

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

Fall 2013 – Spring 2014

The Department of Psychology, Sociology & Criminal Justice in the School of Liberal Arts

Social Science, B.S.

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

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

PART 1 (A & B)

Relationship of Degree Program Learning Outcomes to Departmental and University Missions

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

University Mission	School Mission	Department Mission	Degree Program Mission
Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.	The mission of the School of Liberal Arts is to further the study and practice of the arts, humanities, and social sciences at Rogers State University, in the community and in the region.	The mission of the Department of Psychology, Sociology, and Criminal Justice is To assist students in developing knowledge and understanding of social and legal issues and to operate effectively in today's legal, social and culturally diverse community	The program mission of the Department of Psychology, Sociology and Criminal Justice is to provide a multi-disciplinary degree that stresses competence in written and oral communications and scientific reasoning and thinking skills.

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

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking.	The School will offer innovative degrees which focus upon loping skills in oral and written communication, critical thinking, and creativity.	Offers innovative and quality teaching both within the classroom and through distance education	
To promote an atmosphere of The School will educate liberal arts Foster the skills of critical thinking, Students will demonstrate	The School will educate liberal arts majors to think critically, creatively, and independently and have the ski lls-to-work-in-a ll types of situations and communicate .with. all types of people To provide a general liberal arts	Foster the skills of critical thinking writing, research. and oral communication among our students	Students will demonstrate interdisciplinary knowledge about issues related to diverse concepts and explanations of human behavior
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 lifelong learning	Foster values of scholarship, appreciation of diversity and community service among our faculty, staff and students.	Students will demonstrate the skills needed to function in career oriented activities
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	Attract and retain high quality traditional and non-traditional students	Students will demonstrate understanding of research methodologies and their appropriate use in Social Science disciplines.
To provide university-wide student services, activities and resources that complement academic programs.			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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.	The School will promote art, cultural, and public affairs events on the campus and in the region.	The Department will provide opportunities to engage in diverse learning environments in the community and on campus	Students will express that their learning has been enhanced by community and intellectual opportunities provided by the Social Sciences degree.

PART 2

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

List and discuss all instructional or assessment changes proposed in Part 5 of last year's Degree Program Student Learning Report, whether implemented or not. Any other changes or assessment activities from last year, but not mentioned in last year's report, should be discussed here as well. Emphasis should be placed on student learning and considerations such as course improvements, the assessment process, and the budget. If no changes were planned or implemented, simply state "No changes were planned or implemented."

Instructional or Assessment Changes	Changes Implemented (Y/N)	Impact of Changes on Degree Program Curriculum or Budget
Discuss possible measures that are easier to calculate while retaining measurement validity. Preliminary discussion is to allow Internship II supervisors and interns to give a point total on a 100 point scale for evaluation of SLO 2. This would in essence allow the rater to give the student or site a grade, and would reduce the time and complexity involved with current Internship surveys.	No	None. Changes will be further discussed before implementation.
Assessment measures for SBS 3033 (Perspectives on Human Behavior) were changed to reflect teaching/evaluation practices. Rather than the score on a final comprehensive exam, the average of all class exams was used as the assessment measure for the 2013-2014 year. This class is taught by different faculty members from semester to semester, as it is a multidisciplinary course. Not all faculty choose to give a comprehensive final exam, making it impractical to use this as an assessment measure. The average of all exam scores was deemed to be a better measure of overall student performance, and will continue to be used for assessing SBS 3033.	Yes	None.

PART 3

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

The University Assessment Committee in its Degree Program Peer Review Report provided feedback and recommendations for improvement in assessment. List or accurately summarize all feedback and recommendations from the committee, and state whether they were implemented or will be implemented at a future date. If they were not or will not be implemented, please explain why. If no changes were recommended last year, simply state "No changes were recommended."

Feedback and Recommended Changes from the University Assessment Committee	Suggestions Implemented (Y/N)	Changes that Were or Will Be Implemented, or Rationale for Changes that Were Not Implemented
Feedback on the 2013-2014 assessment was generally positive with no specific comments or recommendations.		
One comment noted that the department recognized the need to better prepare and assess adjunct faculty, though no specific recommendations were given as to how to accomplish this.	Yes	Some changes were implemented to move in this direction. For adjunct Sociology faculty, a pre-semester meeting was held to discuss implementation of new textbooks (and other relevant information). In psychology, the faculty developed a list of core competencies for PSY 1113, the course in which we use the most adjuncts. In addition a syllabus template was developed to provide to new adjuncts. Also, for online PSY 1113, a shell was developed complete with PowerPoints, assignments, and assessment tools that will allow adjunct to "pull off the shelf" and revise or use as appropriate.

PART 4

Analysis of Evidence of Student Learning Outcomes

For all student learning outcomes (as listed in Part 1 B above), describe the assessment measures and performance standards used, as well as the sampling methods and sample sizes. For each measure, document the results of the activity measured and draw relevant conclusions related to strengths and weaknesses of their performance.

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)																					
1. Students will demonstrate interdisciplinary knowledge about issues related to diverse concepts and explanations of human behaviors	1(A). Average of all Exams in <i>Perspectives on Human Behavior</i> . (SBS 3033)	70% of students will score 70 % average on exams.	All students completing Perspectives on Human Behaviors	N= 50	All section completed on ground <table border="1" data-bbox="963 849 1417 987"> <thead> <tr> <th></th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>F</th> <th>Tot</th> </tr> </thead> <tbody> <tr> <td>N</td> <td>19</td> <td>20</td> <td>6</td> <td>5</td> <td>0</td> <td>50</td> </tr> <tr> <td>%</td> <td>38</td> <td>40</td> <td>12</td> <td>10</td> <td>0</td> <td>100</td> </tr> </tbody> </table>		A	B	C	D	F	Tot	N	19	20	6	5	0	50	%	38	40	12	10	0	100	45 of 50 (90%) of students averaged 70% or higher on exams, with 78% making at least a B.	Yes
	A	B	C	D	F	Tot																						
N	19	20	6	5	0	50																						
%	38	40	12	10	0	100																						

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(B) Average of exams taken in Social Systems and Problems (SBS 3053) which evaluates origin and development of contemporary social problems and actions taken to address them	70% of students will score an average of a C (70%) on exams.	All BSSS students completing Social Systems and Problems	N=40	<p>All sections completed on ground</p> <table border="1" data-bbox="974 370 1430 508"> <thead> <tr> <th></th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>F</th> <th>Tot</th> </tr> </thead> <tbody> <tr> <td>N</td> <td>22</td> <td>15</td> <td>2</td> <td>1</td> <td>0</td> <td>40</td> </tr> <tr> <td>%</td> <td>55</td> <td>37.5</td> <td>5</td> <td>2.5</td> <td>0</td> <td>100</td> </tr> </tbody> </table>		A	B	C	D	F	Tot	N	22	15	2	1	0	40	%	55	37.5	5	2.5	0	100	BSSS students performed at a high level on this standard. 97.5% of the total number of students met the performance standard, and 92.5% made at least a B (80%) on the measure.	Yes
	A	B	C	D	F	Tot																						
N	22	15	2	1	0	40																						
%	55	37.5	5	2.5	0	100																						

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)
2. Students will demonstrate the skills necessary to function effectively in a career oriented learning environment	BSSS majors completing Internship II (SBS 4043) will have supervisors fill out the <i>Supervisor Evaluation of Intern Survey</i> and mean supervisor rating will be calculated for student	At least 70% of students will demonstrate effectiveness as defined by an overall supervisor rating of 3.5 on a 5 point scale	All Internship supervisors will be asked to complete the <i>Supervisor Evaluation of Intern Survey</i>	N=22	<p>21 of 22 students turned in the <i>Supervisor Evaluation of Intern Survey</i> which is a 95.5 % return rate. Students are required to turn in the survey as part of their course grade.</p> <p>The average of all students supervisor rating was 4.2. 22 of 22 (100%) students scored above an average supervisor rating of 3.5.</p>	<p>Students are being rated as effective in their internships by the site supervisors.</p> <p>Although the supervisor rating gives us a good indication of how well the student performed in the community learning environment the calculation of the rating is very time consuming and cumbersome. The department should meet to discuss a more efficient measure which retains needed assessment information</p>	Yes
	2B. BSSS majors completing Internship II (SBS 4043) will fill out the <i>Internship Site Evaluation</i> form and mean Site rating will be calculated	At least 70% of students will demonstrate effectiveness as defined by an overall Internship Site rating of 3.5 on a 5	All Interns will be asked to complete the <i>Internship Site Evaluation</i> form	N=22	<p>22 of 22 students turned in the <i>Internship Site Evaluation</i> form which is a 100 % return rate. Students are required to turn in the survey as part of their course grade.</p> <p>The average of all students Internship Site rating was 4.3. 21 of 22 (95.5%) students rated their internship site above the 3.5 cutoff.</p>	Students rate their sites as very helpful as a community based learning environment. RSU partners with many local agencies and the Internship instructors continue to nurture and	Yes

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)
		point scale				<p>expand quality sites. These sites become known to the students in both formal and informal ways and this continues the outreach between RSU and the community.</p> <p>Although the Site rating gives us a good indication of how the student viewed the quality of the community learning environment the calculation of the rating is very time consuming and cumbersome. The department should meet to discuss a more efficient measure which retains needed assessment information.</p>	

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. Students will demonstrate an understanding of research methodologies and their appropriate use in the Social Sciences	3A. All course exams in Research Methods (SBS 3013) will be averaged to calculate a mean exam score for each student	70% of students will achieve at least a C average (70%) on combined course exams	All BSSS majors in Research Methods I (SBS 3013)	N= 54 N Blend = 54	<p>Total (Blended)</p> <table border="1" data-bbox="968 431 1423 570"> <thead> <tr> <th></th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>F</th> <th>Tot</th> </tr> </thead> <tbody> <tr> <td>N</td> <td>10</td> <td>32</td> <td>10</td> <td>2</td> <td>0</td> <td>54</td> </tr> <tr> <td>%</td> <td>18</td> <td>59</td> <td>18</td> <td>5</td> <td>0</td> <td>100</td> </tr> </tbody> </table>		A	B	C	D	F	Tot	N	10	32	10	2	0	54	%	18	59	18	5	0	100	<p>Previous semesters have shown that students in online versions of RMI consistently had lower overall grades than in the blended sections. Beginning in 2014-2015, only blended sections were offered, as this course is the critical first step in a series of classes leading directly to the senior research Capstone course.</p> <p>Performance standards were met, with 95% of students averaging a C or higher for exams in the course.</p>	Yes
	A	B	C	D	F	Tot																						
N	10	32	10	2	0	54																						
%	18	59	18	5	0	100																						

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)																					
	3B. Senior Research project in Senior Capstone Experience (SBS 4413)	80% of BSSS majors will achieve at least B (80%) on their Capstone course project.	All BSSS majors completing a Senior Research project in Senior Capstone Experience (SBS 4013).	N=56	<p>On Ground only</p> <table border="1" data-bbox="970 456 1423 597"> <thead> <tr> <th></th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>F</th> <th>Tot</th> </tr> </thead> <tbody> <tr> <td>N</td> <td>34</td> <td>17</td> <td>3</td> <td>0</td> <td>2</td> <td>56</td> </tr> <tr> <td>%</td> <td>61</td> <td>30</td> <td>5</td> <td>0</td> <td>4</td> <td>100</td> </tr> </tbody> </table>		A	B	C	D	F	Tot	N	34	17	3	0	2	56	%	61	30	5	0	4	100	91% of Capstone projects made at least a B. There were however 2 incompletes (I) grades given in AY2014-15. This is due to the emphasis placed on the scholarly requirement of the project and some very early deadlines for benchmarks that indicate the student will be able to complete the project. The emphasis on research course continuity is having effects on the quality and rigor of Capstone projects.	Yes
	A	B	C	D	F	Tot																						
N	34	17	3	0	2	56																						
%	61	30	5	0	4	100																						

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 express satisfaction that their learning has been enhanced by community, cultural and intellectual opportunities provided in the Social Science degree.	BSSS Senior Survey	80% will report a 3.5 average on a 5 point scale that in the BSSS degree their learning was enhanced by providing community, cultural and intellectual opportunities.	All BSSS majors completing a Senior Research project in Senior Capstone Experience (SBS 4013).	N=15	100% of the students completed the survey and rated their experience above 3.5 with an overall sample average of 4.75.	The survey indicates the students are very satisfied with the learning opportunities available to them in the BSSS degree but, the calculation of the rating is very time consuming and cumbersome. The department should meet to discuss a more efficient measure which retains needed assessment information.	Yes

PART 5

Proposed Instructional Changes Based on Conclusions Drawn from Evidence Presented Above

State any proposed instructional or assessment changes to be implemented for the next academic year. They should be based on conclusions reported in Part 4 (above) or on informal activities, such as faculty meetings and discussions, conferences, pilot projects, textbook adoption, new course proposals, curriculum modifications, etc. Explain the rationale for these changes and how they will impact student learning and other considerations, such as curriculum, degree plan, assessment process, or budget. If no changes are planned, simply state "No changes are planned."

Student Learning Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.

PART 6

Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement

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

Description

PART 7 (A & B)

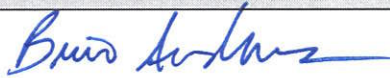
Assessment Measures and Faculty Participation

A. Assessment Measures:

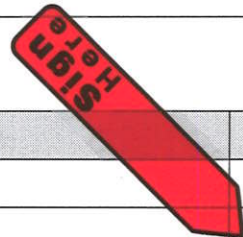
- 1) How many different assessment measures were used? 7
- 2) List the direct measures (see rubric): Perspectives Exam, RM I averaged Exams, Social Systems and Problems exams, Capstone Project
- 3) List the indirect measures (see rubric): Graduating Student Satisfaction Survey, Internship II surveys

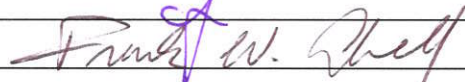
B.

- 1) Provide the names and signatures of all faculty members who contributed to this report and indicate their respective roles:

Faculty Members	Roles in the Assessment Process (e.g., collect data, analyze data, prepare report, review report, etc.)	Signatures
Brian N. Andrews, PhD	collect data, analyze data, prepare report, review report	

- 2) Reviewed by:



Titles	Names	Signatures	Date
Department Head			2015/10/29
Dean			10-29-15

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	Most reviewer feedback was listed, and for most suggestions a rationale was given for their being	Some reviewer feedback was listed, and for some suggestions a rationale was given for their being	Feedback from reviewers was not included.

implemented or not.	implemented or not.	implemented or not.	
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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	Sample size was listed for most	Sample size was listed for some	Sample size was not listed for any

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

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
For all student learning outcomes the results were clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.	For most student learning outcomes the results were clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.	For some student learning outcomes the results were clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.	For none of the student learning outcomes were the results clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.

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

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
All conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in student performance.	Most conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in student performance.	Some conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in student performance.	No conclusions are reasonably drawn and significantly based on the results or related to the strengths and weaknesses in student performance.

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

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

5) How well supported is the rationale for making assessment or instructional changes? The justification can be based on conclusions reported in Part 4 or on informal activities, such as faculty meetings and discussions, conferences, pilot projects, textbook adoption, new course proposals, curriculum modifications, etc. Explain the rationale for these changes and how they will impact student learning and other considerations, such as curriculum degree plan, assessment process, or budget.

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
All planned changes are specifically focused on student	Most planned changes are specifically focused on student	Some planned changes are specifically focused on student	No planned changes are specifically focused on student

learning and based on the conclusions. The rationale for planned changes is well grounded and convincingly explained.	learning and based on the conclusions. The rationale for planned changes is mostly well grounded and convincingly explained.	learning and based on the conclusions. The rationale for planned changes is lacking or is not convincingly explained.	learning and based on the conclusions. There is no rationale.
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6) Did the faculty include at least one teaching technique they believe improves student learning or student engagement in the classroom?

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

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

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

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

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
The faculty role is clearly identified and it is apparent that the majority of the faculty participated in the process. The roles are varied.	The faculty role is identified and it is apparent that the majority of the faculty participated in the process. The roles are not varied.	The faculty roles are not identified. Few faculty participated.	The faculty roles are not identified. Faculty participation is not sufficiently described to make a determination about who participated.

EXPLANATION & EXAMPLES OF DIRECT AND INDIRECT EVIDENCE

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

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

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

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

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