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

Fall 2017 – Spring 2018

The Department of Communications in the School of Liberal Arts

Communications, B.A.

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

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

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.	Central to the mission of the School is the preparation of students to achieve professional and personal goals in their respective disciplines and to enable their success in dynamic local and global communities. Our strategy is to foster an academic setting of diverse	The Department of Communications supports the mission of RSU and the School of Liberal Arts by fostering the skills of critical thinking, writing, research, and oral communication among our students.	The overall mission is to develop in students the general and specific knowledge and skills to function as effective citizen-leaders and to serve in a variety of careers associated with the discipline of communications.

University Mission	School Mission	Department Mission	Degree Program Mission
	curricula that inherently incorporates an environment of service and collegiality:		

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 offers innovative degrees, which focus upon developing skills in oral and written communication, critical thinking, creativity, empirical and evidenced-based inquiry, experimental investigation and theoretical explanation of natural phenomena, and innovative technology.	Our department will provide a BA degree with a strong focus on oral and written communication, critical thinking and creativity, as well as extra-curricular activities, internships and scholarly activities.	Students completing a Bachelor of Arts degree in Communications will demonstrate proficiency in their written and oral communication skills, as well as the ability to think creatively and critically.
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 educates its majors to think independently and have the knowledge, skills and vision to work in all types of situations and careers and communicate with all types of people.	Foster the values of scholarship, creativity, appreciation of diversity, and community service.	
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 offers general education courses of high quality and purpose that provide a foundation for life-long learning.	This will be accomplished via quality general education classes, co and extra-curricular activities, and professional internship and scholarly activities.	Graduates will demonstrate proficiency in communication principles.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.	The School fosters a community of scholars among the faculty and students of the institution.	Through a concerted effort of engaging students in teacher/mentor scholarship, students experience scholarship both inside and outside the classroom.	Graduating seniors will report that they are prepared to enter and perform satisfactorily in entry-level communication positions.
To provide university-wide student services, activities and resources that complement academic programs.			
To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.			
To promote and encourage student, faculty, staff and community interaction in a positive academic climate that creates opportunities for cultural, intellectual and personal enrichment for the University and the communities it serves.	The School will offer and promote artistic, scientific, cultural, and public affairs events on the campus and in the region.	Our department will sponsor cultural events for our students, area high school students, and the community via the RSU Theatre Program and RSU Radio.	Students will indicate they are satisfied with the instruction they have received in this program.

PART 2

Discussion of Instructional Changes Resulting from 2015-2016 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

No changes were proposed by the department faculty last year.		

PART 3

Discussion About the University Assessment Committee's 2015-2016 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
Although members of the University Assessment Committee met with department faculty for peer review, no peer review report was filed by the committee members. No changes were suggested.		

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. N	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
1. Students completing a Bachelor of Arts degree in Comm. will demonstrate proficiency in their written and oral communication skills, as well as the ability to think creatively and critically.	1a. Student learning in written communication will be measured by assessing all students' performance in their research paper in COMM 4163 in Global Comm.	1a. 75% of students will demonstrate written skills and critical /creative thinking, by achieving a score of 70% or higher in their major research paper.	All participating students' final research papers were counted.	25	96% of students met or exceeded the 70% threshold. |	13-14	14-15	15-16	16-17	17-18
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A	19	10	16	12	11
B	0	5	14	8	9
C	1	4	4	9	4
D	0	2	0	1	1
F	0	0	1	2	0
Total	20	21	35	31	25
Succ	100%	90%	97%	93.5%	96%		I was very pleased with the overall performance. Only one student fell short of the threshold. This can be attributed to the fact that I assigned a series of cumulative assignments leading up to their final research paper. I also observed that students who struggled were taking a class with me for the first time.	Y
	1b. Oral communication will be measured by assessing all students' major debate presentation in COMM 3253 Argumentation & Persuasion.	1b. 75% of students will demonstrate oral skills by achieving a score of 70% or higher on their major oral debate presentations in COMM 3253	All participating students' presentation scores in COMM 3253 were counted.	21	100% of the students met or exceeded the 70% threshold. |	13-14	14-15	15-16	16-17	17-18
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A	6	14	21	25	24
B	14	17	36	29	9
C	15	13	5	23	0
D	3	0	2	3	0
F	2	2	0	0	0
Total	40	46	64	35	33
Succ	88%	96%	97%	96%	100%		With the departure of the main course instructor at the end of the 2016-2017 academic year, the two course instructors decided to substitute a presentation for the debates that had been previously required and assessed. The	Y

| | | Argumentation & Persuasion. | | | | | | | | | department agreed to assess the presentation instead. Students in the two sections of Argumentation and Persuasive excelled, with all earning As or Bs on their presentations. | |

| | 1c. Creative and critical thinking will be measured by assessing all students' capstone projects in COMM 4913 Senior Capstone. | 1c. 75% of students will demonstrate critical thinking and oral communication skills by achieving a score of 70% or higher on their capstone projects in COMM 4913 Senior Capstone. | All participating students' capstone projects presentations scores in COMM 4913 were counted.

The oral presentations were reviewed by the entire department faculty. | 24 | 100% scored a "C" or higher on their capstone projects. | Students continued to succeed in their Capstone presentations, with all earning a grade of "C" or higher on their project presentations. Because the previous instructor left the university and did not provide data for the 2016-2017 academic year, we are unable to compare this year's results with the previous years. However, this year's results are in line with those produced in academic years 2013-2014 through 2015-2016. | **Y** |

For the capstone grade distribution table in cell 1c:

	13-14	14-15	15-16	16-17	17-18
A	10	10	12	N/A	15
B	5	4	7	N/A	8
C	5	0	9	N/A	1
D	0	0	0	N/A	0
F	0	0	0	N/A	0
Total	20	14	28	N/A	24
Succ	100%	100%	100%	N/A	100%

2. Graduates will demonstrate proficiency in communication principles.	2a. Student-learning in Comm. Theory (COMM 3833) will be measured by assessing all student test scores.	2a. 75% of the student will earn a C grade or higher on their overall examination grade in this course.	All participating students' midterm and final exam scores in Comm.Theory were counted.	24	67% of the students scored a "C" or better on their midterm and final examinations.	The 67% of students who earned a C or above on their total exam score is higher than last year. The class will be taught in Fall 2018 as a mass media theory class, and that may make students more motivated to attend class and learn the material. Putting Intro to Mass Comm into the Bulletin again as a prerequisite may ensure that students enrolled in the class are ready for a theory class	N

	13-14	14-15	15-16	16-17	17-18
A	4	14	5	4	4
B	24	14	11	4	5
C	10	16	4	7	7
D	6	8	1	8	4
F	6	1	3	0	4
Total	50	53	38	23	24
Succ	76%	83%	89%	65&	67%

	2b. Student-learning in research methodology will be measured by assessing all students' final examination performance in COMM 3713 Communication Research Methods.	2b. 75% of students will earn a C or higher on their final examination in this course.	All participating students' final exams in COMM 3713 were counted.	27	55% met the standard on the final exam.	Only 13 out of 27 students met the threshold. However, the same students exceeded the threshold in their mid-term exams. 25 out of 28 scored above a C. This was because we spent time in the classroom preparing for the mid-term. Another reason for this low performance can be attributed to students not putting any effort towards their final exam after figuring	N

	13-14	14-15	15-16	16-17	17-18
A	0	6	4	3	3
B	1	4	8	6	7
C	5	4	9	9	3
D	3	3	7	9	9
F	7	1	10	9	3
Total	16	18	38	36	27
Succ	38%	72%	55%	50%	49%

					out that they do not need many points to make a C in the final grade. The instructor intends to assess their mid-terms next spring semester.	

| | 2c. Student-learning in media production will be measured by assessing all final projects in COMM 2003 Video Production. | 2c. 80% of students will earn a C grade or higher on their final project in COMM 2003 Video Production | All participating students' final projects scores in COMM 2003 were counted. | 49 | 94% demonstrated proficiency by securing a grade of "C" or better on the project. | Students learned better when they did a "practice" project before they did their "real" project that had a much higher point total.

By implementing the various components required of the final project into weekly assignments, it helped the students better understand how to do each one correctly, which enabled them to produce a quality final project. | Y |

	13-14	14-15	15-16	16-17	17-18
A	9	13	15	14	30
B	10	7	10	6	13
C	8	6	0	6	3
D	0	1	1	2	1
F	0	0	1	1	2
Total	27	27	27	29	49
Succ	100%	96%	93%	93%	93%

3. Students will indicate they are satisfied with the instruction they have received in this program.	3a. Students will respond to a satisfaction survey at the mid-point in their program of instruction.	3a. 75% of students surveyed in the mid-point in their program (COMM 3253 Argumentation and Persuasion) will report that they are satisfied with their undergraduate coursework.	All participating communication majors student surveys responses were counted.	0	As in the previous year, no data was reported for the 2017-2018 academic year. 	In the 2016-2017 academic year, the class instructor didn't report survey data. In this academic year, instructors didn't collect data. The faculty will discuss whether to keep this measure and if so, in what class to administer the survey. Argumentation and Persuasion will be eliminated from the department's core in an upcoming curriculum revision.	N/A

Table within row 3:

	13-14	14-15	15-16	16-17	17-18
SA	12	5	14	N/A	N/A
A	11	5	22	N/A	N/A
Neu	1	2	3	N/A	N/A
D	0	1	0	N/A	N/A
SD	0	0	0	N/A	N/A
Total	24	13	39	N/A	N/A
Succ	96%	77%	92%	N/A	N/A

4. Graduating seniors will report that they are prepared to enter and perform satisfactorily in entry-level communication positions.	4a. Student preparation and satisfaction will be measured through a survey conducted in COMM 4913 Senior Capstone.	4a. 75% of the students surveyed in Senior Capstone (COMM 4913) will indicate that they are satisfied with their undergraduate coursework (Q1), that their coursework has effectively prepared them for their future	The survey was directed to all students enrolled in the senior capstone class. There were 3 open-ended follow up questions accompanying each Likert Scale question.	23	44% agree that their courses were effective, 48% agree that they are prepared for the future, and no data was collected this year on student satisfaction with departmental technology.	Scores for the first two questions have dropped precipitously from previous years, and the scores, combined with the comments, indicate the need for the curriculum change that the department is planning. Students were more positive about the department's technology than about their coursework and their preparedness for communications careers, especially in	N

Table within row 4:

17-18 Capstone Results			
	Courses	Future	Techn.
Agree	10	11	13
Neutral	5	5	3
Disagree	8	7	7
Total	23	23	23
Success	44%	48%	57%

career (Q2), and that they were satisfied with the quality of technology (Q3).

advertising and public relations.

16-17 Capstone Results

	Courses (Q1)	Future (Q2)	Techn.
Agree	21	23	N/A
Neutral	6	4	N/A
Disagree	3	3	N/A
Total	30	30	N/A
Success	90%	90%	N/A

15-16 Capstone Results

	Courses	Future	Techn.
Agree	24	26	21
Neutral	4	2	7
Disagree	0	0	0
Total	28	28	28
Success	86%	93%	75%

14-15 Capstone Results

	Courses	Future	Techn.
Agree	5	5	3
Neutral	1	1	2
Disagree	0	0	1
Total	6	6	6
Success	83%	83%	50%

13-14 Capstone Results

	Courses	Future	Techn.
Agree	14	16	12
Neutral	3	0	4
Disagree	0	1	1
Total	17	17	17
Success	82%	94%	71%

12-13 Capstone Results

	Courses	Future	Techn.
Agree	11	12	5
Neutral	3	3	5
Disagree	2	1	6
Total	16	16	16
Success	69%	75%	63%

11-12 Capstone Results

	Courses	Future	Techn.
Agree	12	13	5
Neutral	3	3	7
Disagree	4	3	7
Total	19	19	19
Success	63%	68%	26%

4b. Student satisfaction with the program's ability to help prepare them for their chosen career will be measured through a survey conducted via their graduation application.	85% of the students surveyed will agree or strongly agree that program has prepared them for their chosen career.	The survey was directed to all graduating seniors. The answers were very satisfied (VS), somewhat satisfied (SS), somewhat dissatisfied (SD) and very dissatisfied (VS).	30	83% of students indicated that they are satisfied with the program's ability to help prepare them for their chosen career.	The high threshold for success (85%) was not met, although just barely missed, for the first time in five years.	N

83% of students indicated that they are satisfied with the program's ability to help prepare them for their chosen career.

	13-14	14-15	15-16	16-17	17-18
VS	8	12	13	18	16
SS	3	9	11	11	9
SD	2	1	3	2	4
VD	0	0	1	0	0
Total	13	22	28	31	30
Succ	85%	95%	86%	94%	83%

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.
Changes will likely result from a planned curriculum changes in the coming academic year.	Changes will likely result from a planned curriculum changes in the coming academic year.	The current curriculum is not adequately comparing students for careers in mass communication.	We assume that student satisfaction with coursework will increase, as will success in classes clearly connected to their career plans.

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
No pedagogical insights reported.

PART 7 (A & B)

Assessment Measures and Faculty Participation

A. Assessment Measures:

1) How many different assessment measures were used? 9

2) List the direct measures (see rubric): 6 (1a: written communication; 1b: oral communication; 1c: creative and critical thinking; 2a: test scores; 2b: final examination performance; and 2c: final projects

3) List the indirect measures (see rubric): 3a: mid-point satisfaction survey, 4a: senior capstone survey and 4b graduate exit survey)

B. Contributors to Report:

1) Provide the names and signatures of all faculty members who contributed to this report and indicate their respective roles: 6

Faculty Members	Roles in the Assessment Process (e.g., collect data, analyze data, prepare report, review report, etc.)	Signatures
Juliet Evusa, Associate Professor	Data collection, report/plan analysis, writing report	
David Blakely, Associate Professor	Data collection, report/plan analysis	
Lee Williams, Assistant Professor	Data collection, report/plan analysis.	
Holly Kruse, Associate Professor	Data collection, report/plan analysis, writing report	
Cathy Coomer, Assistant Professor	Data collection, report/plan analysis	
Bruce Hartley, Instructor	Data collection, report/plan analysis	

2) Reviewed by:

Titles	Names	Signatures	Date
Acting Department Head	Steven Rosser		
Dean	Keith Martin		

RUBRIC FOR 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 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 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) 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 role is identified and it is apparent that the majority of the	The faculty roles are not identified. Few faculty participated.	The faculty roles are not identified. Faculty participation is not sufficiently

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