

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

Fall 2015 – Spring 2016

Department of Psychology and Sociology

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

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

Relationship of Degree Program Learning Outcomes to Departmental and University Missions

RSU Mission	General Education Mission
Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities	General Education at Rogers State University provides a broad foundation of intellectual skills, knowledge, and perspectives to enable students across the University to achieve professional and personal goals in a dynamic local or global society.
RSU Commitments	General Education Outcomes
To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning, and critical and creative thinking.	<ol style="list-style-type: none">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.

RSU Mission	General Education Mission
<p>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.</p>	<p>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.</p>
<p>To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.</p>	
<p>To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits, and continuous improvement of programs.</p>	
<p>To provide university-wide student services, activities, and resources that complement academic programs.</p>	
<p>To support and strengthen student, faculty, and administrative structures that promote shared governance of the institution.</p>	
<p>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.</p>	

PART 1

Discussion of Instructional Changes Resulting from 2014-2015 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
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	Implemented (Y/N)	
<p>SOC 1113 Introduction to Sociology</p> <p>For AY 2014-2015, a new assessment measure for Introduction to Sociology was used. It consisted of a set of 25 multiple choice questions designed to cover the most important aspects of the core units of the course. All faculty (including adjuncts) used the same set of 25 questions. The measure was designed to aid in standardizing the basic information presented in the course across all sections. The previous assessment measure (average of each of four exam scores) was still collected during the 2014-2015 AY. After comparison of the two measures and discussion by the Sociology faculty, it was decided that the old assessment measure of average exam scores likely provided a more robust and valid measurement of overall student success in the course. Because of the breadth of material covered, not all instructors cover the key topics in the same amount of detail, and we believe this resulted in a poor student performance in some cases on the 25 question assessment method. The faculty decided that moving forward we will return to the average exam measure of assessment for the course.</p>	<p>Y</p>	<p>This change should allow for a more reliable assessment of the course. There will be no impact on the budget.</p>
<p>In fall of 2015 the Sociology faculty decided to assess the introductory class through four unit exams that include both multiple choice and essay questions. The four exams cover the following: Exam 1: Introduction, Sociological Research Methods, and Culture. Exam 2: Socialization, Groups and Organizations, Social Stratification, and Global Inequality. Exam 3: Deviance, Race & Ethnicity, Gender, Sex, and Sexuality, and Marriage & Family. Exam 4: Government and Politics, Work and Economy, Population and Environment, and Social</p>	<p>Y</p>	<p>This change was implemented to assist the faculty in evaluating the four components of the course as well as the overall effectiveness. There will be no impact on budget</p>

Movements and Social Change. The results for each of the exams will be reported with a breakdown of grades. PSY 1113 Introduction to Psychology	No changes were planned or implemented		
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PART 2

Discussion of the University Assessment Committee's 2015-2015 Peer Review Report

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

Feedback and Recommended Changes from the University Assessment Committee	Suggestions Implemented (Y/N)	Changes that Were or Will Be Implemented, or Rationale for Changes that Were Not Implemented
The Department of Psychology and Sociology did not go through peer review process for the 2014-2015 Academic year, so no changes recommended.		

PART 3

Analysis of Evidence of Student Learning Outcomes

The five General Education Outcomes are listed below. For each outcome, indicate the General Education courses being assessed, and provide a brief narrative of the assessment measures and performance standards used, as well as the sampling methods and sample sizes. For each

measure, document the results of the activity measured and draw any relevant conclusions related to strengths and weaknesses of their performance. Finally, indicate whether the performance measure was met or not.

OUTCOME 1: Think critically and creatively

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

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

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

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)

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)																																																																						
<p>PSY 1113 INTRODUCTION TO PSYCHOLOGY</p>	<p>Multiple unit exams assessing core knowledge as follows: Exam #1: History & Systems, Research, Biological Basis of Behavior; Exam #2: Human Development, Memory, Learning; Exam #3: Personality, Consciousness</p>	<p>70% of students will achieve a mean score of 70% or higher on multiple unit exams.</p>	<p>Multiple unit exams.</p>	<p>258 Total students 136 students taught by Full Time faculty On-Ground 122 students taught by Adjunct faculty On-Ground 0 students taught by Full Time faculty</p>	<p>Standards Met:</p> <table border="1" data-bbox="609 1010 873 1528"> <thead> <tr> <th>Exam</th> <th>#1</th> <th>#2</th> <th>#3</th> <th>#4</th> </tr> </thead> <tbody> <tr> <td>90-100</td> <td>25=18%</td> <td>22=17%</td> <td>20=16%</td> <td>18=14%</td> </tr> <tr> <td>80-89</td> <td>36=26%</td> <td>38=28%</td> <td>35=27%</td> <td>28=22%</td> </tr> <tr> <td>70-79</td> <td>45=33%</td> <td>46=34%</td> <td>42=33%</td> <td>47=37%</td> </tr> <tr> <td>60-69</td> <td>11=8%</td> <td>15=11%</td> <td>17=13%</td> <td>22=17%</td> </tr> <tr> <td><60</td> <td>18=13%</td> <td>13=10%</td> <td>14=11%</td> <td>13=10%</td> </tr> <tr> <td>TOTAL</td> <td>136=79%</td> <td>134=79%</td> <td>128=76%</td> <td>128=73%</td> </tr> </tbody> </table> <p>Adjunct Faculty – On Ground</p> <table border="1" data-bbox="284 1010 548 1528"> <thead> <tr> <th>Exam</th> <th>#1</th> <th>#2</th> <th>#3</th> <th>#4</th> </tr> </thead> <tbody> <tr> <td>90-100</td> <td>80=66%</td> <td>54=45%</td> <td>55=47%</td> <td>44=38%</td> </tr> <tr> <td>80-89</td> <td>15=12%</td> <td>27=23%</td> <td>17=15%</td> <td>25=22%</td> </tr> <tr> <td>70-79</td> <td>5 = 4%</td> <td>16=13%</td> <td>18=16%</td> <td>15=13%</td> </tr> <tr> <td>60-69</td> <td>10= 8%</td> <td>13=11%</td> <td>7 = 6%</td> <td>17=15%</td> </tr> <tr> <td><60</td> <td>12=10%</td> <td>9 = 8%</td> <td>19=16%</td> <td>15=13%</td> </tr> <tr> <td>TOTAL</td> <td>122=82%</td> <td>119=81%</td> <td>116=78%</td> <td>116=72%</td> </tr> </tbody> </table>	Exam	#1	#2	#3	#4	90-100	25=18%	22=17%	20=16%	18=14%	80-89	36=26%	38=28%	35=27%	28=22%	70-79	45=33%	46=34%	42=33%	47=37%	60-69	11=8%	15=11%	17=13%	22=17%	<60	18=13%	13=10%	14=11%	13=10%	TOTAL	136=79%	134=79%	128=76%	128=73%	Exam	#1	#2	#3	#4	90-100	80=66%	54=45%	55=47%	44=38%	80-89	15=12%	27=23%	17=15%	25=22%	70-79	5 = 4%	16=13%	18=16%	15=13%	60-69	10= 8%	13=11%	7 = 6%	17=15%	<60	12=10%	9 = 8%	19=16%	15=13%	TOTAL	122=82%	119=81%	116=78%	116=72%	<p>Overall, all standards were met. The data suggests that while individual differences existed in the distribution of grades, which was the case in the previous cycle, overall performance standards were similar between Full Time and Adjunct Faculty.</p>	<p>Y</p>
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SOC 1113 INTRODUCTION TO SOCIOLOGY	<p>ess.</p> <p>Exam #4: Social Behavior, Psychological Disorders, and Treatment of Psychological Disorders.</p> <p>Multiple unit exams assessing core knowledge as follows: Exam 1: Introduction, Sociological Research Methods, and Culture. Exam 2:</p>	<p>70% of students will achieve a mean score of 70% or higher on multiple unit exams.</p>	<p>Multiple unit exams.</p>	<p>Online (data not available)</p> <p>0 students taught by Adjunct faculty Online (no online sections were taught by adjuncts)</p> <p>332 Total students</p> <p>214 students taught On-Ground</p> <p>118 students taught Online</p>	<p>Standards Met:</p> <table border="1" data-bbox="1023 573 1282 1108"> <thead> <tr> <th>Exam</th> <th>#1</th> <th>#2</th> <th>#3</th> <th>#4</th> </tr> </thead> <tbody> <tr> <td>90-100</td> <td>59=28%</td> <td>45=21%</td> <td>35=17%</td> <td>31=16%</td> </tr> <tr> <td>80-89</td> <td>67=31%</td> <td>71=34%</td> <td>66=33%</td> <td>50=26%</td> </tr> <tr> <td>70-79</td> <td>50=23%</td> <td>56=27%</td> <td>60=30%</td> <td>64=33%</td> </tr> <tr> <td>60-69</td> <td>22=10%</td> <td>25= 12%</td> <td>27=14%</td> <td>36=17%</td> </tr> <tr> <td><60</td> <td>16=8%</td> <td>12= 6%</td> <td>12= 6%</td> <td>13= 7%</td> </tr> <tr> <td>TOTAL PASS</td> <td>214=82%</td> <td>209=82%</td> <td>200=80%</td> <td>194=76%</td> </tr> </tbody> </table>	Exam	#1	#2	#3	#4	90-100	59=28%	45=21%	35=17%	31=16%	80-89	67=31%	71=34%	66=33%	50=26%	70-79	50=23%	56=27%	60=30%	64=33%	60-69	22=10%	25= 12%	27=14%	36=17%	<60	16=8%	12= 6%	12= 6%	13= 7%	TOTAL PASS	214=82%	209=82%	200=80%	194=76%	<p>The proportion of students earning a mark of 70% or above was slightly higher than the last cycle in most cases with the exception of the final examination. No changes necessary at this time.</p> <p>Overall, all standards were met. While there appears to be some individual differences in the results and distribution of grades between on ground and online</p>	<p>Y</p>
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Online																																															
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SOC 3213 MINORITY GROUPS	Final exam assessing diverse cultures	At least 80% of students will score $\geq 70\%$ on exam.	Examination	22 students All 22 taught online by adjunct faculty. This was the only section offered.	<p>Standard Met:</p> <table border="1" data-bbox="409 871 685 1102"> <thead> <tr> <th>Exam</th> <th>Final</th> </tr> </thead> <tbody> <tr> <td>90-100</td> <td>8=36%</td> </tr> <tr> <td>80-89</td> <td>6=27%</td> </tr> <tr> <td>70-79</td> <td>5=23%</td> </tr> <tr> <td>60-69</td> <td>3=14%</td> </tr> <tr> <td><60</td> <td>0=0%</td> </tr> <tr> <td>TOTAL</td> <td>22=86%</td> </tr> <tr> <td>PASS</td> <td></td> </tr> </tbody> </table>	Exam	Final	90-100	8=36%	80-89	6=27%	70-79	5=23%	60-69	3=14%	<60	0=0%	TOTAL	22=86%	PASS		While slightly down from last year, the instructor suggests that the students appear to have a good grasp of diversity. 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
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OUTCOME 5: Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.

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

PART 4

Proposed Instructional Changes Based on Conclusions Drawn from Evidence Presented Above

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

General Education Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
No changes are planned			

PART 5

Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement






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

Description

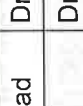

PART 6 (A & B)

Documentation of Faculty Participation and Review

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

Faculty Members	Roles in the Assessment Process (e.g., collect data, analyze data, prepare report, review report, etc.)	Signatures
Dr. Kevin M. P. Woller	Collect and analyze data, prepare and review report.	
Dr. Abe Marrero	Collect and report data. Review report.	
Dr. Frank Elwell	Collect and report data. Review report.	
Dr. Brian Andrews	Collect data. Review report.	
Professor Christi Mackey	Collect data. Review report.	

B. Reviewed by:

Titles	Names	Signatures	Date
Department Head	Dr. Abe Marrero		20.6.10.24
Dean	Dr. Keith Martin		10/25/16

RUBRIC FOR GENERAL EDUCATION STUDENT LEARNING REPORT

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Exemplary	Established	Developing	Undeveloped

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

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

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

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

5) Is one or more teaching technique listed?

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

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

Exemplary	Established	Developing	Undeveloped
The faculty role is clearly identified	The faculty role is identified and it	The faculty roles are not identified.	The faculty roles are not identified.

and it is apparent that the majority of the faculty participated in the process. The roles are varied.

is apparent that the majority of the faculty participated in the process. The roles are not varied.

Few faculty participated.

Faculty participation is not sufficiently described to make a determination about who participated.

EXPLANATION & EXAMPLES OF DIRECT AND INDIRECT EVIDENCE

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

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

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

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

- 9) Student/alumni satisfaction with their learning, collected through surveys, exit interviews, or focus groups
- 10) Honors, awards, and scholarships earned by students and alumni.

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