

General Education Student Learning Report

Revised May 2024

Department of Psychology and Sociology

2023-2024 AY

PART 1

Degree Program Mission and Student Learning Outcomes

A. State the school, department, and degree program missions.

University Mission	College Mission	Department Mission	General Education Mission
Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.	The mission of the college of Arts and Sciences 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 & 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.	General Education at Rogers State University provides a broad foundation of intellectual skills, knowledge, and perspectives to enable students across the University to achieve professional and personal goals in a dynamic local or global society.

B. Align each of the program student learning outcomes with the institutional purposes and commitments.

University Commitments	College 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 college 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	<i>Foster skills of critical thinking, writing, research, and oral communication and provide traditional and non-traditional students duality associates and baccalaureate degrees.</i>	1) Think critically and creatively. 2) Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world. 3) Use written, oral, and visual communication effectively. 4) Develop an individual perspective on the human experiences, and

University Commitments	College Purposes	Department Purposes	Student Learning Outcomes
	explanation of natural phenomenon and innovative technology.		demonstrate an understanding of diverse perspectives and values. 5) Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.
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 college 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.	<i>writing, research, and oral</i>	
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 college will offer general education foundation for life-long learning.	<i>communication and provide</i>	1) Think critically and creatively. 2) Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world. 3) Use written, oral, and visual communication effectively. 4) Develop an individual perspective on the human experiences and demonstrate an understanding of diverse perspectives and values. 5) Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.	The college will foster a community of scholars among the faculty and students of the institution.	<i>traditional and non-traditional</i>	
To provide university-wide student services, activities and resources that complement academic programs.	The college will offer and promote artistic, scientific, cultural and public affairs events on the campus and in the region.	<i>students duality associates and</i>	

University Commitments	College Purposes	Department Purposes	Student Learning Outcomes
To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.	The college will foster a community of scholars among the faculty and students of the institution.	<i>baccalaureate degrees.</i>	
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.		Offer and promote student and community interaction to create opportunities for cultural, intellectual and personal achievement.	

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
Outcomes 4: PSY 1113 Consideration of Pre- & Post- Testing to other assessment measures by the Psychology faculty	Yes	<ul style="list-style-type: none">• Five full-time faculty members collaborated to create a new Introduction to Psychology (American Psychology Association: APA) course shell for a General Education Course. The new shell includes 5 modules, each containing a discussion, an assignment, and an exam.• This change was implemented to ensure more consistent and collectable data for evaluating students' learning outcomes.

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 recommendation 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 program was not reviewed in the previous cycle.		

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: Think critically and creatively.																						
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results		F. Standard Met (Y/N)																
PSY 1113 Module 3 assignment involved an essay reflecting on daily life and life span development, emphasizing meaningful and reflective writing or drawing, and expressing students' critical and creative thoughts.	At least 70% of students who submit the essay will score 70% or higher on the assignment.	We recorded essay grades from all students who submitted the module 3 assignment for the Spring 2024 semester.	On-ground: 56 On-line: 79	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: left;">On-ground Spring 2024</th> </tr> </thead> <tbody> <tr> <td style="width: 20%;"></td> <td>Module assignment 3: an essay of reflection of daily life/life span development</td> </tr> <tr> <td>Passing Standard</td> <td>82%</td> </tr> <tr> <td>N</td> <td>56</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: left;">On-line Spring 2024</th> </tr> </thead> <tbody> <tr> <td style="width: 20%;"></td> <td>Module assignment 3: an essay of the reflection of daily life or life span development</td> </tr> <tr> <td>Passing Standard</td> <td>89%</td> </tr> <tr> <td>N</td> <td>79</td> </tr> </tbody> </table>		On-ground Spring 2024			Module assignment 3: an essay of reflection of daily life/life span development	Passing Standard	82%	N	56	On-line Spring 2024			Module assignment 3: an essay of the reflection of daily life or life span development	Passing Standard	89%	N	79	Y
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G. Conclusions																						

A.
Student Learning Outcome

SLO #1: Think critically and creatively.

A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
1. Both on-ground and on-line students met the standard for the essay paper assignment in the spring semester.					

**A.
Student Learning Outcome**

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

A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)																																				
<p>PSY 1113</p> <p>Multiple module exams assessing core knowledge as follows:</p> <p>Exam 1: Introduction, Psychological Research, methods, and Brain and behavior.</p> <p>Exam 2: Consciousness, memory, learning.</p> <p>Exam 3: Language, intelligence, motivation, emotion, and life span development.</p> <p>Exam 4: Diversity in Psychology, multiculturalism,</p>	<p>At least 70% of students who take the exams will score 70% or higher on each exam.</p>	<p>We recorded objective exam grades from all students taking each of the five exams for the spring 2024 semester.</p>	<p>On-ground: 54-56 On-line: 79-92</p>	<p>On-ground Spring 2024</p> <table border="1" data-bbox="1228 440 1761 625"> <thead> <tr> <th></th> <th>Test #1</th> <th>Test #2</th> <th>Test #3</th> <th>Test #4</th> <th>Test #5</th> </tr> </thead> <tbody> <tr> <td>Passing Standard</td> <td>93%</td> <td>89%</td> <td>88%</td> <td>80%</td> <td>75%</td> </tr> <tr> <td>N</td> <td>56</td> <td>56</td> <td>56</td> <td>54</td> <td>56</td> </tr> </tbody> </table> <p>On-line Spring 2024</p> <table border="1" data-bbox="1228 703 1761 888"> <thead> <tr> <th></th> <th>Test #1</th> <th>Test #2</th> <th>Test #3</th> <th>Test #4</th> <th>Test #5</th> </tr> </thead> <tbody> <tr> <td>Passing Standard</td> <td>87%</td> <td>86%</td> <td>90%</td> <td>86%</td> <td>84%</td> </tr> <tr> <td>N</td> <td>79</td> <td>92</td> <td>79</td> <td>81</td> <td>81</td> </tr> </tbody> </table>		Test #1	Test #2	Test #3	Test #4	Test #5	Passing Standard	93%	89%	88%	80%	75%	N	56	56	56	54	56		Test #1	Test #2	Test #3	Test #4	Test #5	Passing Standard	87%	86%	90%	86%	84%	N	79	92	79	81	81	<p>Y</p>
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Student Learning Outcome**

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<p>gender and sexuality, health Psychology, personality.</p> <p>Exam 5: Social Psychology, Psychological disorders and therapy.</p> <p>SOC 1113</p>	<p>Significant portions of four-unit exams consist of essays in which the students demonstrate and apply sociological concepts and social forces in analyzing human attitudes and behaviors</p>	<p>We recorded essay grades from all students taking each of the four exams for the fall and spring semesters. It should be noted that not all faculty reported their results.</p>	<p>The numbers of people taking each exam ranged from 43 to 52 in the online sections.</p>	<p>Fall</p> <table border="1" data-bbox="1228 792 1759 959"> <thead> <tr> <th></th> <th>Test #1</th> <th>Test #2</th> <th>Test #3</th> <th>Test #4</th> </tr> </thead> <tbody> <tr> <td>Passing Standard</td> <td>69%</td> <td>86%</td> <td>86%</td> <td>84%</td> </tr> <tr> <td>N</td> <td>52</td> <td>50</td> <td>50</td> <td>50</td> </tr> </tbody> </table> <p>Spring</p> <table border="1" data-bbox="1228 1101 1759 1279"> <thead> <tr> <th></th> <th>Test #1</th> <th>Test #2</th> <th>Test #3</th> <th>Test #4</th> </tr> </thead> <tbody> <tr> <td>Passing Standard</td> <td>76%</td> <td>69%</td> <td>74%</td> <td>74%</td> </tr> <tr> <td>N</td> <td>42</td> <td>42</td> <td>42</td> <td>42</td> </tr> </tbody> </table>		Test #1	Test #2	Test #3	Test #4	Passing Standard	69%	86%	86%	84%	N	52	50	50	50		Test #1	Test #2	Test #3	Test #4	Passing Standard	76%	69%	74%	74%	N	42	42	42	42	<p align="center">Y</p>
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A. Student Learning Outcome					
SLO #2: Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.					
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
G. Conclusions					
Both on-ground and on-line Psychology students met the standard in each of the five-module exams in the spring semesters. Sociology students met or almost met the standards set for evaluation of knowledge of human cultures by the faculty. Given the closeness of the “almost,” it is not of major concern.					

A. Student Learning Outcome						
SLO #3: Use written, oral, and visual communication effectively.						
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)	
PSY 1113 Module assignment #3 involved an essay reflecting on daily life and life span development, emphasizing meaningful and reflective writing or drawing, along with paraphrasing using APA citations.	At least 70% of students who submit the essay will score 70% or higher on the assignment.	We recorded essay grades from all students who submitted the module 3 assignment for the Spring 2024 semester.	On-ground: 56 On-line: 79	On-ground Spring 2024		Y
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<p>SOC 1113</p> <p>Significant portions of the four exams consist of essays in which the students demonstrate clear and concise writing, paraphrasing skills, and APA citations.</p>	<p>At least 70% of students who take the exams will score 70% or higher on each exam.</p>	<p>We recorded essay grades from all students taking each of the four exams for the fall and spring semesters. It should be noted that not all faculty reported their results.</p>	<p>The numbers of people taking each exam ranged from 43 to 52 in the online sections.</p>	<table border="1"> <tr> <td>Passing Standard</td> <td colspan="4">89%</td> </tr> <tr> <td>N</td> <td colspan="4">79</td> </tr> <tr> <td colspan="5">Fall</td> </tr> <tr> <td></td> <td>Test #1</td> <td>Test #2</td> <td>Test #3</td> <td>Test #4</td> </tr> <tr> <td>Passing Standard</td> <td>69%</td> <td>86%</td> <td>86%</td> <td>84%</td> </tr> <tr> <td>N</td> <td>52</td> <td>50</td> <td>50</td> <td>50</td> </tr> <tr> <td colspan="5">Spring</td> </tr> <tr> <td></td> <td>Test #1</td> <td>Test #2</td> <td>Test #3</td> <td>Test #4</td> </tr> <tr> <td>Passing Standard</td> <td>76%</td> <td>69%</td> <td>74%</td> <td>74%</td> </tr> <tr> <td>N</td> <td>42</td> <td>42</td> <td>42</td> <td>42</td> </tr> </table>	Passing Standard	89%				N	79				Fall						Test #1	Test #2	Test #3	Test #4	Passing Standard	69%	86%	86%	84%	N	52	50	50	50	Spring						Test #1	Test #2	Test #3	Test #4	Passing Standard	76%	69%	74%	74%	N	42	42	42	42	<p align="center">Y/N</p>
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**G.
Conclusions**

A. Student Learning Outcome					
SLO #3: Use written, oral, and visual communication effectively.					
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
Both on-ground and on-line Psychology students met the standard for the essay paper assignment in the spring semester. The sociology students performed satisfactory on this performance measure.					

A. Student Learning Outcome												
SLO #4: Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.												
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)							
PSY 1113 Preparing multiple module exams helps students understand various perspectives and values related to individual learning and development, including: Exam 1: Introduction, Psychological Research, methods,	At least 70% of students who take the exams will score 70% or higher on each exam.	We recorded objective exam grades from all students taking each of the five exams for the spring 2024 semester.	On-ground: 54-56 On-line: 79-92	On-ground Spring 2024		Y						
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N	79	92	79	81	81							

**A.
Student Learning Outcome**

SLO #4: Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.

A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
<p>and Brain and behavior.</p> <p>Exam 2: Consciousness, memory, learning.</p> <p>Exam 3: Language, intelligence, motivation, emotion, and life span development.</p> <p>Exam 4: Diversity in Psychology, multiculturalism, gender and sexuality, health Psychology, personality.</p> <p>Exam 5: Social Psychology, Psychological disorders and therapy.</p>					

**A.
Student Learning Outcome**

SLO #4: Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.

A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)																														
SOC 3213 Minority Groups Overall Grade	At least 80% of students will score a 70% or better for their final grade.	All students completing the course.	N=26 (all online)	<table border="1"> <thead> <tr> <th>Overall Grade</th> <th>Frequency</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>90-100</td> <td style="text-align: center;">1</td> <td style="text-align: center;">3.57</td> </tr> <tr> <td>80-89.99</td> <td style="text-align: center;">16</td> <td style="text-align: center;">57.14</td> </tr> <tr> <td>70-79.99</td> <td style="text-align: center;">8</td> <td style="text-align: center;">28.57</td> </tr> <tr> <td>60-69.99</td> <td style="text-align: center;">2</td> <td style="text-align: center;">7.14</td> </tr> <tr> <td><60</td> <td style="text-align: center;">1</td> <td style="text-align: center;">3.57</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: center;">28</td> <td style="text-align: center;">100</td> </tr> </tbody> </table>	Overall Grade	Frequency	Percent	90-100	1	3.57	80-89.99	16	57.14	70-79.99	8	28.57	60-69.99	2	7.14	<60	1	3.57	TOTAL	28	100	Y									
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SOC 1113 Multiple unit exams assessing core knowledge as follows: Exam 1: Introduction, Sociological Research, Methods, and Culture. Exam 2: Socialization, Groups and Organizations, Social Stratification, and Global Inequality.	At least 70% of students who take the exams will score 70% or higher on each exam.	We recorded objective exam grades from all students taking each of the four exams for the fall and spring semesters.		<p>Fall</p> <table border="1"> <thead> <tr> <th></th> <th>Test #1</th> <th>Test #2</th> <th>Test #3</th> <th>Test #4</th> </tr> </thead> <tbody> <tr> <td>Passing Standard</td> <td style="text-align: center;">75%</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">76%</td> <td style="text-align: center;">66%</td> </tr> <tr> <td>N</td> <td style="text-align: center;">52</td> <td style="text-align: center;">50</td> <td style="text-align: center;">50</td> <td style="text-align: center;">50</td> </tr> </tbody> </table> <p>Spring</p> <table border="1"> <thead> <tr> <th></th> <th>Test #1</th> <th>Test #2</th> <th>Test #3</th> <th>Test #4</th> </tr> </thead> <tbody> <tr> <td>Passing Standard</td> <td style="text-align: center;">81%</td> <td style="text-align: center;">78%</td> <td style="text-align: center;">74%</td> <td style="text-align: center;">62%</td> </tr> <tr> <td>N</td> <td style="text-align: center;">42</td> <td style="text-align: center;">42</td> <td style="text-align: center;">42</td> <td style="text-align: center;">42</td> </tr> </tbody> </table>		Test #1	Test #2	Test #3	Test #4	Passing Standard	75%	60%	76%	66%	N	52	50	50	50		Test #1	Test #2	Test #3	Test #4	Passing Standard	81%	78%	74%	62%	N	42	42	42	42	Y/N
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**A.
Student Learning Outcome**

SLO #4: Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.

A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
<p>Exam 3: Deviance, Race & Ethnicity, Gender, Sex, and Sexuality, and Marriage & Family</p> <p>Exam 4: Government and Politics, Work and Economy, Population and Environment, Social Movements and Change.</p>					

**G.
Conclusions**

Both on-ground and on-line Psychology students met the standard in each of the five-module exams. In Minority groups, 89.28% of students achieved a 70% or greater for their final grade, meeting the standard. For Introduction to Sociology, students failed to meet the standards for Exam #3 and #4 in the fall, and Exam #4 in the spring. These objective exams were created by the faculty and thus do not involve easy access to text banks on the internet. Professors must redouble their efforts on getting students to master the material.

**A.
Student Learning Outcome**

SLO #5: Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.

A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)

**G.
Conclusions**

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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
None for Psychology (PSY 1113). None for Sociology (SOC 1113). None for Minority Groups (SOC 3213).	See conclusions above.

PART 6

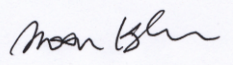
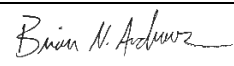
Assessment Measures and Faculty Participation

Summary of assessment measures:


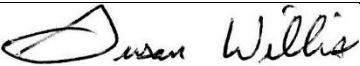
- 1) How many different assessment measures were used? Five module exams, one short-essay paper for Psychology (PSY 1113).
- 2) List the direct measures (see appendix): Exams, and essay paper grades for Psychology (PSY 1113).
- 3) List the indirect measures (see appendix): None for Psychology (PSY 1113).

PART 7
Faculty Participation and Signatures

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

Faculty Name	Assessment Role	Signature
Sara K. Moon-Seo Frank W. Elwell Brian Andrews	Collected data, analyzed data, wrote report	
Donna Sharp, Kerri Shaw, James Baumgardner, Caleb Demarais Sharon Fernlund Brian Andrews Frank Elwell	Contributed to submit data	

Reviewed by:

Titles	Name	Signature	Date
Department Head	Brian Andrews		5/30/2024
Academic Dean	Dr. Susan Willis		6-5-24

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 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?