

Degree Program Student Learning Report (rev. 7/14)

Fall 2013 – Spring 2014

The Department of Sport Management in the School of Business & Technology

Sport Management, B.S.

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.

PART 1 (A & B)

Relationship of Degree Program Learning Outcomes to Departmental and University Missions

A. Clearly state the school, department and degree program missions.

University Mission	School Mission	Department Mission	Degree Program 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.	The mission of the SBT is to support RSU in its mission to prepare students to achieve professional and personal goals in dynamic local and global communities	The Sport Management degree is designed to assist students to meet their primary professional and personal goals, including graduating with sufficient competitive skills and knowledge to obtain meaningful employment and	The Sport Management degree is designed to assist students to meet their primary professional and personal goals, including graduating with sufficient competitive skills and knowledge to obtain meaningful employment and

University Mission	School Mission	Department Mission	Degree Program Mission
		facilitate reasonable career advancement in the area of sport management.	facilitate reasonable career advancement in the area of sport management.

- B. Clearly state school purposes, department purposes and degree program student learning outcomes. Align student learning outcomes with their appropriate school and department purposes, and these outcomes and purposes with their appropriate university commitments.

University Commitments	School Purposes	Department Purposes	Student Learning 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.	The SBT provides this support by providing two-year and four-year educational opportunities in business, sport management, and technology.	Offer a baccalaureate program that promotes lifelong learning and prepares the student for graduate education in sport management, business, or law.	The student will demonstrate appropriate management and leadership skills in the industry in a variety of events and venues and for varying populations.
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.	The SBT accomplishes its mission through traditional and innovative learning opportunities including six bachelor's programs and four associate degrees.	Provide the graduate with an educational foundation containing the crucial body of knowledge necessary for employment in sport management.	The student will apply the ethical, legal, marketing and communication principles to sport management scenarios.
To provide a general liberal arts education that supports specialized academic program sand prepares students for lifelong learning and service in a diverse society.	The baccalaureate degrees are taught using a large array of innovative methods.	Facilitate student ability to expand their knowledge base from the Arts and Sciences including competence in multiple methods of communication.	The student will demonstrate mastery of current knowledge, theory and research in Sport Management.
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.		Provide an environment which fosters a tolerance of diverse perspectives of culture and society.	The student will evaluate the quality of the internship experience.
To provide university-wide student		Provide sport management	The student will assess the sport

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
services, activities and resources that complement academic programs.		graduates to meet the needs of the area, state, region and nation.	management educational experience.
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 2

Discussion of Instructional Changes Resulting from 2012-2013 Degree Program Student Learning Report

List and discuss all instructional or assessment changes proposed in Part 5 of last year's Degree Program 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
With the change in the degree program, a determination will need to be made whether new or adjusted SO's should be written and assessed.	Y	It was decided that changing the SLO's was not necessary since students in both options take a common core. While the assessment plan will not change, the case studies assigned in Capstone will be changed to be specific to the degree option (Fitness Management or

		Sport Business) and analyzed separately in future assessment reports.
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PART 3

Discussion About the University Assessment Committee's 2012-2013 Peer Review Report

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
There are five SLOs in Part 4 of the report, but only four are provided in this section. SLO #4 is missing. Please number the SLOs are they are in Part 4.	Y	This was simply a copy/paste mistake when rewording the previous year's SLO's. It was correct in section 4.
SLO #3. Presumably, this is addressing knowledge of sport management. I am no expert in writing SLOs, but I wonder if this should not be more explicit. Suggestion: "Students will demonstrate mastery of current knowledge, theory and research in sport management."	Y	Added "in Sport Management" to SLO #3.
SLO #4: The wording of this outcome suggests that the objective is only that students will evaluate an internship, not that student will report a positive internship experience. In other words, any student rating will do simply as long as students report it. Suggest: "Students will effectively apply learned knowledge and skills in a sport management internship".	Ongoing	The suggested re-write in the PRR would basically repeat SLO 1. SLO 4 deals with the student perception of preparedness for the internship responsibilities. The current version was based on suggestions from the UAC and in a meeting with the UAC facilitator.
SLO #5: Similarly, the wording suggests that the desired outcome is only that students assess the program.	Ongoing	The suggested re-write in the PRR was our exact wording of this SLO in previous years' reports (see 2011-2012 report) and the change in

Rather, the outcome should address that students found the program of study to be a positive experience. Suggest: "Graduating seniors will express satisfaction with the Sport Management program of study. Footnote: Based on discussions with Mary Millikin, student satisfaction is better seen as a measure, rather than an SLO of its own. In other words, student satisfaction data would be used to measure progress toward the goals set out in SLO #1-3.		this year's wording was based on suggestions from the UAC and in a meeting with the UAC facilitator.
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PART 4

Analysis of Evidence of Student Learning Outcomes

For all student learning outcomes (as listed in Part 1 B above), describe 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 relevant conclusions related to strengths and weaknesses of their performance.

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)																
1. The student will demonstrate appropriate management and leadership skills in the industry in a variety of events and venues and for varying populations.	1.A On-site supervisor evaluation of SPMT 4116 Sporting Event and Facility Management field experience.	Eighty percent of students will receive a 5 or better (7 point scale) on the internship evaluation.	1.A. Required of all majors enrolled in SPMT 4116.	1. A. N=17	1.A. 17 of 17 (100%) of interns received 5 or above on the internship evaluation. <table><tr><td colspan="4">Table 1</td></tr><tr><td></td><td>5</td><td>6</td><td>7</td></tr><tr><td>n</td><td>4</td><td>3</td><td>10</td></tr><tr><td>%</td><td>23</td><td>18</td><td>59</td></tr></table>	Table 1					5	6	7	n	4	3	10	%	23	18	59	Supervisors in the field continue to be satisfied with the overall performance of interns from the program. The results were evaluated separately by the two intern ship experiences. While both met the criteria, the final internship showed higher scores. This shows a learning experience in the first	Yes
	Table 1																						
	5	6	7																				
n	4	3	10																				
%	23	18	59																				
1.B. On-site supervisor	1.B. Required of all majors	1.B. N=15	1.B. 15 of 15 (100%) of interns received 5 or above on the final																				

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)													
	evaluations of SPMT 4426 Sport Management Internship.		enrolled in SPMT 4426.		internship evaluation report. <table><tr><td></td><td>5</td><td>6</td><td>7</td></tr><tr><td>n</td><td>1</td><td>3</td><td>11</td></tr><tr><td>%</td><td>7</td><td>20</td><td>73</td></tr></table>		5	6	7	n	1	3	11	%	7	20	73		internship resulting in better performances in the second. These results demonstrate the value of two internships in the curriculum. Both internships are performed during the senior year so students are prepared and perform at a high level in the field.	
	5	6	7																	
n	1	3	11																	
%	7	20	73																	
2. The student will apply the ethical, legal, marketing and communication principles to sport management scenarios.	2.A. Rubric-graded paper in SPMT 3213 Legal Aspects of Sport Management. 																			

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)															
	graded marketing plan in SPMT 3013 Marketing Sports.	percent of students will score 70% or above.	of all majors enrolled in SPMT 3013.	N=26	(96%) scored 70% or higher on the project. <table><tr><td></td><td>A</td><td>B</td><td>C</td><td>D/F</td></tr><tr><td>n</td><td>12</td><td>10</td><td>3</td><td>1</td></tr><tr><td>%</td><td>46</td><td>39</td><td>11</td><td>4</td></tr></table>		A	B	C	D/F	n	12	10	3	1	%	46	39	11	4	showed some improvement over last year's. The improvement was likely due to moving the assignment later in the semester giving more time for students to learn content to apply to the project. This brought performance back to the level seen in previous years. It remained associated with the sales project for the Tulsa Shock.	
	A	B	C	D/F																		
n	12	10	3	1																		
%	46	39	11	4																		
3. The student will demonstrate mastery of current knowledge, theory and research.	A case study-based capstone project in SPMT 4323 Senior Capstone in Sport Management.	Eighty percent of students will score 70% or above.	Required of all majors enrolled in SPMT 4323.	N=15	13 of 15 students (87%) made 70% or higher on the capstone project as measured by rubric. 6 students scored 90 or above, 5 scored between 80 and 89, 2 scored between 70 and 79, and 2 scored 69 or lower <table><tr><td></td><td>A</td><td>B</td><td>C</td><td>D/F</td></tr><tr><td>n</td><td>6</td><td>5</td><td>2</td><td>2</td></tr><tr><td>%</td><td>40</td><td>34</td><td>13</td><td>13</td></tr></table>		A	B	C	D/F	n	6	5	2	2	%	40	34	13	13	There was an improvement in this year's scores reflecting the success of the plan presented last year. The difference was in the number of D's/F's on the project. Even though the projects is assigned online, more emphasis was placed on the assignment in class (class is blended). Overall, the scores reflect the rigorous nature of the case studies. The plan for better analysis of the two new options in this degree program will be to create different case studies	Yes
	A	B	C	D/F																		
n	6	5	2	2																		
%	40	34	13	13																		

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
						specific to the chosen option (Sport Business or Fitness Management) and analyze these separately to provide better information for this SLO.	
4. The student will evaluate the quality of the internship experience.	An evaluation will be completed by each student intern over the internship experience in SPMT 4426 Sport Management Internship.	Eighty percent of the students will rate the quality of the experience as 5 or better on a 7 point scale.	Required of all majors enrolled in SPMT 4426.	15	15 of 15 (100%) students rated themselves with a 5 or better on the internship self-evaluation. 10 (67%) students rated their internship performance with 6 and 5 (33%) rated it 7.	The evaluation instrument is similar to the supervisor's. Student responses continue to show confidence in their preparation and quality of their own performance. This demonstrates they believe they possess the knowledge and skills to perform their internships in the business world.	Yes
5. The student will assess the sport management educational experience.	A 5-point Likert satisfaction scale is used for the survey evaluating the educational experience in the SPMT major.	Eighty percent of students will respond "satisfied" or "very satisfied."	The survey will be given in SPMT 4426 Sport Management Internship.	15	100% of students rated their overall educational experience in the major at RSU with "satisfied" or "very satisfied." 3 students (20%) rated their satisfaction level with 4 (satisfied) and 12 (80%) rated it 5 (very satisfied).	Students are satisfied with the educational experience received in the sport management degree.	Yes

PART 5

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 4 (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."

Student Learning Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
SLO #2	The marketing plan specific to the sales project for the Tulsa Shock will be changed to allow more freedom for each student to choose an interest area.	The ticket /marketing manager who began this program with RSU left the Shock and the new person did not provide the same quality of learning for our students.	The freedom to choose their own interest area will improve student learning through better motivation and flexibility.

PART 6

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
Every Sport Management major is required to do two senior internships. The first is associated with the Event and Facility Management class and requires 150 hours of field experience. The second is a final 300 hour internship. In the field of sport management, most employers hire from their interns. The internship provides professional training, networking, and resume-building experiences that prepare students for entry level jobs in the field. It is also the basis for excellent assessments used for program evaluation. As a result of the university intern supervisor making two on-site visits, one of which is a formal evaluation visit with the on-site supervisor, strong relationships are formed resulting in more opportunities for interns and graduates from the program.

PART 7 (A & B)

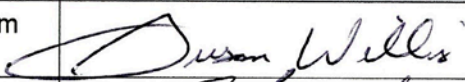
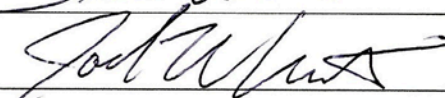
Assessment Measures and Faculty Participation

A. Assessment Measures:

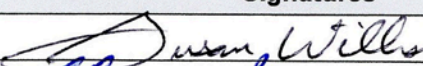
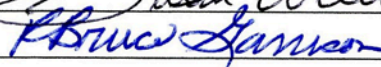
- 1) How many different assessment measures were used? five
- 2) List the direct measures (see rubric): Ratings of student skills by their field experience/intern supervisors, Capstone project scored by a rubric, Paper over sport law scored by a rubric, Marketing Plan scored using a rubric, Written Work or Performances scored using a rubric.
- 3) List the indirect measures (see rubric): Student ratings of their knowledge and skills in the internship self-evaluation, reflections on what they have learned over the course of the program, and student satisfaction with their learning collected through surveys.

B.

- 1) 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
Dr. Susan Willis	Data collection and analysis in the classroom and the field, writing of the report	
Dr. Joel White	Data collection and analysis in the classroom and the field, writing of the report	

- 2) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Dr. Susan Willis		9-19-14
Dean	Dr. Bruce Garrison		9/19/14

RUBRIC FOR STUDENT LEARNING STUDENT LEARNING REPORT

1) A. Are the school, department and program missions clearly stated?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
The program, department, and school missions are clearly stated.	The program, department, and school missions are stated, yet exhibit some deficiency (e.g., are partial or brief).	The program, department, and school missions are incomplete and exhibit some deficiency (e.g., are partial or brief).	The program, department, and school missions are not stated.

B. Are student learning outcomes and department purposes aligned with university commitments and school purposes?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
Student learning outcomes and department purposes are aligned with university commitments and school purposes.	Student learning outcomes and department purposes demonstrate some alignment with university commitments and school purposes.	Student learning outcomes and department purposes demonstrate limited alignment with university commitment and school purposes.	Student learning outcomes and department purposes do not demonstrate alignment with university commitment and school purposes.

2) How well did the department incorporate instructional or assessment changes from last year's report or from other assessment activities?

4 = Exemplary	3 = Established	2 = Developing	1 = 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.

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

4 = Exemplary	3 = Established	2 = Developing	1 = 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.

4) A. Are the student learning outcomes listed and measurable?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
All student learning outcomes are listed and measurable in student behavioral action verbs (e.g., Bloom's Taxonomy).	Most student learning outcomes are listed and measurable in student behavioral action verbs (e.g., Bloom's Taxonomy).	Some student learning outcomes are listed and measurable in student behavioral action verbs (e.g., Bloom's Taxonomy).	Student learning outcomes are either not listed or not measurable.

B. Are the assessment measures appropriate for the student learning outcomes?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
All assessment measures are appropriate to the student learning outcomes.	Most assessment measures are appropriate to the student learning outcomes.	Some assessment measures are appropriate to the student learning outcomes.	None of the assessment measures are appropriate to the student learning outcomes.

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

4 = Exemplary	3 = Established	2 = Developing	1 = 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?

4 = Exemplary	3 = Established	2 = Developing	1 = 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?

4 = Exemplary	3 = Established	2 = Developing	1 = 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 clear and meaningful overview of the results?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
For all student learning 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 student learning 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 student learning 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 student learning outcomes were the results clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.

G. Are the conclusions reasonably drawn and significantly related to student learning outcomes?

4 = Exemplary	3 = Established	2 = Developing	1 = 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.

H. Does the report indicate whether the performance standards were met?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
Stated for all performance standards.	Stated for most performance standards.	Stated for some performance standards.	Not stated for any performance standard.

5) How well supported is the rationale for making assessment or instructional changes? The justification can be based on conclusions reported in Part 4 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.

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
All planned changes are specifically focused on student learning and based on the conclusions. The rationale for planned changes is well grounded	Most planned changes are specifically focused on student learning and based on the conclusions. The rationale for planned changes is mostly well	Some planned changes are specifically focused on student learning and based on the conclusions. The rationale for planned changes is lacking or is	No planned changes are specifically focused on student learning and based on the conclusions. There is no rationale.

and convincingly explained.	grounded and convincingly explained.	not convincingly explained.	
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6) Did the faculty include at least one teaching technique they believe improves student learning or student engagement in the classroom?

Yes	No		
The faculty has included at least one teaching technique they believe improves student learning or student engagement in the classroom.	The faculty has not included any teaching techniques they believe improve student learning or student engagement in the classroom.		

7) A. How well did the faculty vary the assessment measures?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
Assessment measures vary and include multiple direct measures and at least one indirect measure. The number of measures is consistent with those listed.	Assessment measures vary, but they are all direct. The number of measures is consistent with those listed.	Assessment measures do not vary or are all indirect. There is some inconsistency in the number of measures recorded and the total listed.	Assessment measures are not all listed or are listed in the wrong category. The total number of measures is not consistent with those listed.

B. Does the list of faculty participants clearly describe their role in the assessment process?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
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.

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