Roger Williams University Bristol, RI

NEASC 5th Year Interim Report

January 2012

**Report to the
Commission on Higher Education
New England Association of Schools and Colleges**

Appendix D

CIHE Data Forms

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document		URL	Date Approved by the Governing Board
Institutional Mission Statement	?	u/about/who-we-are/mission ?	April 2005

1.1

Standard 2: Planning and Evaluation

PLANS		Year of Completion		Effective Dates		URL
Strategic Plans						
Current Strategic Plan	?	2009	?	2009-2020		
Next Strategic Plan	?		?			
Other institution-wide plans						
Master plan	?	2010	?	2010-2015	?	
Academic plan	?					
Financial plan	?	2008		2008-2013		
Technology plan	?	2008		2008-2013		
Enrollment plan	?	2012		2012-2013		
Development plan	?					
(Add rows for additional institution-wide plans, as needed.)						
Campus Master Plan		5/2009		2009-2020		

EVALUATION	URL
Academic program review	
Program review system (colleges and departments). System last updated:	?
Program review schedule (e.g., every 5 years)	Continuous Improvement Program will be posted to the web upon completion, Summer 2012

2.1

Standard 3: Organization and Governance

Please attach to this form:

1) A copy of the institution's organization chart(s).

If there is a "related entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the related entity	N/A
URL of documentation of relationship	

Governing Board	URL
By-laws	www.rwu.edu/depository/generalcounsel/rwubylaws.pdf
Board members' names and affiliations	www.rwu.edu/about/administration-governance/board-trustees

Mission & Core Values

Roger Williams University is an independent liberal arts University that combines the unique strengths of small liberal arts colleges and those of larger comprehensive universities and where liberal and professional education are enhanced by their integration and the recognition of their unity.
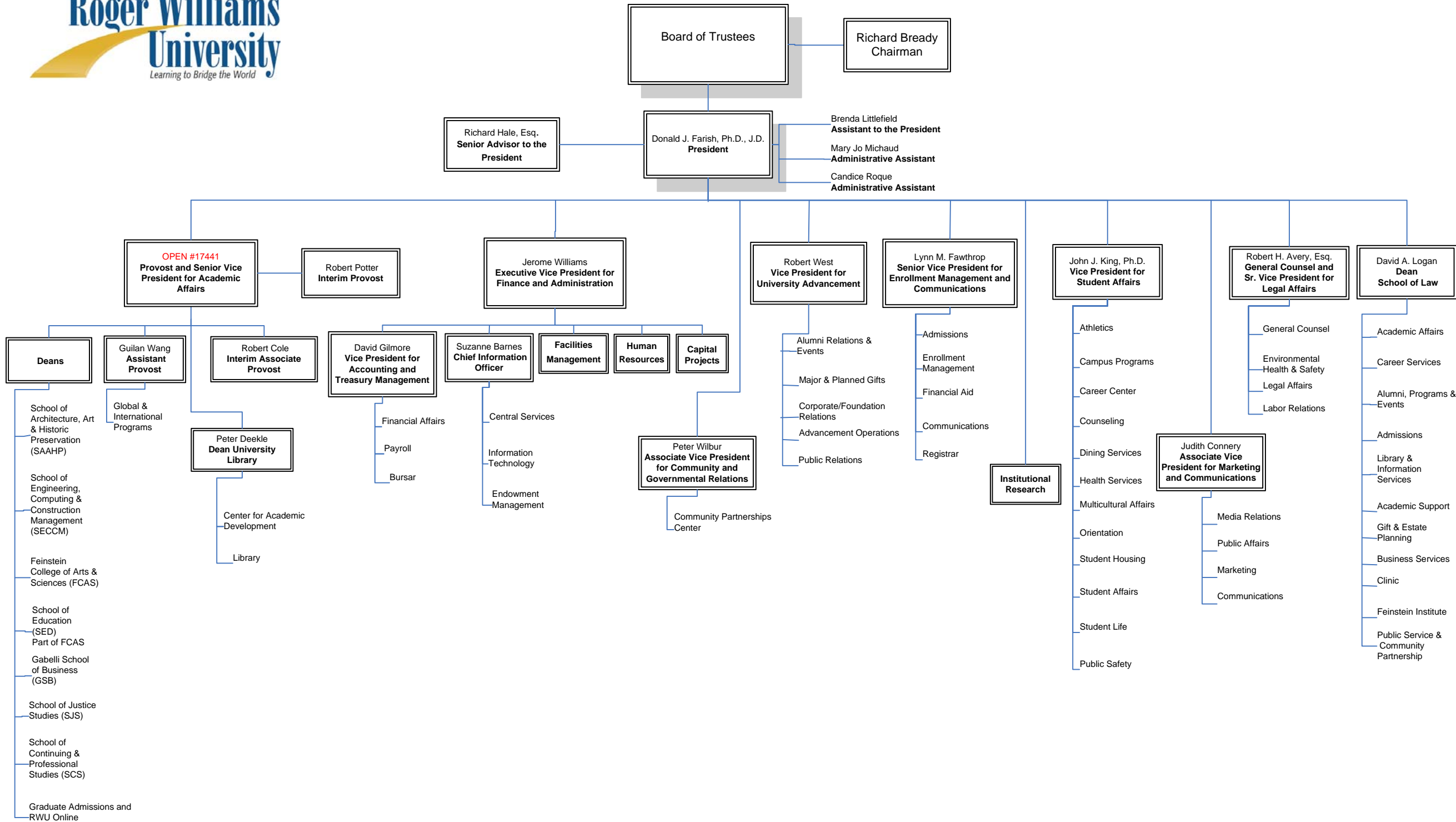
At the foundation of the institution is a set of core values that play a central role in guiding a respectful, diverse and intellectually vibrant university community:

- Love of learning as an intrinsic value
- Preparation for careers and future study
- Collaboration of students and faculty in research
- Commitment to community through service and sustainability
- Appreciation of global perspectives
- Promotion of civil discourse

The Roger Williams University Education

The University strives to educate all students to become productive citizens of the social and professional communities in which they will live and build their careers. To participate in a lifetime of such citizenship, it is the goal of Roger Williams University to prepare our students to:

- Communicate clearly in a variety of formats
- Appreciate the ability of the humanities to stir the soul
- Advocate effectively through civil discourse
- Acquire new information and perspectives through traditional research techniques and the use of information technology
- Contribute productively in team projects through leadership and cooperative efforts
- Understand how different cultures, philosophies and historical experiences affect the perspectives of others

Roger Williams University
Learning to Bridge the World

Board of Trustees

Richard Bready — Chairman

Richard Hale, Esq. — Senior Advisor to the President

Donald J. Farish, Ph.D., J.D. — President

- Brenda Littlefield — **Assistant to the President**
- Mary Jo Michaud — **Administrative Assistant**
- Candice Roque — **Administrative Assistant**

OPEN #17441 — Provost and Senior Vice President for Academic Affairs

- Robert Potter — **Interim Provost**

Deans
- School of Architecture, Art & Historic Preservation (SAAHP)
- School of Engineering, Computing & Construction Management (SECCM)
- Feinstein College of Arts & Sciences (FCAS)
- School of Education (SED) Part of FCAS
- Gabelli School of Business (GSB)
- School of Justice Studies (SJS)
- School of Continuing & Professional Studies (SCS)
- Graduate Admissions and RWU Online

Guilan Wang — Assistant Provost
- Global & International Programs

Robert Cole — Interim Associate Provost

Peter Deekle — Dean University Library
- Center for Academic Development
- Library

Jerome Williams — Executive Vice President for Finance and Administration

David Gilmore — Vice President for Accounting and Treasury Management
- Financial Affairs
- Payroll
- Bursar

Suzanne Barnes — Chief Information Officer
- Central Services
- Information Technology
- Endowment Management

Facilities Management

Human Resources

Capital Projects

Robert West — Vice President for University Advancement

- Alumni Relations & Events
- Major & Planned Gifts
- Corporate/Foundation Relations
- Advancement Operations
- Public Relations

Peter Wilbur — Associate Vice President for Community and Governmental Relations
- Community Partnerships Center

Lynn M. Fawthrop — Senior Vice President for Enrollment Management and Communications

- Admissions
- Enrollment Management
- Financial Aid
- Communications
- Registrar

Institutional Research

John J. King, Ph.D. — Vice President for Student Affairs

- Athletics
- Campus Programs
- Career Center
- Counseling
- Dining Services
- Health Services
- Multicultural Affairs
- Orientation
- Student Housing
- Student Affairs
- Student Life
- Public Safety

Judith Connery — Associate Vice President for Marketing and Communications
- Media Relations
- Public Affairs
- Marketing
- Communications

Robert H. Avery, Esq. — General Counsel and Sr. Vice President for Legal Affairs

- General Counsel
- Environmental Health & Safety
- Legal Affairs
- Labor Relations

David A. Logan — Dean School of Law

- Academic Affairs
- Career Services
- Alumni, Programs & Events
- Admissions
- Library & Information Services
- Academic Support
- Gift & Estate Planning
- Business Services
- Clinic
- Feinstein Institute
- Public Service & Community Partnership

Standard 3: Organization and Governance
(Locations and Modalities)

Campuses, Branches, Locations, and Modalities Currently in Operation (See definitions, below)

(Insert additional rows as appropriate.)

?		City	State or Country	Date Initiated	Enrollment*
?	Main campus	Bristol	RI	5/9/1905	4843
?	Other principal campuses				
?	Branch campuses				
?	Other instructional locations				

Distance Learning, e-learning		Enrollment*
	Date Initiated	899
First on-line course	2004	
First program 50% or more on-line	2007	
First program 100% on-line	2008	

? Distance Learning, other		Date Initiated	Enrollment*
Modality	N/A		

? Correspondence Education		Date Initiated	Enrollment*
	N/A		

Low-Residency Programs		Date Initiated	Enrollment*
Program Name	N/A		

Definitions

Main campus: primary campus, including the principal office of the chief executive officer.

Other principal campus: a campus away from the main campus that either houses a portion or portions of the

Branch campus (federal definition): a location of an institution that is geographically apart and independent of the main campus which meets all of the following criteria: a) offers 50% or more of an academic program leading to a degree, certificate, or other recognized credential, or at which a degree may be completed; b) is permanent in nature; c) has its own faculty and administrative or supervisory organization; d) has its own budgetary and hiring authority.

Instructional location: a location away from the main campus where 50% or more of a degree or Title-IV eligible certificate can be completed.

Distance Learning, e-learning: A degree or Title-IV eligible certificate for which 50% or more of the courses can be completed entirely on-line.

Distance Learning, other: A degree or Title IV certificate in which 50% or more of the courses can be completed entirely through a distance learning modality other than e-learning.

Correspondence Education (federal definition): Education provided through one or more courses by an

* Report here the annual unduplicated headcount for the most recently completed year.

Standard 4: The Academic Program
(Summary - Enrollment and Degrees)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking FTE
Main Campus FTE	6	4,025	257			555		4,843
Other Campus FTE								0
Branches FTE								0
Other Locations FTE								0
Overseas Locations FTE								0
On-Line FTE								0
Correspondence FTE								0
Low-Residency Programs FTE								0
Total FTE	6	4,025	257	0	0	555	0	4,843
Unduplicated Headcount Total	15	4,419	378			555		5,367
Degrees Awarded, Most Recent Year	1	908	96					1,005

Student Type/ Location & Modality	Non-Matriculated Students	Visiting Students	Title IV-Eligible Certificates: Students Seeking Certificates
Main Campus FTE	30		3
Other Campus FTE			
Branches FTE			
Other Locations FTE			
Overseas Locations FTE			
On-Line FTE	1		
Correspondence FTE			
Low-Residency Programs FTE			
Total FTE	34		3
Unduplicated Headcount Total	78		9
Certificates Awarded, Most Recent Year	n.a.	n.a.	8

Notes:
1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual
2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in
3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Standard 4: The Academic Program
Headcount by UNDERGRADUATE Program Type

For Fall Term, as of Census Date	3 Years Prior FY 2009	2 Years Prior FY 2010	1 Year Prior FY 2011	Current Year* FY 2012	Next Year Forward (goal) FY 2013
Certificate	19	29	26	12	
Associate	5	26	26	15	
Baccalaureate	4,318	4,188	4,238	4,419	
Total Undergraduate	4,342	4,243	4,290	4,446	

4.2

Standard 4: The Academic Program
Headcount by GRADUATE Program Type

For Fall Term, as of Census Date	3 Years Prior FY 2009	2 Years Prior FY2010	1 Year Prior FY 2011	Current Year* FY 2012	Next Year Forward (goal) FY 2013
Master's	252	299	355	378	
Doctorate					
First Professional	541	550	541	555	
Other	12	18	15	15	
Total Graduate	805	867	911	948	

4.3

Standard 4: The Academic Program
(Credit Hours Generated at Undergraduate and Graduate Levels)

					?

For Fall Term, as of Census Date	3 Years Prior FY 2009	2 Years Prior FY2010	1 Year Prior FY 2011	Current Year* FY 2012	Next Year Forward (goal) FY 2013
Undergraduate	60,161	58,665	58,715	61,343	
Graduate	1,618	2,558	2,957	3,227	

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

4.4

Standard 5: Faculty
(Rank, Fall Term)

?

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
	FY 2008		FY 2009		FY 2010		FY 2011		FY 2012	
?	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty										
Professor	78		76		85		87			
Associate	54		62		65		63			
Assistant	77		65		56		49			
Instructor										
Other	11	284	11	262	12	253	12	269		
Total	220	284	214	262	218	253	211	269	-	-

5.1

(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year		Next Year Forward (goal)	
	FY 2008		FY 2009		FY 2010		FY 2011		FT 2012	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed ?	8		13		13		0			
# of Faculty in Tenured Positions ?	126		136		143		157			
# of Faculty Departing ?	9		7		12		5			
# of Faculty Retiring ?	2		2		2		0			

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

Standard 6: Students
(Admissions, Fall Term)

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
	FY 2009	FY2010	FY 2011	FY 2012	FY 2013
Freshmen - Undergraduate ?					
Completed Applications ?	8,873	8,240	9,181	9,235	9,295
Applications Accepted ?	5,547	6,510	7,381	7,260	7,220
Applicants Enrolled ?	1,251	1,330	1,352	1,511	1,500
% Accepted of Applied	62.5%	79.0%	80.4%	78.6%	77.7%
% Enrolled of Accepted	22.6%	20.4%	18.3%	20.8%	20.8%
Percent Change Year over Year					
Completed Applications	-	-7.1%	11.4%	0.6%	0.6%
Applications Accepted	-	17.4%	13.4%	-1.6%	-0.6%
Applicants Enrolled	-	6.3%	1.7%	11.8%	-0.7%
Average of Statistical Indicator of Aptitude of Enrollees: (Define Below) ?					
SAT Average	1104	1095	1090	1100	1100
Transfers - Undergraduate ?					
Completed Applications	360	307	337	349	400
Applications Accepted	238	204	216	203	300
Applications Enrolled	97	86	99	84	115
% Accepted of Applied	66.1%	66.4%	64.1%	58.2%	75.0%
% Enrolled of Accepted	40.8%	42.2%	45.8%	41.4%	38.3%
Master's Degree ?					
Completed Applications	184	204	286	323	325
Applications Accepted	154	177	246	244	245
Applications Enrolled	119	120	163	152	155
% Accepted of Applied	83.7%	86.8%	86.0%	75.5%	75.4%
% Enrolled of Accepted	77.3%	67.8%	66.3%	62.3%	63.3%
First Professional Degree - All Programs ?					
Completed Applications	1,233	1,490	1,501	1,388	
Applications Accepted	713	871	950	923	
Applications Enrolled	181	210	198	194	
% Accepted of Applied	57.8%	58.5%	63.3%	66.5%	-
% Enrolled of Accepted	25.4%	24.1%	20.8%	21.0%	-
Doctoral Degree ?					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

Standard 6: Students
(Financial Aid, Debt, and Developmental Courses)

? Where does the institution describe the students it seeks to serve?

University Catalog, page 31

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget*	Next Year Forward (goal)
	FY 2009	FY2010	FY2011	FT 2012	FY 2013

? **Student Financial Aid**

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget*	Next Year Forward (goal)
Total Federal Aid	$31,840,554	$35,743,594	$36,956,720	$37,140,709	37,588,000.00
Grants	$1,909,895	$2,641,867	$2,889,149	$2,820,398	2,900,000.00
Loans	$29,242,659	$32,413,727	$33,067,571	$33,632,311	34,000,000.00
Work Study	$688,000	$688,000	$1,000,000	$688,000	688,000.00
Total State Aid	$378,959	$315,815	$315,020	$229,646	225,000.00
Total Institutional Aid	$25,900,209	$27,815,532	$29,618,394	$35,686,896	37,000,000.00
Grants	$25,900,209	$27,815,532	$29,618,394	$34,686,896	36,000,000.00
Loans	$0	$0	$0	$0	0.00
Total Private Aid	$15,470,023	$12,631,217	$14,413,441	$14,500,860	14,600,000.00
Grants	$2,584,320	$3,012,590	$4,742,262	$3,313,179	3,400,000.00
Loans	$12,885,703	$9,618,627	$9,671,179	$11,187,681	11,200,000.00

Student Debt

Percent of students graduating with debt**

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget*	Next Year Forward (goal)
Undergraduates	63%	57%	58%	N/A	N/A
Graduates	36%	53%	62%	N/A	N/A

For students with debt:

Average amount of debt for students leaving the institution with a degree

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget*	Next Year Forward (goal)
Undergraduates	$36,786	$39,664	$38,365	N/A	N/A
Graduates	$50,138	$42,203	$47,288	N/A	N/A

Average amount of debt for students leaving the institution without a degree

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget*	Next Year Forward (goal)
Undergraduates					
Graduate Students					

Cohort Default Rate

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget*	Next Year Forward (goal)
	2.9%	N/A	N/A	N/A	N/A

Percent of First-year students in Developmental Courses*

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget*	Next Year Forward (goal)
English as a Second/Other Language	4%	2%	4%	5%	
skills)	2%	1%	2%	3%	
Math					
Other	2%	1%	2%	3%	

*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

**All students who graduated should be included in this calculation.

*** Courses for which no credit toward a degree is granted.

Standard 6: Students
(Enrollment, Fall Census Date)

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
		FY 2009	FY 2010	FY 2011	FY 2012	FY2013
UNDERGRADUATE	?					
First Year	Full-Time Headcount ?	1,081	1,169	1,213	1,380	1,142
	Part-Time Headcount ?	226	275	342	321	291
	Total Headcount	1,307	1,444	1,555	1,701	1,433
	Total FTE ?	1,156	1,261	1,327	1,487	1,239
Second Year	Full-Time Headcount	1,004	861	867	921	1,033
	Part-Time Headcount	46	40	46	44	44
	Total Headcount	1,050	901	913	965	1,077
	Total FTE	1,019	874	882	936	1,048
Third Year	Full-Time Headcount	830	887	807	817	834
	Part-Time Headcount	86	84	87	86	86
	Total Headcount	916	971	894	903	920
	Total FTE	859	915	836	846	863
Fourth Year	Full-Time Headcount	856	745	771	716	740
	Part-Time Headcount	213	197	165	166	185
	Total Headcount	1,069	942	936	882	925
	Total FTE	927	811	826	771	802
Unclassified	Full-Time Headcount ?					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Total Undergraduate Students						
	Full-Time Headcount	3,771	3,662	3,658	3,834	3,749
	Part-Time Headcount	571	596	640	617	606
	Total Headcount	4,342	4,258	4,298	4,451	4,355
	Total FTE	3,961	3,861	3,871	4,040	3,952
	% Change FTE Undergraduate	N/A	-2.5%	0.3%	4.4%	-2.2%
GRADUATE	?					
	Full-Time Headcount ?	264	317	370	393	405
	Part-Time Headcount ?	78	144	166	196	202
	Total Headcount	342	461	536	589	607
	Total FTE ?	290	365	425	458	473
	% Change FTE Graduate	N/A	25.9%	16.4%	7.8%	3.3%
GRAND TOTAL						
Grand Total Headcount		4,684	4,719	4,834	5,040	4,962
Grand Total FTE		4,251	4,226	4,296	4,498	4,425
% Change Grand Total FTE		N/A	-0.6%	1.7%	4.7%	-1.6%

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

Standard 9: Financial Resources
(Statement of Financial Position/Statement of Net Assets)

	FISCAL YEAR ENDS month &day: (06 /30)	2 Years Prior FY 2009	1 Year Prior FY 2010	Most Recent Year FY2011	Percent Change 2 yrs-1 yr prior	1 yr-most recent
	ASSETS					
?	CASH AND SHORT TERM INVESTMENTS	$6,030	$3,300	$2,200	-45.3%	-33.3%
?	CASH HELD BY STATE TREASURER				-	-
?	DEPOSITS HELD BY STATE TREASURER				-	-
?	ACCOUNTS RECEIVABLE, NET	$4,881	$4,650	$5,284	-4.7%	13.6%
?	CONTRIBUTIONS RECEIVABLE, NET	$2,029	$1,772	$1,254	-12.7%	-29.2%
?	INVENTORY AND PREPAID EXPENSES	$371	$270	$675	-27.3%	150.5%
?	LONG-TERM INVESTMENTS	$62,400	$64,517	$78,477	3.4%	21.6%
?	LOANS TO STUDENTS	$2,178	$2,092	$1,924	-3.9%	-8.0%
?	FUNDS HELD UNDER BOND AGREEMENT	$15,683	$9,756	$6,659	-37.8%	-31.7%
?	PROPERTY, PLANT AND EQUIPMENT, NET	$209,371	$223,605	$220,895	6.8%	-1.2%
?	OTHER ASSETS	$3,272	$3,158	$2,899	-3.5%	-8.2%
	TOTAL ASSETS	**$306,215**	**$313,120**	**$320,268**	2.3%	2.3%
	LIABILITIES					
?	ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	$14,149	$16,203	$13,455	14.5%	-17.0%
?	DEFERRED REVENUE & REFUNDABLE ADVANCES	$14,045	$11,783	$15,646	-16.1%	32.8%
?	DUE TO STATE				-	-
?	DUE TO AFFILIATES				-	-
?	ANNUITY AND LIFE INCOME OBLIGATIONS				-	-
?	AMOUNTS HELD ON BEHALF OF OTHERS				-	-
?	LONG TERM DEBT	$157,096	$161,690	$153,465	2.9%	-5.1%
?	REFUNDABLE GOVERNMENT ADVANCES	$1,649	$1,751	$1,773	6.2%	1.3%
?	OTHER LONG-TERM LIABILITIES	$20,981	$17,676	$15,048	-15.8%	-14.9%
	TOTAL LIABILITIES	**$207,920**	**$209,103**	**$199,387**	0.6%	-4.6%
	NET ASSETS					
	UNRESTRICTED NET ASSETS					
	INSTITUTIONAL	**$89,129**	**$92,509**	**$107,316**	3.8%	16.0%
?	FOUNDATION				-	-
	TOTAL	**$89,129**	**$92,509**	**$107,316**	3.8%	16.0%
	TEMPORARILY RESTRICTED NET ASSETS					
	INSTITUTIONAL	**$3,745**	**$4,629**	**$6,524**	23.6%	40.9%
?	FOUNDATION				-	-
	TOTAL	**$3,745**	**$4,629**	**$6,524**	23.6%	40.9%
	PERMANENTLY RESTRICTED NET ASSETS					
	INSTITUTIONAL	**$5,421**	**$6,879**	**$7,041**	26.9%	2.4%
?	FOUNDATION				-	-
	TOTAL	**$5,421**	**$6,879**	**$7,041**	26.9%	2.4%
	TOTAL NET ASSETS	$98,295	$104,017	$120,881	5.8%	16.2%
	TOTAL LIABILITIES AND NET ASSETS	**$306,215**	**$313,120**	**$320,268**	2.3%	2.3%

Standard 9: Financial Resources
(Statement of Revenues and Expenses)

FISCAL YEAR ENDS month &day: (06/30)	3 Years Prior (FY2009)	2 Years Prior (FY2010)	Most Recently Completed Year (FY 2011)	Current Budget* (FY 2012)	Next Year Forward (FY 2013)
OPERATING REVENUES					
TUITION & FEES	$129,601	$132,381	$138,517	$146,373	$149,109
ROOM AND BOARD	$33,240	$35,103	$35,768	$37,700	$39,000
LESS: FINANCIAL AID	($32,072)	($34,911)	($36,874)	($42,288)	($43,002)
NET STUDENT FEES	$130,769	$132,573	$137,411	$141,785	$145,107
GOVERNMENT GRANTS & CONTRACTS	$2,852	$3,073	$3,831		
PRIVATE GIFTS, GRANTS & CONTRACTS	$1,328	$2,589	$1,469	$1,010	$1,000
OTHER AUXILIARY ENTERPRISES	$4,673	$4,251	$3,373	$2,057	$2,131
ENDOWMENT INCOME USED IN OPERATIONS	$4,295	$0	$4,260	$3,654	$3,124
OTHER REVENUE (specify): Miscellaneous	$1,240	$1,421	$1,513	$304	$313
OTHER REVENUE (specify): Earnings on dep with bond trustee	$201	$146	$53		
NET ASSETS RELEASED FROM RESTRICTIONS					
TOTAL OPERATING REVENUES	**$145,358**	**$144,053**	**$151,910**	**$148,810**	**$151,675**
OPERATING EXPENSES					
INSTRUCTION	$68,065	$69,578	$72,698	$73,364	$74,800
RESEARCH					
PUBLIC SERVICE					
ACADEMIC SUPPORT	$5,780	$6,856	$5,864	$7,885	$8,025
STUDENT SERVICES	$18,837	$18,893	$20,089	$19,256	$19,600
INSTITUTIONAL SUPPORT	$17,862	$19,235	$18,734	$20,204	$20,500
FUNDRAISING AND ALUMNI RELATIONS					
OPERATION, MAINTENANCE OF PLANT (if not allocated)					
SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)					
AUXILIARY ENTERPRISES	$27,379	$26,727	$27,106	$28,107	$28,750
DEPRECIATION (if not allocated)					
OTHER EXPENSES (specify): loss on disposal of asset		$2,739	$128		
OTHER EXPENSES (specify):					
TOTAL OPERATING EXPENDITURES	**$137,923**	**$144,028**	**$144,619**	**$148,816**	**$151,675**
CHANGE IN NET ASSETS FROM OPERATIONS	**$7,435**	**$25**	**$7,291**	**($6)**	**$0**
NON OPERATING REVENUES					
STATE APPROPRIATIONS (NET)					
INVESTMENT RETURN	($26,328)	$7,276	$9,759		
INTEREST EXPENSE (public institutions)					
GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS					
OTHER (specify): Interest rate swap FV change	($1,827)	($1,579)	$717		
OTHER (specify): Loss on defeasance of LT debt	($704)		($903)		
OTHER (specify):					
NET NON OPERATING REVENUES	**($28,859)**	**$5,697**	**$9,573**	**$0**	**$0**
INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	**($21,424)**	**$5,722**	**$16,864**	**($6)**	**$0**
CAPITAL APPROPRIATIONS (public institutions)					
OTHER					
TOTAL INCREASE/DECREASE IN NET ASSETS	**($21,424)**	**$5,722**	**$16,864**	**($6)**	**$0**

*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

Standard 9: Financial Resources
(Statement of Debt)

		FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY2009)	2 Years Prior (FY2010)	Most Recently Completed Year (FY 2011)	Current Budget* (FY 2012)	Next Year Forward (FY 2013)
		DEBT					
		BEGINNING BALANCE	$124,979	$157,096	$157,297	$149,789	$142,951
		ADDITIONS	$59,940	$4,900	$26,410	$12,025	$0
	?	REDUCTIONS	($27,823)	($4,699)	($33,918)	($18,863)	($7,188)
		ENDING BALANCE	**$157,096**	**$157,297**	**$149,789**	**$142,951**	**$135,763**
		INTEREST PAID DURING FISCAL YEAR	$5,207	$7,181	$7,821	$7,398	$6,693
		CURRENT PORTION	$4,710	$5,095	$6,263	$6,803	$6,190
		BOND RATING					

DEBT COVENANTS (PLEASE DESCRIBE):

Liquidity Ratio	.48 : 1.00	.44 : 1.00	.46 : 1.00
Threshold	.40 : 1.00	.40 : 1.00	.40 : 1.00

(Must maintain a minimum ratio of .40 : 1.00, measures all liquid assets to the level of outstanding debt)

Debt Service Coverage	2.42:1:00	1.54:1:00	2.11:1:00
Threshold	1.50:1.00	1.50:1.00	1.50:1.00

(Must maintain a minimum debt service coverage ratio of 1:50 : 1.00, measures the excess income over adjusted expenese available to cover annual debt service payments).

*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

Standard 9: Financial Resources
(Supplemental Data)

FISCAL YEAR ENDS month & day (/)			3 Years Prior (FY2009)	2 Years Prior (FY2010)	Most Recently Completed Year (FY 2011)	Current Budget* (FY 2012)	Next Year Forward (FY 2013)
		NET ASSETS					
		NET ASSETS BEGINNING OF YEAR		$98,295	$104,017	$120,881	$120,875
		TOTAL INCREASE/DECREASE IN NET ASSETS		$5,722	$16,864	($6)	$0
		NET ASSETS END OF YEAR	$0	$104,017	$120,881	$120,875	$120,875
		FINANCIAL AID					
		SOURCE OF FUNDS					
		UNRESTRICTED INSTITUTIONAL	$30,676	$32,987	$35,458	$42,288	$43,002
		FEDERAL, STATE & PRIVATE GRANTS	$1,112	$1,635	$1,132		
		RESTRICTED FUNDS	$284	$288	$284		
		TOTAL	$32,072	$34,911	$36,874	$42,288	$43,002
		% DISCOUNT OF TUITION & FEES	24.7%	26.4%	26.6%	28.9%	28.8%
?		% UNRESTRICTED DISCOUNT	23.7%	24.9%	25.6%	28.9%	28.8%
		PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:					
		the trailing 12 quarter average of the Unrestricted Endowment's total asset value. The spending calculation is determined in January of ea					

*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

Standard 10: Public Disclosure

Information	Web Addresses	?	Print Publications
How can inquiries be made about the institution? Where can questions be addressed?	www.rwu.edu		University Catalog
Notice of availability of publications and of audited financial statement or fair summary	Available per request		Available per request
Institutional catalog	offices/registrar/university-catalog		University Catalog
Obligations and responsibilities of students and the institution	http://www.rwu.edu/about/administration-governance/policies-guidelines		Student Handbook
Information on admission and attendance	http://rwu.edu/admission-financial-aid		Viewbook and Search Piece
Institutional mission and objectives	http://rwu.edu/about/who-we-are/mission-core-values		University Catalog
Expected educational outcomes	http://www.rwu.edu/academics/schools-colleges		University Catalog
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://www.rwu.edu/about/university-offices/registrar/university-catalog		University Catalog
Requirements, procedures and policies re: admissions	http://rwu.edu/admission-financial-aid		Viewbook/Search Piece/Catalog
Requirements, procedures and policies re: transfer credit	http://www.rwu.edu/about/university-offices/registrar/transfer-credit-information		University Catalog
A list of institutions with which the institution has an articulation agreement	http://www.rwu.edu/about/university-offices/registrar/transfer-credit-information		Bristol Community College and Community College of Rhode Island
Student fees, charges and refund policies	http://www.rwu.edu/about/university-offices/bursar/tuition-fees		University Catalog
Rules and regulations for student conduct	http://www.rwu.edu/about/administration-governance/policies-guidelines		Student Handbook
Procedures for student appeals and complaints	http://www.rwu.edu/about/administration-governance/policies-guidelines		Student Handbook
Other information re: attending or withdrawing from the institution	http://www.rwu.edu/about/administration-governance/policies-guidelines		Student Handbook/University Handbook
Academic programs	http://www.rwu.edu/academics/schools-colleges		University Catalog
Courses currently offered	offices/registrar/course-exam-schedules		Course Schedules/University Catalog
Other available educational opportunities	http://www.rwu.edu/academics		University Catalog/Viewbook/Search Pieces
Other academic policies and procedures	http://www2.rwu.edu/academics/academicaffairs/standards/		University Catalog/Student Handbook
Requirements for degrees and other forms of academic recognition	http://www.rwu.edu/about/university-offices/registrar/university-catalog		University Catalog
List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	http://www.rwu.edu/about/university-offices/registrar/university-catalog		University Catalog
Names and positions of administrative officers	http://www.rwu.edu/about/university-offices		University Catalog
Names, principal affiliations of governing booard members	http://www.rwu.edu/about/administration-governance		University Catalog
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	http://www.rwu.edu/campus-life/campus-beyond		University Catalog/Search Piece
Programs, courses, services, and personnel not available in any given academic year.	http://www.rwu.edu/about/university-offices/registrar/university-catalog		University Catalog
Size and characteristics of the student body	http://www.rwu.edu/about/who-we-are/fast-facts		Viewbook
Description of the campus setting	http://www.rwu.edu/about/our-campus		University Catalog/Viewbook
Availability of academic and other support services	http://www.rwu.edu/academics/academic-services		University Catalog/Student Handbook

Range of co-curricular and non-academic opportunities available to students	http://www.rwu.edu/campus-life/get-involved		University Catalog
Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://www.rwu.edu/campus-life/education-learning		Search Piece
Institutional goals for students' education	http://www.rwu.edu/about/who-we-are/mission-core-values		University Catalog
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	http://www.rwu.edu/about/who-we-are/fast-facts		
Total cost of education, including availability of financial aid and typical length of study	http://www.rwu.edu/about/who-we-are/fast-facts		University Catalog
Expected amount of student debt upon graduation	http://www.rwu.edu/about/who-we-are/fast-facts		
Statement about accreditation	http://rwu.edu/about/accreditation		University Catalog

Standard 11: Integrity

Policies	Last Updated	URL Where Policy is Posted	Responsible Office or Committee
Academy honesty		www.rwu.edu/academics/acade	Academic Affairs
Intellectual property rights	2008	www.rwu.edu/depository/hr/contr	General Counsel
Conflict of interest	2008	www.rwu.edu/depository/hr/contr	General Counsel
Privacy rights	2008	www.rwu.edu/depository/hr/contr	General Counsel
Fairness for students	2011	www.rwu.edu/studentlife/student	Student Affairs
Fairness for faculty	2008	www.rwu.edu/depository/hr/contr	General Counsel
Fairness for staff	2008	www.rwu.edu/about/administratio	Human Resources
Academic freedom	2008	www.rwu.edu/depository/hr/contr	General Counsel
Other _____			
Other _____			

Non-discrimination policies			
Recruitment and admissions	2009	www.rwu.edu/about/administratio	Human Resources
Employment	2009	www.rwu.edu/site-policies/non-	Human Resources
Evaluation	2011	www.rwu.edu/about/administratio	Human Resources
Disciplinary action	2009	www.rwu.edu/about/administratio	Human Resources
Advancement	2009	www.rwu.edu/about/administratio	Human Resources
Other _____			

Resolution of grievances			
Students	2011	www.rwu.edu/studentlife/student	Student Affairs
Faculty	2008	www.rwu.edu/depository/hr/contr	General Counsel
Staff	2009	www.rwu.edu/about/administratio	Human Resources
Other _____			

Other	Last Updated	Relevant URL or Publication	Responsible Office or Committee
1			
2			
3			
4			
5			

Appendix E

Student Achievement and Success (E&S) Forms

Appendix E.1

S Series Forms

Form S1. RETENTION AND GRADUATION RATES					
Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2010)	Goal for 201_
IPEDS Retention Data					
Associate degree students					
Bachelor's degree students	82%	82%	78%	80%	
IPEDS Graduation Data					
Associate degree students					
Bachelor's degree students	58%	56%	61%	62%	
Other Undergraduate Retention Rates (1)					
a					
b					
c					
Other Undergraduate Graduation Rates (2)					
a					
b					
c					
Graduate programs *					
Retention rates first-to-second year (3)	88%	57%	70%	70%	
Graduation rates @ 150% time (4)					
Distance Education					
Course completion rates (5)					
Retention rates (6)					
Graduation rates (7)					
Branch Campus and Instructional Locations					
Course completion rate (8)					
Retention rates (9)					
Graduation rates (10)					
Definition and Methodology Explanations					
1					
2					
3	Retention from Fall to Fall based on October 1 Census files				
4					
5					
6					
7					
8					
9					
10					
* An institution offering graduate degrees must complete this portion.					

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS					
Measures of Student Achievement and Success/ Institutional Performance and Goals	3 Years Prior Class of 2006	2 Years Prior Class of 2007	1 Year Prior Class of 2009	Most Recent Year (2010)	Goal for 201_
Success of Students Pursuing Higher Degree					
1		N/A	N/A	55.7%	38.6%	
2						
Definition and Methodology Explanations					
Accepted into a graduate school or professional school.					
Rates at Which Graduates Pursue Mission-Related Paths (e.g., Peace Corps, Public Service Law)					
1						
2						
3						
4						
Definition and Methodology Explanations					
Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)					
1						
2						
3						
Definition and Methodology Explanations					
Measures of Student Achievement and Success/ Institutional Performance and Goals	3 Years Prior Class of 2006	2 Years Prior Class of 2007	1 Year Prior Class of 2009	Most Recent Year (2010)	Goal for 201_
Other (Specify Below)					
Working/Accepted Full-time Employment:					
	75.6%	**77.5%**	**73.9%**	67.1%	
Definition and Methodology Explanations					
Measures of Student Achievement and Success/ Institutional Performance and Goals	3 Years Prior Class of 2006	2 Years Prior Class of 2007	1 Year Prior Class of 2009	Most Recent Year (2010)	Goal for 201_
Other (Specify Below)					
Job considered to be related to career goals and/or to be an entry-level avenue to reach career goals:					
	N/A	N/A	90.1%	85.8%	

Appendix E.2

E Series Forms

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:						
For general education if an undergraduate institution:						
List each degree program:						
1. Architecture – B.S. + Master of Architecture	YES	RWU Website: http://www.rwu.edu/academics/schools-colleges/saahp/about/accreditation Architecture Program Annual Report, Each Course Syllabus	Group review of student work evidence— exams, papers, presentations, of achieving learning	Faculty, Program Coordinators, Dean participate in end of semester	Re-organization of Design, Structures/Technology, History/Theory, Electives sequences. Course modifications are made annually,	May 2011/December 2011 internal review; July 2006 by National Architectural

			outcomes. Work collected electronically from course management system into assessment site. ARE Exam Results	"Walkabout" review of student work, discussing results and suggesting improvements. Documented in Program Annual Report.	based upon program assessments.	Accrediting Board
2. Art + Architectural History – B.A. + M.A.	YES	RWU Website http://www.rwu.edu/academics/schools-colleges/saahp/degree-offerings/art-and-architectural-history Art + Architectural History Program Annual Report, Each Course Syllabus	Group review of student work evidence—exams, papers, presentations—of achieving learning outcomes. Work collected electronically from course management system into assessment site	Faculty, Program Coordinators, Dean participate in end of semester "Walkabout" review of student work, discussing results and suggesting improvements. Documented in Program Annual Report.	Course modifications are made annually based on program assessments. Increased attention to writing standards across the program. Development of M.A. in Art + Architectural History Program, streamlining of undergraduate program and creation of graduate program.	May 2011/December 2011 internal review
3. Historic Preservation – B.S. + M.S.	YES	RWU Website http://www.rwu.edu/academics/schools-colleges/saahp/degree-offerings/historic-preservation	Group review of student work evidence—exams, papers,	Faculty, Program Coordinators, Dean	Course modifications are made annually based on program assessments.	May 2011/December 2011 internal review.

			presentations—of achieving learning outcomes. Work collected electronically from course management system into assessment site	participate in end of semester "Walkabout" review of student work, discussing results and suggesting improvements. Documented in Program Annual Report.	Development of M.S. in Historic Preservation Program, streamlining of undergraduate program and creation of graduate program.	2011 National Council of Preservation Education (NCPE) Membership Application
4. Visual Arts Studies— B.A + BFA	YES	RWU Website http://www.rwu.edu/academics/schools-colleges/saahp/degree-offerings/visual-arts-studies Visual Arts Studies Program Annual Report, Each Course Syllabus	Group review of student work evidence—studio work, presentations—of achieving learning outcomes. Work collected electronically from course management system into assessment site	Faculty, Program Coordinators, Dean participate in end of semester "Walkabout" review of student work, discussing results and suggesting improvements. Documented in Program Annual Report.	Course modifications are made annually based on program assessments. Development of B.F.A in Visual Arts Studies Program,to offer students opportunity to develop achievement at greater depth and range of media areas.	May 2011/December 2011 internal review

Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Architecture-B.S. + Master of Architecture– NAAB Accreditation	Visit – February 2006/ Visiting Team Report July 2006	Concerns for absence of stated program policy on diversity, facilities concern for architecture library growth. Curriculum issues raised related to Mechanical Systems, Accessibility. Each concern was removed through NAAB Annual Report process, 2007.	None	2012

*Record results of key performance indicators in form S3.

Institutions selecting E1b should also include E1a.

Table 1 ✎ Progress Charts for Learning Goals ✎ Mission-based
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:						
For general education if an undergraduate institution:						
List each degree program: 1. BS in Accounting	Yes	http://goo.gl/b1pQb (to be posted Winter Intersession, Jan 2012)	Administer instrument written by Accounting faculty in core courses every other year	Accounting faculty (annually), School Curriculum Committee (biannually)	Second accounting course added to core curriculum	August 2010
2. BS in Economics	Yes	http://goo.gl/8x9fW (to be posted Winter Intersession, Jan 2012)	Administer instrument written by Economics faculty in core courses every other year	Economics faculty (annually), School Curriculum Committee (biannually)		August 2010
3. BS in Finance	Yes	http://goo.gl/aU4bo (to be posted Winter Intersession, Jan 2012)		Finance faculty (annually), School Curriculum Committee (4-year cycle)	Lower-level required finance course replaced by upper-level required finance course	August 2010
4. BS in International Business	Yes	http://goo.gl/0zv40 (to be posted Winter Intersession, Jan 2012)		International Business faculty (annually), School Curriculum Committee (4-year cycle)		August 2010

Table 1 ∾ Progress Charts for Learning Goals ⸎ Mission-based

5. BS in Management	Yes	http://goo.gl/dTyhV (to be posted Winter Intersession, Jan 2012)		Management faculty (annually), School Curriculum Committee (4-year cycle)	Added Operations Management course to the business core curriculum	August 2010
6. BS in Marketing	Yes	http://goo.gl/O9DR2 (to be posted Winter Intersession, Jan 2012)	Administer instrument written by Marketing faculty in core course every semester	Marketing faculty (annually), School Curriculum Committee (4-year cycle)		August 2010
7. BS in Web Development	Yes	http://goo.gl/edw6N (to be posted Winter Intersession, Jan 2012)	Administer instrument written by Web Development faculty in core courses every other year	Web Development faculty (annually), School Curriculum Committee (biannually)	New major in Web Development created	August 2010
8. BA in Economics	Yes	http://goo.gl/XdtsY (to be posted Winter Intersession, Jan 2012)	Administer instrument written by Economics faculty in core courses every other year	Economics faculty (annually), School Curriculum Committee (biannually)		August 2010

Institutions selecting E1a should also include E1b.

Table 1 ᔥ Progress Charts for Learning Goals ᔤ Mission-based
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Mario J. Gabelli School of Business, Association to Advance Colleges and Schools of Business	22 December, 2011	"Continue to play close attention to the ongoing AOL processes."	Multiple formats (See attached excerpt from AACSB)	5-year maintenance review, Fall 2015
.				

*Record results of key performance indicators in form S3.

Institutions selecting E1b should also include E1a.

Table 1 ๕ Progress Charts for Learning Goals ๖ Mission-based

Learning Goal	Objective	Assessment Team Leader / Members	Where? (course, sections, instructors)	How?	Rubric Complete & Submitted	Data Collected	Data Analyzed	Findings	Results discussed (where, when, who)	Loop Closed (actions)	Next Steps	Assessment Completed
1. Students will incorporate critical and analytical thinking when solving business problems	1. a Understand problems and opportunities in the organizational environment – Direct measure	Associate Dean Extejt/Interim Assistant Dean Strong/ AoL Committee	BUSN 499 (Business Policy); 3 sections – 74 students (Spring 2010) 3 sections – 69 students (Fall 2010)	Business Critical Thinking Skills Test[1]	Yes (BCTST)	Yes Spring/Fall 2010	Yes Fall 2010/ Spring 2011	Our students scored in the 64th percentile on Inference, the 38th percentile on Analysis, and the 27th percentile on Evaluation. Evaluation includes the ability to assess claims and arguments, the ability to state and justify and present the results of one's reasoning	Assurance of Learning Committee, Academic Council, Fall 2010; Assurance of Learning Committee, Academic Council, Spring 2011	Academic Council adopted a resolution at the February 2011 meeting that encouraged provision of early feedback on major class projects in order to improve evaluation skills	Monitor performance on BCTST on a biannual basis. AoL Committee to discuss possible further changes in teaching to foster improved evaluation; examine possible ways to improve analysis performance	✔

Table 1 ᕔ Progress Charts for Learning Goals ᕔ Mission-based

Learning Goal	Objective	Assessment Team Leader / Members	Where? (course, sections, instructors)	How?	Rubric Complete & Submitted	Data Collected	Data Analyzed	Findings	Results discussed (where, when, who)	Loop Closed (actions)	Next Steps	Assessment Completed
	1. a Understand problems and opportunities in the organizational environment – Indirect measure	Associate Dean Extejt/AoL Committee	EBI [2]test administered to 92 seniors in BUSN 499, Spring 2010	EBI Factor 15: Learning Outcomes: Critical Thinking and Problem Solving	Yes (EBI test)	Yes (Spring 2010)	Yes Spring 2010	GSB students averaged 5.42 on Factor 15	Assurance of Learning Committee, Spring 2010, Fall 2010	Provides support for direct measure (above)	(See above)	✔
	1. b Apply concepts presented in the business core classes to real world problems – Direct measures	Associate Dean Extejt/ AoL Committee	BUSN 499 (Business Policy);71 students (2008), 66 students (2009)	ETS[3] Major Field Test (MFT) in Business	Yes (ETS test)	Yes 2008, 2009	Yes 2008 2009	In both years measured, Gabelli students performed at the 25th percentile level	Assurance of Learning committee, 2008 and 2009; Academic Council 2008 and 2009	Results distributed to individual faculty for discussion in area meetings	Monitor performance on ETS MFT on a biannual basis.	✔
	1. b Apply concepts presented in the business core classes to real world problems – Indirect measures	Associate Dean Extejt/AoL Committee	EBI test administered to 92 seniors in BUSN 499, Spring 2010	EBI measures of satisfaction in all required courses	Yes (EBI test)	Yes (Spring 2010)	Yes	Gabelli required courses received scores of 5.0 or better (except statistics – 4.62)	Assurance of Learning Committee	Former MATH 122 (Quantitative Business Analysis) becomes MATH 124 (Business Statistics) in Fall, 2010	Re-assess satisfaction with Statistics course when experience is available	✔
	1. d Apply technological resources to business problems – Direct measures	See course-embedded measures, Computer Information Systems, below										

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[2] Educational Benchmarking Undergraduate Business Exit Assessment (All result reflect 2010 administrations: Score scaled 1 (low) to 7 (high); all measures are self-report)

[3] Educational Testing Service, http://www.ets.org/mft/about/content/bachelor_business

Table 1 ⮹ Progress Charts for Learning Goals ↪ Mission-based

Learning Goal	Objective	Assessment Team Leader / Members	Where? (course, sections, instructors)	How?	Rubric Complete & Submitted	Data Collected	Data Analyzed	Findings	Results discussed (where, when, who)	Loop Closed (actions)	Next Steps	Assessment Completed
	1. d Apply technological resources to business problems – Indirect measures	Associate Dean Extejt/AoL Committee	EBI test administered to 92 seniors in BUSN 499, Spring 2010	Questions 67 (Ability to use technology) and 68 (Ability to manage technology)	Yes	Yes (Spring 2010)	Yes	Gabelli students averaged 5.4 and 5.15 on questions 67 and 68; this was deemed to be an acceptable result	AoL Committee, Spring 2010	No further action necessary, but there remains the possibility of further improvement	Identify ways to more selectively measure ability to apply technological resources.	✔
2. Students will be able to function successfully in a team environment	2. a Apply relevant concepts to build successful teams – Indirect measure	Associate Dean Extejt/AoL Committee	EBI test administered to 92 seniors in BUSN 499, Spring 2010	Question 66 (Ability to work in teams)	Yes (EBI test)	Yes (Spring 2010)	Yes	Gabelli students averaged 5.55 on this question, deemed to be an acceptable result	AoL Committee, Spring 2010	No further action necessary	Develop direct assessment methods	✔
3. Students will demonstrate professional communication skills	3. a Apply verbal and written communication skills to business tasks – Direct measure	Associate Dean Extejt/ Patricia Finn/ AoL Committee	Internship supervisor ratings on written and oral communication skills	Ratings of 359 interns between 2006 and 2010	Yes	Yes (Ongoing for each internship)	Yes	92% of GSB students rated 1 (Excellent) or 2 (Good) on writing skills, 94% rated 2 or better on oral skills	AoL Committee, Spring 2010; Academic Council, Spring 2010	Revision of GenEd program at RWU provides opportunity to revise content of required writing course	Request writing department to increase relevance of content to business; add presentation element	✔

Table 1 ∽ Progress Charts for Learning Goals ∾ Mission-based

Learning Goal	Objective	Assessment Team Leader / Members	Where? (course, sections, instructors)	How?	Rubric Complete & Submitted	Data Collected	Data Analyzed	Findings	Results discussed (where, when, who)	Loop Closed (actions)	Next Steps	Assessment Completed
	3. a Apply verbal and written communication skills to business tasks – Direct measure	Professor Ed Strong/AoL Committee	Advertising Principles classes (32 students in two sections, Spring 2010)	Survey instrument developed by Professor Strong	Yes	Yes (Spring 2010)	Yes	Less than half of sample agreed on a source of presentation instruction; GSB students less confident in skills than non-GSB students	AoL Committee, Fall 2010	Recommend development of common presentation skills rubric; designate courses to deliver instruction	Develop and disseminate rubric; recommend courses to deliver presentation instruction	✓
	3. a Apply verbal and written communication skills to business tasks – Indirect measure	Associate Dean Extejt, AoL Committee	EBI test administered to 92 seniors in BUSN 499, Spring 2010	Questions 64 (Presenta-tion Skills) and 65 (Writing Skills)	Yes (EBI test)	Yes (Spring 2010)	Yes	Gabelli students averaged 5.52 (Presentation Skills) and 4.96 (Writing Skills)	AoL Committee, Spring 2010	Supports direct measures above	See above	✓
4. Students will incorporate ethical dimensions when solving business problems	4. a Understand and apply ethical frameworks for decision making	Professors Susan Bosco, Brett McKenzie, and Bryan Schmutz/ AoL Committee	FNCE 301 classes (20 volunteer student participants)	Four-part voluntary assignment utilizing cases and scenarios	Yes	Yes (Spring 2010)	Yes	GSB students have a basic awareness of ethics and stakeholders, but not with ethical frameworks. They are able to identify more ethical solutions but do not necessarily act on this knowledge	AoL Committee, Fall 2010	Accept this study as a baseline measure, disseminate findings to faculty	Conduct study with larger sample (Spring and/ or Fall 2011)	✓

Table 1 ∽ Progress Charts for Learning Goals ∾ Mission-based

Learning Goal	Objective	Assessment Team Leader / Members	Where? (course, sections, instructors)	How?	Rubric Complete & Submitted	Data Collected	Data Analyzed	Findings	Results discussed (where, when, who)	Loop Closed (actions)	Next Steps	Assessment Completed
5. Students will develop and be able to extend their understanding of diverse global perspectives	5. a Analysis of basic media reporting to improve their understanding of business-related problems	Professor Scott Mackey	FNCE 301 classes (44 students)	Common questions dealing with interpretation of an *Economist* article and a Brookings Institute article	Yes	Yes (Fall 2010 and Spring 2011)	Yes	Students demonstrated a high level of proficiency in relating the information to theoretical concepts	AoL Committee, Academic Council, Spring 2011	The questions asked were at a low level of difficulty; testing will continue at increased levels of difficulty	Adopt measurement technique to articles assigned in other junior-level core courses, vary level of difficulty of task	✓
	5. a. Analysis of basic media reporting to improve their understanding of business-related problems (indirect)	Associate Dean Extejt/AoL Committee	EBI test administered to 92 seniors in BUSN 499, Spring 2010	Self-report on business periodical reading habits (EBI Institutional Questions)	Yes	Yes (Spring 2010)	Yes	87.8% read business press at least 1/wk; 56.7% reading at least every other day; 26.6 daily	AoL Committee, Fall 2010	Self-report results appear to reflect an adequate level of readership.	Seek a direct measure of readership and of resulting understanding of business problems	✓

Accounting   Table 1 ⚘ Progress Charts for Learning Goals ❧ Discipline-based

Learning Goal	Objective	Assessment Team Leader / Members	Where? (course, sections, instructors)	How?	Rubric Completed & Submitted	Data Collected	Data Analyzed	Findings	Results discussed (where, when, who)	Loop Closed (actions)	Next Steps	Assess-ment Completed
✔	Course-embedded assessment: ACCTG 202	Professors John McQuilkin and Robert Rambo	Sections of Accounting 202, 81 students, Professors McQuilkin and Rambo	Common questions dealing with fundamental of managerial accounting	Yes	Yes (Spring 2010)	Yes	Students performed unacceptably on questions dealing with Balance Sheet vs. Income Statement and Make or Buy; students performed poorly on questions dealing with FIFO Process Costing	Accounting faculty, Fall 2010 and Spring 2011	Course syllabi reviewed and revised for consistency of coverage of and emphasis upon topics on which students performed poorly or unacceptably	Conduct assessment to follow-up on effect of syllabus changes	✔

Business

Table 1 ◅ Progress Charts for Learning Goals ໑ Discipline-based

Learning Goal	Objective	Assessment Team Leader / Members	Where? (course, sections, instructors)	How?	Rubric Completed & Submitted	Data Collected	Data Analyzed	Findings	Results discussed (where, when, who)	Loop Closed (actions)	Next Steps	Assessment Completed
	Course-embedded assessment: BUSN 305	Professors Thomas Langdon and Thomas Lonardo	Three sections of BUSN 305, Spring 2010; 67 students	Common set of questions covering major areas of course coverage	Yes	Yes (Spring 2010)	Yes	Students demonstrated an adequate understanding of Corporate Law, but a marginally acceptable understanding of Court Process	Business faculty (Langdon and Lonardo, Spring 2010)	Additional class time to be devoted to discussion of Court Process, Torts, Antitrust, and Contract Law with more practical examples	More focused testing to be conducted in these areas.	✓

Economics

Table 1 ❧ Progress Charts for Learning Goals ❧ Discipline-based

Learning Goal	Objective	Assessment Team Leader/Members	Where? (course, sections, instructors)	How?	Rubric Completed & Submitted	Data Collected	Data Analyzed	Findings	Results discussed (where, when, who)	Loop Closed (actions)	Next Steps	Assess-ment Completed
	Course-embedded assessment: ECON 101	Professor Maria Kula/Economics faculty	All sections of ECON 101, 214 students	14 common questions administered to students	Yes	Yes (Spring 2010)	Yes	Faculty estimated that objectives were met in all but one area, economic stabilization	Economics faculty, Spring 2010	More time given to coverage of macro stabilization policies	Periodic follow-up as scheduled by Academic Council	✔
	Course-embedded assessment: ECON 102	Professor Priniti Panday/Economics faculty	All sections of ECON 102, 190 students	13 common questions administered to students	Yes	Yes (Fall 2009)	Yes	Comparative advantage, elasticity and externalities less well understood; students under-performed on computational problems	Economics faculty, Fall 2009	More class time to be spent on difficult concepts, more computational problems and examples will be used	Periodic follow-up as scheduled by Academic Council	✔

Finance

Table 1 ∽ Progress Charts for Learning Goals ∾ Discipline-based

Learning Goal	Objective	Assessment Team Leader / Members	Where? (course, sections, instructors)	How?	Rubric Completed & Submitted	Data Collected	Data Analyzed	Findings	Results discussed (where, when, who)	Loop Closed (actions)	Next Steps	Assess-ment Completed
	Course-embedded assessment: FNCE 301	Professor Scott Mackey/Finance faculty	All sections of FNCE 301, 45 (Fall 2009) and 23 (Spring 2010) students tested	Five common questions	Yes	Yes (Fall 2009 and Spring 2010)	Yes	Stock and Bond Pricing average 70% correct. Time Value of Money and Risk and Return average 53% correct	Finance faculty, Fall 2009 and Spring 2010	Use common comprehensive final exam; Repeat and practice core concepts (problem sets, study guides, online quizzes); and standardize syllabus across instructors	Periodic follow-up as scheduled by Academic Council	✔

Management

Table 1 ❧ Progress Charts for Learning Goals ❧ Discipline-based

Learning Goal	Objective	Assessment Team Leader / Members	Where? (course, sections, instructors)	How?	Rubric Completed & Submitted	Data Collected	Data Analyzed	Findings	Results discussed (where, when, who)	Loop Closed (actions)	Next Steps	Assess-ment Completed
	Course-embedded assessment: MGMT 200	Professor Elizabeth Volpe/ Management faculty	All sections of MGMT 200, 141 (Fall 2009) and 99 (Spring 2010) students tested	35 common questions	Yes	Yes (Fall 2009 and Spring 2010)	Yes	Identified problem areas: Competitive Environment, Social Responsibility, Formal Decision Processes, Theories of Motivation, Team Development, Control Systems	Management Faculty, Fall 2009 and Spring 2010	Six-point action plan involving more time and/or exercises emphasizing the areas of concern	Periodic follow-up as scheduled by Academic Council	✔
	Course-embedded assessment: MGMT 499	Professors Diane Harvey and Minoo Tehrani	All sections of MGMT 499, 66 students (Fall 2009)	Seven common questions	Yes	Yes (Fall 2009)	Yes	Identified problem areas: Social responsibility and global strategy	Business Policy instructors, Fall 2009	Added social responsibility to case analyses and introduced a common case on global strategy	Periodic follow-up as scheduled by Academic Council	✔

Table 1 ๔ Progress Charts for Learning Goals ๖ Discipline-based

Marketing

Learning Goal	Objective	Assessment Team Leader / Members	Where? (course, sections, instructors)	How?	Rubric Completed & Submitted	Data Collected	Data Analyzed	Findings	Results discussed (where, when, who)	Loop Closed (actions)	Next Steps	Assess-ment Completed
	Course-embedded assessment: MRKT 200	Professor Lana Brackett & Professor Ben Carr/ Marketing faculty	All sections of MRKT 200, 142 (Fall 2009) and 143 (Spring 2010) students	10 common questions	Yes	Yes (Fall 2009 and Spring 2010)	Yes	Problem areas identified: Business history, product management, pricing	Marketing faculty, Fall 2009 and Spring 2010	Faculty will attempt to emphasize areas needing more work and equalize emphasis on topics	Periodic follow-up as scheduled by Academic Council	✔

Table 1 ఈ Progress Charts for Learning Goals ಈ Discipline-based
Computer Information

Learning Goal	Objective	Assessment Team Leader / Members	Where? (course, sections, instructors)	How?	Rubric Completed & Submitted	Data Collected	Data Analyzed	Findings	Results discussed (where, when, who)	Loop Closed (actions)	Next Steps	Assess-ment Completed
	Course-embedded assessment: CIS 101	Prof. Mark Brickley/ Computer Information Systems faculty	CIS 101 (Spreadsheets) all sections	Test developed locally to assess spreadsheet skills	Yes	Yes (Fall 2009 and Spring 2010)	Yes	Basic addressing scores lower than more advanced skills; aptness of graph type for specific data not uniformly treated; need more complex questions for pivot tables and Solver	CIS faculty in area meetings, 2009 – 2010 school year	Changes to course content made to standardize treatment of graphing and reinforcement of addressing. New course (CIS 105) developed based on this assessment.	Periodic follow-up as scheduled by Academic Council	✔

Table 2 ❧ Historical and Projected Assessment Cycles

Assessment Cycle
Historical timeline

Historical	Academic Year					
	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011
Learning Objective						
1 Critical/analytical thinking	✓	✓	✓	✓	✓	✓
2. Function in a team environment	✓	✓	✓	✓	✓	
3. Professional communication skills		✓	✓	✓	✓	
4. Ethical dimension					✓	
5. Diverse global perspectives					✓	

Historical	Academic Year					
	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011
Core Course Embedded						
Accounting	✓				✓	
Business					✓	
Economics	✓				✓	
Finance	✓				✓	
Management				✓	✓	
Marketing					✓	✓
Computer Information systems			✓		✓	

Table 2 ∽ Historical and Projected Assessment Cycles

Assessment Cycle
Projected timeline

Projected	Academic Year				
	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015	2015 - 2016
Learning Objective					
1 Critical/analytical thinking					✔
2. Function in a team environment	✔				
3. Professional communication skills		✔			
4. Ethical dimension			✔		
5. Diverse global perspectives				✔	

Projected	Academic Year				
	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015	2015 - 2016
Core Course Embedded					
Accounting	202		201		
Business		100			305
Economics	101		102		
Finance				301	
Management	200		330		499
Marketing		200			
Computer Information Systems		105		102	

Table 3 ☙ Coverage and Assessment Opportunities, Core Courses

	Learning Objective	Freshman					Sophomore				Junior			Senior
		BUSN 100	ECON 102	ECON 101	CIS 105	CIS 102	ACCTG 201	ACCTG 202	MRKT 200	MGMT 200	BUSN 305	FNCE 301	MGMT 330	MGMT 499
1.A)	Understand problems and opportunities	I	IREA	IREA	I	I	I	I	I	I		R, A	E	E, A
1.B)	Apply theory and concepts from core	I	IREA	IREA	I	I	I	I	I	R	E	A	I, R, E	E
1.D)	Apply technological resources to business	I			I, E	I, E					R			R
2.A)	Analyze media reporting to improve understanding	I							R					
3.A)	Apply communication skills to business tasks	I						I	R					R, A
4.A)	Apply concepts to build successful teams	I							R	IREA				R, A
5.A)	Understand and apply ethical frameworks	I					I	I	R		E, A			

I = Introduce; R = Reinforce; E = Emphasize; A = Assess

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

| CATEGORY

DEGREE PROGRAM | (1)
Have formal learning outcomes been developed? | (2)
Where are these learning outcomes published? (please specify)
Include URLs where appropriate. | (3)
Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination) | (4)
Who interprets the evidence? What is the process?
(e.g. annually by the curriculum committee) | (5)
What changes have been made as a result of using the data/evidence? | (6)
Date of most recent program review (for general education and each degree program) |
|---|---|---|---|---|---|---|
| SED Elementary Education | Yes- The RI Professional Teaching Standards. | http://www.ride.ri.gov/EducatorQuality/DOCS/General_Documents/PDF/RIPTS%20Final%2008-2008.pdf | • Praxis tests I and II
• A multilevel on-going developmental portfolio assessment system from freshman – senior years. | Teams of faculty evaluate portfolios at all levels. Students produce documents and reflections on Taskstream, the electronic portfolio container.

Faculty also evaluate student performance in the classroom on-site or through video. | Added 2 math and 2 science content courses to the program

Addition of student exhibitions/ presentations in addition to live teaching;

More emphasis on performance in the classroom;

More emphasis on teaching candidates becoming reflective practitioners;

More emphasis on professional behaviors/dispositions from freshman year or onset. | Fall 2009 |
| 2.SED Secondary Education | Yes- The RI Professional Teaching Standards. | | • Praxis tests I and II
• A multilevel on-going developmental | Teams of faculty evaluate portfolios at all levels. Students produce documents and reflections on | Added 2 more pedagogical content Knowledge courses to the program; | Fall 2009 |

			portfolio assessment system from freshman – senior years.	Taskstream, the electronic portfolio container.

Faculty also evaluate student performance in the classroom on-site or through video. | Addition of student exhibitions/ presentations in addition to live teaching;

More emphasis on performance in the classroom;

More emphasis on teaching candidates becoming reflective practitioners;

More emphasis on professional behaviors/dispositions from freshman year or onset. | |
| 3. SED Middle School Endorsement Certificate Program | Yes- The RI Professional Teaching Standards. | | • Praxis tests I and II
• Passing score in all three courses | Dean's office does a GPA check at the end of 3-course sequence. | More emphasis on performance in the classroom;

More emphasis on teaching candidates becoming reflective practitioners; | Fall 2009 |
| 4. SED MA Teaching | Yes- The RI Professional Teaching Standards. | | • Praxis tests I and II
• A multilevel on-going developmental portfolio assessment system from acceptance through licensure. | Teams of faculty evaluate portfolios at all levels. Students produce documents and reflections on Taskstream, the electronic portfolio container.

Faculty also evaluate student performance in the classroom on- | Added multicultural education course to the program;

Addition of student exhibitions/ presentations in addition to live teaching;

More emphasis on performance in the classroom;

More emphasis on teaching candidates becoming reflective | Fall 2009 |

				site or through video.	practitioners; More emphasis on professional behaviors/dispositions from program onset.	
5. SED MA Literacy	Yes- The 2010 International Reading Association Standards	http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards.aspx	• A multilevel on-going developmental portfolio assessment system from acceptance through licensure; • Comprehensive Tasks	Teams of faculty evaluate portfolios at all levels. Students upload portfolio artifacts and reflections to a personal website designed as the electronic portfolio container. Teams of faculty evaluate student performance in the classroom during the 6 credit clinical internship. Teams of faculty score comprehensive tasks.	More emphasis on leadership and diversity standards of the program; More emphasis on professional behaviors/dispositions from onset of program.	Fall 2009

Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Rhode Island Department of Education All Pre-service Teacher Programs	2009	**RI Program Approval Standard 1:** Portfolio assessment system needs to be weighted to provide quantifiable evidence that students are ready for student teaching and licensure. **Standard 2:** Programs need to include more emphasis on RI reform efforts. **Standard 4:** Programs need to attract more diverse students and faculty.	**RI Program Approval Standard 1, 2, 4**	Interim visit: Fall 2011 Next full visit: 2013
Rhode Island Department of Education MA in Literacy Program- advanced certification	2009	**RI Program Approval Standard 1:** Portfolio assessment system needs to include more critical reflection. **Standard 2:** Programs need to include more emphasis on RI reform efforts. **Standard 4:** Programs need to attract more diverse students and faculty.	**RI Program Approval Standard 1, 2, 4**	Interim visit: Fall 2011 Next full visit: 2013

*Record results of key performance indicators in form S3.

Institutions selecting E1b should also include E1a.

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:						
For general education if an undergraduate institution:						
List each degree program:						
2. Engineering – B.S.	YES	RWU Annual Catalogue SECCM Annual Assessment Report Each Course Syllabus/Administrative Information	Capstone Course – Engineering Design FE Exam Results Survey of Graduating Seniors Employer Survey Faculty course assessment reports Student Skills	Faculty, Program Coordinators, Dean, and Advisory Boards review the results annually and suggest improvements. Documented in SECCM Annual Assessment	Design has been started in the Freshman year. More emphasis is placed on employment preparation during all four years. Course modifications are made annually, based upon written course and program assessments. Advisory Board Roles	May-Jun 2011- Comprehensive Written Review.

			Inventory	Report.	have been broadened in evaluating the learning objectives for the program and courses.	
3. Construction Management – B.S.	YES	RWU Annual Catalogue SECCM Annual Assessment Report Each Course Syllabus/Administrative Information	Capstone Course – Construction Management AC Level I Exam Results Survey of Graduating Seniors Employer Survey	Faculty, Program Coordinators, Dean, and Advisory Boards review the results annually and suggest improvements. Documented in SECCM Annual Assessment Report.	Capstone has been altered to promote graduate participation. More emphasis is placed on employment preparation during all four years. Internship/Externship program is being expanded to prepare student for employment. Course modifications are made annually, based upon written course and program assessments. Advisory Board Roles have been broadened in evaluating the learning objectives for the program and courses.	May-Jun 2011- Comprehensive Written Review.
4. Computer Science – B.S.	YES	RWU Annual Catalogue SECCM Annual Assessment Report Each Course Syllabus/Administrative Information	Capstone Course – Engineering Design FE Exam Results Survey of Graduating Seniors Employer Survey	Faculty, Program Coordinators, Dean, and Advisory Boards review the results annually and suggest improvements.	More emphasis is placed on employment preparation during all four years. Internship/Externship program is being expanded to prepare student for	May-Jun 2011- Comprehensive Written Review.

				Documented in SECCM Annual Assessment Report.	employment. Course modifications are made annually, based upon written course and program assessments. Advisory Board Roles have been broadened in evaluating the learning objectives for the program and courses.	
5.						
6.						

Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Engineering-B.S. – ABET Accreditation	Visit – Oct2011 Formal Report Pending-Spring 2012	None at exit interview – anticipate clean report	None This would be the a-k learning outcomes	2016-17
Construction Management – B.S. ACCE Accreditation	Visit – Mar2011 Formal Report Jul2011	None - clean report	None recommended from the accreditation board	2016-17
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*Record results of key performance indicators in form S3.

Institutions selecting E1b should also include E1a.

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:						
For general education if an undergraduate institution:						
List each degree program:						
2. Criminal Justice	Yes	Course Syllabi	Capstone Course	Faculty teaching the course	This course has only been taught twice so it is anticipated that discussions will occur within in the next year.	In Progress
3. Legal Studies	Yes	Course Syllabi	Capstone Course	Faculty teaching the course	This course has only been taught twice so it is anticipated that discussions will occur within in the next year.	In Progress
4. Security Assurance Studies	Yes	Course Syllabi	Internship	Program Director and Internship Supervisor	None at this time; too few students have completed this requirement as it is still	Scheduled for 2012

					a fairly new major.	
5. Forensics, Networking & Security	Yes	Course Syllabi	Capstone Course	Faculty teaching the course	Has not been offered yet because it is a new major	Scheduled for 2012
6.						

Institutions selecting E1a should also include E1b.

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
American Studies

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
1. American Studies	Yes	University Catalog; Word processed doc: 'American Studies: Mission, Principles, Assessment'	For courses offered under the rubric of American Studies, syllabi and associated supporting documents shall be collected at least once every two years, for each AMST course offered, and oftener as deemed necessary by the faculty. Syllabi for courses in supporting programs (in American History and American Lit) will be collected by the department each semester. At the end of each semester a checklist comprising desired student outcomes will	Syllabi shall be periodically reviewed by the department faculty to ensure that these courses are providing the kind of support required for the program. Checklists will be periodically reviewed by the department faculty to ensure that these student outcomes are being addressed through the curriculum. Each senior thesis process will be reviewed	When the program undergoes periodic review, faculty will be responsible for creating a narrative and descriptive document supported by the evidence collected for submission to the Dean of the College of Arts and Sciences.	2011

			be completed by each faculty member for each AMST course s/he offered. In addition to the above mentioned processes, particular attention will be given to program majors via the following: Syllabi for the interdisp. elective courses used by each major will be collected by the department for review to ensure that these courses are contributing to the desired student outcomes for the program. Students will be asked to submit these syllabi (or their titles) to their faculty advisors as they take the courses, and the faculty advisor will retain them so that they can be assessed as needed.	by the thesis advisor and additional members of the Department of History and American Studies faculty for evidence of the degree to which the program is meeting its goals. In December of each year the department faculty will meet to review the checklists from all courses taught in the previous calendar year and to assess those courses and syllabi that have been designated for the full review procedure outlined above.		

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
ANTHROPOLOGY+SOCIOLOGY

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
List each degree program: 1. B.A. Anthropology+Sociology	Yes; Internal: Department Learning Objectives External: Nichols Model of Assessment	University catalog; Department Web page, Syllabi in individual classes, Department Assessment Reports	Completion of C-or higher in required method and theoretical course work; Capstone Anth 454: Development of original research design; Capstone Anth/Soc 460: Creation of original thesis from research; Presentations to the Department, RWU, and Regional Conferences.	Courses: Individual instructors for classes through assignments. Thesis: Department as a whole through rubric. Presentations: Department faculty through rubric. Annual Retreat: Department reviews policies and outcomes as a whole.	Curriculum: Adding two lower level theory classes to better prepare both minors (taking one course) and majors (taking both courses). Individual Evaluation: Review of 'rising Juniors' as a department and sending letters to students who are not meeting requirements. Courses: Adding field research projects in all elective classes.	2008

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION ANTHROPOLOGY+SOCIOLOGY

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
None				
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*Record results of key performance indicators in form S3.

Institutions selecting E1b should also include E1a.

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
BIOLOGY; MARINE BIOLOGY; ENVIRONMENTAL SCIENCE

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:						
For general education if an undergraduate institution:						
List each degree program: 1. Biology	Yes	University Catalog; Departmental website (http://departments.rwu.edu/biology/mission.html)	All seniors in the major take the Major Field Test in Biology during the spring semester. This is a national standardized test on biological concepts. We have also in the last two years started to require a subset of our sophomore majors to take the test as well, to look at	The department as a whole looks at the results of these exams each year, and as a group makes suggestions relating to curricular and program changes.	In biology we are working on changes to the curriculum to include a required cell biology class, and possibly an evolution class. We have modified the content of the introductory biology sequence to address some weaknesses presented by the test results. We have incorporated more writing and data analysis into the freshman biology lab courses, and also in our upper-level classes.	Spring 2008

			longitudinal improvement between sophomore and senior years. All of our majors also take the standardized American Chemical Society exam at the end of their general chemistry courses.			
2. Marine Biology	Yes	Departmental website (http://departments.rwu.edu/biology/mission.html)	All seniors in the major take the Major Field Test in Biology during the spring semester. This is a national standardized test on biological concepts. We have also in the last two years started to require a subset of our sophomore majors to take the test as well, to look at longitudinal improvement between sophomore and senior years. All of our majors also take the standardized	The department as a whole looks at the results of these exams each year, and as a group makes suggestions relating to curricular and program changes.	We have a proposal to include a few more required courses in the major, chosen from three different subject areas. We have modified the content of the introductory biology sequence to address some weaknesses presented by the test results. We have incorporated more writing and data analysis into the freshman biology lab courses, and also in our upper-level classes.	Spring 2008

			American Chemical Society exam at the end of their general chemistry courses.			
3. Environmental Science	Yes	Departmental website (http://departments.rwu.edu/envsci/mission.html)	All of our environmental science majors take the standardized American Chemical Society exam at the end of their general chemistry courses. We are in the process of developing an internal assessment exam for environmental science.	The department as a whole looks at the results of these exams each year, and as a group makes suggestions relating to curricular and program changes.	We have incorporated more writing and data analysis into the freshman level lab courses, and also in our upper-level classes. We redesigned the curriculum to move away from a biology-centered environmental science program, to include more multidisciplinary course offerings from across the campus, and added more of our own environmental science classes.	Spring 2009
4.						
5.						
6.						

Institutions selecting E1a should also include E1b

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
Chemistry

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
List each degree program: 1. Chemistry Bachelor of Science	1.Principles of Chemistry 191 Students have to successfully complete a common first term general chemistry exam published by the American Chemical Society (ACS) Division of Chemical Education Examination Institute (DCEEI) Principles of Chemistry 191 Laboratory Students have to successfully complete a common laboratory experience with a passing grade 60% or above	1. University Catalog 2. Instructors syllabi for each class Percentile for the ACS DCEEI National Norms http://chemexams.chem.iastate.edu/stats/national_norms.cfm 2010/2011 University Catalog paper copy and online website http://www.rwu.edu/depository/registrar/coursecatalog.pdf	Successful completion of ACS DCEEI National Exams for General Chemistry and Organic Chemistry are based on national percentile norms Successful completion of The Major Field Test prepared by the Educational Testing Service (ETS) based on national percentile norms Academic Graduation Completion requirements approved by the American Chemical Society Committee on Professional Development (ACS CPT) The accrediting body for the chemistry	Annually the department access the published national percentile norms for the administered ACS and Major Field Test exams ACS CPT annually reviews our program on graduation requirements for majors and program development	Entrance to Principles of Chemistry 191 by Chemistry Placement exam designed on the Toledo Exam Chemistry Math Placement Exam a Pre or co requirement of entrance into Chem 191 is Calc Math 136 Chem. 190 online course allowing students to enter Chem. 191 at lower math requirement Math 117 Common final and semester short exams	Annual Summer Report submitted to the ACS on graduation rates for majors and program development Last full ACS review was June 2009 next review is scheduled for 2014

| | A student's successful completion of Chem. 191 with a C- grade or above allows them entrance into Principles of Chemistry 192 | | program | | Chem. 191

Statistical analysis has demonstrated the students percentile norms grade in Chem. 192 for the ACS full year exam parallels grade success in Organic chemistry 301 and is now used as a bench mark indicator | |
| | 2.Principles of Chemistry 192

Students have to successfully complete a common ACS DCEEI Full Year General Exam at or above the 18th percentile nationally

Principles of Chemistry 192 Laboratory

Students have to successfully complete a common laboratory experience with a passing grade 60% or above | 3.   Instructors syllabi for each class

Percentile for the ACS DCEEI National Norms http://chemexams.chem.iastate.edu/stats/national_norms.cfm

2010/2011 University Catalog paper copy and online website http://www.rwu.edu/depository/registrar/coursecatalog.pdf | | | Tutoring Workshops

Peer on peer learning

Proposed Capstone Advanced Chemistry Course

Common finals and semester short exam chem. 301 and 302 | |

	A student's successful completion the chem. 192 ACS DCEEI Full Year General Exam at or above the 18th percentile allows them entrance into Organic Chemistry 301 requires 3.Organic Chemistry 301 Students have to successfully complete a common first term Organic chemistry exam published by the ACS DCEEI Organic Chemistry 301 Laboratory Students have to successfully complete a common laboratory experience with a passing grade 70% or above A student's successful	4. Instructors syllabi for each class Percentile for the ACS DCEEI National Norms http://chemexams.chem. iastate.edu/stats/ national_norms.cfm 2010/2011 University Catalog paper copy and online website http://www.rwu.edu/ depository/registrar/ coursecatalog.pdf				

	completion of organic Chem.301 with a D-grade or above allows them entrance into Organic Chemistry 302 4.Organic Chemistry 302 ACS DCEEI Full Year Organic Exam Organic Chemistry 302 Laboratory Student's have to successfully complete a common laboratory experience with a passing grade 70% or above 5. Completion of ACS CPT academic courses for graduation requirements	5. Instructors syllabi for each class Percentile for the ACS DCEEI National Norms http://chemexams.chem.iastate.edu/stats/ national_norms.cfm 2010/2011 University Catalog paper copy and online website http://www.rwu.edu/ depository/registrar/ coursecatalog.pdf 6. Annual Departmental Chemistry Report submitted to ACS Percentile for the Major Field Test for chemistry National Norms http://www.ets.org/ mft/scores/compare_data/ ACS Weekly Periodical *Chemical and Engineering News* publish numbers of chemistry graduates				

		Graduation academic and employment open house broachers				
2. Chemistry Bachelor of Arts	1.Principles of Chemistry 191 Students have to successfully complete a common first term general chemistry exam published by the American Chemical Society (ACS) Division of Chemical Education Examination Institute (DCEEI) Principles of Chemistry 191 Laboratory Students have to successfully complete a common laboratory experience with a passing grade 60% or above A student's successful completion of Chem.	1. Instructors syllabi for each class Percentile for the ACS DCEEI National Norms http://chemexams.chem.iastate.edu/stats/national_norms.cfm 2010/2011 University Catalog paper copy and online website http://www.rwu.edu/depository/registrar/coursecatalog.pdf	Successful completion of ACS DCEEI National Exams for General Chemistry and Organic Chemistry based on national percentile norms Successful completion of The Major Field Tests prepared by the Educational Testing Service (ETS) based on national percentile norms Academic Graduation Completion requirements approved by the American Chemical Society Committee on Professional Development (ACS CPT)	Annually the department access the national percentile norms for administered ACS and major field test exams ACS CPT annually reviews our program on graduation requirements for majors	Entrance to Principles of Chemistry 191 by Chemistry Placement exam designed on the Toledo Exam Chemistry Placement Math Standard Pre Calc Math 136 co requisite to chem. 191 Chem. 190 online for entrance to Chem. 191 lower math requirement path Common final and semester short exams 191 Chem. 192 ACS exam national percentile norms	Annual Summer Report submitted ACS Last full ACS review was June 2009 next review scheduled for 2014

191 with a C- grade or above allows them entrance into Principles of Chemistry 192 2.Principles of Chemistry 192 Students have to successfully complete a common ACS DCEEI Full Year General Exam at or above the 18th percentile nationally Principles of Chemistry 192 Laboratory Students have to successfully complete a common laboratory experience with a passing grade 60% or above A student's successful completion the chem. 192 ACS DCEEI Full Year General Exam at or above the 18th percentile allows them entrance	2. Instructors syllabi for each class Percentile for the ACS DCEEI National Norms http://chemexams.chem. iastate.edu/stats/ national_norms.cfm 2010/2011 University Catalog paper copy and online website http://www.rwu.edu/ depository/registrar/ coursecatalog.pdf			parallels grade success in Organic 301 Tutoring Workshops Peer on peer learning Proposed Capstone Advanced Chemistry Course Common final and semester short exam 301

	into Organic Chemistry 301 requires 3.Organic Chemistry 301 Students have to successfully complete a common first term Organic chemistry exam published by the ACS DCEEI Organic Chemistry 301 Laboratory Students have to successfully complete a common laboratory experience with a passing grade 70% or above A student's successful completion of organic Chem.301 with a D- grade or above allows them entrance into Organic Chemistry 302 4.Organic Chemistry 302	3. Instructors syllabi for each class Percentile for the ACS DCEEI National Norms http://chemexams.chem. iastate.edu/stats/ national_norms.cfm 2010/2011 University Catalog paper copy and online website http://www.rwu.edu/ depository/registrar/ coursecatalog.pdf 4. Instructors syllabi for each class Percentile for the ACS DCEEI National Norms http://chemexams.chem. iastate.edu/stats/ national_norms.cfm 2010/2011 University				

	ACS DCEEI Full Year Organic Exam Organic Chemistry 302 Laboratory Student's have to successfully complete a common laboratory experience with a passing grade 70% or above 5. Completion of ACS CPT academic courses for graduation requirements	Catalog paper copy and online website http://www.rwu.edu/ depository/registrar/ coursecatalog.pdf 5. Annual Departmental Chemistry Report submitted to ACS Percentile for the Major Field Test for chemistry National Norms http://www.ets.org/ mft/scores/compare_data/ ACS Weekly Periodical *Chemical and Engineering News* publish numbers of chemistry graduates Graduation academic and employment open house broachers			

3. Environmental Chemistry Bachelor of Science	1.Principles of Chemistry 191 Students have to successfully complete a common first term general chemistry exam published by the American Chemical Society (ACS) Division of Chemical Education Examination Institute (DCEEI) Principles of Chemistry 191 Laboratory Students have to successfully complete a common laboratory experience with a passing grade 60% or above A student's successful completion of Chem. 191 with a C- grade or above allows them entrance into Principles of Chemistry 192 2.Principles of Chemistry 192	1. Instructors syllabi for each class Percentile for the ACS DCEEI National Norms http://chemexams.chem.iastate.edu/stats/national_norms.cfm 2010/2011 University Catalog paper copy and online website http://www.rwu.edu/depository/registrar/coursecatalog.pdf 2. Instructors syllabi for each class Percentile for the ACS DCEEI National Norms	Successful completion of ACS DCEEI National Exams for General Chemistry and Organic Chemistry based on national percentile norms Successful completion of The Major Field Tests prepared by the Educational Testing Service (ETS) based on national percentile norms Academic Graduation Completion requirements approved by the American Chemical Society Committee on Professional Development (ACS CPT)	Annually the department access the national percentile norms for administered ACS and major field test exams ACS CPT annually reviews our program on graduation requirements for majors	Entrance to Principles of Chemistry 191 by Chemistry Placement exam designed on the Toledo Exam Chemistry Placement Math Standard Pre Calc Math 136 co requisite to chem. 191 Chem. 190 online for entrance to Chem. 191 lower math requirement path Common final and semester short exams 191 Chem. 192 ACS exam national percentile norms parallels grade success in Organic 301 Tutoring Workshops Peer on peer learning	Annual Summer Report submitted ACS Last full ACS review was June 2009 next review scheduled for 2014

	Students have to successfully complete a common ACS DCEEI Full Year General Exam at or above the 18th percentile nationally Principles of Chemistry 192 Laboratory Students have to successfully complete a common laboratory experience with a passing grade 60% or above A student's successful completion the chem. 192 ACS DCEEI Full Year General Exam at or above the 18th percentile allows them entrance into Organic Chemistry 301	http://chemexams.chem.iastate.edu/stats/national_norms.cfm 2010/2011 University Catalog paper copy and online website http://www.rwu.edu/depository/registrar/coursecatalog.pdf 3. Instructors syllabi for each class			Proposed Capstone Advanced Chemistry Course Common final and semester short exam 301	

requires 3.Organic Chemistry 301 Students have to successfully complete a common first term Organic chemistry exam published by the ACS DCEEI Organic Chemistry 301 Laboratory Students have to successfully complete a common laboratory experience with a passing grade 70% or above A student's successful completion of organic Chem.301 with a D-grade or above allows them entrance into Organic Chemistry 302 4.Organic Chemistry 302 ACS DCEEI Full Year Organic Exam	Percentile for the ACS DCEEI National Norms http://chemexams.chem.iastate.edu/stats/national_norms.cfm 2010/2011 University Catalog paper copy and online website http://www.rwu.edu/depository/registrar/coursecatalog.pdf 4. Instructors syllabi for each class Percentile for the ACS DCEEI National Norms http://chemexams.chem.iastate.edu/stats/national_norms.cfm 2010/2011 University Catalog paper copy and online website http://www.rwu.edu/			

	Organic Chemistry 302 Laboratory	depository/registrar/ coursecatalog.pdf			
	Student's have to successfully complete a common laboratory experience with a passing grade 70% or above	5. Annual Departmental Chemistry Report submitted to ACS			
	5. Completion of ACS CPT academic courses for graduation requirements	Percentile for the Major Field Test for chemistry National Norms http://www.ets.org/ mft/scores/compare_data/ ACS Weekly Periodical *Chemical and Engineering News* publish numbers of chemistry graduates Graduation academic and employment open house broachers			

4. Environmental Chemistry Bachelor of Arts	1.Principles of Chemistry 191 Students have to successfully complete a common first term general chemistry exam published by the American Chemical Society (ACS) Division of Chemical Education Examination Institute (DCEEI) Principles of Chemistry 191 Laboratory Students have to successfully complete a common laboratory experience with a passing grade 60% or above A student's successful completion of Chem. 191 with a C- grade or above allows them entrance into Principles of Chemistry 192 2.Principles of Chemistry 192	1. Instructors syllabi for each class Percentile for the ACS DCEEI National Norms http://chemexams.chem. iastate.edu/stats/ national_norms.cfm 2010/2011 University Catalog paper copy and online website http://www.rwu.edu/ depository/registrar/ coursecatalog.pdf 2. Instructors syllabi for each class Percentile for the ACS DCEEI National Norms	Successful completion of ACS DCEEI National Exams for General Chemistry and Organic Chemistry based on national percentile norms Successful completion of The Major Field Tests prepared by the Educational Testing Service (ETS) based on national percentile norms Academic Graduation Completion requirements approved by the American Chemical Society Committee on Professional Development (ACS CPT)	Annually the department access the national percentile norms for administered ACS and major field test exams ACS CPT annually reviews our program on graduation requirements for majors	Entrance to Principles of Chemistry 191 by Chemistry Placement exam designed on the Toledo Exam Chemistry Placement Math Standard Pre Calc Math 136 co requisite to chem. 191 Chem. 190 online for entrance to Chem. 191 lower math requirement path Common final and semester short exams 191 Chem. 192 ACS exam national percentile norms parallels grade success in Organic 301 Tutoring Workshops Peer on peer learning	Annual Summer Report submitted ACS Last full ACS review was June 2009 next review scheduled for 2014

| | Students have to successfully complete a common ACS DCEEI Full Year General Exam at or above the 18th percentile nationally

Principles of Chemistry 192 Laboratory

Students have to successfully complete a common laboratory experience with a passing grade 60% or above

A student's successful completion the chem. 192
ACS DCEEI Full Year General Exam at or above the 18th percentile
allows them entrance into
Organic Chemistry 301 | http://chemexams.chem.iastate.edu/stats/national_norms.cfm

2010/2011 University Catalog paper copy and online website
http://www.rwu.edu/depository/registrar/coursecatalog.pdf | | | Proposed Capstone

Advanced Chemistry Course

Common final and semester short exam 301 | |

	requires	3. Instructors syllabi for each class			
	3.Organic Chemistry 301	Percentile for the ACS DCEEI National Norms http://chemexams.chem.iastate.edu/stats/ national_norms.cfm			
	Students have to successfully complete a common first term Organic chemistry exam published by the ACS DCEEI	2010/2011 University Catalog paper copy and online website http://www.rwu.edu/ depository/registrar/ coursecatalog.pdf			
	Organic Chemistry 301 Laboratory Students have to successfully complete a common laboratory experience with a passing grade 70% or above				
	A student's successful completion of organic Chem.301 with a D-grade or above allows them entrance into Organic Chemistry 302	4. Instructors syllabi for each class Percentile for the ACS DCEEI National Norms http://chemexams.chem.iastate.edu/stats/ national_norms.cfm			
	4.Organic Chemistry 302	2010/2011 University			

	ACS DCEEI Full Year Organic Exam Organic Chemistry 302 Laboratory Student's have to successfully complete a common laboratory experience with a passing grade 70% or above 5. Completion of ACS CPT academic courses for graduation requirements	Catalog paper copy and online website http://www.rwu.edu/ depository/registrar/ coursecatalog.pdf 5. Annual Departmental Chemistry Report submitted to ACS Percentile for the Major Field Test for chemistry National Norms http://www.ets.org/ mft/scores/compare_data/ ACS Weekly Periodical *Chemical and Engineering News* publish numbers of chemistry graduates Graduation academic and employment open house broachers			

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

Chemistry

(1) Professional, speciali State, or programma accreditations curren held by the institution (by agency or program n	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance Indicators as required by agency or selected by program (licensure, board, or bar pass rates, employment rates,etc.) *	(5) Date and nature of next scheduled review.
American Chemical Society	Last Full Review June 2009	Based on the information available for the periodic report, the Committee on Professional Training concluded that RWU chemistry program meets all of the requirements in the ACS Guidelines and voted to Continue approval. The Committee noted that most faculty are active in research and encouraged us to discuss with your administration the need for dedicated space to conduct undergraduate research projects. The Committee was excited to learn of your plans to develop a biochemistry track that interfaces with the university's marine biology program. The Committee was pleased to learn of the increase in the number of chemistry faculty positions but expressed concern with the balance of faculty and instructional staff, Heavy reliance on part-time faculty can erode the quality of the curriculum over time, and the Committee encourages department to continue to discuss the conversion of part-time positions into full-time, permanent positions with your administration.	The key indicators for an approved chemistry program can be accessed through www.acs.org website within the sub-category Committee on Professional Development	Annual Review June 2010 Five year periodic r is set for 2014 External reviewer will visit RWU and fully access the chemistry program

		The Committee described the quality of the student research reports as fair to good. Some of the reports were closer to laboratory reports than a comprehensive research report. The Committee encourages your faculty to review the enclosed supplement on research reports and to implement guidelines and faculty feedback procedures that will strengthen the quality and improve the consistency of the students' efforts, Finally, the Committee noted that the department refer to ACS approval as "ACS-accredited" in your report and in the university catalog. Please correct the terminology to ACS approval when referring to the chemistry program and ACS certification when referencing the curriculum requirements for students.		
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*Record results of key performance indicators in form S3

Institutions selecting E1b should also include E1a. November 2010

Option E1: Part a. Inventory of Educational Effectiveness Indicators
Global Communication; Media Communication

Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
List each degree program: 1. Global Communication	Professional Values and Competencies articulated by the Hope conference of the NCA	University Catalog; We are in the midst of a program review. Part of that review includes examining learning outcomes of the courses in our curriculum which we hope to publish on our department website: http://dept.rwu.edu/communication	Portfolio work, final exams and research papers are the primary assessment methods.	We are in the midst of a program review. We have an outside evaluator who will help us assess.	We are in the process of doing our first program review as a major. Changes to our curriculum have largely been a process of building a sound program.	2009-2010
2. Media Communication: Journalism	Professional Values and Competencies adopted by the ACAEJMC	We are in the midst of a program review. Part of that review includes examining learning outcomes of the courses in our curriculum which we hope to publish on our department website: http://dept.rwu.edu/communication	We are developing a capstone course the outcome of which will be a student portfolio. Details of the portfolio are in our program review.	We are in the midst of a program review. We have an outside evaluator who will help us assess.	We are in the process of collecting data.	2009-2010
3. Media	Professional	We are in the midst of a program	We are developing	We are in the	We are in the	2009-2010

Communication: Public Relations	Values and Competencies articulated as guidelines by PRSA - the Public Relations Society of America	review. Part of that review includes examining learning outcomes of the courses in our curriculum which we hope to publish on our department website: http://dept.rwu.edu/communication	a capstone course entitled PR Campaigns. The intent is that students will have portfolio material at the end of the course.	midst of a program review. We have an outside evaluator who will help us assess.	process of collecting data.	
4. Film Studies Minor	This is a new program. Program learning outcomes are derived from the individual course outcomes	This minor is too new to have a presence. We anticipate a faculty line in the near future that will help us develop learning outcomes and appropriate communication of these.	New program - no data as yet.	New program - no data as yet.	New program - no data as yet.	Too new.

Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION
Global Communication; Media Communication

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
None				
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*Record results of key performance indicators in form S3.

Institutions selecting E1b should also include E1a.

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
CREATIVE WRITING

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
List each degree program: 1. B.F.A./Creative Writing	yes	University Catalog; Current program review (2010-11)	Capstone Senior Seminar course sequence (CW 480/481), which requires creative work, a critical essay, and an annotated bibliography	Faculty member who teaches the Senior Seminar course sequence	Any changes will result from the current program review	Program review is in process. Curriculum revision took place in 2003.

Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION
Creative Writing

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
None				
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*Record results of key performance indicators in form S3.

Institutions selecting E1b should also include E1a.

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
DANCE PERFORMANCE

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:						
For general education if an undergraduate institution:						
List each degree program: B.A. Dance	Yes	University Catalog; and outcomes are published in the Dance and Performance Program Review 2008-2009.	**Placement Testing**- A comprehensive audition is required for all dance majors which includes being observed in a two-hour upper-level technique class as well as the presentation of a short piece of choreography to demonstrate other technical dimensions and performance abilities. The faculty also speaks with each candidate and then deliberates at length about how the RWU Dance Program would serve the needs of the students. Efforts are made to ensure enough technical proficiency and intellectual and creative potential to be able to thrive in the challenging environment they will find themselves	Faculty as a whole interprets the evidence of outcomes. This is done through classroom work, auditions, and construction of repertory for Dance Theatre performances, critiques of Dance Theatre performances, critiques of junior senior show, and construction and critiques of outside performances including presentations at the American College	Change made on an individual basis for each student based on answers to 3 number	2008-2009

| | | | in post graduation. | Dance Festival. | | |
| | | | | | | |

Freshman Evaluation-
Having successfully passed the audition and met the academic admissions standards of the university, freshmen are continually evaluated throughout their first year. Within the first two weeks, they are required to audition, as are all Dance majors, for the Dance Theatre, the student dance company. Whereas all freshman majors are invited to participate in the Freshman Company, a kind of junior to the Dance Theatre, there is the possibility of being selected for the latter, as well. In addition, freshmen are evaluated in their technique and theory classes to encourage a consistent striving for excellence in all they do.

Mid-program evaluation-
As the Dance major progresses, the expectations and responsibilities Increase; upper level courses are more rigorous and demanding and performance opportunities are given on the basis of merit. Many of those working up to their abilities and the standards of the Program are additionally given the chance to perform at the

			American College Dance Festival each year, where dances are adjudicated by professionals in the field and presented for others throughout the region in a professional setting. **Senior evaluation**- The most demanding courses are reserved for the upper classmen with the expectations for seniors at or near the professional level. As the program is relatively small, each student is mentored by the faculty who comes to know what their goals and aspirations are, having been given many opportunities to assess these. It is important that they be ready to meet the challenges ahead, whether it is teaching, post graduate studies, choreography, arts management, or none of the above. Each Dance major is assessed individually with cumulative feedback helping to shape their choices for the future. As is the progression of the Program, seniors are most often given key roles in working and spending time with guest artists, performing at the American College Dance Festival and other venues and choreographing for the two annual Dance Theatre Concert series. In addition,			

			there is a Junior/Senior Show that is produced and choreographed by interested upper classmen to give them, and by senior year it is the second time, the chance to create their own concert including all aspects of theatrical production.			
2.						
3.						
4.						
5.						
6.						

Institutions selecting E1a should also include E1b.

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
ENGLISH LITERATURE

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:						
For general education if an undergraduate institution:						
List each degree program: 1. B.A./English Literature	yes	University catalog; and most recent English Literature Program Review (2006-07)	Capstone Senior Seminar course sequence (ENG 480/481), which requires completion of a Senior Thesis of publishable quality	Faculty member who teaches the Senior Seminar course sequence	No changes since 2006-07 program review	2006-07
2.						
3.						

Institutions selecting E1a should also include E1b

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
MODERN LANGUAGES; CLASSICAL LANGUAGES; LATIN AMERICAN STUDIES

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:	Yes	Pgs. 1-2 of Foreign Language Program review; University Catalog p. 170ff.	Honors in language thesis evaluation only. All else is at departmental level.	Department chair & annual thesis coordinator	Shifting of course offering sequence for Spanish;* Addition of a new variable topic course (Lang. 140) at first-year level**	2010
For general education if an undergraduate institution:						
List each degree program:	Modern Languages	University Catalog; Departmental Program Review	(a) Entrance Examination (b) Senior Thesis (c) Exit Examination (d) Certification exam (optional)	(a) Standardized exam (b) Faculty member (selected annually) (c) 2-3 member oral/written exit exam committee (d) External validation	(a) exam revisions (b) none (c) closer consultation on examination questions (d) specialized preparation courses	2010
2.	Classical Languages	Departmental Program Review	Same as above	Same as above	Same as above	2010
3.	Latin-	Departmental	Same as above	Same as above	Same as above	2010

	American Studies	Program Review				
4.						
5.						
6.						

Institutions selecting E1a should also include E1b.

*After the departmental program review (2010) and based upon the reviewer's recommendations, the faculty changed the sequencing of upper-level Spanish courses. Previously, the Spanish Grammar and Composition (SPN 310) was offered every fall semester and Advanced Conversation (SPN 311) was offered every spring semester. Since the review, the department has offered the conversation classes in the fall as a feeder to the composition class.

**LANG 140 is now offered as a variable content course for new languages that the department proposes to offer as a permanent language programs. LANG 140 is, in essence, for experimental purposes (e.g. Japanese, Hebrew, etc.) in order to determine interest level for the offered language. Prior to 2010, the experimental courses were offered in a course titled "LANG 430". This designation is a university-wide designation. The number, 430, however, often suggested that the courses were advanced or graduate courses in content. Since the experimental courses in the language department are typically introductory language courses, the department decided a 100-level designation was more appropriate.

Option E1: Part a. Inventory of Educational Effectiveness Indicators
Graphic Design

Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:						
For general education if an undergraduate institution:						
List each degree program: 1. Graphic Design Communications	Professional Values and Competencies recommended by the A IGA	University catalog; and learning outcomes are embedded in the course descriptions available at http://departments.rwu.edu/graphicdesign/coursedesription.html.	Students enroll in a capstone Portfolio course that helps them develop and present their academic and professional portfolios.	The senior faculty of the Graphic Design program (Sharon DeLucca)	There are no specific changes to-date. There are conversations about curricular changes but none have been submitted to the department or the curriculum committees as of the writing of this report.	2010-2011 This will be the first program review and the self-study is currently in the process of being written.

Institutions selecting E1a should also include E1b.

August 2008

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION
Graphic Design

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
None				
.				

*Record results of key performance indicators in form S3.

Institutions selecting E1b should also include E1a.

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
History

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:						
For general education if an undergraduate institution:						
List each degree program: 1. History	Yes	University Catalog; Word doc: 'Roger Williams University History Program Review 2007'	Student performance is measured through a three-step process: During a mandatory orientation session for all incoming majors, faculty provide students with a list of departmental expectations for majors. Students are instructed to monitor and demonstrate their own progress and development as they complete their	Ongoing monitoring of student progress is facilitated via the advising process. Advisors will maintain an assessment check list/worksheet in their advisee's dockets. Any deficiencies that are noted by advisors will be reported regularly by the faculty	HST 203 'Dimensions of History' has been revamped better to prepare students for active learning and the production of better scholarship. A three-hour lab component has been added to provide students with hands-on training in the discipline of history.	2007

			required and elective history course work. Further monitoring shall occur during the advising process. As a part of their senior seminar or research independent study in the fall term of the senior year, majors will participate in an interview with the faculty where they will answer questions on their seminar paper as well as their collective class work.	advisor to faculty. During the final presentation of senior research essays, faculty shall assess students' mastery of departmental expectations through questions about their research, as well as skills utilized in other courses. Successful completion of this interview will be required for successful completion of the senior seminar.	All instructors use Jules Benjamin's *A Student's Guide to History* (currently 11th Ed., 2010) in their teaching, and each instructor is committed to addressing both content *and* scholarship at every level of instruction. Instructors have reported on their courses' success or failures in meeting History outcomes. Faculty review the results every May. Senior research essays are read by faculty the term following the course's completion. Faculty discuss their responses at an end-of-term meeting.	
					When the	2011

					program undergoes periodic review, faculty will be responsible for creating a narrative and descriptive document supported by the evidence collected for submission to the Dean of the College of Arts and Sciences.	

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
MATH

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:	Yes					
For general education if an undergraduate institution:	Yes					
List each degree program: 1.	BS in Mathematics	*University catalog* **Learning Outcomes for Mathematics Majors:** Mathematics majors at RWU are expected to have the ability to: • Prove classical theorems at the appropriate level of rigor • Reason mathematically • Read mathematical texts and articles with understanding • Write answers, proofs, and papers in appropriate mathematical style • Use appropriate technology successfully	Math Field Test MNS thesis- some of our students write a thesis after working with a faculty on a research project in their senior year. The theses are read by all Math and Science faculty and some are warded thesis with distinction award.	Annually by the entire department	• We have changed some of our courses and stream lined the Calculus sequence—to jumpstart math majors into courses that count toward their major. • We have introduced new Applied math/Interdisciplinary courses in order for students who have questions on what to do with a degree in mathematics after graduation to comprehend its application (combined with other disciplines) in the marketplace.	AY 2009-2010

		• Analyze problems and choose the correct technique from their repertoire to solve them • Make inferences and generalizations Majors are expected to have developed an understanding of: • The different areas of mathematical study and how at least some of them are applied in various fields • The importance of mathematics in our society • The problem-solving process • The importance of academic integrity • The uses and limitations of technology				
2.	BS in Mathematics/Secondary Education	*They are not published.* **Learning Outcomes for Mathematics / Secondary Mathematics Education majors:** Mathematics /Secondary Mathematics Education majors at RWU are expected to have the	At this point, the post-graduation evaluation of our major is largely anecdotal – we hear from our majors who maintain ties with their faculty members. As we continue to make changes to the courses in an attempt to make our majors stronger, we need to			AY 2009-2010

		ability to: • Prove classical theorems at the appropriate level of rigor • Reason mathematically • Read mathematical texts and articles with understanding • Write answers, proofs, and papers in appropriate mathematical style • Use appropriate technology successfully • Analyze problems and choose the correct technique from their repertoire to solve them • Make inferences and generalizations Majors are expected to have developed an understanding of: • The different areas of mathematical study and how at least some of them are applied in various fields • The importance of mathematics in our society • The problem-solving process • The importance of academic integrity • The uses and limitations of technology • The mathematical areas necessary for secondary education	get more formal feedback from our graduates. As mentioned earlier, the lack of a critical mass of students in any particular post-graduate field may only result in *more* anecdotal feedback, but we should attempt to increase the number of graduates with whom we interact. We will probably get more feedback from our majors as the number of Math majors continues to increase.			

		• The role that the history of mathematics played in shaping the current subject				
3.						
4.						
5.						
6.						

Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION
Math

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
None				
.				

*Record results of key performance indicators in form S3.

Institutions selecting E1b should also include E1a.

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
MUSIC

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:						
For general education if an undergraduate institution:						
List each degree program: 1. **B.A. in Music**	Program has been in place for only two years. General learning outcomes were developed as part of	General outcomes are included in the University Catalog copy. See the University Catalog or Music Department web site: http://www.rwu.edu/academics/departments/music.htm	Capstone course: Music 460 (internship) or Music 480 (composition, thesis, or recital). For ensembles: public performances.	Full-time faculty meet periodically to discuss progress of majors and minors in the program. For the	With regard to applied music and ensembles, the number of credits required in the program has been raised and a universal	Beyond meetings of the full-time faculty in August and October of 2010 to review the program in general and to prepare

	the original proposal for the Music Major. We are in the process of articulating more specific objectives based on those.		For applied music: faculty jury. We are developing a plan to use e-portfolios beginning in 2011-12; these may include student papers, compositions, recordings, a comprehensive repertoire list, and a list of performances.	capstone project, the supervising faculty makes an assessment; as the program grows, this may be a faculty jury. All full-time and adjunct faculty participate in applied music juries.	requirement for piano study has been added. Guidelines for private lessons and ensembles have been revised to be more specific and objective-based. A prerequisite for the World Culture through Music courses may not be replaced by permission of instructor, based on outstanding performance in the courses by some students who lacked the prerequisite. Beyond these, the	for inauguration of the new General Education program, no specific program-wide review has yet taken place.

					program is really too new to have made any other major adjustments based on collected data.	

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
PHILOSOPHY

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:	Yes	University Catalog Page 183ff. & 483	Theses recommended for Honors only	Faculty members	None	2010-11 (currently under development. Completion date: Dec. 2010)
For general education if an undergraduate institution:						
List each degree program:						
	Philosophy	University Catalog	Senior Research Project/senior seminar (2 semester program)	Philosophy faculty members as a committee	Creation of three new courses to encourage cooperation with other university programs: "Political Philosophy" with political science; Neurophilosophy to encourage cooperation with psychology;	2010-11 (currently under development. Completion date: Dec. 2010)

					Middle Eastern Philosophy to encourage Middle Eastern Studies Minor as an interdisciplinary minor	

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
POLITICAL SCIENCE; INTERNATIONAL RELATIONS

CATEGORY DEGREE PROGRAM	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?
Political Science/International Relations	Yes	University catalog; In the department self-study, on the department's website and in individual syllabi.	• Capstone senior research seminar • ETS Political Science Area test taken as part of the Senior Research Seminar.	Faculty member who teaches the senior seminar evaluates the thesis. All department faculty attend and comment on student thesis panels. All faculty review ETS test results.	Panel review has been added to the thesis course. Introduction to Political Science courses is in development to strengthen familiarity with core concepts and develop research skills earlier in the program Addition of experiential learning/ simulation elements to curricular and co-curricular offerings.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION POLITICAL SCIENCE; INTERNATIONAL RELATIONS

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
None				
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*Record results of key performance indicators in form S3.

Institutions selecting E1b should also include E1a.

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
PSYCHOLOGY

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:						
For general education if an undergraduate institution:						
List each degree program: 1. Psychology	The department agreed on a set of goals for student learning in October 2008.	University catalog; the learning goals focus on the following six objectives: (1) to develop a broad and deep knowledge base in Psychology; (2) to help students develop of research skills; (3) to foster critical thinking; (4) to enhance students' appreciation of diversity; (5) to promote students' awareness of ethical issues; and (6) to prepare students for careers and/or graduate study in Psychology.	Learning goals are assessed in several ways: (1) the MFT assesses students' knowledge of various areas of psychology, including methodology; (2) a faculty survey evaluates whether students are exposed to critical thinking as well as issues of diversity and ethics; (3) an exit survey and a survey conducted as part of a required practicum course assesses students' perceptions of the major and their beliefs about preparation for graduate school.	The department as a whole evaluates the evidence.	As a result of our last program review (and the battery of assessments that went along with it), the department is planning to restructure the curriculum to better meet the students' academic needs. For example, students showed evidence of needing more exposure to breadth in the curriculum – the new major will reflect that.	Academic year 2009-2010

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
THEATRE

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:						
For general education if an undergraduate institution:						
List each degree program: B.A. Theatre	Yes	University catalog; on the Theatre Program website: departments.rwu.edu/theatre	**Academic Curriculum.** Regular assessment in course work through means appropriate to the courses. Many of the courses in the curriculum are progressive which allows faculty to assess what students have learned in lower level courses.	Annually by the faculty, individually and at regular meetings.	Continual assessment improvement loop. Examples include redesign of Theatre Practicum (THEAT 300) curriculum to ensure basic skills are mastered, restructuring of musical theatre workshop class to continue to meet	2008

				Mock Auditions. Majors are evaluated yearly through a series of Mock Auditions held each spring. Students present auditions, production concepts, and portfolios appropriate to their curriculum track. Mock Audtions are taped for comparison, students receive feedback on their work, and the faculty assess the progress of each student. **Program Productions:** students participate in productions directing or supervised by faculty. Their classroom work is		students current needs, and updating the student handbook to give students an extra guide to the intricacy of production work.	

| | | | tested and extended in our production program and students receive guidance and regular feedback on their work. Faculty assess student progress on a regular basis. The production program is also a means by which faculty assess the effectiveness of the curriculum. Productions are also frequently adjudicated by outside evaluators from The Kennedy Center/American College Theatre Festival.

Senior Projects: Capstone projects for qualified seniors in Acting, Design, directing, Production, or | | | |

			Dramatic Literature and Criticism. Students undertake a major project in their senior year bringing together skills they have mastered in the program. In most cases they entail research, an intense preparation period under the direction of a faculty member, performance or production, and assessment. The final product is a written record of the project incorporating all phases. Some projects are only research and writing based.		

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
SCHOOL OF CONTINUING STUDIES

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:						
For general education if an undergraduate institution:						
List each degree program:						
2.BGS in Industrial Technology	Yes	Resides with the Program Director and the School of Continuing Studies. When School's new web site is completed, these will be listed by program..	Capstone course (senior project) taught by the senior professor in the program.	Annually, by the Program Director and Advisory Committee.	Required projects within the course redesigned to demonstrate that intended goal and competencies have been met.	June 2010

3. BGS in Technology Leadership and Management	Yes	Resides with the Program Director and the School of Continuing Studies. When School's new web site is completed, these will be listed by program..	Capstone course (senior project) taught by the senior professor in the program.	Annually, by the Program Director and Advisory Committee.	Required projects within the course redesigned to demonstrate that intended goal and competencies have been met.	June 2010
4. PA in Public Administration	Yes	Course Syllabi; Student advisement forms. When School's new web site is completed, these will be listed by program..	Data from senior surveys; alumni tracking; internship reports; assessments and alumni tracking by faculty	Faculty in program. Program committee of Advisory Board Use of joint faculty / Advisory Board meetings.	Program electives and student choice of electives have been shaped by evaluations. Some changes are being proposed for review by the Curriculum Committee	2004; review scheduled for 2012.
5. BGS in Community Development	Yes	On course syllabi. When School's new web site is completed, these will be listed by program..	Internship reports and assessment of internship learning.	Program faculty. Use of joint faculty / Advisory Board meetings.	Adjustments in course content and areas of subject-matter emphasis.	New program in 2009. No review Since then.
6. BGS in Social and Health Services	Yes	Course Syllabi; Student advisement forms. When School's new web site is completed, these will be listed by program..	Data from senior surveys; alumni tracking; internship reports; assessments and recognition by faculty	Faculty in program. Program committee of Advisory Board Use of joint faculty / Advisory Board meetings.	Program electives and student choice of electives have been shaped by evaluations.	2004
7. BGS in Health Care Administration	Yes	Course Syllabi; Student advisement	Data from senior surveys; alumni	Faculty in program.	Program electives and student choice of	New program in 2007.

		forms. When School's new web site is completed, these will be listed by program..	tracking; internship reports; assessments and recognition by faculty	Program committee of Advisory Board Use of joint faculty / Advisory Board meetings.	electives have been shaped by evaluations.	No review since then.
8. BS in Paralegal Studies	Yes. They follow ABA guidelines	Course Syllabi. Student advisement Forms.	Select program courses; completion of requirements on degree plans; materials included in practical skills report and used for inclusion in portfolio or binder in preparation for professional employment.	Program Director; program faculty; program Advisory Board. Use of joint faculty / Advisory Board meetings.	Revisions and adjustments in course content and areas of subject-matter emphasis. Changes sometimes made to more closely reflect ABA standards and requirements.	December, 2011

Institutions selecting E1a should also include E1b.

Appendix F

Distance Education Forms

CIHE DATA FORMS FOR REPORT ON DISTANCE EDUCATION PROGRAMS

INSTITUTION:

TABLE 1.   Program and Certificate Description

Note :   For Enrollment and other data, use data from current or most recently completed semester for which data are available.

Programs and Certificates in which 50% or more of the courses may be completed entirely on-line

Program or Certificate Name	Level of Degree (A, B, M, D) or Certificate (C)	Initiation Date (First Enrollment) (Year Only)	Number of Required Credits	No. of Credits Which May be Completed On-Line
Criminal Justice Studies	A	2004	60	60
Criminal Justice Studies	B	2004	120	120
Criminal Justice Studies	M	2009	36	36
Health Care Administration	B	2007	120	120
Industrial Technology	B	2004	120	120
Paralegal Studies	A	2006	61	51
Paralegal Studies	B	2006	121	111
Public Administration	B	2004	120	120
Public Administration	M	2009	36	36
Social & Health Services	B	2004	120	120
Technology Leadership & Management	B	2008	120	120
Community Development	C	2009	15	15
Health Services Administration	C	2007	15	15
Case Management	C	2007	15	12
Municipal Management	C	2004	15	15
Nurse Paralegal	C	2006	30	20
Paralegal Studies	C	2006	31	21
School Nurse Teacher	C	2004	24	15

Insert additional rows for more programs, if needed.

Scroll down to next table

CIHE DATA FORMS FOR REPORT ON DISTANCE EDUCATION PROGRAMS

INSTITUTION:

TABLE 2.   Students

Note :   For Enrollment and other data, use data from current or most recently completed semester for which data are available.

Programs and Certificates in which 50% or more of the courses may be completed entirely on-line

Program or Certificate Name	Matriculated Students	Degree or Certificate Completers to Date	Total Number of Students Taking Courses on Ground*	In-State Students Taking Courses On-Line	Out-of-State Students Taking Courses On-Line	Students Based in Other Countries Taking Courses	Total Number of Students Taking Courses On-Line
Criminal Justice Studies	3	60	0	2	1	0	**3**
Criminal Justice Studies	147	279	59	126	19	2	**147**
Health Care Administration	23	11	3	12	11	0	**23**
Industrial Technology	11	25	1	4	7	0	**11**
Paralegal Studies	11	69	5	6	2	2	**10**
Paralegal Studies	177	112	85	76	104	0	**180**
Public Administration	78	183	15	42	36	0	**78**
Social & Health Services	27	27	5	18	9	0	**27**
Technology Leadership & Management	77	21	24	48	29	0	**77**
Community Development	5	11	5	5	0	0	**5**
Health Services Administration	0	3	0	0	0	0	**0**
Case Management	0	3	0	0	0	0	**0**
Municipal Management	0	4	0	0	0	0	**0**
Nurse Paralegal	1	2	1	1	0	0	**1**
Paralegal Studies	6	30	0	4	4	0	**8**
School Nurse Teacher	2	5	0	2	0	0	**2**
Criminal Justice Studies (M)	64			48	16	0	**64**
Public Administration (M)			103	88	15	0	**103**
TOTAL	**632**	**845**	**203**	**482**	**253**	**4**	**739**

Insert additional rows for more programs, if needed.

*Students enrolled in programs described in this table.

Scroll down to next table

CIHE DATA FORMS FOR REPORT ON DISTANCE EDUCATION PROGRAMS

INSTITUTION:

TABLE 3. Faculty - Fall 2011

Note : For Enrollment and other data, use data from current or most recently completed semester for which data are available.

Programs and Certificates in which 50% or more of the courses may be completed entirely on-line

Program or Certificate Name	Faculty Teaching in The Program (Headcount)				FTE Faculty in Program	Number with Highest Degree	
	Faculty Employed Full Time at The Institution		Faculty Employed PT at The Institution	Total Faculty in Program			
	FT in Program	PT in Program				Ph.D or Equivalent	Masters or Equivalent
Criminal Justice Studies		2	3	5		4	
Criminal Justice Studies		2	3	5		4	
Health Care Administration			6	6		1	5
Industrial Technology	1		1	2		1	1
Paralegal Studies		2	10	12		11	1
Paralegal Studies		2	10	12		11	1
Public Administration	1	2	4	7		3	4
Social & Health Services			6	6		1	5
Technology Leadership & Management	1		1	2		1	1
Community Development	1	2	4	7		3	4
Health Services Administration			4	4		1	3
Case Management			3	7		1	2
Municipal Management	1	2	4	7		3	4
Nurse Paralegal		2	10	12		11	1
Paralegal Studies		2	10	12		11	1
School Nurse Teacher			1	1			1
TOTAL	**5**	**18**	**80**	**107**	**0**	**67**	**34**

Insert additional rows for more programs, if needed.

Scroll down to next table

CIHE DATA FORMS FOR REPORT ON DISTANCE EDUCATION PROGRAMS

INSTITUTION:

TABLE 4.   Course enrollments and completions

Note :   *For Enrollment and other data, use data from current or most recently completed semester for which data are available.*

Programs and Certificates in which 50% or more of the courses may be completed entirely on-line

Courses Offered On-Line	Fall 2009	Spring 2010	Year Total*	Fall 2010	Spring 2011	Year Total*	Fall 2011	Spring 2012	Year Total*
Undergraduate									
Total Number of courses	54	60	167	58	71	192	65	N/A	N/A
Total on-line enrollments	642	828	2089	851	1019	2667	912	N/A	N/A
On-line course completions									
Graduate									
Total Number of courses	5	9	14	6	9	15	9	N/A	N/A
Total on-line enrollments	18	62	80	45	82	127	64	N/A	N/A
On-line course completions									
TOTAL									
Total Number of courses	**59**	**69**	**181**	**64**	**80**	**207**	**74**	**0**	**0**
Total on-line enrollments	**660**	**890**	**2169**	**896**	**1101**	**2794**	**976**	**0**	**0**
On-line course completions	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

 * For year total, include all offerings, including Fall and Spring terms, short-terms, summer, and non-term-based offerings