| General Education Student Learning Report (rev. 7/14) |
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| Fall 2014 – Spring 2015 |
| **Department of Psychology, Sociology & Criminal Justice** |

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. <br> 2) Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world. <br> 3) Use written, oral, and visual communication effectively. |

| RSU Mission | General Education Mission |
|---|---|
| | 4) Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.<br>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. | |
| 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 | Impact of Changes on Degree Program Curriculum or Budget |
|---|---|---|

| | Implemented (Y/N) | |
|---|---|---|
| SOC 1113 Introduction to Sociology:<br><br>In order to standardize assessment across individual course sections and ensure that critical sociological concepts are covered in all sections several changes to assessment are planned. Previous core concepts were based on individual chapters in the standard textbook, and the sociology faculty felt that we needed to refine these concepts and make them independent of any given text. After numerous meetings, the faculty decided on the following core areas for assessment: The Sociological Perspective, Sociological Research Methods, Socialization, Groups and Organizations, Class and Stratification, Race and Ethnicity, Gender, Politics and Economy, Environment and Social Change. Rather than depending on combined scores for all exams, future assessment will be based on the score of a final cumulative test consisting of questions addressing each of the core issues chosen and agreed upon by the Sociology faculty. This cumulative final can be given stand-alone or as part of a larger exam, which will give faculty and adjuncts freedom to cover topics in addition to those to be assessed. The cumulative exam on which assessment will be based is subject to yearly revision by the Sociology faculty.<br><br>PSY 1113 Introduction to Psychology:<br><br>At the beginning of the academic year, the psychology faculty discussed the need to differentiate between on-ground and online classes, as well as full time faculty and adjunct faculty. | N/Y<br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br>Y | These changes should ensure that all students are exposed to the central tenets of the discipline and improve the consistency of our assessment. There will be no impact on the budget. This change was not implemented for the fall but was piloted in the spring in select classes<br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br>These changes should better determine if there are any individual differences between the two types of classes and two groups that are teaching them. |

# PART 2

## Discussion of the University Assessment Committee's 2013-2014 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 |
|---|---|---|
| I. Questions Related to *Introduction to Psychology* | | |
| a) The assessment measures are clear and detailed. | N/A | Thank you. |
| b) Almost 50% of the students earned scores of 80% or higher. Does this rather high percentage cause the department any concern? | N | No; this also means that 50% are below 80%. The psychology faculty don't believe that a change in the criteria would be prudent at this time, as the students do not achieve at this rate every year. |
| II. Questions Related to *Introduction to Sociology* <br> a) Almost 60% of the students earned scores of 80% or higher. Does this high percentage cause the department any concern? | N | No; last year the goals were not met, and this is the highest they have ever been reported. The sociology faculty don't believe that a change in the criteria would be prudent at this time, as the students do not achieve at this rate every year. |
| III. Questions Related to Both General Education Courses <br> a) It is not clear if the number of students in the Sample Size column represents all of the students who completed the courses during the academic year or a sample of the total. | N/A | This is a sample of students as we have over 1,000 students in a given academic year in Psychology, and well over 500 in Sociology. |

| | | |
|---|---|---|
| b) Other than stating what can easily be discerned from the data in the Results column, there is no discussion in the Conclusions column. | N/A | The faculty were not quite sure how to respond to this; is there something specific that needs to be addressed and/or included? |
| c) There is no breakdown of on-ground and online classes. | Y | Data collected was not broken down into discreet areas during the past academic year. This was discussed (refer to Part 1) and this year's reports is our first attempt to break the data down into more specific groups (on-ground, online, full time, and adjunct). |

## 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.

**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.<br>Course | B.<br>Assessment<br>Measures | C.<br>Performance<br>Standards | D.<br>Sampling<br>Methods | E.<br>Sample<br>Size<br>(N) | F.<br>Results | G.<br>Conclusions | H.<br>Performance<br>Standards Met<br>(Y/N) |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

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

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

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

| A.<br>Course | B.<br>Assessment<br>Measures | C.<br>Performance<br>Standards | D.<br>Sampling<br>Methods | E.<br>Sample<br>Size<br>(N) | F.<br>Results | G.<br>Conclusions | H.<br>Performance<br>Standards<br>Met<br>(Y/N) |
|---|---|---|---|---|---|---|---|
| PSY 1113 INTRODUCTION TO PSYCHOLOGY | Multiple unit exams assessing core knowledge as follows:<br><br>Exam #1: History & Systems, Research, | 70% of students will achieve a mean score of 70% or higher on multiple unit exams. | Multiple unit exams. | 393 Total students<br><br>148 students taught by Full Time faculty On-Ground | Standard met:<br><br>74% of students being taught by Full Time faculty On-Ground achieved a competence score equal to or greater than 70% on exam 1, | The data reveals that students met the criteria set in the performance standard and are learning the core areas of knowledge determined by the psychology faculty, thus the students have learned about human | 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) |
|---|---|---|---|---|---|---|---|
| | Biological Basis of Behavior; | | | 164 students taught by Adjunct faculty On-Ground<br><br>81 students taught by Full Time faculty Online<br><br>0 students taught by Adjunct faculty Online (no online sections were taught by adjuncts) | 22% A's, 27% B's, 25% C's, 16% D's, and 10% F's.<br><br>76% of students being taught by Adjunct faculty On-Ground achieved a competence score equal to or greater than 70% on exam 1, 23% A's, 30% B's, 23% C's, 17% D's, and 7% F's.<br><br>76% of students being taught by Full Time faculty Online achieved a competence score equal to or greater than 70% on exam 1, 20% A's, 29% B's, 27% C's, 18% D's, and 6% F's. | perspectives and demonstrate an understanding of diversity, diverse perspectives and values. While individual differences exist, the results were similar between On-Ground, Online, Full Time, and Adjunct faculty for each assessment category (exam). No changes necessary at this time. | |
| | Exam #2: Human Development, Memory, Learning; | | | | 70% of students being taught by Full Time faculty On Ground achieved a competence score equal to or greater than 70% on exam 2, | | |

| 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) |
|---|---|---|---|---|---|---|---|
| | | | | | 18% A's, 24% B's, 28% C's, 18% D's, and 12% F's.<br><br>76% of students being taught by Adjunct faculty On-Ground achieved a competence score equal to or greater than 70% on exam 2, 22% A's, 28% B's, 26% C's, 16% D's, and 8% F's.<br><br>74% of students being taught by Full Time faculty Online achieved a competence score equal to or greater than 70% on exam 2, 16% A's, 26% B's, 32% C's, 14% D's, and 12% F's.<br><br>76% of students being taught by Full Time faculty On Ground achieved a competence score equal to or greater than 70% on exam 3, | | |
| | Exam #3 Personality, Consciousness. | | | | | | |

| A.<br>Course | B.<br>Assessment Measures | C.<br>Performance Standards | D.<br>Sampling Methods | E.<br>Sample Size (N) | F.<br>Results | G.<br>Conclusions | H.<br>Performance Standards Met (Y/N) |
|---|---|---|---|---|---|---|---|
| | Exam #4: Social Behavior, Psychological Disorders, and Treatment of Psychological | | | | 16% A's, 31% B's, 29% C's, 15% D's, and 9% F's.<br><br>78% of students being taught by Adjunct faculty On-Ground achieved a competence score equal to or greater than 70% on exam 3, 20% A's, 32% B's, 26% C's, 14% D's, and 8% F's.<br><br>75% of students being taught by Full Time faculty Online achieved a competence score equal to or greater than 70% on exam 3, 17% A's, 28% B's, 31% C's, 11% D's, and 13% F's.<br><br>78% of students being taught by Full Time faculty On Ground achieved a competence score equal to or greater than 70% on exam 4, | | |

| 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) |
|---|---|---|---|---|---|---|---|
| | Disorders. | | | | 20% A's, 26% B's, 32% C's, 16% D's, and 6% F's.<br><br>76% of students being taught by Adjunct faculty On-Ground achieved a competence score equal to or greater than 70% on exam 4, 28% A's, 24% B's, 24% C's, 16% D's, and 8% F's.<br><br>75% of students being taught by Full Time faculty Online achieved a competence score equal to or greater than 70% on exam 4, 21% A's, 28% B's, 26% C's, 18% D's, and 7% F's. | | |
| SOC 1113 INTRODUCTION TO SOCIOLOGY | For Fall and Spring: Multiple unit exams assessing core knowledge including Sociological | 70% of students will achieve a mean score of 70% or higher on the | Combined score on multiple unit exams. | 206 students<br><br>121 students taught On-Ground | Standard met:<br><br>79% of students taught On-Ground achieved a competence score equal to or greater | The data reveals that students met the criteria set in the performance standard and are learning the core areas of knowledge determined by the | 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) |
|---|---|---|---|---|---|---|---|
| | Perspective, Research, Culture, Socialization, Social Interaction and Structure, Groups and Organizations, Deviance, Social Class, Global Stratification, Race/Ethnicity, Families, Education, Religion, Government, Population, Social Change. | combined score on multiple unit exams. | | 47 students taught Online | than 70%, 19% A's, 35% B's, 26% C's, 15% D's, and 4% F's.\n\n72% of students taught Online achieved a competence score equal to or greater than 70%, 6% A's, 23% B's, 43% C's, 19% D's, and 9% F's. | sociology faculty thus the students have learned about human perspectives and demonstrate an understanding of diversity, diverse perspectives and values. There were some individual differences between On-Ground and Online offerings for each assessment category (exams) but the overall differences were not too disparate. No changes necessary at this time. | |
| | Spring only: 25 questions administered during the Final that cover cumulative core concepts in the areas of Sociological Perspective, Research, Culture, | 70% of students will achieve a score of 70% or higher on the 25 cumulative core concept questions. | Percentage correct on 25 cumulative questions administered during final. | 38 students | 68% of students achieved a score equal to or greater than 70%, 18% A's, 39% B's, 11% C's, 29% D's, and 3% F's. | The data reveals that the performance standard was not met by a slight margin. As this was the pilot attempt at this new assessment measure, the Sociology faculty will review and modify the questions. | N |

| 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) |
|---|---|---|---|---|---|---|---|
| | Socialization, Social Interaction and Structure, Groups and Organizations, Deviance, Social Class, Global Stratification, Race/Ethnicity, Families, Education, Religion, Government, Population, Social Change. | | | | | | |
| SOC 3213 MINORITY GROUPS | Final exam assessing diverse cultures | At least 80% of students will score ≥ 70% 0n exam. | Examinati on | 26 students<br><br>All 26 taught online by adjunct faculty. This was the only section offered | Standard met:<br><br>88% of students achieved a competence score of 70% or better: 15% A's, 50% B's, 23% C's, 12% D's, and 0% F's. | The data reveals that students met the criteria set in the performance standard, thus appear to have an understanding of diverse perspectives and values. No changes necessary at this time (as a side note: the adjunct teaching this class was a full time faculty member at RSU but has since retired from full time duty). | Y |

**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. |
|---|---|---|---|
| SOC 1113 Introduction to Sociology | The data revealed that the performance standard using the new 25 question method administered during the Final that covered cumulative core concepts in the areas of Sociological Perspective, Research, Culture, Socialization, Social Interaction and Structure, Groups and Organizations, Deviance, Social Class, Global Stratification, Race/Ethnicity, Families, | Performance standard for initial attempt at using the new 25 question method administered during the Final was not met by a slight margin. | These changes should ensure that all students are exposed to the central tenets of the discipline and improve the consistency of our assessment. |

| General Education Outcomes | Instructional or Assessment Changes | Rationale for Changes | Impact of Planned Changes on Student Learning and Other Considerations. |
|---|---|---|---|
| | Education, Religion, Government, Population, Social Change was not met by a slight margin.  As this was the pilot attempt at this new assessment measure, the Sociology faculty reviewed and modified the questions for use in the upcoming academic year. These will be used for all classes in the future.<br><br>Furthermore, no distinction was made between On-Ground and Online classes for this technique.  Future reports will incorporate the differentiation between these two groups. | | |

## PART 5

**Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement**
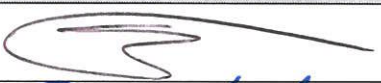
(OPTIONAL) If your department or a faculty member has developed a method or technique of teaching that seems especially effective in improving student learning or student engagement in the classroom, please provide a brief description below. More detail can be communicated during the face to face peer review session.
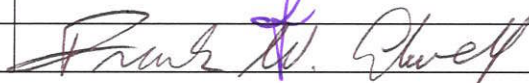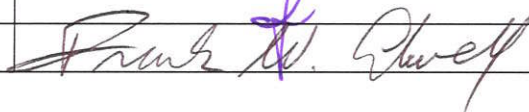
| Description |
|---|
| |

## 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. Kevin M. P. Woller | Collect and analyze data, prepare and review report. | |
| Dr. Brian Andrews | Collect and report data. Review report. | |
| Christi Mackey | Review report. | |

**B.** Reviewed by:

| Titles | Names | Signatures | Date |
|---|---|---|---|
| Department Head | Dr. Abe Marrero | | 2015/103 |
| Dean | Dr. Frank Elwell | *Frank W. Elwell* | 11-4-15 |

# 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 | The sampling methodology is | The sampling methodology is | The sampling methodology is |

| appropriate for all assessment measures. | appropriate for most assessment measures. | appropriate for some assessment measures. | 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 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. |

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