Education	0442	SPECIAL ED-CERT ONLY	0446	PREK-8 CERT	1				
Graduate Studies and Research	Special Education	0442	SPECIAL ED-CERT ONLY	0447	7-12		3	1	1	
Graduate Studies and Research	Special Education	0442	SPECIAL ED-CERT ONLY			1			1	

Graduate Studies and Research	Special Education	0444	AUTISM SPECTRUM DISORDERS-CERT			12	7	2		
Graduate Studies and Research	Special Education	0448	AUTISM SPEC DISORD-CERTIFICATE				1	5		
Graduate Studies and Research	Special Education	0449	AUTISM SPECT DISORDER-LOC			1				
Graduate Studies and Research	Secondary Ed & Admin Leadership	0455	Superintendent Letter of Eligi			25	55	43	30	29
Graduate Studies and Research	Secondary Ed & Admin Leadership	0500	Master of Arts - Teaching	0501	English Certification	2	6	3	3	5
Graduate Studies and Research	Secondary Ed & Admin Leadership	0500	Master of Arts - Teaching	0521	Art Certification	2		4	1	1
Graduate Studies and Research	Secondary Ed & Admin Leadership	0500	Master of Arts - Teaching	0525	Communications Certification	1	2			1
Graduate Studies and Research	Secondary Ed & Admin Leadership	0500	Master of Arts - Teaching	0540	Spanish Certification		2	3	2	
Graduate Studies and Research	Secondary Ed & Admin Leadership	0500	Master of Arts - Teaching	0548	Math Certification	1			2	
Graduate Studies and Research	Secondary Ed & Admin Leadership	0500	Master of Arts - Teaching	0560	Biology Certification	3	1	3	2	1
Graduate Studies and Research	Secondary Ed & Admin Leadership	0500	Master of Arts - Teaching	0563	Earth Science Certification	1		1		
Graduate Studies and Research	Secondary Ed & Admin Leadership	0500	Master of Arts - Teaching	0580	Social Studies Certification	8	8	8	4	3
Graduate Studies and Research	Secondary Ed & Admin Leadership	0500	Master of Arts - Teaching	0590	Chemistry Certification		3			
Graduate Studies and Research	Exercise Science & Sport Studies	0650	Health Sci/Ex Leadership							4
Graduate Studies and Research	Criminal Justice	0660	Criminal Justice							19
Graduate Studies and Research	Counselor Education	0701	Counselor Ed - Post Master			1	2	3	1	
Graduate Studies and Research	Counselor Education	0702	STUDENT AFFAIRS PRACTICE-LOC			8	9			
Graduate Studies and Research	Counselor Education	0703	Student Affairs Pract-CertGO					5		3
Graduate Studies and Research	History, Politics, Soc, & Law	0714	Criminal Justice - Cert					6	10	7
Graduate Studies and Research	History, Politics, Soc, & Law	0715	Homeland Security - Cert					5	8	6
Graduate Studies and Research	History, Politics, Soc, & Law	0716	Law and Public Policy - Cert					1	9	5
Graduate Studies and Research	Psychology	0717	Threat Asses & Mgt in Schools							1
Graduate Studies and Research	Counselor Education	0720	Clinical Ment Hlth Counseling			24	26	19	21	31
Graduate Studies and Research	Criminal Justice	0740	Applied Criminology- Cert				1	1	7	13
Graduate Studies and Research	Criminal Justice	0741	Behavioral Crime Analysis-Cert				1	15	9	17
Graduate Studies and Research	Special Education	0742	Special Education - GO	0744	Applied Behav Analysis Autism				1	12
Graduate Studies and Research	Special Education	0742	Special Education - GO	0746	PREK-8				1	6
Graduate Studies and Research	Special Education	0742	Special Education - GO	0747	7-12				2	2
Graduate Studies and Research	Special Education	0742	Special Education - GO	0749	AUTISM SPECTRUM DISORDERS					2
Graduate Studies and Research	Special Education	0742	Special Education - GO	0759	Applied Behav Analysis Gen				3	7
Graduate Studies and Research	Earth Science	0750	AMS DataStreme Cert						10	50
Graduate Studies and Research	Special Education	0752	Autism Spec Disord-Certificati						1	
Graduate Studies and Research	Business & Economics	0826	Business Administration-GO	0821	Healthcare Management-GO				1	4

Graduate Studies and Research	Business & Economics	0826	Business Administration-GO	0827	Entrepreneurship-GO	11	25	24	20
Graduate Studies and Research	Business & Economics	0826	Business Administration-GO	0828	Nursing Administration-GO			4	3
Graduate Studies and Research	Business & Economics	0826	Business Administration-GO	0829	Business Analytics-GO			5	20
Graduate Studies and Research	Art & Languages	0840	Arabic Lang & Linguistics Cert						2

Completions by Program

Graduate Studies and Research	Mathematics, Computer Science & Information Systems	0848	Applied Mathematics			15	6	8	
Graduate Studies and Research	Mathematics, Computer Science & Information Systems	0849	Data Science - Cert -GO					3	11
Graduate Studies and Research	Mathematics, Computer Science & Information Systems	0850	Cybersecurity			9	10	8	
Graduate Studies and Research	Mathematics, Computer Science & Information Systems	0851	Cybersecurity - Certificate			1	9	10	
Graduate Studies and Research	Counselor Education	0861	Spirit/Ethic/Relig Cslg-Cert			9	5		
Graduate Studies and Research	Counselor Education	0862	ADVANCED ADDICTIONS-CERT			1	13		
Graduate Studies and Research	Counselor Education	0863	Addictive Disorders-Cert					1	14
Graduate Studies and Research	Childhood Education	0901	ELEMENTARY EDUCATION	0903	EARLY CHILDHOOD EDUCATION	2			
Graduate Studies and Research	Childhood Education	0901	ELEMENTARY EDUCATION	0904	English as Second Language-GO	2			
Graduate Studies and Research	Childhood Education	0902	Teacher Education	0903	EARLY CHILDHOOD EDUCATION	7	8	11	3
Graduate Studies and Research	Childhood Education	0902	Teacher Education	0904	English as Second Language-GO	5	10	7	7
Graduate Studies and Research	Childhood Education	0902	Teacher Education	0905	SCIENCE, TECHNOLOGY, & MATH ED	15	16	25	17
Graduate Studies and Research	Childhood Education	0902	Teacher Education	0906	PreK-4 w/cert	2	5	9	13
Graduate Studies and Research	Childhood Education	0902	Teacher Education	0908	Pk-4 without Certification	1		1	1
Graduate Studies and Research	Childhood Education	0902	Teacher Education	0913	Early Childhood Ed-W/O Cert-GO	4	1	10	10
Graduate Studies and Research	Childhood Education	0902	Teacher Education	0914	Eng as 2nd Lang-W/O Cert-GO		2	13	19
Graduate Studies and Research	Childhood Education	0907	TEACHER EDUCATION CERT ONLY	0912	PK-4	2	2		
Graduate Studies and Research	Childhood Education	0910	Reading - Cert Only			2		1	1
Graduate Studies and Research	Childhood Education	0911	EARLY CHILDHOOD ED CERT ONLY			1		1	
Graduate Studies and Research	Applied Engineering & Technology	0915	Technology Education			21	24	30	21
Graduate Studies and Research	Applied Engineering & Technology	0916	SECONDARY STEM ED-TECH ED-LOC			1			
Graduate Studies and Research	Applied Engineering & Technology	0917	Secondary STEM Ed-Tech Ed-Cert			6	25	22	14
Graduate Studies and Research	Childhood Education	0918	EARLY CHILDHOOD ED CERT					1	1
Graduate Studies and Research	Secondary Ed & Admin Leadership	0926	English as 2nd Lang-Cert					1	1
Graduate Studies and Research	Nursing	0930	Nursing-GO	0934	Nursing Admin & Leadership GO			33	52

Graduate Studies and Research	Nursing	0930	Nursing-GO			22	34	31		
Graduate Studies and Research	Counselor Education	0935	Sports Counseling-Cert			9	10	11	15	7
Graduate Studies and Research	Graduate Studies	0945	Social Science	0925	CONFLICT RESOLUTION			7	20	17
Graduate Studies and Research	Graduate Studies	0945	Social Science	0946	Applied Criminology	26	24	27	15	22
Graduate Studies and Research	Graduate Studies	0945	Social Science	0966	ARABIC:LANGUAGE&LINGUISTICS-GO				9	23
Graduate Studies and Research	Graduate Studies	0945	Social Science				1	1	1	
Graduate Studies and Research	Exercise Science & Sport Studies	0950	Exercise Sci & Health Promo	0802	Rehab Science/Sport Psychology			1	7	10
Graduate Studies and Research	Exercise Science & Sport Studies	0950	Exercise Sci & Health Promo	0803	Rehab Science/Wellness Coachin			2		1
Graduate Studies and Research	Exercise Science & Sport Studies	0950	Exercise Sci & Health Promo	0804	Sport Psych/Wellness Coaching				2	
Graduate Studies and Research	Exercise Science & Sport Studies	0950	Exercise Sci & Health Promo	0805	Wellness & Fitness/Rehab Scien			3	8	4
Graduate Studies and Research	Exercise Science & Sport Studies	0950	Exercise Sci & Health Promo	0806	Wellness & Fitness/Sport Psych			1	3	4
Graduate Studies and Research	Exercise Science & Sport Studies	0950	Exercise Sci & Health Promo	0807	Wellness&Fitness/Wellness Coac		1	2	9	7
Graduate Studies and Research	Exercise Science & Sport Studies	0950	Exercise Sci & Health Promo	0808	Perf Enh Inj Prev/Rehab Scien			4	22	23
Graduate Studies and Research	Exercise Science & Sport Studies	0950	Exercise Sci & Health Promo	0809	Perf Enh Inj Prev/Sport Psych			2	8	7
Graduate Studies and Research	Exercise Science & Sport Studies	0950	Exercise Sci & Health Promo	0810	Perf Enh Inj Prev/Wellness Coa			1	3	2
Graduate Studies and Research	Exercise Science & Sport Studies	0950	Exercise Sci & Health Promo	0952	Wellness and Fitness	103	100	79	63	44
Graduate Studies and Research	Exercise Science & Sport Studies	0950	Exercise Sci & Health Promo	0954	Perform Enhnemnt & Inj Prev	128	166	135	118	75
Graduate Studies and Research	Exercise Science & Sport Studies	0950	Exercise Sci & Health Promo	0956	Rehabilitation Sciences	128	110	112	77	57
Graduate Studies and Research	Exercise Science & Sport Studies	0950	Exercise Sci & Health Promo	0958	Sport Psychology	32	27	40	21	26
Graduate Studies and Research	Exercise Science & Sport Studies	0950	Exercise Sci & Health Promo	0959	Wellness Coaching	10	30	15	18	8
Graduate Studies and Research	History, Politics, Soc, & Law	0951	Legal Studies	0953	Homeland Security	14	10	7	9	4
Graduate Studies and Research	History, Politics, Soc, & Law	0951	Legal Studies	0955	Law and Public Policy	14	8	9	9	5
Graduate Studies and Research	History, Politics, Soc, & Law	0951	Legal Studies	0957	Criminal Justice	8	9	7	12	7
Graduate Studies and Research	Exercise Science & Sport Studies	0960	Sport Management	0962	Intercollegiate Athletic Admin	39	43	38	29	31
Graduate Studies and Research	Exercise Science & Sport Studies	0960	Sport Management	0963	Sport Management Generalist	21	12	16	17	11
Graduate Studies and Research	Exercise Science & Sport Studies	0960	Sport Management	0964	SPORTS COUNSELING	6	1	1	1	
Graduate Studies and Research	Exercise Science & Sport Studies	0960	Sport Management	0965	Strategic Sport Analysis				11	4
Graduate Studies and Research	Criminal Justice	0967	Criminal Justice - GO	0864	Applied Criminology					1
Graduate Studies and Research	Secondary Ed & Admin Leadership	0970	Educational Leadership	0971	Admin Program for Principals	31	66	80	53	53
Graduate Studies and Research	Secondary Ed & Admin Leadership	0970	Educational Leadership	0972	Adv Stud-Sec Ed & Tchr Ldrshp	17	11	25	10	8
Graduate Studies and Research	Secondary Ed & Admin Leadership	0970	Educational Leadership	0973	Educational Studies			1	2	4
Graduate Studies and Research	Secondary Ed & Admin Leadership	0970	Educational Leadership			1		1		
Graduate Studies and Research	Secondary Ed & Admin Leadership	0975	ADVANCED STUDIES IN SEC ED			2	1			

Graduate Studies and Research	Secondary Ed & Admin Leadership	0976	K-12 PRINCIPAL	40	4			
Graduate Studies and Research	Secondary Ed & Admin Leadership	0977	K-12 Principal - Cert Only	48	62	59	35	4
Graduate Studies and Research	Exercise Science & Sport Studies	0981	Intercollegiate Ath Admin-Cert		2	1	2	3
Graduate Studies and Research	Exercise Science & Sport Studies	0982	WELLNESS COACHING-LOC		1			
Graduate Studies and Research	Exercise Science & Sport Studies	0983	Wellness Coaching-Cert		1	2		2
Graduate Studies and Research	Exercise Science & Sport Studies	0992	Wellness and Fitness-Cert			2	1	
Graduate Studies and Research	Exercise Science & Sport Studies	0994	Perf Enhncement & Inj Prev-Cert	1		3	1	1

Completions by Program

Graduate Studies and Research	Exercise Science & Sport Studies	0996	Rehabilitation Science-Cert	2	2	1	3	1
Graduate Studies and Research	Exercise Science & Sport Studies	0997	REHABILITATION SCIENCE-LOC	1				
Graduate Studies and Research	Exercise Science & Sport Studies	0998	Sport Psychology-Cert	2	5	1	3	2
Graduate Studies and Research	Exercise Science & Sport Studies	0999	SPORT PSYCHOLOGY-LOC		1			
Education and Human Services	Childhood Education	1100	Early Childhood		1	3	1	8
Education and Human Services	Childhood Education	1187	EARLY CHILDHOOD ED SVCS	33	21	4		
Education and Human Services	Childhood Education	1188	MIDDLE LEVEL SERVICES	5	4	2	2	
Education and Human Services	Childhood Education	1189	Professional Studies in Ed			8	5	8
Education and Human Services	Childhood Education	1500	PreK-4	21	23	17	24	19
Education and Human Services	Special Education	1520	PreK-4/Spec Ed	25	21	26	15	17
Education and Human Services	Childhood Education	1600	Middle Level, Grades 4-8	1601	Language Arts/Reading	1		1
Education and Human Services	Childhood Education	1600	Middle Level, Grades 4-8	1602	Mathematics	2	1	2
Education and Human Services	Childhood Education	1600	Middle Level, Grades 4-8	1603	Science	2	1	1
Education and Human Services	Childhood Education	1600	Middle Level, Grades 4-8	1604	Social Studies	1	2	1
Education and Human Services	Childhood Education	1600	Middle Level, Grades 4-8	1606	MATH AND SCIENCE		2	1
Education and Human Services	Childhood Education	1600	Middle Level, Grades 4-8	1607	MATH AND SOCIAL STUDIES			1
Education and Human Services	Childhood Education	1600	Middle Level, Grades 4-8	1609	SCIENCE AND SOCIAL STUDIES	1	1	1
Education and Human Services	Special Education	1620	Grades 4-8/Spec Ed	1621	Language Arts/Reading	5		1
Education and Human Services	Special Education	1620	Grades 4-8/Spec Ed	1622	Mathematics	1	1	
Education and Human Services	Special Education	1620	Grades 4-8/Spec Ed	1623	Science		1	1
Education and Human Services	Special Education	1620	Grades 4-8/Spec Ed	1624	Social Studies	1		1
Education and Human Services	Childhood Education	1910	PreK-4			1		
Education and Human Services	General Education	2005	General Education	25	6	6	3	7

Education and Human Services	Secondary Ed & Admin Leadership	2021	Art	2000	Secondary Education	4	1	2	3	4
Education and Human Services	Secondary Ed & Admin Leadership	2060	Biology	2000	Secondary Education	1	4	1	3	
Education and Human Services	Secondary Ed & Admin Leadership	2090	Chemistry	2000	Secondary Education		1			
Education and Human Services	Secondary Ed & Admin Leadership	2300	English	2000	Secondary Education	5	2	2	3	6
Education and Human Services	Secondary Ed & Admin Leadership	2363	Earth and Space Science	2000	Secondary Education		3		1	
Education and Human Services	Secondary Ed & Admin Leadership	2480	Mathematics	2000	Secondary Education	9	8		7	5
Education and Human Services	Secondary Ed & Admin Leadership	2480	Mathematics	2001	Secondary/Special Ed 7-12				1	
Education and Human Services	Secondary Ed & Admin Leadership	2630	Physics	2000	Secondary Education	1				
Education and Human Services	Secondary Ed & Admin Leadership	2781	Social Studies	2000	Secondary Education	9	5	5	6	5
Education and Human Services	Secondary Ed & Admin Leadership	2781	Social Studies	2001	Secondary/Special Ed 7-12				1	
Education and Human Services	Secondary Ed & Admin Leadership	2840	SPANISH	2000	Secondary Education			3	2	1
Education and Human Services	Applied Engineering & Technology	4001	Technology Education			12	3	7	2	5
Education and Human Services	Applied Engineering & Technology	4901	Technology Education			1				
Liberal Arts	Dean of Liberal Arts	5001	LIBERAL STUDIES			4	3	5	318	398
Liberal Arts	Dean of Liberal Arts	5002	Liberal Studies - GO					1		5
Liberal Arts	Dean of Liberal Arts	5005	LIBERAL STUDIES			50	54	28	32	19
Liberal Arts	Dean of Liberal Arts	5006	Liberal Studies - GO				3	13	19	20
Liberal Arts	History, Politics, Soc, & Law	5010	Anthropology	5011	Forensic	6	3	3	2	2
Liberal Arts	History, Politics, Soc, & Law	5010	Anthropology	5012	Archaeology	7	4	3	2	2
Liberal Arts	History, Politics, Soc, & Law	5010	Anthropology				1	1		
Liberal Arts	Art & Languages	5020	Art			7	1	4	2	3
Liberal Arts	Communication, Design, and Culture	5022	Graphic Design			18	16	8	13	12
Liberal Arts	Art & Languages	5025	Art Studio			5	6	6	5	6
Liberal Arts	Music & Theatre	5100	Commercial Music Technology			21	17	14	11	12
Liberal Arts	History, Politics, Soc, & Law	5200	International Studies	5202	BUSINESS AND ECONOMICS	1				
Liberal Arts	History, Politics, Soc, & Law	5200	International Studies			3	8	8	6	6
Liberal Arts	English	5300	English	5310	Journalism	5	7	3	4	2
Liberal Arts	English	5300	English	5313	Creative Writing	8	7	3	6	8
Liberal Arts	English	5300	English	5315	Literature	4	2	5	3	4
Liberal Arts	English	5300	English	5316	LANGUAGE AND LITERACY	3	2		2	1
Eberly Science and Technology	Earth Science	5360	Geography	5344	GIS AND EMERGENCY MANAGEMEN	6	4	4	2	2
Eberly Science and Technology	Earth Science	5360	Geography	5345	CLIMATOLOGY	2				
Eberly Science and Technology	Earth Science	5360	Geography	5367	TOURISM STUDIES	5	11	11	5	5
Eberly Science and Technology	Earth Science	5362	Geology			16	14	14	8	4

Eberly Science and Technology	Earth Science	5363	Earth Science	5351	ENVIRONMENTAL EARTH SCIENCE	5	2	2	1	
Eberly Science and Technology	Earth Science	5363	Earth Science	5364	Meteorology	6	5	1	6	2
Liberal Arts	History, Politics, Soc, & Law	5420	History			20	19	14	11	8
Eberly Science and Technology	Earth Science	5582	Parks and Recreation Mgt			5	10	9	14	11
Liberal Arts	Philosophy	5600	PHILOSOPHY			3	1		2	
Liberal Arts	History, Politics, Soc, & Law	5660	Political Science	5661	Pre-Law	6	4	5	4	3
Liberal Arts	History, Politics, Soc, & Law	5660	Political Science			9	11	10	11	7
Liberal Arts	Psychology	5690	PSYCHOLOGY	5691	INDUSTRIAL ORGANIZATIONAL PSY	1				

Completions by Program

Liberal Arts	Psychology	5690	PSYCHOLOGY			67	56	54	50	35
Liberal Arts	Psychology	5692	Mental Health Technician-Cert						1	4
Liberal Arts	Psychology	5693	Diversity & Multicultural Cert							6
Liberal Arts	Psychology	5694	PSYCHOLOGY							9
Liberal Arts	History, Politics, Soc, & Law	5800	Social Sciences			2	3	2	3	
Liberal Arts	History, Politics, Soc, & Law	5810	Sociology	5815	APPLIED	1	1	3		
Liberal Arts	History, Politics, Soc, & Law	5810	Sociology	5816	Deviance		2	6	18	16
Liberal Arts	History, Politics, Soc, & Law	5810	Sociology	5818	Deviance - GO		2	27	31	42
Liberal Arts	History, Politics, Soc, & Law	5810	Sociology				6	3	8	4
Liberal Arts	Criminal Justice	5820	Criminal Justice	5823	Criminology	20	17	30	13	13
Liberal Arts	Criminal Justice	5820	Criminal Justice	5824	Law and Justice	15	8	10	5	6
Liberal Arts	Criminal Justice	5820	Criminal Justice	5825	FORENSIC SCIENCE	17	14	17	18	14
Liberal Arts	Criminal Justice	5820	Criminal Justice	5827	Homeland & International Secur	12	15	24	11	17
Liberal Arts	Criminal Justice	5820	Criminal Justice	5828	Homeland & Intl Security - GO			10	12	23
Liberal Arts	Criminal Justice	5820	Criminal Justice			30	36	37	24	32
Liberal Arts	Criminal Justice	5821	JUSTICE STUDIES	5823	Criminology	3				
Liberal Arts	Criminal Justice	5821	JUSTICE STUDIES	5824	Law and Justice	1				
Liberal Arts	Criminal Justice	5821	JUSTICE STUDIES	5825	FORENSIC SCIENCE	1				
Liberal Arts	Criminal Justice	5821	JUSTICE STUDIES	5827	Homeland & International Secur	3				
Liberal Arts	Criminal Justice	5821	JUSTICE STUDIES			1				
Liberal Arts	Art & Languages	5840	SPANISH			7	3	1	4	1
Liberal Arts	Art & Languages	5850	Arabic Language and Culture			8	15	28	24	37

Liberal Arts	Art & Languages	5855	Arabic, Lang, & Cult - Cert			2	2	4	3	
Liberal Arts	Art & Languages	5856	ARABIC, LANG, & CULT-LOC			1				
Liberal Arts	Communication, Design, and Culture	5870	Communication Studies	5873	RADIO AND TELEVISION	21	7	11	4	12
Liberal Arts	Communication, Design, and Culture	5870	Communication Studies	5876	PUBLIC RELATIONS	15	29	19	13	18
Liberal Arts	Communication, Design, and Culture	5870	Communication Studies	5877	SPEECH COMMUNICATION	2	4	3	3	2
Liberal Arts	Music & Theatre	5871	Theatre	5872	Musical Theatre					1
Liberal Arts	Music & Theatre	5871	Theatre	5874	Design and Entertainment Tech					2
Liberal Arts	Music & Theatre	5871	Theatre			11	7	6	7	2
Liberal Arts	Art & Languages	5950	Spanish for Law Enforce-Cert					2	2	1
Liberal Arts	Art & Languages	5951	SPANISH FOR BUSINESS-LOC			1				
Liberal Arts	Art & Languages	5952	Spanish for Business-Cert					18	4	3
Eberly Science and Technology	Business & Economics	7010	Business Administration	7009	HUMAN RESOURCE MGT	15	22	24	28	12
Eberly Science and Technology	Business & Economics	7010	Business Administration	7015	ACCOUNTING	28	23	27	23	30
Eberly Science and Technology	Business & Economics	7010	Business Administration	7016	ECONOMICS	6	5	8	5	3
Eberly Science and Technology	Business & Economics	7010	Business Administration	7017	FINANCE	21	14	23	18	21
Eberly Science and Technology	Business & Economics	7010	Business Administration	7018	MARKETING	38	35	43	26	33
Eberly Science and Technology	Business & Economics	7010	Business Administration	7019	MANAGEMENT	35	28	39	37	34
Eberly Science and Technology	Business & Economics	7010	Business Administration	7026	INFORMATION TECHNOLOGY MGT	1				
Eberly Science and Technology	Business & Economics	7010	Business Administration	7029	Management Information Systems		2	5	4	2
Eberly Science and Technology	Business & Economics	7010	Business Administration			56	30	27	29	12
Eberly Science and Technology	Applied Engineering & Technology	7027	GRAPHICS AND MULTIMEDIA-BS			8	23	17	18	13
Eberly Science and Technology	Business & Economics	7028	Forensic Accounting Cert-GO						5	1
Eberly Science and Technology	Applied Engineering & Technology	7041	Computer Engineering Tech			8	8	8	4	1
Eberly Science and Technology	Applied Engineering & Technology	7051	Industrial Technology			6	3	2	4	4
Eberly Science and Technology	Applied Engineering & Technology	7121	TECHNOLOGY MANAGEMENT			9	5	4	7	2
Eberly Science and Technology	Applied Engineering & Technology	7122	Technology Management-GO						1	7
Eberly Science and Technology	Dean of Science & Tech	7130	SCIENCE AND TECHNOLOGY	7135	LEGAL STUDIES	11	1	1	1	
Eberly Science and Technology	Dean of Science & Tech	7130	SCIENCE AND TECHNOLOGY			8	2			
Eberly Science and Technology	Dean of Science & Tech	7131	Sci & Tech Multi Disciplinary			4	17	24	42	37
Eberly Science and Technology	Dean of Science & Tech	7132	Sci & Tech Multi Disciplin-GO				1	11	10	27
Liberal Arts	History, Politics, Soc, & Law	7134	Violence Incid Collab Eval Certificate						5	3
Liberal Arts	History, Politics, Soc, & Law	7136	Jurisprudence	7137	LEGAL STUDIES	9	10	13	11	10
Liberal Arts	History, Politics, Soc, & Law	7136	Jurisprudence	7138	LAND MANAGEMENT		14	13	10	6
Eberly Science and Technology	History, Politics, Soc, & Law	7139	LAND MANAGEMENT CERTIFICATE			4	1	1	1	1

Eberly Science and Technology	Biological & Environmental Sciences	7150	Environmental Studies	7153	LEADERSHIP AND MANAGEMENT	1		1		2
Eberly Science and Technology	Biological & Environmental Sciences	7150	Environmental Studies	7154	Conservation Ecology	3	4	6	1	2
Eberly Science and Technology	Biological & Environmental Sciences	7150	Environmental Studies	7155	NATURAL RESOURCE MGT & POLICY				1	
Eberly Science and Technology	Biological & Environmental Sciences	7150	Environmental Studies	7171	FISHERIES AND WILDLIFE BIOLOGY	14	19	13	19	13
Eberly Science and Technology	Biological & Environmental Sciences	7150	Environmental Studies	7175	Environmental Science	7	4	6	4	8
Eberly Science and Technology	Biological & Environmental Sciences	7150	Environmental Studies			1				
Eberly Science and Technology	Biological & Environmental Sciences	7160	Biology	7057	Penn State Univ-NMT	1	1	1		
Eberly Science and Technology	Biological & Environmental Sciences	7160	Biology	7163	Plant Biology				1	
Eberly Science and Technology	Biological & Environmental Sciences	7160	Biology	7531	Pre-Chiropractic Medicine	1	1		1	1

Completions by Program

Eberly Science and Technology	Biological & Environmental Sciences	7160	Biology	7561	Pre-Medicine	21	18	20	15	9
Eberly Science and Technology	Biological & Environmental Sciences	7160	Biology	7562	Pre-Veterinary Medicine	1	7	3	4	1
Eberly Science and Technology	Biological & Environmental Sciences	7160	Biology	7564	Pre-Optometry	1	1			
Eberly Science and Technology	Biological & Environmental Sciences	7160	Biology	7565	Pre-Osteopathic Medicine				1	
Eberly Science and Technology	Biological & Environmental Sciences	7160	Biology	7566	Mortuary Science (Cooperative)	4	2		2	1
Eberly Science and Technology	Biological & Environmental Sciences	7160	Biology	7591	Pre-Pharmacy	1		1	1	
Eberly Science and Technology	Biological & Environmental Sciences	7160	Biology	7592	Pre-Dentistry	2	3	2	3	2
Eberly Science and Technology	Biological & Environmental Sciences	7160	Biology			13	8	5	6	13
Eberly Science and Technology	Biological & Environmental Sciences	7172	Fisheries and Wildlife Biology							1
Eberly Science and Technology	Chemistry & Physics	7190	Chemistry			10	4	6		3
Eberly Science and Technology	Applied Engineering & Technology	7300	Electrical Engineering Tech			20	12	15	12	18
Eberly Science and Technology	Applied Engineering & Technology	7350	Mechatronics Engineering Tech					9	15	19
Eberly Science and Technology	Applied Engineering & Technology	7410	GRAPHICS AND MULTIMEDIA - AS				3	3	1	14
Eberly Science and Technology	Mathematics, Computer Science & Information Systems	7480	Mathematics	7481	STATISTICS	1	4	2	2	
Eberly Science and Technology	Mathematics, Computer Science & Information Systems	7480	Mathematics			13	6	10	5	4
Eberly Science and Technology	Mathematics, Computer Science & Information Systems	7482	Data Science - Cert -GO						4	4
Eberly Science and Technology	Mathematics, Computer Science & Information Systems	7483	Statistics and Data Science							1
Eberly Science and Technology	Mathematics, Computer Science & Information Systems	7488	Computer Science			17	18	18	23	16
Eberly Science and Technology	Mathematics, Computer Science & Information Systems	7489	Computer Information Systems			15	20	14	15	14
Eberly Science and Technology	Mathematics, Computer Science & Information Systems	7491	Computer Info Systems - GO						11	18

Eberly Science and Technology	Nursing	7501	NURSING - BSN			9	7	3		
Eberly Science and Technology	Nursing	7503	NURSING - CCAC			32	39	8	3	
Eberly Science and Technology	Nursing	7505	Nursing -GO			90	130	172	224	227
Eberly Science and Technology	Chemistry & Physics	7630	Physics			1	7	4	1	3
Eberly Science and Technology	Business & Economics	7700	Accounting			2	1	3		32
Eberly Science and Technology	Mathematics, Computer Science & Information Systems	7701	COMPUTER SCIENCE TECHNOLOGY							1
Eberly Science and Technology	Applied Engineering & Technology	7702	Computer Engineering Tech			3	1	3	1	1
Eberly Science and Technology	Dean of Science & Tech	7725	Technical Studies	7083	Assoc in Nursing with CCAC		1			
Eberly Science and Technology	Dean of Science & Tech	7725	Technical Studies	7086	RADIOLOGIC TECHNOLOGY		4	10	8	
Eberly Science and Technology	Dean of Science & Tech	7725	Technical Studies	7724	Unmanned Aerial Sys/Drone Tech					3
Eberly Science and Technology	Dean of Science & Tech	7725	Technical Studies	7726	Robotics Engineering Tech	3	3	9	9	8
Eberly Science and Technology	Dean of Science & Tech	7725	Technical Studies			1	6	2	459	341
Eberly Science and Technology	Dean of Science & Tech	7727	Technical Studies - GO					2	73	259
Eberly Science and Technology	Applied Engineering & Technology	7742	Electrical Engineering Tech			2	1	2	2	19
Eberly Science and Technology	Business & Economics	7814	Interdis Business & Commerce							1
Eberly Science and Technology	Business & Economics	7815	Accounting							1
Eberly Science and Technology	Business & Economics	7816	Economics							2
Liberal Arts	Dean of Liberal Arts	8998	LIBERAL STUDIES			1				
Education and Human Services	Communication Disorders	9003	Communication Disorders			29	47	43	29	33
Eberly Science and Technology	Business & Economics	9010	Business Administration GO	9028	Integrated Global Business GO					1
Education and Human Services	Health Science	9500	ATHLETIC TRAINING	9550	ATHLETIC TRAIN-CLARION	6	6	7	5	4
Education and Human Services	Health Science	9500	ATHLETIC TRAINING			14	13	9	8	12
Education and Human Services	Exercise Science & Sport Studies	9530	Sport Management	9531	Professional Golf Management	11	9	13	15	5
Education and Human Services	Exercise Science & Sport Studies	9530	Sport Management	9532	WELLNESS AND FITNESS GO	106	92	70	81	11
Education and Human Services	Exercise Science & Sport Studies	9530	Sport Management			44	50	46	42	32
Education and Human Services	Exercise Science & Sport Studies	9533	Exercise Science-GO							62
Education and Human Services	Health Science	9602	Physical Therapist Assistant			24	22	19	18	13
Education and Human Services	Health Science	9812	Gerontology			19	21	9	12	7
Education and Human Services	Health Science	9813	Gerontology - Aging Specialist Certificate				2		1	2
Education and Human Services	Social Work	9815	Social Work			28	24	28	42	36
Grand Total						2537	2573	2780	3480	3608

		7630	Physics			1	2	1	100.0%	50.0%	100.0%
	Dean of Science & Tech	7131	Sci & Tech MultiDisciplinary			.	.	1			100.0%
		7999	GENERAL STUDIESIN SCI & TECH			24	16	.	41.7%	56.3%	
	Earth Science	5360	Geography	5344	GIS and EmergencyManagement	1	1	2	100.0%		50.0%
				5367	Tourism Studies	2	2	1	100.0%	100.0%	100.0%
		5362	Geology			5	2	4	60.0%	100.0%	50.0%
		5363	Earth Science	5351	ENVIRONMENTALEARTH SCIENCE	1	.	.	100.0%		
				5364	Meteorology	5	2	2	80.0%	100.0%	100.0%
		5582	Parks andRecreation Mgt			.	.	1			100.0%
	Mathematics, Computer Science & Information Systems	7480	Mathematics			2	2	2	50.0%	100.0%	100.0%
				7481	Statistics	2	.	.	50.0%		
		7488	Computer Science			21	27	33	76.2%	77.8%	78.8%
		7489	ComputerInformation Systems			11	13	16	100.0%	69.2%	81.3%
		7491	Computer InfoSystems - GO			.	.	2			50.0%
Education and Human Services	Applied Engineering & Technology	4001	TechnologyEducation			4	1	4	100.0%	100.0%	50.0%
	Childhood Education	1187	EARLY CHILDHOODED SVCS			.	1	.		100.0%	
		1500	PreK-4			24	23	29	66.7%	87.0%	72.4%

Retention Rate by Bachelor Degree Program

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Bachelor's Year 1 Retention											
COLLEGE NAME	DEPARTMENT	MajorCode	MAJOR	ConcentrationCode	CONCENTRATION	Fall 15	Fall 16	Fall 17	Fall 15	Fall 16	Fall 17
						Cohort Year			Y1 Retention Rate		
		1600	Middle Level, Grades4-8	1601	Language Arts/Reading	2	2	.	100.0%	100.0%	
				1602	Mathematics	.	1	3	100.0%	100.0%	66.7%
				1604	Social Studies	2	1	1	100.0%	100.0%	100.0%
				1606	MATH AND SCIENCE	1	.	.	100.0%		
				1607	MATH AND SOCIALSTUDIES	1	.	.	100.0%		
				1608	SCIENCE AND LANGARTS/READING	1	.	.	100.0%		
				1609	SCIENCE AND SOCIALSTUDIES	1	.	.	100.0%		
	Communication Disorders	9003	CommunicationDisorders			26	19	19	84.6%	78.9%	84.2%
	Exercise Science & Sport Studies	9530	Sport Management			32	47	27	78.1%	83.0%	74.1%
				9531	Professional GolfManagement	14	11	10	85.7%	90.9%	60.0%
				9532	Wellness and Fitness -GO	12	4	2	75.0%	50.0%	
	Health Science	9500	ATHLETIC TRAINING			1	1	1	100.0%		100.0%
		9504	Pre-Athletic Training			31	24	27	64.5%	83.3%	63.0%

		9812	Gerontology			1	1	1	100.0%	100.0%	
	Secondary Ed & Admin Leadership	2021	Art	2000	Secondary Education	9	5	2	55.6%	80.0%	50.0%
		2060	Biology	2000	Secondary Education	1	.	4			50.0%
		2090	Chemistry	2000	Secondary Education	.	4	1		75.0%	100.0%
		2300	English	2000	Secondary Education	9	12	5	88.9%	75.0%	80.0%
				2001	Secondary/Special Ed7-12	.	2	2		100.0%	100.0%
		2325	Communications	2000	Secondary Education	1	.	1	100.0%		100.0%
		2480	Mathematics	2000	Secondary Education	7	4	7	71.4%	100.0%	71.4%
				2001	Secondary/Special Ed7-12	.	.	2			100.0%
		2630	Physics	2000	Secondary Education	.	1	1		100.0%	100.0%
		2781	Social Studies	2000	Secondary Education	7	7	18	57.1%	71.4%	83.3%
				2001	Secondary/Special Ed7-12	.	.	1			100.0%
		2840	SPANISH	2000	Secondary Education	4	.	.	25.0%		
	Social Work	9815	Social Work			19	14	17	57.9%	71.4%	82.4%
	Special Education	1520	PreK-4/Spec Ed			32	34	32	84.4%	76.5%	75.0%
		1620	Grades 4-8/Spec Ed	1621	Language Arts/Reading	.	.	3			66.7%
				1622	Mathematics	.	1	1			100.0%
				1623	Science	1	1	.	100.0%		
				1624	Social Studies	.	2	.			50.0%
Liberal Arts	Art & Languages	5020	Art			.	4	3		75.0%	100.0%
		5025	Art Studio			4	.	3	75.0%		100.0%
		5840	SPANISH			2	.	.	100.0%		
		5850	Arabic Languageand Culture			2	.	2	100.0%		50.0%
	Communication, Design, and Culture	5022	Graphic Design			17	15	7	76.5%	86.7%	42.9%
		5870	CommunicationStudies			.	.	1			100.0%
				5873	RADIO ANDTELEVISION	14	12	7	64.3%	66.7%	85.7%
				5876	PUBLIC RELATIONS	8	5	3	87.5%	60.0%	100.0%
				5877	SPEECHCOMMUNICATION	4	1	.	75.0%		
	Criminal Justice	5800	Social Sciences			.	.	1			
		5820	Criminal Justice			27	30	25	63.0%	73.3%	76.0%
				5823	Criminology	27	23	15	51.9%	78.3%	46.7%
				5824	Law and Justice	5	10	8	40.0%	60.0%	75.0%
				5825	Forensic Science	14	19	26	57.1%	57.9%	84.6%
				5827	Homeland &International Secur	15	4	13	73.3%	100.0%	92.3%
				5828	Homeland & IntlSecurity - GO	.	1	1			100.0%

Retention Rate by Bachelor Degree Program

Reports: Institutional Research and Planning

Bachelor's Year 1 Retention											
COLLEGE NAME	DEPARTMENT	MajorCode	MAJOR	ConcentrationCode	CONCENTRATION	Fall 15	Fall 16	Fall 17	Fall 15	Fall 16	Fall 17
						Cohort Year			Y1 Retention Rate		
	Dean of Liberal Arts	5005	Liberal Studies			2	1	2	100.0%		
		5006	Liberal Studies - GO			.	2	.		100.0%	
		5999	GENERAL STUDIESIN LIBERAL ART			57	68	.	57.9%	66.2%	
	English	5300	English	5310	Journalism	5	5	6	60.0%	40.0%	33.3%
				5313	Creative Writing	6	4	2	66.7%	75.0%	100.0%
				5315	Literature	.	2	.		100.0%	
	History, Politics, and Society	5010	Anthropology	5011	Forensic	5	5	7	60.0%	100.0%	85.7%
				5012	Archaeology	1	.	2	100.0%		50.0%
		5200	International Studies			2	1	1	100.0%	100.0%	
		5420	History			3	2	6	33.3%	50.0%	66.7%
		5660	Political Science			4	5	4	75.0%	60.0%	50.0%
				5661	Pre-Law	5	2	1	80.0%	100.0%	100.0%
		5810	Sociology			1	8	.	100.0%	62.5%	
				5816	Deviance	2	3	2	100.0%	66.7%	50.0%
				5818	Deviance - GO	2	.	3	50.0%		33.3%
		7136	Jurisprudence	7137	Legal Studies - GO	1	.	1			100.0%
	Music & Theatre	5100	Commercial MusicTechnology			12	10	7	91.7%	90.0%	85.7%
		5101	Pre-CommercialMusic Technolog			9	7	6	88.9%	57.1%	83.3%
		5871	Theatre			4	6	5	75.0%	83.3%	80.0%
				5872	Musical Theatre	.	.	6			100.0%
				5874	Design andEntertainmentTechnology	.	.	2		100.0%	100.0%
	Philosophy	5600	PHILOSOPHY			1	.	.	100.0%		
	Psychology	5690	Psychology			38	38	51	76.3%	65.8%	70.6%
						880	847	912	72.3%	73.4%	71.4%

Graduation Rates by Bachelor Degree Program

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				2010					2011					2012				
				Cohort	Graduated 4 years		Graduated 6 Years		Cohort	Graduated 4 years		Graduated 6 Years		Cohort	Graduated 4 years		Graduated 6 Years	
MAJOR	MAJOR_DESC	CONC	CONCENTRATION_DESC	Count	Count	GradRate	Count	GradRate	Count	Count	GradRate	Count	GradRate	Count	Count	GradRate	Count	GradRate
1002	MENTALLYHANDICAP/ELEM								1									
1187	EARLY CHILDHOOD ED\$VCS													1				
1500	PreK-4								33	13	39%	19	58%	14	8	57%	11	79%
1520	PreK-4/Spec Ed								28	12	43%	19	68%	23	12	52%	14	61%
1600	Middle Level, Grades 4-8								1	1	100%	1	100%					
1601	Middle Level, Grades 4-9	1601	Language Arts/Reading											1				
1602	Middle Level, Grades 4-10	1602	Mathematics						3	1	33%	2	67%					
1603	Middle Level, Grades 4-11	1604	Social Studies						2	1	50%	2	100%					
1604	Middle Level, Grades 4-12	1605	MATH AND LANG ARTS/READING						1	1	100%	1	100%					
1605	Middle Level, Grades 4-13	1607	MATH AND SOCIAL STUDIES						1			1	100%	1				
1620	Grades 4-8/Spec Ed								1	1	100%	1	100%	2	2	100%	2	100%
1621	Grades 4-8/Spec Ed	1621	Language Arts/Reading						1			1	100%	3	2	67%	2	67%
1622	Grades 4-8/Spec Ed	1622	Mathematics						2	2	100%	2	100%	1			1	100%
2000	Secondary Education								3	2	67%	2	67%					
2001	Secondary Education	2021	Art	1					7	4	57%	5	71%	3	2	67%	3	100%
2002	Secondary Education	2060	Biology						3	1	33%	1	33%	3	3	100%	3	100%
2003	Secondary Education	2090	Chemistry						1									
2004	Secondary Education	2300	English	1	1	100%	1	100%	13	4	31%	5	38%	9	2	22%	5	56%
2005	Secondary Education	2330	FRENCH	1														
2006	Secondary Education	2363	Earth and Space Science						1	1	100%	1	100%	3	1	33%	1	33%
2007	Secondary Education	2480	Mathematics						17	10	59%	13	76%	10	4	40%	6	60%
2008	Secondary Education	2630	Physics											1	1	100%	1	100%
2009	Secondary Education	2781	Social Studies						26	8	31%	12	46%	6	3	50%	3	50%

2010	Secondary Education	2840	SPANISH						1	1	100%	1	100%	1			1	100%
2060	Biology	2000	Secondary Education						1			1	100%	1			1	100%
2090	Chemistry	2000	Secondary Education						1			1	100%					
2480	Mathematics													1				
2781	Social Studies	2000	Secondary Education											1				
2999	PRE-EDUCATION			3														
3000	PRE-EDUCATION	1000	ELEMENTARY EDUCATION	1			1	100%										
3001	PRE-EDUCATION	1500	PreK-4	41	16	39%	27	66%										
3002	PRE-EDUCATION	1520	PreK-4/Spec Ed	46	24	52%	27	59%										
3003	PRE-EDUCATION	1601	Language Arts/Reading	2			1	50%										
3004	PRE-EDUCATION	1602	Mathematics	6	3	50%	3	50%										
3005	PRE-EDUCATION	1604	Social Studies	2	2	100%	2	100%										
3006	PRE-EDUCATION	1605	MATH AND LANG ARTS/READING	2	1	50%	1	50%										
3007	PRE-EDUCATION	1606	MATH AND SCIENCE	5	3	60%	4	80%										
3008	PRE-EDUCATION	1608	SCIENC AND LANG ARTS/READING	1			1	100%										
3009	PRE-EDUCATION	1609	SCIENCE AND SOCIAL STUDIES	1	1	100%	1	100%										
3010	PRE-EDUCATION	1621	Language Arts/Reading	1														
3011	PRE-EDUCATION	1623	Science	1	1	100%	1	100%										
3012	PRE-EDUCATION	1624	Social Studies	3	2	67%	3	100%										
3013	PRE-EDUCATION	2021	Art	7	3	43%	4	57%										
3014	PRE-EDUCATION	2060	Biology	1	1	100%	1	100%										
3015	PRE-EDUCATION	2090	Chemistry	1			1	100%										
3016	PRE-EDUCATION	2300	English	14	6	43%	10	71%										
3017	PRE-EDUCATION	2363	Earth and Space Science	1														
3018	PRE-EDUCATION	2480	Mathematics	15	5	33%	10	67%										
3019	PRE-EDUCATION	2630	Physics	1			1	100%										
3020	PRE-EDUCATION	2781	Social Studies	17	5	29%	6	35%										
3021	PRE-EDUCATION	2840	SPANISH	5			3	60%										
3022	PRE-EDUCATION	4001	Technology Education	14	5	36%	8	57%										
4001	Technology Education			2			1	50%	16	6	38%	8	50%	4			1	25%
5005	Liberal Studies			8			1	13%	4	1	25%	1	25%	6	1	17%	1	17%
5010	Anthropology													1				

5011	Anthropology	5011	Forensic	2			1	50%						5	2	40%	2	40%
5012	Anthropology	5012	Archaeology	3	1	33%	2	67%	2	1	50%	2	100%	5	3	60%	3	60%
5020	Art								3	3	100%	3	100%					
5022	Graphic Design			22	7	32%	12	55%	24	10	42%	12	50%	18	10	56%	12	67%
5025	Art Studio			2										2				
5100	Commercial MusicTechnology			9	4	44%	5	56%	12	6	50%	8	67%	10	8	80%	8	80%
5101	Pre-Commercial MusicTechnolog			6	2	33%	3	50%	10	3	30%	6	60%	5	2	40%	3	60%

Graduation Rates by Bachelor Degree Program

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				20101					20111					20121				
MAJOR	MAJOR_DESC	CONC	CONCENTRATION_DESC	Cohort	Graduated 4 years		Graduated 6 Years		Cohort	Graduated 4 years		Graduated 6 Years		Cohort	Graduated 4 years		Graduated 6 Years	
				Count	Count	GradRate	Count	GradRate	Count	Count	GradRate	Count	GradRate	Count	Count	GradRate	Count	GradRate
5200	International Studies			1	1	100%	1	100%	1	1	100%	1	100%	2	1	50%	1	50%
5201	International Studies	5202	BUSINESS AND ECONOMICS	1	1	100%	1	100%	1									
5202	International Studies	5205	MODERN LANGUAGES	1	1	100%	1	100%										
5300	English			2					1					1			1	100%
5301	English	5310	Journalism	7	2	29%	4	57%	6	4	67%	4	67%	4	1	25%	3	75%
5302	English	5313	Creative Writing	6	1	17%	3	50%	7	3	43%	4	57%	4	3	75%	3	75%
5303	English	5315	Literature	2	2	100%	2	100%	2	2	100%	2	100%					
5360	Geography	5344	GIS and Emergency Management	2	2	100%	2	100%	1					1				
5361	Geography	5367	TOURISM STUDIES	5	4	80%	4	80%	2	1	50%	1	50%	1	1	100%	1	100%
5362	Geology			3	1	33%	3	100%	3			1	33%	3	1	33%	3	100%
5363	Earth Science	5351	ENVIRONMENTAL EARTH SCIENCE	1	1	100%	1	100%	3	3	100%	3	100%	1	1	100%	1	100%
5364	Earth Science	5364	Meteorology	14	6	43%	11	79%	10	5	50%	7	70%	5	3	60%	3	60%
5420	History			3	1	33%	1	33%	5			1	20%	6	4	67%	4	67%
5582	Parks and Recreation Mgt													3			1	33%
5600	PHILOSOPHY			1														
5660	Political Science			6	2	33%	2	33%	4	2	50%	3	75%	4	1	25%	1	25%
5661	Political Science	5661	Pre-Law	3	1	33%	2	67%	12	5	42%	6	50%	5	1	20%	3	60%
5662	Political Science	5664	PUBLIC POLICY						2									

5690	PSYCHOLOGY			25	9	36%	13	52%	34	9	26%	14	41%	29	14	48%	16	55%	
5691	PSYCHOLOGY	5691	INDUSTRIAL ORGANIZATIONALPSY	5	1	20%	1	20%	1					2	1	50%	1	50%	
5800	Social Sciences													1					
5810	Sociology								2	1	50%	1	50%	1					
5819	CRIMINAL JUSTICE			1	1	100%	1	100%											
5821	JUSTICE STUDIES			8	2	25%	3	38%	13	6	46%	8	62%	7	3	43%	3	43%	
5822	JUSTICE STUDIES	5822	CORPORATE AND HOMELANDSECURIT	4	2	50%	2	50%	6	2	33%	2	33%	3	2	67%	2	67%	
5823	JUSTICE STUDIES	5823	Criminology	27	14	52%	17	63%	8	3	38%	4	50%	11	5	45%	5	45%	
5824	JUSTICE STUDIES	5824	Law and Justice	13	1	8%	3	23%	6	2	33%	4	67%	4	1	25%	1	25%	
5825	JUSTICE STUDIES	5825	Forensic Science	10	6	60%	7	70%	10	4	40%	5	50%	6	3	50%	4	67%	
5826	JUSTICE STUDIES	5827	Homeland & International Secur											1			1	100%	
5850	Arabic Language andCulture													1					
5870	Communication Studies			3	2	67%	2	67%	2	2	100%	2	100%	1	1	100%	1	100%	
5871	Communication Studies	5873	RADIO AND TELEVISION	8	6	75%	6	75%	20	10	50%	13	65%	8	2	25%	3	38%	
5872	Communication Studies	5876	PUBLIC RELATIONS	4	3	75%	4	100%	6	4	67%	5	83%	9	7	78%	7	78%	
5873	Communication Studies	5877	SPEECH COMMUNICATION	1	1	100%	1	100%											
5871	Theatre			10	5	50%	5	50%	5	4	80%	4	80%	2	1	50%	1	50%	
5999	GENERAL STUDIES INLIBERAL ART			84	17	20%	30	36%	98	30	31%	48	49%	49	15	31%	21	43%	
7010	Business Administration			22	9	41%	11	50%	13	5	38%	6	46%	9	2	22%	3	33%	
7011	Business Administration	7009	Human Resource Mgt	5	3	60%	5	100%	5	2	40%	3	60%	4	2	50%	3	75%	
7012	Business Administration	7015	Accounting	18	3	17%	8	44%	14	7	50%	8	57%	13	4	31%	4	31%	
7013	Business Administration	7016	Economics	1	1	100%	1	100%	2	1	50%	1	50%	7	5	71%	6	86%	
7014	Business Administration	7017	Finance	8	6	75%	6	75%	2	1	50%	1	50%	8	2	25%	2	25%	
7015	Business Administration	7018	Marketing	17	7	41%	10	59%	10	5	50%	6	60%	9	5	56%	6	67%	
7016	Business Administration	7019	Management	15	5	33%	9	60%	22	7	32%	7	32%	18	4	22%	6	33%	
7017	Business Administration	7026	INFORMATION TECHNOLOGY MGT											2				1	50%
7027	GRAPHICS ANDMULTIMEDIA-BS			10	1	10%	4	40%	10	2	20%	2	20%	17	10	59%	12	71%	
7041	Computer EngineeringTech			11	2	18%	3	27%	10	3	30%	6	60%	10	5	50%	5	50%	
7120	INDUSTRIALTECHNOLOGY			4	2	50%	2	50%	1	1	100%	1	100%						
7130	SCIENCE ANDTECHNOLOGY								2	1	50%	2	100%						
7150	Environmental Studies			4	1	25%	2	50%	4	1	25%	1	25%						
7151	Environmental Studies	7153	Leadership and Management						2	2	100%	2	100%						

7152	Environmental Studies	7154	Conservation Ecology	1					1					2				
7153	Environmental Studies	7171	FISHERIES AND WILDLIFE BIOLOGY	18	8	44%	10	56%	11	7	64%	8	73%	12	6	50%	8	67%
7154	Environmental Studies	7175	Environmental Science	4			1	25%	2	2	100%	2	100%	5	3	60%	4	80%
7160	Biology			16	7	44%	8	50%	13	3	23%	7	54%	9	3	33%	5	56%
7161	Biology	7531	Pre-Chiropractic Medicine	3	2	67%	2	67%	1			1	100%					
7162	Biology	7561	Pre-Medicine	17	6	35%	8	47%	14	5	36%	8	57%	16	7	44%	10	63%
7163	Biology	7562	Pre-Veterinary Medicine	10	4	40%	6	60%	3	1	33%	3	100%	4	2	50%	3	75%
7164	Biology	7564	Pre-Optometry						1	1	100%	1	100%	1				
7165	Biology	7565	Pre-Osteopathic Medicine	1	1	100%	1	100%										
7166	Biology	7566	Mortuary Science (Cooperative)	4			2	50%	1	1	100%	1	100%	5	2	40%	2	40%
7167	Biology	7591	Pre-Pharmacy	9	4	44%	4	44%	6	1	17%	2	33%	2				
7168	Biology	7592	Pre-Dentistry	5	1	20%	1	20%	3	1	33%	1	33%	4	2	50%	3	75%

				2010					2011					2012				
				Cohort	Graduated 4 years		Graduated 6 Years		Cohort	Graduated 4 years		Graduated 6 Years		Cohort	Graduated 4 years		Graduated 6 Years	
MAJOR	MAJOR_DESC	CONC	CONCENTRATION_DESC	Count	Count	GradRate	Count	GradRate	Count	Count	GradRate	Count	GradRate	Count	Count	GradRate	Count	GradRate
7190	Chemistry			3	1	33%	3	100%	8	3	38%	4	50%	5	2	40%	4	80%
7300	Electrical EngineeringTech			5	1	20%	1	20%	12	4	33%	5	42%	13	4	31%	8	62%
7480	Mathematics			2	1	50%	1	50%	3	1	33%	2	67%	2				
7488	Computer Science			6	1	17%	3	50%	21	6	29%	10	48%	13	1	8%	4	31%
7489	Computer Information Systems			8	2	25%	2	25%	4	1	25%	2	50%	7	3	43%	4	57%
7630	Physics			2	1	50%	2	100%	1					2			1	50%
7725	Technical Studies	7082	Pre-Nursing (Coop with CCAC)	2										1			1	100%
7999	GENERAL STUDIES IN SCI & TECH			8	1	13%	5	63%	16	3	19%	4	25%	7	2	29%	3	43%
8130	SCIENCE AND TECHNOLOGY			2														
8998	LIBERAL STUDIES			1														
9003	Communication Disorders			22	16	73%	17	77%	17	7	41%	11	65%	20	14	70%	16	80%
9500	ATHLETIC TRAINING			31	11	35%	16	52%	42	21	50%	28	67%	28	14	50%	16	57%
9501	ATHLETIC TRAINING	9550	ATHLETIC TRAIN-CLARION						1	1	100%	1	100%					
9504	Pre-Athletic Training													2				
9530	Sport Management			34	14	41%	21	62%	26	12	46%	17	65%	31	13	42%	17	55%
9531	Sport Management	9531	Professional Golf Management	13	7	54%	9	69%	8	1	13%	4	50%	7	4	57%	4	57%
9532	Sport Management	9532	WELLNESS AND FITNESS GO	27	6	22%	11	41%	19	2	11%	6	32%	16	2	13%	3	19%

9812	Gerontology			3	3	100%	3	100%	2	2	100%	2	100%	1	1	100%	1	100%
9815	Social Work			8	5	63%	5	63%	14	8	57%	8	57%	5	4	80%	4	80%
9999	GENERAL STUDIES -EDUCATION								1					1				
Grand Total				889	332	37%	478	54%	838	328	39%	458	55%	634	266	42%	344	54%

APAO Handbook

California University
of
Pennsylvania

Academic

Program

Assessment of

Outcomes

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WHAT IS ACADEMIC PROGRAM ASSESSMENT OF OUTCOMES?

Throughout the year, California University of Pennsylvania faculty are engaged in a standardized assessment process to determine if students in their programs are actually learning what faculty identify the students should be learning. This practice is called Academic Program Assessment of Outcomes (APAO) and is part of the bigger process of assessment of institutional effectiveness. APAO is aligned with other academic reporting, such as the University strategic plan, department annual reports and five-year program reviews, and Middle States Accreditation.

Cal U has been conducting University-wide assessment of student learning outcomes since 1990. The Academic Program Assessment Committee (APAC), a University-wide APAO committee consisting of representatives from all units of the University community, coordinate the APAO process. They develop timetables, forms, the report evaluation rubric, and other useful materials. The committee also provides individualized assistance for program facilitators and evaluates the year-end reports. See Appendix A for the Call for Service that elicits membership to this committee.

Assessment of program outcomes is a two-step process – the plan and the results. Programs will be asked to submit two reports. The *Plan Report* (due in the fall) details the plan of action for assessing student-learning outcomes. Due in the spring, the *Results Report* will document the results of assessing student learning outcomes – what was found and what program faculty are going to do in response to the results to improve their program.

Timeline for completion of academic program outcomes assessment:

August – September	October	November	March	April	May
Department Meeting: create a mission statement, decide on outcomes to be measured, and plan of measurement	10/1: Submit <i>Assessment Plan Report</i> to APAC 10/30: Notify APAC of significant changes	Adjust plan in response to APAC feedback Collect data in introductory and/or capstone courses	Department Meeting: share results, plan to address findings to improve program	Close the loop: analyze data for meaning of results, and strengths and areas of concern Identify strategies to address concerns 4/15: Submit <i>Assessment Results Report</i> to APAC	Adjust plan for improvement in response to APAC feedback Include information in Annual Report

COMPLETING THE APAO *PLAN REPORT*

This part of the handbook provides guidance for completing the initial report to be submitted in the fall term (October) – the *Plan Report*. It might be helpful to have a copy of the template for this report (in Appendix B) as you read each section. The APAC will give you feedback on the *Plan* (see Appendix E for the Feedback form they will use). Your college coordinators (and members of the APAC) are available for consultation and guidance. Check the website for names and contact information (new [link](#) to go here once revised!).

PROGRAM MISSION

Every program offered at California University of Pennsylvania should have a distinct and specific philosophy or mission statement that reflects the program's purpose and aligns with the mission statement of the University. The program philosophy/mission statement should be a broad statement that is more theoretical than measurable. It should reflect the ultimate goals of the program or department.

Cal U mission statement:

“The mission of California University of Pennsylvania is to provide a high-quality, student-centered education that prepares an increasingly diverse community of lifelong learners to contribute responsibly and creatively to the regional, national and global society, while serving as a resource to advance the region's cultural, social and economic development.”

Example of Mission Statement

II. Statement of Departmental Philosophy or Mission

The History and Political Science department promotes the university's goal of increasing academic excellence through rigorous academic standards relative to course content and theoretical or methodological understanding. We believe that our graduates' potential for life-long learning are enhanced through developing the intellectual and communicative skills to conduct research and write effectively. We embrace the university's goal of fostering diversity, broadly, defined, through our course content and research methods. Graduates from the English program go on to pursue careers in teaching, law, medicine, journalism, government and business, thus contributing to the region's cultural, social and economic development.

Alignment with the University's Mission

Distinct way program creates life-long learners

How program serves as a resource

CONTINUOUS ACADEMIC EXCELLENCE PLAN

Programs that have been conducting outcomes assessment can report past data that support their hypotheses for how to improve the program – make it excellent in compliance with the University's mission of academic excellence. For example, if cumulative exams in courses required for the major resulted in students performing at or above established benchmarks (either the department's defined criteria for success or external assessments for the careers in that major – say, a passing grade on the PRAXIS), the department could note that in this section of the *Report*. Then, the department describes a plan to investigate this supposition. For example, if cumulative exams in some required courses improved educational outcomes, then require all required courses to have cumulative evaluations and plan to collect data to confirm or refute this hypothesis.

Programs that are beginning their rigorous assessment of educational outcomes can still hypothesize what might be steps they could take to improve their program's outcomes for student learning (steps toward excellence) and declare them in this section. They would then

describe the plan for testing these suppositions via assessment of the outcome related to that supposition.

Example of Continued Academic Excellence Plan

In past outcomes assessment results, required courses that had a cumulative assessment during Finals Week evidenced significantly better student performance on educational outcomes than those that did not require a cumulative assessment.

ACTION ITEM: Require a cumulative assessment during finals week in all required courses.

As this is a re-organization of the major to a BS degree, there will be an increasing emphasis on the science of psychology in comparison to the BA degree requirements – despite only an increase of 3 credits required for the major.

ACTION ITEM: Compare previous assessments of science-based educational outcomes to assessment in the current plan for discovery if students are better able to think scientifically and evaluate information more critically.

As this is a reorganization, the assessment plan is also new.

ACTION ITEM: Evaluate the effectiveness, efficiency and value of this plan as stated below. Specifically, performance of the measures and the accuracy of the benchmarks.

EDUCATIONAL OUTCOMES

Educational outcomes declare the knowledge, skills, and dispositions/attitudes expected of graduates from the program and answer the following questions:

- What does the student know (knowledge)?
- What can the student do (skills)?
- What does the student care about (dispositions/attitudes)?

Educational outcomes relate directly to the discipline and are consistent with external standards. Outcomes should be related directly to the underlying foundations and skills of the subject matter pertinent to the program and department. The educational outcomes should also be consistent with external accrediting bodies.

Educational outcomes should be comprehensive and realistic. Educational outcomes for a department or program encompass the major expectations of graduates from the specific department and program, in broad terms. They are based on the honest expectations for the graduates of the program.

Educational outcomes are specific, measurable statements describing what graduates of the program are expected to know and be able to do. Each educational outcome is directly linked to the program content. The outcomes guide the choosing of assessment tools or means.

Educational outcomes:

- are written in measurable terms. Bloom's taxonomy (see Appendix D) can help define measurable terms that are appropriate for each objective.
- contain one measurable verb per objective. This allows for clear measurement of the outcome. (If there are more, the means of measurement should measure all verbs.)
- are short, easy to read, clear and concise.

Example of Educational Outcomes

III. Outcomes: Intended Student Learning Outcomes		
EO. – 1.	The student will be able to <u>explain</u> the <u>foundational principles of legal theory and the nature of law.</u>	
EO. – 2.	The student will be able to <u>identify</u> <u>practices that generate conflicts of interest and/or are unethical.</u>	
EO. – 3.	The student will be able to <u>compare</u> the <u>differences in historical models of jurisprudence.</u>	
EO. – 4.	The student will <u>correctly</u> <u>apply the law to a fact pattern in order to resolve the legal question.</u>	

Objectives are program-specific	Only one measurable verb per objective	Use of Bloom's taxonomy for measurable verbs
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ASSESSMENT PLAN

The assessment plan section of the *Plan Report* is a detailed account of the plan for measuring the outcomes. Each outcome is assessed by 2 different measures.

Means of Assessment

Each outcome is measured in two different ways, that is, by two different “means of assessment.” The means of assessment must clearly measure the indicated learning outcome.

Assessments can be embedded in courses as assignments or tests, which is convenient for gathering and analyzing data. Assessments can also be standardized tests, comprehensive exams or licensure exams, or just about any method of measurement that *best* (valid and reliable) captures the amount of student learning that took place.

Assessments should provide quantitative data. This means that the assessments, when completed, should result in a number value. This can include a percentage, number correct, total points, or number of students that chose a specific item. If a rubric is used, it will need to have a number value associated with the scoring categories. Course grade point averages (GPAs), letter grades and overall GPA should not be used. The reason is that letter grades and GPA are not exclusively reflective of absolute student learning in the program. Sometimes they are curved, affected by bonus/extra credit allowances and other non-essential influences.

While two means of assessment are required, one of them should be an objective/direct assessment. The second method of measuring the educational outcome may either be objective/direct or subjective/indirect. An objective measure is one that is free from opinion. Examples of objective measurements may be standardized tests, portfolio evaluations, and course assignments. Subjective measures are based on the opinions of the learner such as alumni surveys and exit interviews.

If rubrics are used to assess papers, portfolios, presentations, or other assignments, if possible, use two raters. Identify the rater(s) by their position/relationship to the University or department. If inter-rater reliability (the correlation between the raters' scoring) is known, report it in the means of assessment section of the *Plan Report*.

Include all assessment measures, i.e., copies of surveys, rubrics, assignment instructions, and/or information about standardized tests in the appendix of the *Plan Report*. Including the assessments allows for the APAO committee to fully understand assessments that are outside of their field of expertise.

NOTE: If, in the course of gathering data, the plan changes significantly (change in the selection of the learning outcome to measure, use of a different means of measurement, change in the definition of the criterion of success, or selection of the population of students to measure) send a *REVISED Plan Report* that includes an explanation for the change(s) to the APAC for review and feedback.

Possible Means of Assessment:

Objective Means of Assessment

- Comprehensive examinations
- Performance demonstration for graduating seniors
- Written proficiency exams
- National Major Field Achievement Tests
- Graduate Record Exams
- Certification examination, licensure examinations
- Locally developed pre- and post- tests
- Senior thesis / major project
- Portfolio evaluation
- Reflective journals
- Capstone courses assessments
- Internship evaluations
- Grading with scoring rubrics
- Graduate school acceptance rates

Subjective Means of Assessment

- Surveys of graduating seniors
- Exit interviews of graduating students
- Alumni Surveys
- Focus group discussions
- Employer Surveys
- Internship Supervisor Surveys

Criteria for Success

Declare a criterion for success for each means of assessment. It is the level of achievement by students that reflects the program's effectiveness in teaching students. The criterion should state how many of the students will achieve a specific level on the assessment. Criteria should be stated in concrete, measurable, and quantitative terms.

The level of achievement on the assessment as established by the criterion for success should reflect the requirements of any accrediting bodies, the high standard of education that is required by the University's mission statement, and the competitive nature of the occupational fields that graduates will be entering when they leave the University. The criterion for success or level of achievement must be stated in numeric measures such as percentage correct, or average.

The number of students that need to attain a criterion of success or level of achievement should reflect the University's dedication to both excellence in education and to its students. It is important for the criteria for success to reflect expectations. A criterion should be an honest indicator of students successfully demonstrating that they have mastered the skills and

knowledge required from the program. Setting a criterion at an aspirational level challenges a department to ensure that the students are given every opportunity possible to gain the knowledge, skills, and dispositions needed to be successful.

The number of students who are to attain the level of achievement may be stated in percentage of all students taking the assessment, percentage of respondents, or a specific number of students in programs that limit their enrollment. The number of students may also be stated in a whole group average, stating that the scores of all students taking the assessment must average a certain percentage or higher.

Examples of Means of Assessment and Criteria for Success

Outcome	
1. Program graduates will exemplify counselor professional identity	
Means of Measurement	Criterion for Success
<i>Counselor Preparation Comprehensive Exam (CPCE) Professional Identity Score</i>	80% of all students will score within one standard deviation of the national mean of the <i>Counselor Preparation Comprehensive Exam (CPCE) Professional Identity Subtest</i>
Students will submit a Map Portfolio. The Department Outcomes Assessment Committee will evaluate the portfolio utilizing a rubric (see Appendix). Inter-rater reliability is .76.	85% of all students will score an 80% or better on the rubric (raters' scores will be averaged for each student).

Inter-rater reliability and the raters are identified

Reports percentage of students to achieve the criteria for success

Measure yields quantitative data

Score is at the level of excellence set by the University

Information about the CPCE (validity, reliability, and example questions) will be listed in the appendix

COMPLETING THE APAO *RESULTS REPORT*

This part of the handbook provides guidance for completing the year-end report to be submitted in the spring term (April) – the *Results Report*. It might be helpful to have a copy of the template for this report (in Appendix C) as you read each section. The first part of the report is a repetition of the *Plan Report* so the readers on the APAC are oriented to the program’s mission and plan of assessment. Add the *Results Report* to your *Plan Report* for submission (see Instructions for Submission section). The APAC will give you feedback on the *Results Report* (see Appendix E for the form they will use).

Assessment Results

The discussion of assessment results should describe data collection and analysis.

Data Collection

Collecting data can be done in several ways. Using the Desire2Learn system, instructors are able to collect data for assessments that are completed using the system. Alternatively, data can be collected in an Excel spreadsheet format. Some departments have specific tools that are designed to collect and store the data from assessments and assignments completed by the students, such as LiveText.

Data should be collected from all students completing the assessment, as specified by the criterion for success. This may mean sorting some students out or integrating the data from several classes in the program. For instance, if the assessment is being given in a course where there may be students from other majors or programs, or students of different grade levels, it is necessary to filter their data out.

Data Analysis

In order to analyze the data, it is important to fully understand what the criterion for success is looking for. If the criteria for success is that 80% of the students will achieve a specific grade, it is necessary to know the number of students that are taking the assessment, what 80% of that number is, and if that specific number of students achieved that level.

In order to accurately analyze the data, certain information needs to be known (depending on how the criterion for success is defined):

- the number of students taking the assessment
- the grade, in numeric form, that each student received on the assessment
- the level of achievement that is required for meeting the criterion of success
- the number or percentage of students required to meet that level of achievement
- the mean or average of all of the grades
- the standard deviation for the grades

It is important to include the means of assessment and criterion of success in the *Results Report* so that the APAO Committee understands the benchmarks being used to assess the outcomes of the program.

Results

When reporting the results, use as much relevant data as possible. This will increase the validity of the results being used in the report. The results should use all available and appropriate data, rather than just samplings of the data. To quantify the results, report the sample size and other appropriate descriptive statistics. For example, if the criterion for success was defined as “80% of students will score within one standard deviation of the mean,” then the

mean and standard deviation need to be reported. Do not include any raw data (or any student identifiers such as names or CWID) in the report.

Report the results in the same terms as the criterion for success. To do this, report the criterion for success with **either** the number of students **or** the level of achievement, depending on the results. Include a statement regarding the achievement of the criterion for success. This is a simple sentence that states either the criterion for success was met or the criterion for success was not met.

Example of Assessment Results

Assessment Results

For the overall assessment of this competency in Advanced Field Education, 94.7% (18 out of 19 students) achieved a rating of 4 or higher. The mean score for this assessment was 4.21667 with a standard deviation of .3329.

The criterion for success was met.

Percentage of students that achieved level of success is stated. Included is the number of total students taking the assessment (*n* value)

Level of achievement restated

Mean score is reported

Standard deviation is reported

Simple statement of whether the criterion for success was met

Use of Results

Using assessment results to make program modifications and adjustments is what the Middle States Commission on Higher Education refers to as “closing the loop.” This critical step in the APAO process helps program faculty make the necessary changes to improve student learning outcomes.

In order to complete this section, all program faculty should be involved in a discussion of the assessment results. It may be beneficial to state when and how the faculty discussed the results, such as “at a department meeting.” Discussing the results as a department reinforces the idea that outcomes assessment is a departmental responsibility. It will also allow for the generation of ideas to improve or maintain the results.

If results meet the criterion of success, faculty might consider a plan to maintain the success. When benchmarks have not been met, address how the program can be modified to help students meet the benchmark. This plan can also include ways in which the department will attempt to raise the criterion of success by either increasing the number of students required to attain the achievement level or by raising the achievement level itself, especially if a large majority of the students are achieving it.

If results do not meet the criterion of success, report how the department will respond. This can include an outlined plan of curriculum changes, increased emphasis on the learning outcome, or more time given to practice the outcome prior to the assessment.

Report a plan for assessing the impact of the changes made in response to the data gathered on student learning. For example, re-assessing the same learning objective in the coming year as the last year to be able to quantify the impact of the change made (either in curriculum, practice time extension, increasing the criterion of success, or some other intervention). This is the start of the plan for fall’s submission of the next *Plan Report*. By necessity, there is repetition in this process to capture the cyclic nature of program evaluation (called “closing the loop”).

Example of Use of Results

Use of Results:

The faculty and staff reviewed the data and results as part of the departmental meeting where strengths, weaknesses, and the need for changes were identified. The data will also be reviewed at TEAM day.

The department is not surprised to see the students rating themselves slightly higher than the faculty did. The data showed a discrepancy in how the students rated themselves in the area of classroom management and partnerships, when compared to the faculty members. Students identified assessment as the strongest area for the group, which did not match the faculty's viewpoint. The department feels that the faculty needs to make students more aware of the strengths that are seen in certain areas and make expectations clearer. This will be accomplished through increased written positive feedback for students in the program and clarification in areas such as rubrics and classroom objectives.

Includes discussion of department

Briefly discusses the meaning of the results and how they are interpreted by the department

Discusses changes to be made in the future to improve or increase the success rate

INSTRUCTIONS ON SUBMISSION OF REPORTS

The *Plan Report* and the *Results Report* should be submitted as paginated PDF documents that include the actual report and, in the case of the *Plan Report*, an appendix containing a copy of the actual measures that are used as means of assessment.

Reports should only include the information for one program. There may be departments that have multiple programs that share a core of required courses with some individual courses (example: Biology and the pre-medical professions). The APAO committee will work with units and faculty to streamline the assessment process.

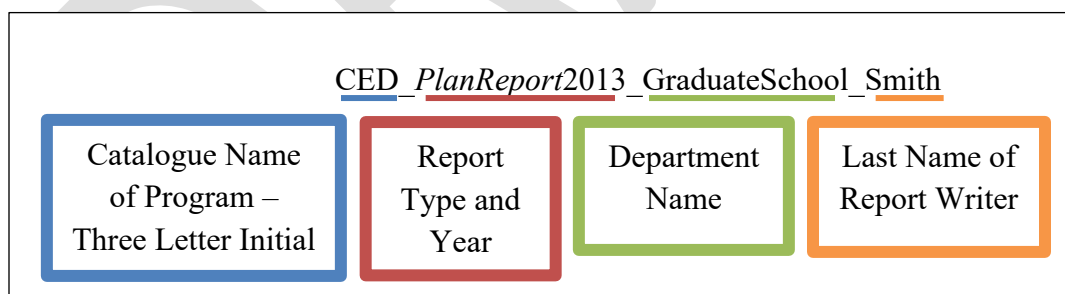
Label the document using the following convention:

CatalogNamePrefix_*PlanReport*Year_ProgramName_LastName

Or

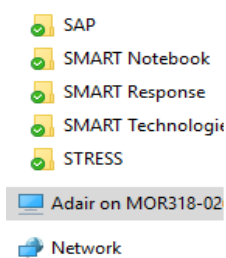
CatalogNamePrefix_*ResultsReport*Year_ProgramName_LastName

Example for Formatting the Report

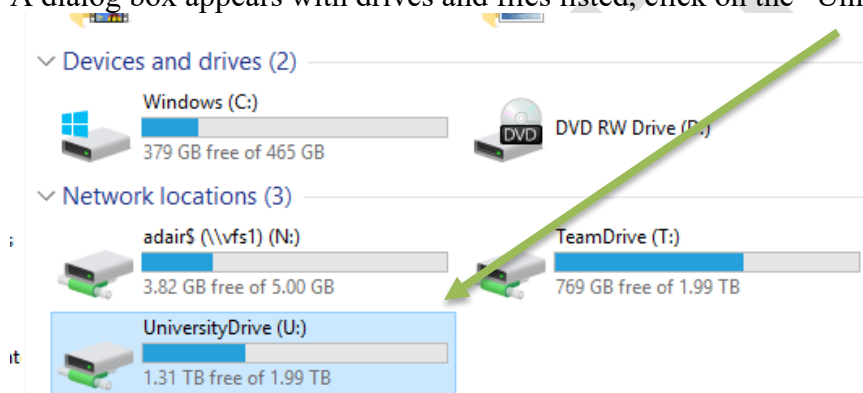


To Submit a report to the APAO Committee:

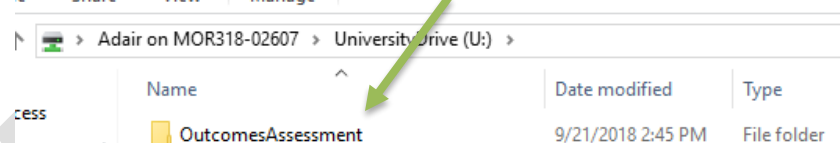
1. Save as ONE pdf with report first and assessment tools in appendices after the report
2. With the document open, click “Save as” and
3. Click on your computer address at the bottom of the list of files on the left of your screen:



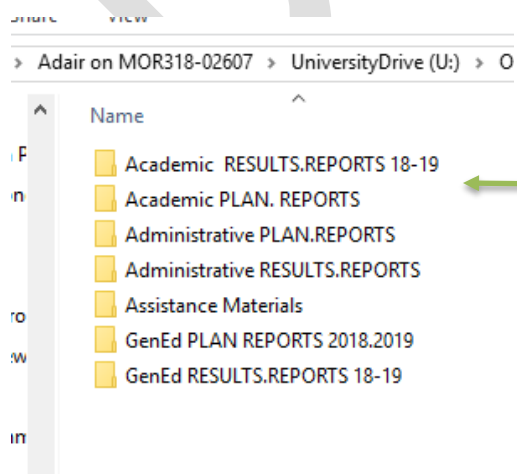
4. A dialog box appears with drives and files listed, click on the “UniversityDrive”:



5. Click on OutcomesAssessment Folder:



6. Find the appropriate folder for your report, click on it to open and save there:



Appendix

- **A: Call for Service on APAC**
- **B: *Plan Report* Template**
- **C: *Results Report* Template**
- **D: Bloom's Taxonomy and Verb List**
- **E: APAC Feedback Form**

DRAFT

APPENDIX A

CALL FOR SERVICE

CALIFORNIA UNIVERSITY OF PENNSYLVANIA

ACADEMIC PROGRAM ASSESSMENT COMMITTEE (APAC)

Cal U, in order to provide a “high-quality, student-centered education that prepares an increasingly diverse community of lifelong learners to contribute responsibly and creatively to the regional, national and global society, while serving as a resource to advance the region's cultural, social and economic development,” (*Mission Statement 2020*), seeks to establish a relevant, effective system of assessing student learning outcomes. Toward that end, we seek qualified committed faculty to serve on the *University Wide Academic Program Assessment Committee*.

Some experience of and knowledge in assessment of student learning outcomes is needed as well as an ability to guide colleagues (across campus) in the process of assessing student learning outcomes. Additionally, selections will be made in order to provide equal representation of all four colleges (*Liberal Arts, Education and Human Services, Science and Technology and Graduate School and Global On-Line*).

- Work with college deans and department chairs to identify and empower program Assessment Coordinators.
- Assist with the development of college, department, and program *mission statements* aligned with the Academic Affairs mission statement.
- Promote the development of academic program learning goals with measurable *discipline* and *student achievement* learning outcomes.
- Promote effective college-wide program assessment processes, which include annual documented data-based decision meetings designed to improve student achievement.
- Promote a standard “Assessment Update” agenda item for all department meetings where program faculty and/or Assessment Coordinators frequently discuss assessment progress and/or milestones.

This is a service position, so it will be documented and can be cited in the faculty member’s tenure and promotion dossier. Three-year terms are expected, with re-nomination invited to committed members.

Complete the second page and return to:

Dr. Len Colelli (Associate Provost/Associate Vice President for Academic Affairs) at colelli@calu.edu

or

Dr. Steve Atkins (Director of Institutional Effectiveness) at atkins@calu.edu

NAME: _____

DEPARTMENT: _____

COLLEGE: _____

Please briefly describe your experience with assessing student learning out comes at the program level:

Please briefly describe your experience with guiding colleagues through processes or procedures (some examples might be workshop facilitation, departmental committee leadership, etc.):__

Thank you so much for your desire to serve!

DRAFT

APPENDIX B

California University of Pennsylvania
Office of Assessment and Accreditation

PLAN REPORT

DRAFT

Instructions: Use this template to report your program's mission, educational outcomes, and plan of assessment (which includes two means of measurement for each outcome to be assessed this year, and the criterion of success for each measure). Answer all the questions for each outcome you plan to measure. The APAC will assist you with all parts of this task!	
College	
Program	
Contact Name	
Email	
Academic Year	
Program Mission	
<i>Complete as many of the following boxes as you need to that reflect your plan for assessment THIS YEAR, delete the rest.</i>	
Continuous Academic Excellence Plan	
1 Educational Outcome to be measured this year	
Relationship to the University Mission/Strategic Plan (check all that apply)	
<input type="checkbox"/> Enhance academic excellence <input type="checkbox"/> Operate with sound and efficient fiscal and governance practices	

<input type="checkbox"/> Create a learning and working environment that promotes diversity, civility, and inclusiveness <input type="checkbox"/> Promote and provide public service <input type="checkbox"/> Enhance the quality of student life	
Means of Measurement	Criterion for Success
1:	
2:	
2 Educational Outcome to be measured this year	
Relationship to the University Mission/Strategic Plan (check all that apply) <ul style="list-style-type: none"> <input type="checkbox"/> Enhance academic excellence <input type="checkbox"/> Operate with sound and efficient fiscal and governance practices <input type="checkbox"/> Create a learning and working environment that promotes diversity, civility, and inclusiveness <input type="checkbox"/> Promote and provide public service <input type="checkbox"/> Enhance the quality of student life 	
Means of Measurement	Criterion for Success
1:	
2:	
3 Educational Outcome to be measured this year	
Relationship to the University Mission/Strategic Plan (check all that apply) <ul style="list-style-type: none"> <input type="checkbox"/> Enhance academic excellence <input type="checkbox"/> Operate with sound and efficient fiscal and governance practices <input type="checkbox"/> Create a learning and working environment that promotes diversity, civility, and inclusiveness <input type="checkbox"/> Promote and provide public service 	

<input type="checkbox"/> Enhance the quality of student life	
Means of Measurement	Criterion for Success
1:	
2:	
4 Educational Outcome to be measured this year	
<p>Relationship to the University Mission/Strategic Plan (check all that apply)</p> <p><input type="checkbox"/> Enhance academic excellence</p> <p><input type="checkbox"/> Operate with sound and efficient fiscal and governance practices</p> <p><input type="checkbox"/> Create a learning and working environment that promotes diversity, civility, and inclusiveness</p> <p><input type="checkbox"/> Promote and provide public service</p> <p><input type="checkbox"/> Enhance the quality of student life</p>	
Means of Measurement	Criterion for Success
1:	
2:	
5 Educational Outcome to be measured this year	
<p>Relationship to the University Mission/Strategic Plan (check all that apply)</p> <p><input type="checkbox"/> Enhance academic excellence</p> <p><input type="checkbox"/> Operate with sound and efficient fiscal and governance practices</p> <p><input type="checkbox"/> Create a learning and working environment that promotes diversity, civility, and inclusiveness</p> <p><input type="checkbox"/> Promote and provide public service</p> <p><input type="checkbox"/> Enhance the quality of student life</p>	

Means of Measurement	Criterion for Success
1:	
2:	
6 Educational Outcome to be measured this year	
<p>Relationship to the University Mission/Strategic Plan (check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Enhance academic excellence <input type="checkbox"/> Operate with sound and efficient fiscal and governance practices <input type="checkbox"/> Create a learning and working environment that promotes diversity, civility, and inclusiveness <input type="checkbox"/> Promote and provide public service <input type="checkbox"/> Enhance the quality of student life 	
Means of Measurement	Criterion for Success
1:	
2:	
7 Educational Outcome to be measured this year	
<p>Relationship to the University Mission/Strategic Plan (check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Enhance academic excellence <input type="checkbox"/> Operate with sound and efficient fiscal and governance practices <input type="checkbox"/> Create a learning and working environment that promotes diversity, civility, and inclusiveness <input type="checkbox"/> Promote and provide public service <input type="checkbox"/> Enhance the quality of student life 	

Means of Measurement	Criterion for Success
1:	
2:	

DRAFT

APPENDIX C

California University of Pennsylvania Office of Assessment and Accreditation

RESULTS REPORT

DRAFT

Attach the following document (completed) to your *Plan Report* and submit as ONE Document.

Complete as many boxes as necessary and delete any you do not use.

EDUCATIONAL OUTCOME 1
RESULTS (Numerical summary: sample size, means, standard deviations, percentages, etc.)
ANALYSIS (Statement regarding criterion of success and any additional information you gleaned as a result of the measure)
ACTIONS (What are you going to do in light of this assessment?)

EDUCATIONAL OUTCOME 2
RESULTS (Numerical summary: sample size, means, standard deviations, percentages, etc.)
ANALYSIS (Statement regarding criterion of success and any additional information you gleaned as a result of the measure)
ACTIONS (What are you going to do in light of this assessment?)

EDUCATIONAL OUTCOME 3
RESULTS (Numerical summary: sample size, means, standard deviations, percentages, etc.)
ANALYSIS (Statement regarding criterion of success and any additional information you gleaned as a result of the measure)
ACTIONS (What are you going to do in light of this assessment?)

EDUCATIONAL OUTCOME 4
RESULTS (Numerical summary: sample size, means, standard deviations, percentages, etc.)
ANALYSIS (Statement regarding criterion of success and any additional information you gleaned as a result of the measure)
ACTIONS (What are you going to do in light of this assessment?)

EDUCATIONAL OUTCOME 5
RESULTS (Numerical summary: sample size, means, standard deviations, percentages, etc.)
ANALYSIS (Statement regarding criterion of success and any additional information you gleaned as a result of the measure)
ACTIONS (What are you going to do in light of this assessment?)

EDUCATIONAL OUTCOME 6
RESULTS (Numerical summary: sample size, means, standard deviations, percentages, etc.)
ANALYSIS (Statement regarding criterion of success and any additional information you gleaned as a result of the measure)
ACTIONS (What are you going to do in light of this assessment?)

EDUCATIONAL OUTCOME 7
RESULTS (Numerical summary: sample size, means, standard deviations, percentages, etc.)

ANALYSIS (Statement regarding criterion of success and any additional information you gleaned as a result of the measure)

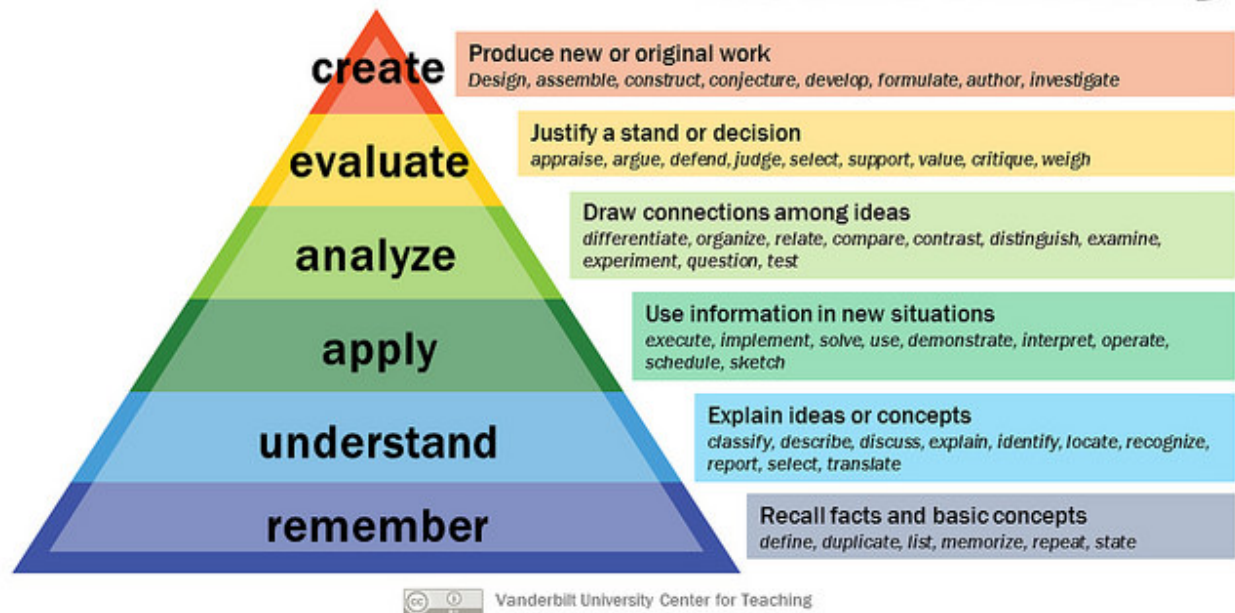
ACTIONS (What are you going to do in light of this assessment?)

SUMMARY (Optional: Discuss any overarching conclusions you have come to and anything you want the APAC to know in understanding your report)

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APPENDIX D

Bloom's Taxonomy



As students advance through a program, they are expected to accomplish more demanding task demands (going up the pyramid). The following are verb lists that can be used in educational outcomes to reflect that level of expected student achievement in your program.

SOURCE: <https://sijen.com/tag/knowledge-wheel/>

Taxonomy of Educational Objectives (1/4)

Version 4 – November 2012

Domain refers to 'knowledge structures' from "knowing the facts" to high order thinking skills such as synthesis, the progressively complex contextualisation of material

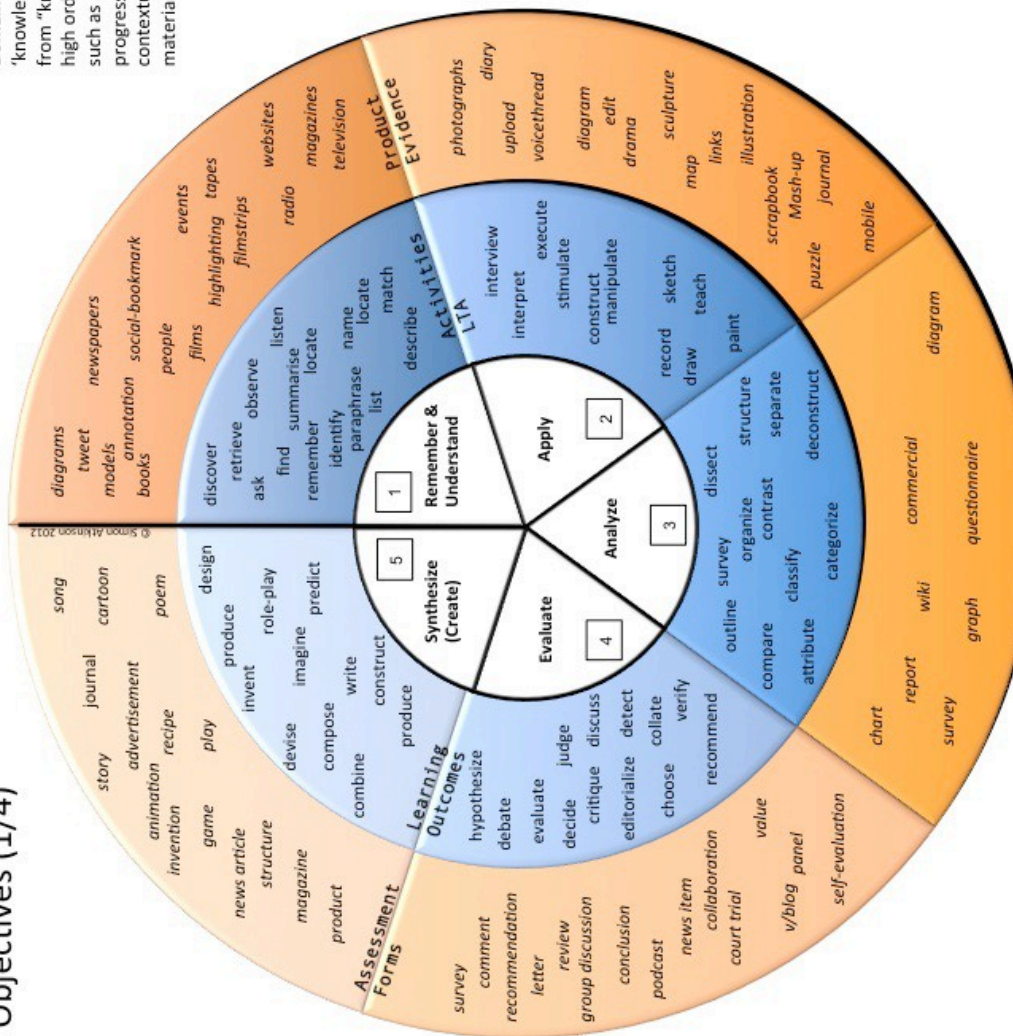
Remember & Understand – ability to recognise information and comprehend it and to recall and restate said information.
 NB: Rather than reference this domain against a 'knowledge dimension' a separate structured Subject Domain is suggested.

Apply – ability to apply factual information and presented theories, models and structures to real world contexts and problems.

Analyze – ability to construct complex relationships from single factual elements, reconstruct relationships and assess needs.

Evaluate – ability to make complex judgments about the nature of context, information and processes to establish new conclusions not represented in the original information.

Synthesize – ability to create new representations of knowledge structures, combining complex assemblages of information in original contexts.



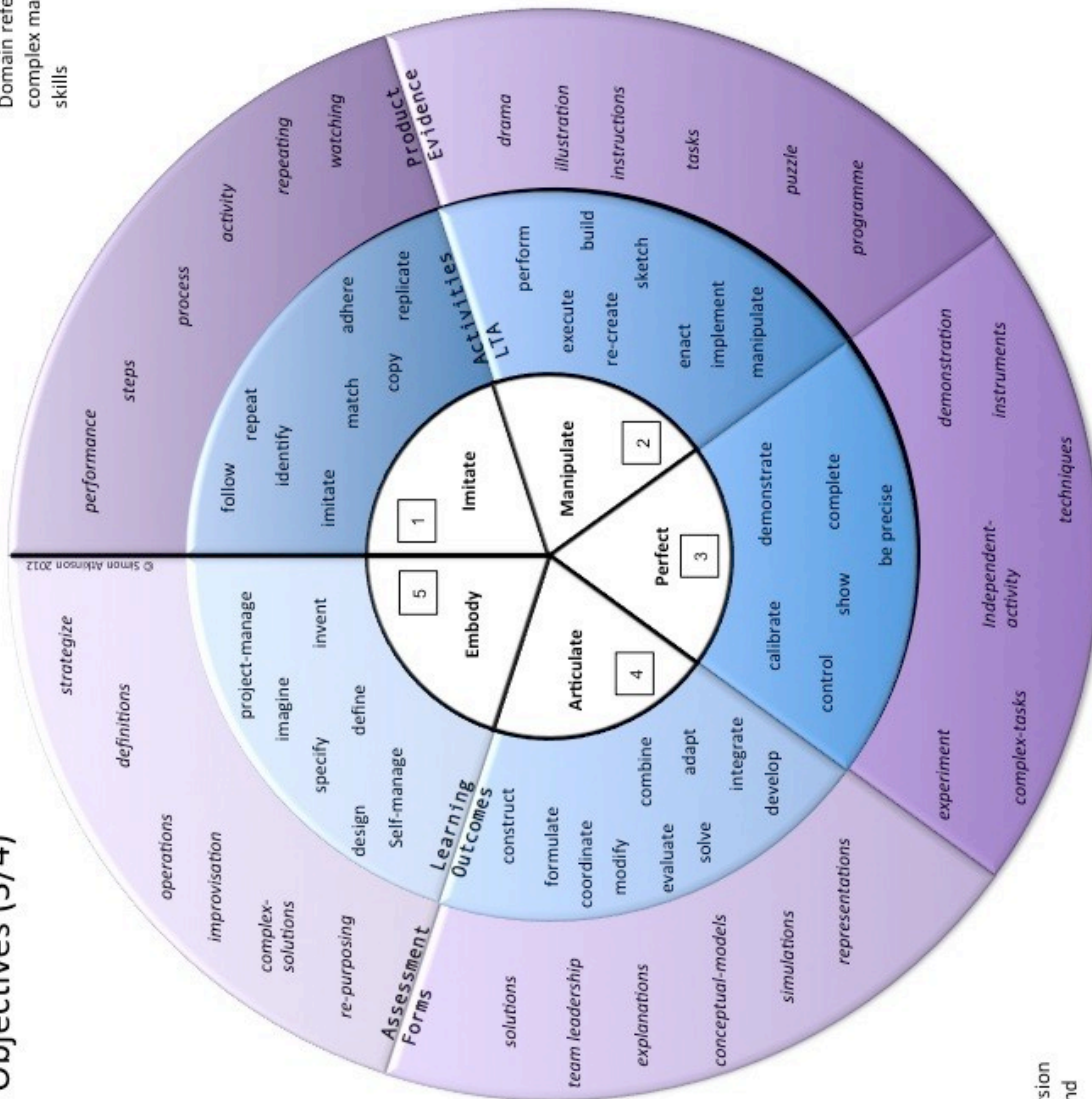
Cognitive Domain – Taxonomy Circle

Atkinson 2012 adapted from:
 • Anderson, L.W. & Krathwohl D.R (eds.) (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. NY, Longman
 • Churches, A. (2008). Bloom's taxonomy Blooms digitally. Educators' eZine. Retrieved 10 October 2012, from <http://www.techlearning.com/article/8670>

Taxonomy of Educational Objectives (3/4) Psychomotor Domain

Version 4 – November 2012

Domain refers to progressively complex manual or physical skills



Imitate – ability to copy, replicate the actions of others following observations.

Manipulate – ability to repeat or reproduce actions to prescribed standard from memory or instructions.

Perfect – ability to perform actions with expertise and without interventions and the ability to demonstrate and explain actions to others.

Articulate – ability to adapt existing psychomotor skills in a non-standard way, in different contexts, using alternative tools and instruments to satisfy need.

Embody – ability to perform actions in an automatic, intuitive or unconscious way appropriate to the context.

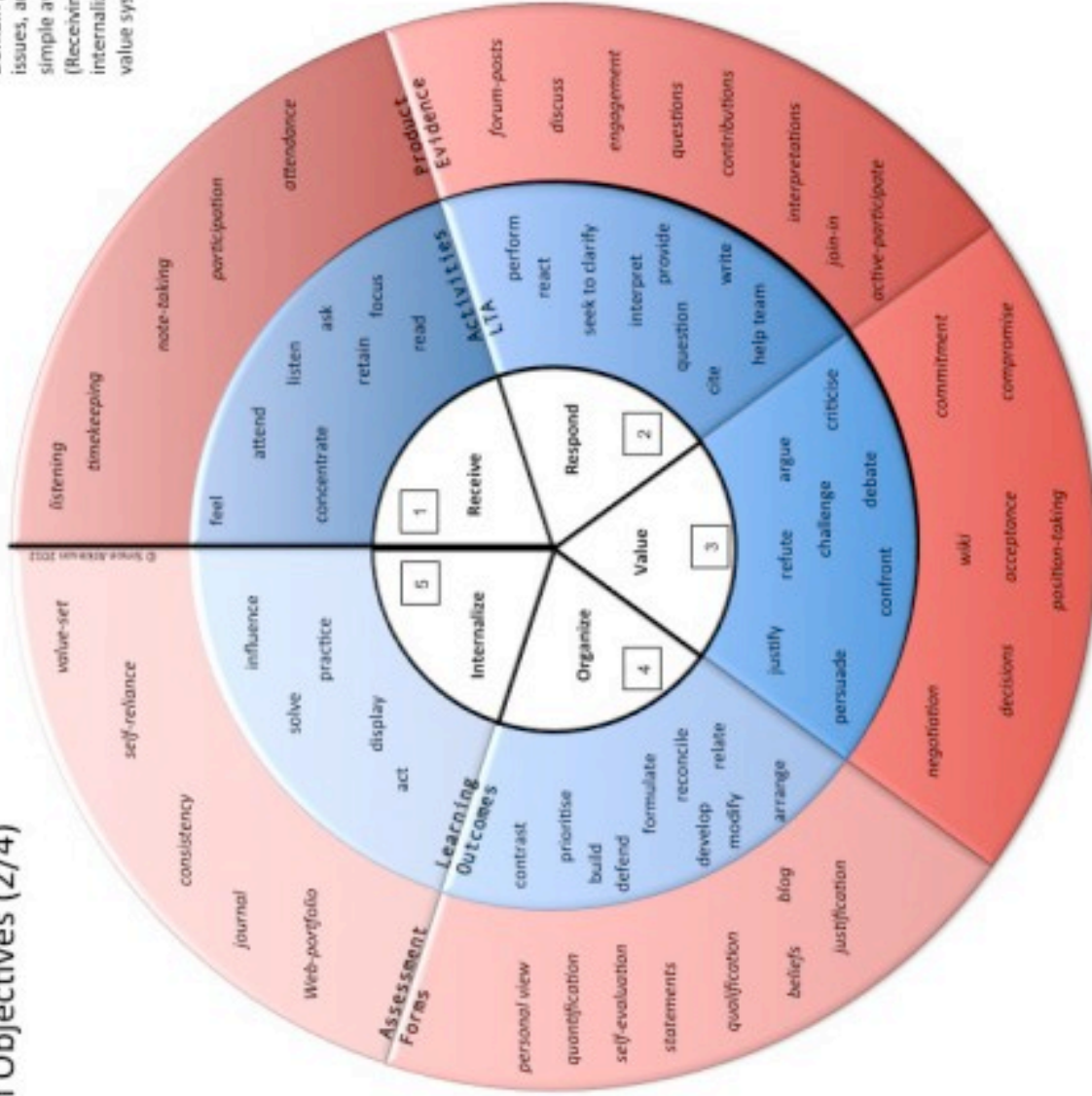
Atkinson 2012 - derived from RH Dave's version of the Psychomotor Domain ('Developing and Writing Behavioral Objectives', 1970)

Taxonomy of Educational Objectives (2/4)

Affective Domain

Version 4 – November 2012

Domain perception of value issues, and ranges from simple awareness (Receiving), through to the internalization of personal value systems



Receive – ability to learn from others.

Respond – ability to participate responsibly, respectfully and actively as appropriate to the context.

Value – ability to associate personal and collective values with contextual experience and express value judgments.

Organize – ability to structure, prioritize and reconcile personal and others' value systems.

Internalize– ability to articulate one's own values and belief systems and operate consistently within them

Taxonomy of Educational Objectives (4/4)

Knowledge Domain

Version 2 - November 2012

Specify – ability to locate, identify and recognise factual knowledge, dates, terminology, artefacts (audio and visual) required of a given discipline domain.

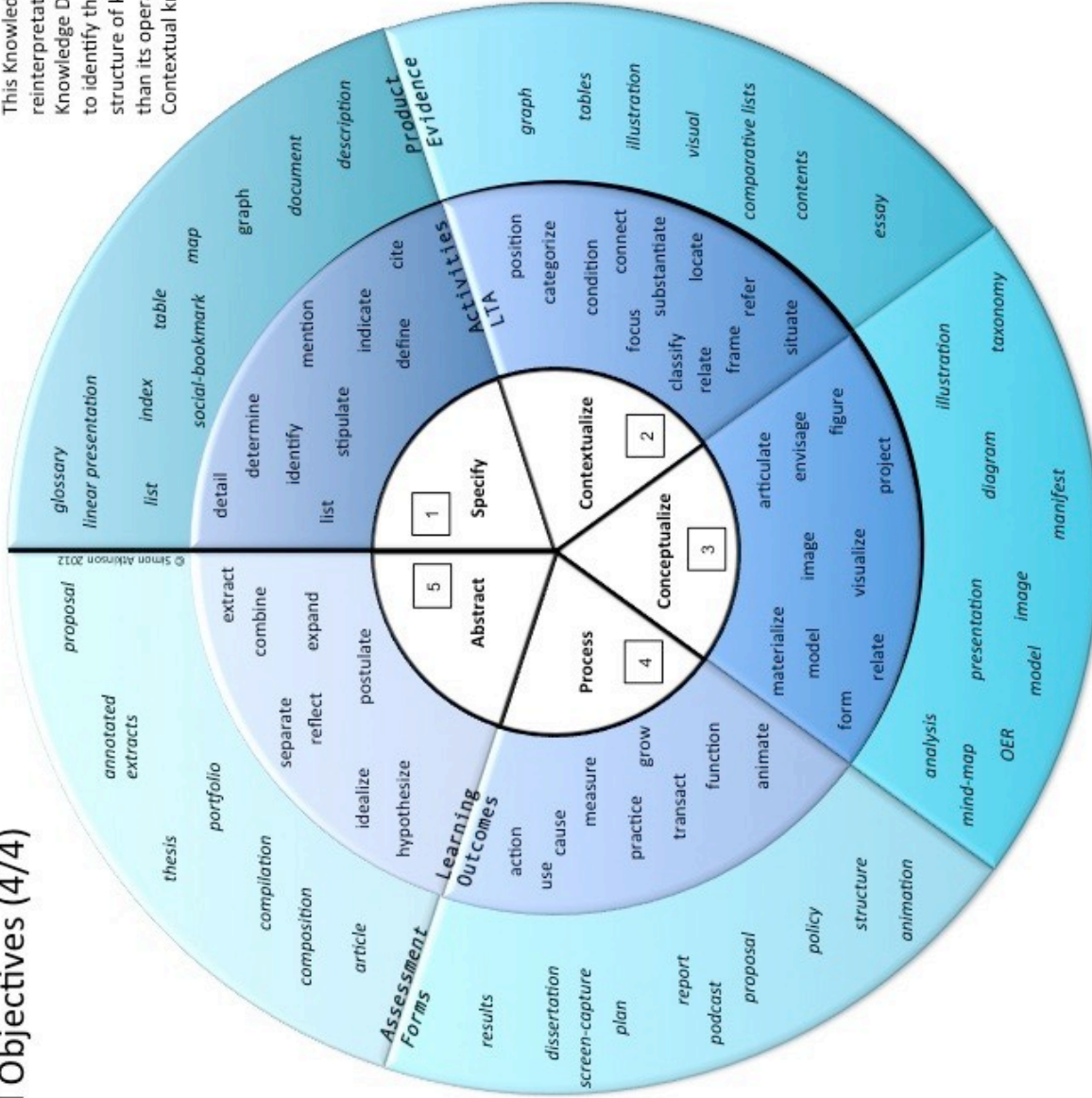
Contextualize* – ability to place specific knowledge within appropriate discipline relationships, classifications, taxonomies and categorizations.

Conceptualize – ability to articulate relationships between knowledge contexts and to work with models, visualizations, theories and structures that relate between contexts or within contexts.

Process – ability to utilize subject or discipline language and actions to specify, contextualise and conceptualize existing and new knowledge.

Abstract – ability to recognise and process abstract, unseen or unspecified knowledge, and articulate knowledge origination, including meta-cognition.

This Knowledge Domain is a reinterpretation of the Knowledge Dimension intended to identify the field or subject structure of knowledge rather than its operation. *Addition of Contextual knowledge.



*Atkinson 2012 adapted from Anderson, L W, & Krathwohl D R (eds.) (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. NY, Longman Bower, M; Hedberg J G & Kuswar A (2010): A framework for Web 2.0 learning design, Educational Media International, 47:3, 177-198

APPENDIX E

APAC FEEDBACK FORM

Level of Feedback →	Acceptable	Needs Work	Unacceptable	Missing
Educational Outcomes	<ul style="list-style-type: none"> • Reflect mission and content of program • At level of rigor for program • Use measurable verbs • Exhaustive of program content 			
<i>Comments:</i>				
Methods of Measurement	<ul style="list-style-type: none"> • Reflect the content of the outcome • Measure ALL verbs in the outcome • Valid • Reliable • Not grades or GPA 			
<i>Comments:</i>				
Criteria for Success	<ul style="list-style-type: none"> • Reflect the level of excellence expected at Cal U • Are consistent with the measure • Result in quantitative data 			
<i>Comments:</i>				
Action Plans from Results	<ul style="list-style-type: none"> • Are connected to the data • Are reasonable • Are actionable • Impact can be measured • Reflect the goal of quality improvement 			
<i>Comments:</i>				

APAC MEMBERS: