

Degree Program Student Learning Report

Revised June 2017

Department of Psychology and Sociology

Select Degree Program

For 2017-2018 Academic Year

PART 1

Degree Program Mission and Student Learning Outcomes

A. 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 Science and Arts 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. | The mission of the Department of Psychology and Sociology is to assist students in developing knowledge and understanding of social, legal, and psychological issues and to operate effectively in today's legal, social, and culturally diverse community. | The program mission of the Department of Psychology and Sociology is to provide a multi-disciplinary degree that stresses competence in written and oral communications and scientific reasoning and thinking skills. |

B. Align each of the program student learning outcomes with the institutional purposes and 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 developing skills in oral and written communication, critical thinking, creativity, empirical and evidence-based inquiry, experimental investigation and theoretical explanation of natural phenomena and innovative technology. | Foster skills of critical thinking, writing, research, and oral communication and provide traditional and nontraditional students duality associate and baccalaureate degrees. | Utilizing faculty mentors students will develop, analyze and synthesize, and conduct human subject research. |

| University Commitments | School Purposes | Department Purposes | Student Learning Outcomes |
|---|---|---|---|
| To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning. | The School will educate 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. | The Department will promote and foster skills to think critically, creatively, and skills to work in social situations as well as the ability to communicate with a diverse population. | 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 life-long learning. | Serve the University and the community through the provision of quality general education courses which promote lifelong learning and services to a diverse society. | 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. | Promote a community of scholars among faculty and students through research and scholarly experiences. | 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. | The School will offer and promote artistic, scientific, cultural, and public affairs events on the campus and in the region. | To keep abreast of services available to students while serving as a connecting point for students and to build community among students and the department via student organizations. | |
| To support and strengthen student, faculty and administrative structures that promote shared governance of the institution. | The School will foster a community of scholars among the faculty and students of the institution. | Faculty members and students (as appropriate) shall serve on a variety of University committees bringing reports back to the department as a whole. | |
| 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. | Offer and promote student and community interaction to create opportunities for cultural, intellectual, and personal enrichment. | Students will express that their learning has been enhanced by community and intellectual opportunities provided by the Social Sciences degree. |

PART 2

Follow-Up on Proposed Changes Made in Previous Assessment Cycle

Follow up on each instructional/assessment change proposed in Part 5 of the degree program SLR for the preceding year. Any changes the department implemented for this academic year, but which were not specifically proposed in the preceding report, should also be reported here. Indicate whether the proposed change was implemented and comment accordingly. Please note if no changes were either proposed or implemented or this academic year.

| Proposed Change | Implemented? (Y/N) | Comments |
|--|-------------------------------|--|
| Change the Internship II student evaluation of internship site survey to a 5 point scale to make it more easily comparable to the Internship II supervisor survey results. | Y | Both the student evaluation of internship site and the internship supervisor evaluation of student forms were revised. Both now have a series of 4 point scale questions designed to measure various aspects of the experience. These forms are now delivered entirely online. |
| Implement a more formal tracking program to keep records on the number of our graduates who apply and are admitted into graduate programs. | N | The department did not have the resources to implement this proposal during the 17-18 AY. |

PART 3

Response to University Assessment Committee Feedback

The University Assessment Committee provides written feedback on departmental assessment plans through a regular peer review process. This faculty-led oversight is integral to RSU's commitment to the continuous improvement of student learning and institutional effectiveness. UAC recommendations are not compulsory and departments may implement them at their discretion. Respond below to each UAC recommendations from last year's peer review report. Indicate whether the recommendation was implemented and comment accordingly. Please indicate either if the UAC had no recommendations or if the program was not subject to review in the previous cycle.

| Peer Review Feedback | Implemented (Y/N) | Comment |
|--|------------------------------|----------------|
| The AY 16-17 BSSS was not reviewed by the UAC. | | |

PART 4
Evidence of Student Learning

Provide evidence of student progress for each of the student learning outcomes associated with the degree program. See the *Appendix* for a detailed description of each component. Note: The table below is for the first program learning outcome. A copy of the table should be inserted below for each additional outcome. SLO numbers should be updated accordingly.

**A.
Student Learning Outcome**

SLO #1: Students will demonstrate interdisciplinary knowledge about issues related to diverse concepts and explanations of human behaviors.

| A. Assessment Measure | B. Performance Standard | C. Sampling Method | D. Sample Size (n) | E. Results | F. Standard Met (Y/N) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|-----------------------|--|--------------------------|---------------|---|------------|---|---|-----|----|----|----|---|----|----|----|----|----|----|----|---|----|-----|-----|----|---|----|---|---|---|---|---|-------|----|-----|----|-----|-----|
| 1. Average of all exams in <i>Perspectives on Human Behavior</i> (SBS 3033) | 70% of students will score at least a 70% average on exams. | All BSSS students completing Perspectives on Human Behavior | N=54 | All courses on ground: <table border="1" style="margin-left: 20px;"> <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>37</td> <td>8</td> <td>4</td> <td>3</td> <td>2</td> <td>54</td> </tr> <tr> <td>%</td> <td>68</td> <td>15</td> <td>7</td> <td>6</td> <td>4</td> <td>100</td> </tr> </tbody> </table> | | A | B | C | D | F | TOT | N | 37 | 8 | 4 | 3 | 2 | 54 | % | 68 | 15 | 7 | 6 | 4 | 100 | YES | | | | | | | | | | | | | | |
| | A | B | C | D | F | TOT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N | 37 | 8 | 4 | 3 | 2 | 54 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| % | 68 | 15 | 7 | 6 | 4 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. 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 at least a 70% average on exams. | All BSSS students completing Social Systems and Problems | N=35 | All courses on ground: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Grade</th> <th>Mid-Term Exam</th> <th>%</th> <th>Final Exam</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>10</td> <td>28</td> <td>8</td> <td>23</td> </tr> <tr> <td>B</td> <td>11</td> <td>31</td> <td>14</td> <td>40</td> </tr> <tr> <td>C</td> <td>8</td> <td>23</td> <td>7</td> <td>20</td> </tr> <tr> <td>D</td> <td>5</td> <td>14</td> <td>5</td> <td>14</td> </tr> <tr> <td>F</td> <td>1</td> <td>3</td> <td>1</td> <td>3</td> </tr> <tr> <td>Total</td> <td>35</td> <td>100</td> <td>35</td> <td>100</td> </tr> </tbody> </table> | Grade | Mid-Term Exam | % | Final Exam | % | A | 10 | 28 | 8 | 23 | B | 11 | 31 | 14 | 40 | C | 8 | 23 | 7 | 20 | D | 5 | 14 | 5 | 14 | F | 1 | 3 | 1 | 3 | Total | 35 | 100 | 35 | 100 | YES |
| Grade | Mid-Term Exam | % | Final Exam | % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | 10 | 28 | 8 | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | 11 | 31 | 14 | 40 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C | 8 | 23 | 7 | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D | 5 | 14 | 5 | 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | 1 | 3 | 1 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 35 | 100 | 35 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

**G.
Conclusions**

Assessment Measure #1: For all classes combined, 90% of students averaged 70% or higher on exams, with at least 83% making a B or better on average.

Assessment Measure #2: Two assessment exams were given in the course in the fall and spring. In the mid-term 82 percent met the standard of scoring 70 percent on the exam (consisting of multiple choice, fill-ins, and essays). For the final, 83 percent met the standard. When the mid-term and final exam are combined, 83% of students scored a 70% or better, meeting the overall standard.

**A.
Student Learning Outcome**

SLO #2: Students will demonstrate the skills necessary to function effectively in a career oriented learning environment

| A. Assessment Measure | B. Performance Standard | C. Sampling Method | D. Sample Size (n) | E. Results | F. Standard Met (Y/N) |
|--|--|--|-------------------------------|--|----------------------------------|
| 1. <i>Supervisor Evaluation of Intern Survey</i> and mean supervisor rating will be calculated for student | The combined average score by site supervisors for all responses on 20 questions concerning the performance of interns will be 3.0 or higher on a scale of 1 to 4. | All Internship supervisors for major students in SBS 4033 and SBS 4043 will be asked to complete the <i>Supervisor Evaluation of Intern Survey</i> | N=14 | The average of all student supervisor ratings was 3.56 out of a 4 point scale. | YES |
| 2. <i>Internship Site Evaluation</i> form and mean Site rating will be calculated | The combined average score reported by internship students for all responses on 10 questions concerning the overall quality of learning experience will be 3.0 or higher on a scale of 1 to 4. | All major students in SBS 4033 and SBS 4043 will be asked to complete the <i>Internship Site Evaluation</i> form | N=29 | The average of all student evaluations of the learning experience was 3.51 out of a 4 point scale. | YES |

**G.
Conclusions**

Standards were met for both assessment measures. Students are being rated as effective by their site supervisors, and rate their sites as generally helpful as a community based learning environment. RSU partners with many local agencies and the Internship instructors continue to nurture and 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.

New assessment measures and performance standards were used this year. The assessment now includes both Internship I and II students, whereas past assessment focused only on Internship II students. Further, the data collection instrument changed this year. For the supervisor evaluation, a form including 20 questions regarding the overall performance of the intern was distributed. Each question included in the assessment here ranged from a score of 1 (Far Below Expectations) to a score of 4 (Exceeds Expectations). The average of these 20 questions is used as the measure, with the performance standard requiring an overall average of 3.0. For the intern student evaluation, a form including 10 questions regarding the overall experience was distributed. Each question ranged from a score of 1 (Very Dissatisfied) to a score of 4 (Very Satisfied). The average of these 10 questions is used as the measure, with the performance standard requiring an overall average of 3.0.

**A.
Student Learning Outcome**

SLO #3: Students will demonstrate an understanding of research methodologies and their appropriate use in the Social Sciences

| A. Assessment Measure | B. Performance Standard | C. Sampling Method | D. Sample Size (n) | E. Results | F. Standard Met (Y/N) | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|-------------------------------|--|----------------------------------|-----|---|---|---|---|-----|---|----|----|----|---|---|----|---|----|----|----|---|---|-----|-----|
| 1. 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=58 | On Ground Only <table border="1" data-bbox="1241 524 1761 638"> <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>8</td> <td>20</td> <td>26</td> <td>2</td> <td>2</td> <td>58</td> </tr> <tr> <td>%</td> <td>14</td> <td>34</td> <td>45</td> <td>3</td> <td>3</td> <td>100</td> </tr> </tbody> </table> | | A | B | C | D | F | Tot | N | 8 | 20 | 26 | 2 | 2 | 58 | % | 14 | 34 | 45 | 3 | 3 | 100 | Yes |
| | A | B | C | D | F | Tot | | | | | | | | | | | | | | | | | | | | |
| N | 8 | 20 | 26 | 2 | 2 | 58 | | | | | | | | | | | | | | | | | | | | |
| % | 14 | 34 | 45 | 3 | 3 | 100 | | | | | | | | | | | | | | | | | | | | |
| 2. 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=33 | On Ground Only <table border="1" data-bbox="1241 849 1761 963"> <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>23</td> <td>9</td> <td>0</td> <td>0</td> <td>2</td> <td>34</td> </tr> <tr> <td>%</td> <td>70</td> <td>27</td> <td>0</td> <td>0</td> <td>3</td> <td>100</td> </tr> </tbody> </table> | | A | B | C | D | F | TOT | N | 23 | 9 | 0 | 0 | 2 | 34 | % | 70 | 27 | 0 | 0 | 3 | 100 | Yes |
| | A | B | C | D | F | TOT | | | | | | | | | | | | | | | | | | | | |
| N | 23 | 9 | 0 | 0 | 2 | 34 | | | | | | | | | | | | | | | | | | | | |
| % | 70 | 27 | 0 | 0 | 3 | 100 | | | | | | | | | | | | | | | | | | | | |

**G.
Conclusions**

Performance standards were met for both assessment measures. Ninety-three percent of RMI students averaged a C or better on course exams, with 48% averaging a B or better. Ninety-seven percent of capstone projects made at least a B. There was only one incomplete given this semester, and two failing grades, reflecting that the research design course sequence (Research Methods I, Qualitative or Quantitative Research Methods, Social and Behavioral Statistics, and Capstone) is effectively preparing students to successfully complete a research project.

**A.
Student Learning Outcome**

SLO #4: Utilizing faculty mentors and project judges from diverse disciplines students will develop, analyze and synthesize human subject research.

| A. Assessment Measure | B. Performance Standard | C. Sampling Method | D. Sample Size (n) | E. Results | F. Standard Met (Y/N) |
|--|---|---------------------------------------|-------------------------------|---|----------------------------------|
| Average of judges scores for capstone poster and presentation | 90% of students will achieve a competence score equal to or greater than 70% for the capstone poster and presentation | Degree students in SBS 4513, Capstone | N=46 | 100% of students met the competence criteria. | Y |
| Signed mentorship agreements noting hypothesis and IRB request | 100% of students will submit a completed mentorship agreement | Degree students in SBS 4513, Capstone | N=46 | 100% of students met the performance standard | Y |

**G.
Conclusions**

BSSS students continue to perform well on their capstone projects! This process now includes a more comprehensive mentorship agreement including the sharing/discussion of the hypothesis and whether or not IRB approval is required to complete the research. In addition, the Psychology and Sociology Department established a working agreement to more evenly distribute the number of projects being mentored among its faculty. Capstone leadership also reaffirmed commitment to seeking judges from across the campus. These two factors allow for greater interaction between student and mentor as well as the opportunity to receive criticism and suggestions from professionals outside the psychology and sociology domains; both leading to a more enriching experience for student learning.

**A.
Student Learning Outcome**

SLO #5: Students will express satisfaction that their learning has been enhanced by community, cultural and intellectual opportunities provided in the Social Science degree.

| A. Assessment Measure | B. Performance Standard | C. Sampling Method | D. Sample Size (n) | E. Results | F. Standard Met (Y/N) |
|----------------------------------|--|--|-------------------------------|--|----------------------------------|
| 1. BSSS Senior Survey | 80% will report a 3 average on a 4 point scale for a set of questions asking them to rate their satisfaction with their experiences in their major department. | All BSSS majors completing a Senior Research project in Senior Capstone Experience (SBS 4013). | N=20 | 100% of surveyed students reported an average of 3 or more for their rating of satisfaction with their experience in the department. The overall average rating on a 4 point scale was 3.96. | Yes |

**G.
Conclusions**

The survey indicates the students are very satisfied with the learning opportunities available to them and their overall educational experience in the BSSS degree. 100% of students surveyed participated in some practicum, internship, field/lab experience outside of RSU, and 65% (13/20) participated in community service as part of a class or outside of or in addition to any required community work in classes. Further, 80% (16/20) reported participating in scholarly research as part of their coursework or outside their coursework.

This year a slightly different performance standard was used than in past SLRs. Rather than focusing on the response to a single question, this year's performance standard relies on an average score of a set of questions designed to elicit overall student satisfaction with their experience in the BSSS major. We would also note that there are currently two versions of the graduating student survey – one administered by the University and one administered by the School of Arts and Sciences. The two have slightly different questions in the section where students rate their satisfaction with the major department. For this SLR the average of this section was used, so both types of surveys are included. In the future, we suggest that only a single survey be used for all graduating students.

PART 5

Proposed Instructional or Assessment Changes

Learning outcomes assessment can generate actionable evidence of student performance that can be used to improve student success and institutional effectiveness. Knowledge of student strengths and weakness gained through assessment can inform faculty efforts to improving course instruction and program curriculum. Below discuss potential changes the department is considering aimed at improving student learning or the assessment process. These proposals will be revisited in next assessment cycle.

| Proposed Change | Rationale |
|--|---|
| Implement a more formal tracking program to keep records on the number of our graduates who apply and are admitted into graduate programs. | A more robust and objective measure of overall program success than the measures taken from the BSSS Senior Survey. |

PART 6

Assessment Measures and Faculty Participation

A. Summary of assessment measures:

1) How many different assessment measures were used?

Nine

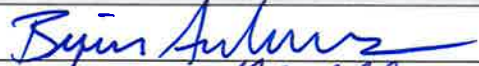
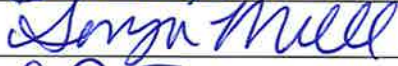
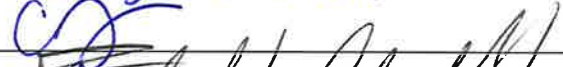



2) List the direct measures (see appendix):

SLO#1: assessment measures 1 and 2, SLO#2: assessment measure 1, SLO#3: assessment measures 1 and 2, SLO#4: assessment measures 1 and 2



3) List the indirect measures (see appendix):

SLO#2: assessment measure 2, SLO#5: assessment measure 1

B. Provide the names and signatures of all full time and adjunct faculty who contributed to this report.

| Faculty Name | Assessment Role | Signature |
|------------------|--|---|
| Brian Andrews | Gathered data, analyzed data, wrote report |  |
| Sonya Munsell | Provided data |  |
| Christie Mackey | Provided data |  |
| Frank Elwell | Provided data |  |
| Lori O'Malley | Provided data |  |
| Daniel Marangoni | Provided data |  |

Reviewed by:

| Titles | Name | Signature | Date |
|-----------------|---------------------|---|-----------------|
| Department Head | <i>ale. martens</i> |  | <i>20180529</i> |
| Dean | Dr. Keith Martin |  | 5-30-18 |

Appendix

Student Learning Outcome

Student learning outcomes are the observable or measurable results that are expected of a student following a learning experience. Learning outcomes may address knowledge, skills, attitudes, or values that provide evidence that learning has occurred. They can apply to a specific course, a program of study, or an institution. Outcomes should be worded in language that clearly implies a measurable behavior or quality of student work. Outcomes should also include Bloom's action verbs appropriate to the skill level of learning expected of students.

Examples:

Students will be able to apply principles of evidence-based medicine to determine clinical diagnoses and implement acceptable treatment modalities.

Students will be able to articulate cultural and socioeconomic differences and the significance of these differences for instructional planning.

Assessment Measure

An assessment measure is a tool or instrument used to gather evidence of student progress toward an established learning outcome. Every program learning outcome should have at least one appropriate assessment measure. Learning outcomes are frequently complex, however, and may require multiple measures to accurately assess student performance. Assessment plans should try to incorporate a combination of direct and indirect assessment measures. Direct provide concrete evidence of whether a student has command of a specific subject or content area, can perform a certain task, exhibits a particular skill, demonstrates a certain quality in their work, or holds a particular value. Because direct measures tap into actual student learning, it is often viewed as the preferred measure type. Indirect measures assess opinions or thoughts about the extent of a student's knowledge, skills, or attitudes. They reveal characteristics associated with learning, but they only imply that learning has occurred. Both types of measures can provide useful insight into student learning and experiences in a program. Each also has unique advantages and disadvantages in terms of the type of data and information it can provide. Examples of common direct and indirect measures are listed below.

Direct Measures

- Comprehensive exams
- Class assignments
- Juried review of performances and exhibitions
- Internship or clinical evaluations
- Portfolio evaluation
- Pre/post exams
- Third-party exams such as field tests, certification exams, or licensure exams
- Senior thesis or capstone projects

Indirect Measures

- Graduate exit interviews
- Focus group responses
- Job placement statistics
- Graduate school placement statistics
- Graduation and retention rates
- Student and alumni surveys that assess perceptions of the program
- Employer surveys that assess perceptions of graduates
- Honors and awards earned by students and alumni.

Performance Standard

A performance standard is a clearly-defined benchmark that establishes the minimally-acceptable level of performance expected of students for a particular measure.

Examples:

At least 70% of students will score 70% or higher on a comprehensive final exam.

At least 75% of students will earn score a "Proficient" or higher rating on the Communicate Effectively rubric.

Sampling Method

Sampling method describes the methodology used for selecting the students that were assessed for a given measure. In some cases, such as most course-embedded measures, it is possible to assess all active enrolled students. In other cases, however, it is not feasible to measure the population of all potential students. In these cases, it is important that a well-designed sampling scheme be used to ensure the sample of students measured is an unbiased representation of the overall population. Where multiple instructors teach a particular course, care should be taken to assess students across all instructors, including adjuncts.

Examples:

All students enrolled in BIOL 4801 Biology Research Methods II

All majors graduating in the 2016-17 academic year.

Sample Size

Sample size is the number of students from which evidence of student learning was obtained for a given assessment measure.

Results

Results are an analytical summary of the findings arising from the assessment of student performance for a particular assessment measure. Typical presentation includes descriptive statistics (mean, median, range) and score frequency distributions.

Standard Met?

This is a simple yes/no response that indicates whether the observed level of student performance for a particular measure meets or exceeds the established standard. An N/A may be used where circumstances prevented the department from accurately assessing a measure.

Conclusion

The conclusion is a reflective summary and determination of the assessment results obtained for a specific learning outcome. Questions to consider in this section include the following:

- Does the assessment evidence indicate the learning outcome is being satisfactorily met?
- Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern?
- What are the most valuable insights gained from the assessment results?
- What strengths and weaknesses in student learning do the results indicate?
- What implications are there for enhancing teaching and learning?
- How can the assessment process be improved?