

General Education Student Learning Report (rev. 7/15)

Fall 2019 – Spring 2020

Department of Psychology & Sociology

Effectively assessing a degree program should address a number of factors:

- 1) Valid student learning outcomes should be clearly articulated;
- 2) Valid assessment measures should be used, consistent with the standards of professional practice;
- 3) There should be evidence that assessment data are being used by faculty to make necessary instructional or assessment changes; and there should be evidence that instructional or assessment changes are being implemented to improve student learning.

Relationship of Degree Program Learning Outcomes to Departmental and University Missions

RSU Mission	General Education Mission
Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities	General Education at Rogers State University provides a broad foundation of intellectual skills, knowledge, and perspectives to enable students across the University to achieve professional and personal goals in a dynamic local or global society.
RSU Commitments	General Education Outcomes
To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning, and critical and creative thinking.	1) Think critically and creatively. 2) Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world. 3) Use written, oral, and visual communication effectively. 4) Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.

RSU Mission	General Education Mission
	5) Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.
To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning.	
To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.	1) Think critically and creatively. 2) Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world. 3) Use written, oral, and visual communication effectively. 4) Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values. 5) Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits, and continuous improvement of programs.	
To provide university-wide student services, activities, and resources that complement academic programs.	
To support and strengthen student, faculty, and administrative structures that promote shared governance of the institution.	
To promote and encourage student, faculty, staff, and community interaction in a positive academic climate that creates opportunities for cultural, intellectual, and personal enrichment for the university and the communities it serves.	

PART 1

Discussion of Instructional Changes Resulting from 2018-2019 General Education Student Learning Report

List and discuss all instructional or assessment changes proposed in Part 4 of last year's General Education Student Learning Report, whether implemented or not. Any other changes or assessment activities from last year, but not mentioned in last year's report, should be discussed here as well. Emphasis should be placed on student learning and considerations such as course improvements, the assessment process, and the budget. If no changes were planned or implemented, simply state "No changes were planned or implemented."

Instructional or Assessment Changes	Changes Implemented (Y/N)	Impact of Changes on Degree Program Curriculum or Budget
The sociologists decided to assess SLO #2 and SLO #3 in addition to SLO #4 in online sections of SOC 1113 Introduction to Sociology. The online sections of the course have standard essay questions across sections that measure both written communications as well as the analyses and evaluation of human cultures and their relation to the natural world. The sociologists will discuss implementing this change in the on-ground sections as well for 2020-2021.		No impact on the budget; just a burden on the faculty to report the results of assessing the essays. Faculty will discuss a common rubric and, if possible, including such uniform assessments across on-ground sections as well.

PART 2

Discussion of the University Assessment Committee's 2018-2019 Peer Review Report

[Complete this part only if the general education course(s) was among those that were peer reviewed last year.] The University Assessment Committee in its Degree Program Peer Review Report provided feedback and recommendations for improvement in assessment. List or accurately summarize all feedback and recommendations from the committee, and state whether they were implemented or will be implemented at a future date. If they were not or will not be implemented, please explain why. If no changes were recommended last year, simply state "No changes were recommended."

Feedback and Recommended Changes from the University Assessment Committee	Suggestions Implemented (Y/N)	Changes that Were or Will Be Implemented, or Rationale for Changes that Were Not Implemented
Not Applicable		

PART 3

Analysis of Evidence of Student Learning Outcomes

The five General Education Outcomes are listed below. For each outcome, indicate the General Education courses being assessed, and provide a brief narrative of the assessment measures and performance standards used, as well as the sampling methods and sample sizes. For each measure, document the results of the activity measured and draw any relevant conclusions related to strengths and weaknesses of their performance. Finally, indicate whether the performance measure was met or not.

OUTCOME 1: Think critically and creatively

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)

OUTCOME 2: Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)															
SOC 1113 (Online only)	Significant portions of four unit exams consist of essays in which the students demonstrate and apply sociological	At least 70% of students who take the exams will score 70% or higher on each exam.	We recorded essay grades from all students taking each of the four exams for the fall and	The numbers of people taking each exam ranged from 61 to 66.	Fall 2019 <table><tr><td></td><td>Test #1</td><td>Test #2</td><td>Test #3</td><td>Test #4</td></tr><tr><td>Passing Standard</td><td>89%</td><td>67%</td><td>81%</td><td>75%</td></tr><tr><td>N</td><td>64</td><td>62</td><td>61</td><td>62</td></tr></table>		Test #1	Test #2	Test #3	Test #4	Passing Standard	89%	67%	81%	75%	N	64	62	61	62	As can be seen, students met the standard in three of the four unit exams each semester. The exception for both semesters was on the second essay exam. This exam covers such	Y & N But more Yes than No.
	Test #1	Test #2	Test #3	Test #4																		
Passing Standard	89%	67%	81%	75%																		
N	64	62	61	62																		

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)															
	concepts and social forces in analyzing human attitudes and behaviors.		spring semesters.		Spring 2020 <table><tr><td></td><td>Test #1</td><td>Test #2</td><td>Test #3</td><td>Test #4</td></tr><tr><td>Passing Standard</td><td>78%</td><td>68%</td><td>78%</td><td>70%</td></tr><tr><td>N</td><td>66</td><td>64</td><td>66</td><td>63</td></tr></table>		Test #1	Test #2	Test #3	Test #4	Passing Standard	78%	68%	78%	70%	N	66	64	66	63	topics as socialization, groups and organizations, U.S. stratification, and global inequality. We may need to adjust the essay questions for this unit to more of an introductory level, though students still performed close to the standard.	
	Test #1	Test #2	Test #3	Test #4																		
Passing Standard	78%	68%	78%	70%																		
N	66	64	66	63																		

OUTCOME 3: Use written, oral, and visual communication effectively.

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)				
SOC 1113 (Online only)	Significant portions of the four exams consist of essays in which the	At least 70% of students who take the exams will score 70% or higher on each exam.	We recorded essay grades from all students taking	The numbers of people taking each exam	Fall 2019	As can be seen, students met the standard in three of the four unit exams each semester. The exception for both	Y & N But more Yes than No.				
					Test #1			Test #2	Test #3	Test #4	
					Passing Standard			89%	67%	81%	75%
					N			64	62	61	62

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)															
	students demonstrate clear and concise writing, paraphrasing skills, and APA citations.		each of the four exams for the fall and spring semesters.	ranged from 61 to 66.	Spring 2020 <table><tr><th></th><th>Test #1</th><th>Test #2</th><th>Test #3</th><th>Test #4</th></tr><tr><td>Passing Standard</td><td>78%</td><td>68%</td><td>78%</td><td>70%</td></tr><tr><td>N</td><td>66</td><td>64</td><td>66</td><td>63</td></tr></table>		Test #1	Test #2	Test #3	Test #4	Passing Standard	78%	68%	78%	70%	N	66	64	66	63	semesters was on the second essay exam. This exam covers such topics as socialization, groups and organizations, U.S. stratification, and global inequality. We may need to adjust the essay questions for this unit to more of an introductory level, though students still performed close to the standard.	
	Test #1	Test #2	Test #3	Test #4																		
Passing Standard	78%	68%	78%	70%																		
N	66	64	66	63																		

OUTCOME 4: Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standards Met (Y/N)																																													
SOC 1113	Multiple unit exams assessing core knowledge as follows: Exam 1: Introduction, Sociological Research, Methods, and Culture. Exam 2: Socialization, Groups and Organizations, Social Stratification, and Global Inequality. Exam 3: Deviance, Race & Ethnicity, Gender, Sex, and Sexuality.	At least 70% of students will achieve a mean score of 70% or higher on multiple unit exams.	All students taking each exam.	48 to 72	FALL 2019 On Ground: <table><tr><td></td><td>Test # 1</td><td>Test # 2</td><td>Test # 3</td><td>Test # 4</td></tr><tr><td>Passing Standard</td><td>81%</td><td>85%</td><td>88%</td><td>74%</td></tr><tr><td>N</td><td>71</td><td>72</td><td>69</td><td>69</td></tr></table> Online: <table><tr><td></td><td>Test # 1</td><td>Test # 2</td><td>Test # 3</td><td>Test # 4</td></tr><tr><td>Passing Standard</td><td>73%</td><td>72%</td><td>78%</td><td>71%</td></tr><tr><td>N</td><td>66</td><td>64</td><td>62</td><td>62</td></tr></table> SPRING 2020 Online: <table><tr><td></td><td>Test # 1</td><td>Test # 2</td><td>Test # 3</td><td>Test # 4</td></tr><tr><td>Passing Standard</td><td>92%</td><td>84%</td><td>89%</td><td>83%</td></tr><tr><td>N</td><td>63</td><td>63</td><td>63</td><td>63</td></tr></table>		Test # 1	Test # 2	Test # 3	Test # 4	Passing Standard	81%	85%	88%	74%	N	71	72	69	69		Test # 1	Test # 2	Test # 3	Test # 4	Passing Standard	73%	72%	78%	71%	N	66	64	62	62		Test # 1	Test # 2	Test # 3	Test # 4	Passing Standard	92%	84%	89%	83%	N	63	63	63	63	All courses, fall and spring, on ground and online scored above the standard, though the online in the fall was close. The department should consider raising the standard to 75% of all students scoring above 70% or higher on the multiple-choice exams. The declining rate of scores on the second half of the spring semester for the on ground students may be due to the disruption in the semester due to the Covid-19 virus outbreak where students had to go to remote instruction. Also	Y
	Test # 1	Test # 2	Test # 3	Test # 4																																																
Passing Standard	81%	85%	88%	74%																																																
N	71	72	69	69																																																
	Test # 1	Test # 2	Test # 3	Test # 4																																																
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A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standards Met (Y/N)																
SOC 3213 Minority Groups	and Marriage & Family Exam 4: Government and Politics, Work and Economy, Population and Environment, Social Movements and Change.				On Ground: <table><tr><td></td><td>Test # 1</td><td>Test # 2</td><td>Test # 3</td><td>Test # 4</td></tr><tr><td>Passing Standard</td><td>90%</td><td>94%</td><td>88%</td><td>83%</td></tr><tr><td>N</td><td>62</td><td>60</td><td>48</td><td>60</td></tr></table>		Test # 1	Test # 2	Test # 3	Test # 4	Passing Standard	90%	94%	88%	83%	N	62	60	48	60	note the lower number of Test #3 administered for that group as instructors and students scrambled to adjust to online administration of tests.		Y
		Test # 1	Test # 2	Test # 3	Test # 4																		
Passing Standard	90%	94%	88%	83%																			
N	62	60	48	60																			
	Final Exam	At least 80% of students will score 70% on the final exam.	All students taking the final.	N=28	<table><tr><td>Exam</td><td>Percent</td></tr><tr><td>90-100</td><td>32</td></tr><tr><td>80-89</td><td>32</td></tr><tr><td>70-79</td><td>18</td></tr><tr><td>60-69</td><td>4</td></tr><tr><td><60</td><td>14</td></tr><tr><td>Standard</td><td>82% above Standard</td></tr></table>	Exam	Percent	90-100	32	80-89	32	70-79	18	60-69	4	<60	14	Standard	82% above Standard	All students met the standard for the online SOC 3123 Minority Group class. Of those failing, fully 11% stopped attending early in the semester. This brings up an issue that the Sociologists must address this year: how to record those student's scores who have not dropped the course but continue to be enrolled?			
Exam	Percent																						
90-100	32																						
80-89	32																						
70-79	18																						
60-69	4																						
<60	14																						
Standard	82% above Standard																						

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standards Met (Y/N)
PSY 1113	Pre-test/Post-test Assessment for core knowledge in History & Systems, Research, Biological Basis of Behavior, Consciousness, Learning, Development, Personality, Memory, Social, and Psychological Disorders	10% increase in scores from pretest to post-test	All students who completed the pre-test and post-test.	54-212	Fall 2019 FULL TIME N=212 Pre-test average: 4.58 Post-test Average: 8.01 Adjunct N=54 Pre-test average: 5.01 Post-test Average: 8.54 spring 2020 FULL TIME N=106 Pre-test average: 4.79 Post-test Average: 10 Adjunct Pre-test average: no data Post-test Average: no data	Whatever decision we make on this should be across all classes. The reliable fall results showed an increase of 34.3% from pre-test to post-test scores for full time faculty, and a 35.5% increase from adjunct faculty. This is not statistically significant from last year's results indicating a steady learning curve on the part of the students. Both full-time and adjunct faculty scores met performance standards. We attribute this to continuing close work between full-time and adjunct faculty, high quality teaching from ALL our	Y

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Stand ards Met (Y/N)
					This year's assessment was partially derailed due to the COVID-19 pandemic. In our second full year of pre-test/post-test measures we separated the data to reflect issues surrounding data collection and test bias. We typically retrieve full pre-test and post-test data at the end of the semester from adjuncts. However, as the post-test data was tainted by the fact that ALL students took it from home and obviously simply looked up the answers, no spring 2020 data is being reported for adjuncts and the data which needs to be thrown out due to obvious test bias show the reliable pre-test scores but tainted post-test scores.	faculty, and a continued vigilance and meetings even during the pandemic via Zoom, to assure the high standards we have come to expect. While last year it was suggested we MAY have to raise the performance standard by 10%, this conversation did not happen. I expect that once faculty can get back to some semblance of normalcy, we will once again bring up this issue.	

OUTCOME 5: Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)

PART 4

Proposed Instructional Changes Based on Conclusions Drawn from Evidence Presented Above

State any proposed instructional or assessment changes to be implemented for the next academic year. They should be based on conclusions reported in Part 3 (above) or on informal activities, such as faculty meetings and discussions, conferences, pilot projects, textbook adoption, new course proposals, curriculum modifications, etc. Explain the rationale for these changes and how they will impact student learning and other considerations, such as curriculum, degree plan, assessment process, or budget. If no changes are planned, simply state "No changes are planned."

General Education Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.

PART 5

Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement

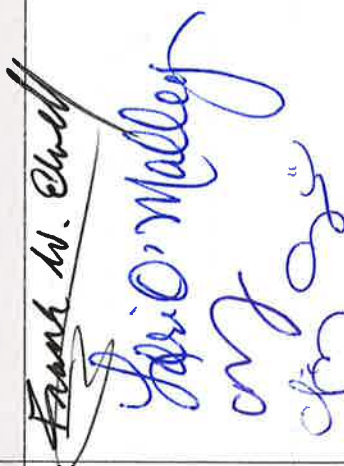
(OPTIONAL) If your department or a faculty member has developed a method or technique of teaching that seems especially effective in improving student learning or student engagement in the classroom, please provide a brief description below. More detail can be communicated during the face to face peer review session.

Description

PART 6 (A & B)

Documentation of Faculty Participation and Review

A. Provide the names and signatures of all faculty members who contributed to this report and indicate their respective roles.

Faculty Members	Roles in the Assessment Process (e.g., collect data, analyze data, prepare report, review report, etc.)	Signatures
Frank W. Elwell Kevin M.P. Woller Sonya Munsell Lori O'Malley Chrissy Whiting Brian Andrews Christi Mackey	Co-author of the report Co-author of the report Collect data & review report Collect data & review report Collect data & review report Collect data & review report Collect data & review report	

B. Reviewed by:

Titles	Names	Signatures	Date
Department Head			2020-05-28
Dean	Dr. Kerth Martin		2/2/2020

RUBRIC FOR GENERAL EDUCATION STUDENT LEARNING REPORT

- 1) How well did the department incorporate instructional or assessment changes based on results and conclusions from last year's General Education Student Learning Report or from other assessment activities?

Exemplary	Established	Developing	Undeveloped
All planned changes were listed, whether they were implemented or not, and their impact on curriculum or program budget was discussed thoroughly.	Most planned changes were listed, and their status or impact on curriculum or program budget was discussed.	Some planned changes were listed, and their status or impact on curriculum or program budget was not clearly discussed.	No planned changes were listed, and their status or impact on curriculum or program budget was not discussed.

- 2) Did the department include peer review feedback and provide rationale for implementing or not implementing suggestions?

Exemplary	Established	Developing	Undeveloped
All reviewer feedback was listed, and for each suggestion a clear rationale was given for its being implemented or not.	Most reviewer feedback was listed, and for most suggestions a rationale was given for their being implemented or not.	Some reviewer feedback was listed, and for some suggestions a rationale was given for their being implemented or not.	Feedback from reviewers was not included.

- 3) A. Are the course titles and numbers listed?

Exemplary	Established	Developing	Undeveloped
All of the courses (titles and numbers) offered by the department are listed.	Most of the courses (titles and numbers) offered by the department are listed.	Some of the courses (titles and numbers) offered by the department are listed..	None of the courses (titles and numbers) offered by the department are listed.

- B. Are the assessment measures appropriate for the General Education outcomes?

Exemplary	Established	Developing	Undeveloped
All assessment measures are appropriate to the General Education outcomes.	Most assessment measures are appropriate to the General Education outcomes.	Some assessment measures are appropriate to the General Education outcomes.	None of the assessment measures are appropriate to the General Education outcomes.

C. Do the performance standards provide a clearly defined threshold at an acceptable level of student performance?

Exemplary	Established	Developing	Undeveloped
All performance standards provide a clearly defined threshold at an acceptable level of student performance.	Most performance standards provide a clearly defined threshold at an acceptable level of student performance.	Some of the performance standards provide a clearly defined threshold at an acceptable level of student performance.	No performance standards provide a clearly defined threshold at an acceptable level of student performance.

D. Is the sampling method appropriate for all assessment measures?

Exemplary	Established	Developing	Undeveloped
The sampling methodology is appropriate for all assessment measures.	The sampling methodology is appropriate for most assessment measures.	The sampling methodology is appropriate for some assessment measures.	The sampling methodology is appropriate for none of the assessment measures.

E. Is the sample size listed for each assessment measure?

Exemplary	Established	Developing	Undeveloped
Sample size was listed for all assessment measures.	Sample size was listed for most assessment measures.	Sample size was listed for some assessment measures.	Sample size was not listed for any assessment measures.

F. How well do the data provide a clear and meaningful overview of the results?

Exemplary	Established	Developing	Undeveloped
For all General Education outcomes the results were clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.	For most General Education outcomes the results were clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.	For some General Education outcomes the results were clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.	For none of the General Education outcomes were the results clear, was more than a single year's results included, or was meaningful information given that reveals an overview of student performance.

G. Are the conclusions reasonably drawn and significantly related to General Education outcomes?

Exemplary	Established	Developing	Undeveloped

All conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in student performance.	Most conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in student performance.	Some conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in student performance.	No conclusions are reasonably drawn and significantly based on the results or related to the strengths and weaknesses in student performance.
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H. Does the report indicate whether the performance standards were met?

Exemplary	Established	Developing	Undeveloped
Stated for all performance standards.	Stated for most performance standards.	Stated for some performance standards.	Not stated for any performance standard.

4) How well supported is the rationale for making assessment or instructional changes? The justification can be based on conclusions reported in Section 3 or on informal activities, such as faculty meetings and discussions, conferences, pilot projects, textbook adoption, new course proposals, curriculum modifications, etc. Explain the rationale for these changes and whether they will impact student learning and other considerations, such as the department's curriculum, General Education Student Learning Report, or budget.

Exemplary	Established	Developing	Undeveloped
All planned changes are specifically focused on student learning and based on the conclusions. The rationale for planned changes is well grounded and convincingly explained.	Most planned changes are specifically focused on student learning and based on the conclusions. The rationale for planned changes is mostly well grounded and convincingly explained.	Some planned changes are specifically focused on student learning and based on the conclusions. The rationale for planned changes is lacking or is not convincingly explained.	No planned changes are specifically focused on student learning and based on the conclusions. There is no rationale.

5) Is one or more teaching technique listed?

The Peer Review Report will make note whether any techniques were included in the General Education Student Learning Report.

6) Does the list of faculty participants indicate how many full time faculty who teach in the program participated, their signatures, and their contributions to the report?

Exemplary	Established	Developing	Undeveloped
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The faculty role is clearly identified and it is apparent that the majority of the faculty participated in the process. The roles are varied.	The faculty role is identified and it is apparent that the majority of the faculty participated in the process. The roles are not varied.	The faculty roles are not identified. Few faculty participated.	The faculty roles are not identified. Faculty participation is not sufficiently described to make a determination about who participated.
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EXPLANATION & EXAMPLES OF DIRECT AND INDIRECT EVIDENCE

DIRECT EVIDENCE of student learning is tangible, visible, self-explanatory evidence of exactly what students have and haven't learned. Examples include:

- 1) Ratings of student skills by their field experience supervisors.
- 2) Scores and pass rates on licensure/certification exams or other published tests (e.g. Major Field Tests) that assess key learning outcomes.
- 3) Capstone experiences such as research projects, presentations, oral defenses, exhibitions, or performances that are scored using a rubric.
- 4) Written work or performances scored using a rubric.
- 5) Portfolios of student work.
- 6) Scores on locally-designed tests such as final examinations in key courses, qualifying examinations, and comprehensive examinations that are accompanied by test blueprints describing what the tests assess.
- 7) Score gains between entry and exit on published or local tests or writing samples.
- 8) Employer ratings of the skills of recent graduates.
- 9) Summaries and analyses of electronic class discussion threads.
- 10) Student reflections on their values, attitudes, and beliefs, if developing those are intended outcomes of the program.

INDIRECT EVIDENCE provides signs that students are probably learning, but the evidence of exactly what they are learning is less clear and less convincing. Examples include:

- 1) Course grades.
- 2) Assignment grades, if not accompanied by a rubric or scoring guide.
- 3) For four year programs, admission rates into graduate programs and graduation rates from those programs.
- 4) For two year programs, admission rates into four-year institutions and graduation rates from those programs.
- 5) Placement rates of graduates into appropriate career positions and starting salaries.
- 6) Alumni perceptions of their career responsibilities and satisfaction.
- 7) Student ratings of their knowledge and skills and reflections on what they have learning over the course of the program.

- 8) Those questions on end-of-course student evaluations forms that ask about the course rather than the instructor.
- 9) Student/alumni satisfaction with their learning, collected through surveys, exit interviews, or focus groups
- 10) Honors, awards, and scholarships earned by students and alumni.

Suskie, L. (2004). *Assessing Student Learning: A Common Sense Guide*. Anker Publishing Company: Bolton, MA