DEGREE PROGRAM STUDENT LEARNING REPORT (Rev. August 2013)	ROGERS STATE UNIVERSITY Department of History and Political Science For Academic Year 2012-2013

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 (or Major) Learning Outcomes to Departmental and University Missions

Name of Degree, including Level and Major: Bachelor of Arts in Public Administration

1) A. Insert and clearly state the school, department and degree program missions in the spaces below.

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 School of Liberal Arts is to further the study and practice of the arts, humanities, and social sciences at Rogers St ate University, in the community, and in the region.	The mission of the Department of History and Political Science is to support discipline-specific degree programs as well as the University's general education program.	The Bachelor of Arts Degree in Public Administration is designed to provide students with the organizational, administrative, and time management skills to excel in public service and nonprofit sectors.

B. Insert and clearly state school purposes, department purposes and degree program student learning outcomes in the spaces below, making sure to align the degree program 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	The School will offer innovative degrees which focus upon developing skills in oral and	Offers innovative and quality teaching both within the classroom and through distance	

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
educational experiences which foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking.	written communication, critical thinking, and creativity.	education.	
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 School will educate liberal arts majors to think critically, creatively, and independently and have the skills to work in all types of situations and communicate with all types of people.	Foster the skills of critical thinking, writing, research, and oral communication among our students.	Students will demonstrate an ability to analyze and critique a variety of approaches to understanding public policies.
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 School will offer general education courses of high quality and purpose that provide a foundation for life-long learning.	Serve the University and the community through the provision of quality general education courses.	Students will demonstrate an ability to apply knowledge and understanding of different views regarding culture and society.
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.	The School will foster a community of scholars among the faculty and students of the institution.	Foster values of scholarship, creativity, appreciation of diversity, and community service among our faculty, staff, and students.	Students will integrate public administration-oriented research into their understanding and practice of public administration.
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,	The School will offer and promote art, cultural, and public affairs events on the campus and in the region.	Attract and retain high quality traditional and nontraditional students.	Students will evaluate various areas of the degree program, and will offer suggestions about improving them.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
intellectual and personal enrichment for the University and the communities it serves.			

Discussion of Instructional Changes Resulting from 2011-2012 Degree Program Student Learning Report

2) 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
A review of all student learning outcomes was suggested in Part 5 of the 2011-12 Student Learning Report. The reason was that the SLOs were established during the formative stages of the degree's development. Last year, the degree program's fourth year, seemed like an appropriate time for a review. However, several projects claimed available personnel resources. The projects included the General Education Forum, the university's Self-Study, and the degree program's five-year review. Consequently, the examination of the degree program's outcomes will take place during 2013-14.	NA	NA
It was suggested in Part 5 of the 2011-12 Student Learning Report that *Senior Seminar: Capstone Experience* (SBS 4513) was not a good fit for Public Administration majors. It is currently the measure for the following SLO: "Students will integrate public administration-oriented research into their understanding and practice of public administration." The seminar course is geared toward the social sciences; whereas, the Public Administration degree is oriented toward the practical problems and solutions of an applied degree.	Y	None anticipated.

Instructional or Assessment Changes	Changes Implemented (Y/N)	Impact of Changes on Degree Program Curriculum or Budget
Another consideration is that none of the seminar courses is taught by public administration faculty. The faculty have decided that *Policy and Program Evaluation* (POLS 4993) should serve as the measure for this SLO. This change became effective in fall 2013. It combines practical and theoretical considerations, requires disciplined analysis, and focuses on contemporary public policies and programs.		
It was suggested in Part 5 of the 2011-12 Student Learning Report that the content of *Exit Exam* (POLS 4991) be changed to include an objective component. It currently includes only essay questions. This change has been adopted. Another change has also been made. *Exit Exam* will henceforth include an oral presentation. Therefore, the *Exit Exam* will now be comprised of three measures: essay questions, objective questions, and an oral presentation requirement.	Yes	None.
Although not included in Part 5 of the 2011-12 Student Learning Report, one of the three measures that have heretofore been associated with the following SLO has been removed: "Students will integrate public administration-oriented research into their understanding and practice of public administration." The measure that was eliminated is grades on students' *Internship I* site journals. The faculty do not believe the measure correlates well with the student learning outcome. The faculty will consider using it as a measure for another SLO.	Yes	None.

3)   The University Assessment Committee in its Degree Program Peer Review Report provided feedback and recommendations for improvement in assessment. List or accurately summarize <u>all feedback and recommendations from the committee</u>, 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
PEER REVIEW COMMENT/SUGGESTION RE 4(B), Measure 1, p. 5 of 2011-12 SLR: "We found the measure as written to be slightly unclear. Suggest "Student papers" or "Student-written papers".	Y	This will be made clear in the future.
PEER REVIEW COMMENT/SUGGESTION RE 4(B), Measure 2, p. 6 of 2011-12 SLR: "The data table in the results column is labeled 'Current Period 2010-11.' Presumably, this should read '2011-12'."	Y	The peer reviewers' observation is correct.
PEER REVIEW COMMENT/SUGGESTION RE 4(G), Measure 2, p. 6 of 2011-12 SLR: "The review team found the conclusions to be confusing. Did the instructor leave in 2010-11 or 2011-12? Also, it says that the instructor left before analyses were obtain, but data is presented in the results column."	Y	This confusion relates to the mislabeling of the table, which the peer reviewers pointed out above. To be clear, the instructor left in 2011-12, not in 2010-11; therefore, the results reported in the table labeled "Current Period" (Column F) reflect course grades rather than strictly grades on papers, so these will act as best case proxies for the measure for 2011-12. For that reason, the performance standards (Column H) could not be determined; so NA (not applicable) should have appeared in the column, rather than Y (yes).

Analysis of Evidence of Student Learning Outcomes

4) 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 any relevant conclusions related to <u>strengths and weaknesses of their performance</u>.

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.Students will demonstrate an ability to analyze and critique a variety of approaches to understanding public policies.	Student papers that reflect critical thinking regarding the development of public policies at all stages of the policy process in *Introduction to Public Policy* (POLS 3033).	At least 75% of BA-PA majors will earn an average grade of C or better on the papers.	All majors in the class are included.	12	**Current Period 2012-13** | Percent	Number | |---|---| | 90-100 | 5 | | 80-89 | 4 | | 70-79 | 1 | | 60-69 | 0 | | ≤59 | 2 | | Total | 12 | **Recent History** | Period | Met Standard | |---|---| | 2012-13 | 75% | | 2010-11 | 100% |	The theme of each student paper assignment is associated with a major, enduring issue in the field. The readings are classics. The faculty believe that critical thinking and writing on public policy issues are essential building blocks of the degree program. The results reflect that students are demonstrating their ability to successfully	Y

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)
						integrate and apply public administration theory and practice.	
2. Students will demonstrate an ability to apply knowledge and understanding of different views regarding culture and society.	Student papers that reflect critical thinking regarding ethical dilemmas faced by public administrators in *Ethics in Public Service* (POLS 3243).	At least 75% of BA-PA majors will earn an average grade of ≥ 70%.	All majors in the class are included.	NA	Course was not taught in 2012-13.	NA	NA
3. Students will integrate public administration-oriented research into their understanding and practice of public administration.	3 (A). Capstone research paper in SBS 4513, *Senior Seminar.*	90% or more of BA-PA majors will earn ≥ 70% on the research paper.	All majors in the class are included.	2	<table><tr><td></td><td colspan="4">Grade</td></tr><tr><td>Period</td><td>S</td><td>A</td><td>B</td><td>C</td></tr><tr><td>2011-12</td><td>2</td><td>2</td><td>-</td><td>-</td></tr><tr><td>2012-13</td><td>2</td><td>-</td><td>2</td><td>-</td></tr></table> Key: S = Total Students A = 90-100% B = 80-89% C = ≤79%	The strength of the capstone experience is the research opportunity the course offers which allows students to investigate an area aligned with their career interests. It also provides opportunity to draw on knowledge and skills gained during	Y

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)
						degree program studies. For BA-PA majors, a weakness of the SBS 4513 capstone is that it is geared toward the social sciences; whereas, the Public Administration degree is geared toward practical problems and solutions. As noted above in Part 2, in fall 2013 *Policy and Program Evaluation* (POLS 4993), replaced *Senior Seminar* as a measure for this SLO.	

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)
	3 (B). POLS 4991, *Exit Examination.*	90% or more will earn ≥70% on the comprehensive exit examination.	All majors who take the exam are included.			The *Exit Examination* includes three elements: (1) a 75-word objective test drawn from a bank of 250 questions; (2) six student-chosen 350-word short-answer essays drawn from a bank of 12 instructor-supplied questions; (3) a 10-15 minute oral presentation based on enduring public administration issues and readings supplied by the instructor. The faculty believe this exit exam is rigorous and comprehensive. The fact that both graduates have passed with high marks reflects the students' preparation and ability.	Y

Results table:

		Grade		
Period	S	A	B	C
2011-12	1	1	-	-
2012-13	1	1	-	-

Key:
S = Total Students
A = 90-100%
B = 80-89%
C = ≤79%

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)
4. Students will be included as stakeholders in the ongoing assessment of the BA-PA degree program.	4 (A). Focus group in SBS 4513.	75% will express a high level of satisfaction with their educational experience in the BA-PA degree program.	All graduating BA-PA majors will be included.	2	Neither student participated.	NA	NA
	4 (B). Exit survey.	75% will express a high level of satisfaction with their educational experience in the BA-PA degree program.	All BA-PA graduates will be given a survey to complete.	2	Neither student completed the survey.	NA	NA

5) 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.
The following student learning outcome will be removed: "Students will be included as stakeholders in the ongoing assessment of the BA-PA degree program." It will be replaced with: "Students will evaluate various areas of the degree program, and will offer suggestions about improving them."	The measure that will be used to assess the new SLO will be a 5-point Likert survey. It will include an area designated for comments. The survey will be anonymous and voluntary. A second measure will be a focus group that will include only Public Administration majors.	The SLO that has been replaced did not relate well to the department purpose, which is: "Attract and retain high quality traditional and nontraditional students."	The new SLO is directly related to improving the degree program by soliciting evaluative feedback from those who have essentially completed the curriculum. Also, the Public Administration program will benefit from program-specific feedback.

6) (OPTIONAL) If your department or an individual faculty member has developed a teaching technique they believe improves student learning or student engagement in the classroom, please share it below. Examples can be seen at http://www.rsu.edu/committees/assessment/docs/FacultyInsights.pdf . Please briefly describe the instructional practice. More detail can be communicated during the face to face peer review session. The Peer Review Report does not rate this part, but it does note whether or not any contribution has been made.

Description
EXPANDING THE FREQUENCY OF ORAL PRESENTATIONS. Including oral presentations in the classroom is not a new teaching technique, but it may be one that is undervalued. One professor, who recently has been incorporating oral presentations as part of standard requirements in more of his classes, has learned from students that they value developing greater competence in public speaking. Oral presentations also add a complementary dimension to the classroom experience. They involve the students who are watching, especially when they're asked to provide critiques, which are generally supportive and can be helpful. The professor shares the grading rubric with the class, which provides students with a review of the qualities of good public speaking. With each presentation students can assess self-reflectively the presence or absence of these merits.

7) Assessment Measures:

    A. How many different assessment measures were used? 2

    B. List the direct measures (see rubric): Written work using a rubric (4)

    C. List the indirect measures (see rubric): Student ratings (2)

<div align="center"><u>**Documentation of Faculty Assessment**</u></div>

8) **A.** How many full time faculty (regardless of department affiliation) teach in the program? This is an interdisciplinary degree; therefore, the number of full time faculty who teach in any one academic year is too varied to meaningfully assess.

    B. 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
Steve Housel		
Tony Nuspl		
Paul Hatley		
Jane Johansson		
Carolyn Taylor		
Quentin Taylor		
Sigismond Wilson		
Dave Ulbrich		

9) Reviewed by:

Titles	Names	Signatures	Date
Department Head			
Dean			

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	Most conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in	Some conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in	No conclusions are reasonably drawn and significantly based on the results or related to the strengths and weaknesses in

student performance.	student performance.	student performance.	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 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.

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) **How well did the faculty vary the assessment measures?**

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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.

8) **Does the list of faculty participants indicate a majority of those teaching in the program and 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 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

These examples "Discussion of Instructional Changes" in Part 2 of the Student Learning Report illustrate how an instructional or assessment change, even though not listed or discussed in the previous year's Student Learning Report, was nevertheless included in the current year's report. Important changes cannot always be anticipated, yet they are significant and should not be left out of the report.