General Education SLR Checklist

Department: **Communications**

Academic Year: **2014-2015**

Reviewer: **Gentry**

Course: Course Name, Prefix and Number: **SPCH 1113 Speech Communication**

Questions:

1.	Was the course taught in fall 2014	**Y**	N	
2.	Was the course taught in spring 2015	**Y**	N	
3.	IF THE COURSE WAS NOT TAUGHT IN EITHER SEMESTER, STOP HERE			
4.	Were changes proposed in Part 4 of last year's Gen Ed SLR?	**Y**	N	
5.	If so, are they discussed in Part I of this year's Gen Ed SLR?	**Y**	N	NA
6.	Was the course reviewed last year by the University Assessment Committee?	Y	**N**	
7.	If so, was the UAC's feedback summarized and discussed in Part 2 of this year's Gen Ed SLR?	Y	N	**NA**
8.	Was Part 3 of this year's Gen Ed SLR completed according to instructions?	**Y**	N	
9.	If any changes were mentioned in Col. G of Part 3, were they discussed in Part 4 of this year's Gen Ed SLR?	**Y**	N	NA
10.	Were any other changes discussed in Part 4 of this year's Gen Ed SLR?	**Y**	N	
11.	Were any shared pedagogical methods or techniques included in Part 5 of this year's Gen Ed SLR?	**Y**	N	
12.	Were A and B of Part 6 in this year Gen Ed SLR completed appropriately?	**Y**	N	
13.	Comments (for use if any clarification is necessary or helpful)			

Attached additional sheets of paper if necessary.

Signature of Reviewer

General Education Student Learning Report (rev. 7/14)

Fall 2014 – Spring 2015

The Department of Communications in the School of Liberal Arts

Communications, B.A.

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.** 5) Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.

RSU Mission	General Education Mission
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.	
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 2013-2014 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
Faculty decided to clarify our assessment sampling method. Rather than calculate "all enrolled" students, including zeroes for students who have stopped attending, we assess only assignments that are attempted.	Y	No effect on learning is expected, however, the clarification will allow more accurate "apples-to-apples" comparisons and simplify assessment procedures.

PART 2

Discussion of the University Assessment Committee's 2012-2013 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 General Education 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
N.A.		

PART 3

Analysis of Evidence of Student Learning Outcomes

The four 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.

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.

<table>
<tr><th>A.
Course</th><th>B.
Assessment Measures</th><th>C.
Performance Standards</th><th>D.
Sampling Methods</th><th>E.
Sample Size (N)</th><th>F.
Results</th><th>G.
Conclusions</th><th>H.
Performance Standards Met (Y/N)</th></tr>
<tr><td>SPCH 1113 Speech Communication</td><td>Student understanding of constructs by which a speech is evaluated will be measured by assessing students' mid-term scores in all formats: On-ground, online, blended.</td><td>a) At least 75% of students will earn a 70% or higher on their mid-term speech exam.

All instructors will submit the scores on the mid-term for all students enrolled in all speech sections in both the fall and spring semester.</td><td>a) All students' midterms were counted.</td><td>a) On-ground: N=418, Online: N=27, Blended: N=41.</td><td>a) On-ground: 85% met threshold.
Online:85% met threshold.
Blended: 71% met threshold.

Speech Midterms On-ground
10-11 | 11-12 | 12-13 | 13-14 | 14-15
80% | 80% | 76% | 87% | 85%

Speech Midterms Online
11-12 | 12-13 | 13-14 | 14-15
86% | 28% | 60% | 85%

Speech Midterms Blended
12-13 | 13-14 | 14-15
79% | 78% | 71%</td><td>On-ground and online students exceeded the threshold, as they have for five-years running.

The blended instructor was disappointed in students bringing their least rather than their most. RSU's new schedule format has permitted us to discontinue blended classes in Fall and Spring, so students now receive full contact hours in-person.

The online instructor was pleased with the major improvement this year (60%-85%), attributable to our new policy of alerting students to the work-load and format challenges prior to the start-date.</td><td>Y/Y/N</td></tr>
<tr><td>SPCH 1113 Speech Communication</td><td>Student understanding of constructs by which a speech is</td><td>b) At least 75% of students will earn a 70% or higher on</td><td>b. All students' final exams were</td><td>b) On-ground: N=398, Online: N=26,</td><td>b. On-ground: 85% met threshold.
Online: 85% met threshold.
Blended: 71% met threshold.

Speech Final Exams On-ground</td><td>For the second-straight year, students exceeded the threshold on-ground. Some instructors increased the point-total on the final to make it more meaningful.</td><td>Y</td></tr>
</table>

<table>
<tr><th>A.
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Conclusions</th><th>H.
Performance Standards Met (Y/N)</th></tr>
<tr><td></td><td>evaluated will be measured by assessing students' final exam scores.</td><td>their speech final exam.

All instructors will submit the scores on the final exam for all students enrolled in all speech sections in both the fall and spring semester.</td><td>counted.</td><td>Blended: N=41.</td><td>
<table>
<tr><td>10-11</td><td>11-12</td><td>12-13</td><td>13-14</td><td>14-15</td></tr>
<tr><td>70%</td><td>63%</td><td>70%</td><td>85%</td><td>83%</td></tr>
</table>
<table>
<tr><th colspan="4">Speech Final Exams Online</th></tr>
<tr><td>11-12</td><td>12-13</td><td>13-14</td><td>14-15</td></tr>
<tr><td>81%</td><td>26%</td><td>35%</td><td>85%</td></tr>
</table>
<table>
<tr><th colspan="3">Speech Final Exams Blended</th></tr>
<tr><td>12-13</td><td>13-14</td><td>14-15</td></tr>
<tr><td>91%</td><td>95%</td><td>83%</td></tr>
</table>
</td><td>The online course posted huge gains (35%-85%). See above for analysis.

The blended format continues to meet the standard.

See Part V. We recommend assessing only the midterm exam due to erratic reliability of final-exams in assessing theoretical knowledge.</td><td></td></tr>
<tr><td>HUM 2413 Theatre Appreciation</td><td>Students will complete a final exam over salient aspects of theatre in both formats: on-ground and blended.</td><td>At least 75% of students will earn 70% or higher on theatre-appreciation final exams.</td><td>All students' final exam scores on theatre history, literature, and practices related to theatre were counted.</td><td>On-ground: N=55, Blended: N=28.</td><td>a) On-ground: 82% met threshold.
Blended: 83% met threshold.
<table>
<tr><th colspan="5">Theatre On-ground Final Exams</th></tr>
<tr><td>10-11</td><td>11-12</td><td>12-13</td><td>13-14</td><td>14-15</td></tr>
<tr><td>100%</td><td>90%</td><td>87%</td><td>91%</td><td>82%</td></tr>
</table>
<table>
<tr><th colspan="3">Theatre Blended Final Exams</th></tr>
<tr><td>12-13</td><td>13-14</td><td>14-15</td></tr>
<tr><td>91%</td><td>95%</td><td>83%</td></tr>
</table>
</td><td>Students continue to exceed the final exam performance standard.</td><td>Y</td></tr>
<tr><td>HUM 2413</td><td>A pre-posttest</td><td>Student</td><td>All</td><td>On-</td><td>a. On-ground: pretest mean =9.83,</td><td>As expected, value-added</td><td>Y</td></tr>
</table>

<table>
<tr><th>A.
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Conclusions</th><th>H.
Performance Standards Met (Y/N)</th></tr>
<tr><td>Theatre Appreciation</td><td>will be administered to all enrolled online students to ascertain entry and exit level knowledge related to theatre.</td><td>scores on theatre pre/post-tests will demonstrate growth of at least 25%.</td><td>students' theatre pre and post-tests class were counted.</td><td>ground: N=102, Blended: N=49.</td><td>Post-test mean =18.25 (+86%).

Blended: pretest mean =11.84,
Post-test mean =21.08 (+78%).

<table>
<tr><th colspan="5">On-Ground Pre/post-test Growth</th></tr>
<tr><td>10-11</td><td>11-12</td><td>12-13</td><td>13-14</td><td>14-15</td></tr>
<tr><td>51%</td><td>61%</td><td>64%</td><td>72%</td><td>86%</td></tr>
</table>

<table>
<tr><th colspan="3">Theatre Blended Pre/post-test Growth</th></tr>
<tr><td>12-13</td><td>13-14</td><td>14-15</td></tr>
<tr><td>91%</td><td>56%</td><td>78%</td></tr>
</table></td><td>assessment reflected significant learning in theatre appreciation.</td><td></td></tr>
</table>

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)
SPCH 1113 Speech	Evaluations of informative and persuasive	At least 80% of the students should score at	All instructors submitted the scores on the	On-ground informative : N=407,	On-ground inform: 94% met threshold. Online informative: 92% met threshold. Blended informative: 95% met threshold.	All three delivery formats produced similarly-high levels of performance.	Y

<table>
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Conclusions</th><th>H.
Performance Standards Met (Y/N)</th></tr>
<tr>
<td>Communication</td>
<td>speeches will be conducted in all sections in all formats: on-ground, online, blended.</td>
<td>the 70% level on both the informative and persuasive speech assignments, which are common to all sections of speech communication.</td>
<td>informative and persuasive speeches in the speech communication course in both the fall and spring semesters.</td>
<td>On-ground persuasive: N=391. Online informative: N=26, Online persuasive: N=26. Blended informative: N=39, persuasive: N=40.</td>
<td>On-ground persuasive: 95% met threshold.
Online persuasive: 96% met threshold.
Blended persuasive: 90% met threshold.

INFORMATIVE SPEECHES

<table>
<tr><th colspan="5">Informative Speeches On-ground</th></tr>
<tr><td>10-11</td><td>11-12</td><td>12-13</td><td>13-14</td><td>14-15</td></tr>
<tr><td>85%</td><td>87%</td><td>80%</td><td>90%</td><td>94%</td></tr>
</table>

<table>
<tr><th colspan="4">Informative Speeches Online</th></tr>
<tr><td>11-12</td><td>12-13</td><td>13-14</td><td>14-15</td></tr>
<tr><td>89%</td><td>43%</td><td>92%</td><td>92%</td></tr>
</table>

<table>
<tr><th colspan="3">Informative Speeches Blended</th></tr>
<tr><td>12-13</td><td>13-14</td><td>14-15</td></tr>
<tr><td>97%</td><td>93%</td><td>95%</td></tr>
</table>

PERSUASIVE SPEECHES

<table>
<tr><th colspan="5">Persuasive Speeches On-ground</th></tr>
<tr><td>10-11</td><td>11-12</td><td>12-13</td><td>13-14</td><td>14-15</td></tr>
<tr><td>88%</td><td>88%</td><td>78%</td><td>86%</td><td>95%</td></tr>
</table>

<table>
<tr><th colspan="4">Persuasive Speeches Online</th></tr>
<tr><td>11-12</td><td>12-13</td><td>13-14</td><td>14-15</td></tr>
<tr><td>75%</td><td>25%</td><td>73%</td><td>96%</td></tr>
</table>
</td>
<td></td>
<td></td>
</tr>
</table>

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)
					Persuasive Speeches Blended 12-13: 92%; 13-14: 91%; **14-15: 90%**		

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. Performance Standards Met (Y/N)
HUM 2413 Theatre Appreciation	Students will complete response papers on performances they attend in both formats: on-ground and blended.	At least 75% of students should achieve a score of 70% or higher on their theater appreciation response papers.	All students' response papers were counted. Blended papers were counted separately for the first time.	On-ground: N=53, Blended: N=27.	On-ground: 89% exceeded the threshold. Blended: 96% exceeded the threshold. On-ground Response Papers 10-11: 67%; 11-12: 86%; 12-13: 71%; 13-14: 72%; **14-15: 89%** Blended Response Papers 2014-15: 96%	Students exceeded the standard for the first time in three years. RSU's new schedule has prompted us to discontinue the blended format.	Y

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 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 (2015-2016). 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.
No changes in the number of outcomes assessed.	1. We no longer schedule blended courses during the fall and spring semesters.	This change permits more personal attention and interaction in class. Instructors are still free to use	The missed target score on the midterm exam in theatre appreciation-blended should be alleviated.

General Education Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
		learning software shells to augment traditional work.	
	2. In speech communication we will score just the midterm exam, not the final exam.	The final exam is not as reliable an indicator of student-learning. Some students game the final, knowing that they don't need to prepare well to earn a particular overall grade.	No effect on student learning is expected. We hope to obtain more reliable results, considering the wide variations in recent years.
	3. In speech communication we will take a sample of on-ground sections rather than attempt universal induction. Sections will be subject to a stratified random sample, with each instructor asked to contribute one randomly-selected section.	The N in on-ground speech is so large (418) that it presents a logistical problem for faculty and assessment tabulation. Inferential statistical tests will be sufficient.	No effect on student learning is expected. We believe results will remain reliable while increasing efficiency in the assessment process.

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
Notify online students in all RSU online classes of the full requirements *prior* to the start of the semester. High levels of attrition in online speech (and perhaps other online classes?) invite this change. Without it we might have scheduled two sections of online speech instead of one, when clearly only one section was ultimately needed. These details for our course include: (1) students *do* have to give speeches—it isn't a "virtual" typed speech; (2) a camera is required, as is a private or public Youtube account; (3) an audience is required—they do have to speak in front of people; (4) online classes require greater self-initiative and an overall higher workload.

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
Dr. Juliet Evusa, Associate Professor	Data collection, report/plan analysis	
Dr. David Blakely, Associate Professor	Data collection, report/plan analysis.	
Mr. Lee Williams, Assistant Professor	Data collection, report/plan analysis.	
Dr. Holly Kruse, Associate Professor	Data collection, report/plan analysis	
Ms. Cathy Coomer, Assistant Professor	Data collection, report/plan analysis	
Dr. Jeffery Gentry, Professor	Data collection and analysis, writing report, departmental assessment leadership.	

B. Reviewed by:

Titles	Names	Signatures	Date
Department Head	Dr. Jeffery Gentry		9/15/15
Dean	Dr. Frank Elwell		9-16-15

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?

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.

2) 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.

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

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

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

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 a clear and meaningful overview of the results?

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

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
All conclusions are reasonably drawn and significantly based on	Most conclusions are reasonably drawn and significantly based on	Some conclusions are reasonably drawn and significantly based on	No conclusions are reasonably drawn and significantly based on

the results and related to the strengths and weaknesses in student performance.	the results and related to the strengths and weaknesses in student performance.	the results and related to the strengths and weaknesses in student performance.	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.

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.

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 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?

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 leaning 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