2019

Program Assessment Handbook

Academic Programs and Services
University of Central Missouri
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Assessment Basics

Definition of Assessment

Assessment of student learning can be defined as the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions about how to improve student learning.

Why We Assess

Student Improvement

Assessment is a tool to be used for institutional improvement and improvement in student learning. You must assess in order to demonstrate how effective you are. You must assess to demonstrate you can achieve the outcomes that you have stated for your programs.

Program assessment also addresses the requirement of external stakeholders (HLC accreditation).

HLC Standard 3A: The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require **levels of performance** by students **appropriate to the degree** or certificate awarded.
2. The institution **articulates and differentiates learning goals** for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are **consistent across all modes of delivery and all locations** (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortia arrangements, or any other modality).

HLC Standard 4.B: The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly **stated goals for student learning** and **effective processes for assessment of student learning** and achievement of learning goals.
2. The institution **assesses achievement of the learning outcomes** that it claims for its curricular and co-curricular programs.
3. The institution **uses the information gained from assessment** to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the **substantial participation of faculty** and other instructional staff members.

HLC Standard 5.C.1 stated the institution links **its processes for assessment of student learning, evaluation of operations, planning, and budgeting.**

Accountability:

There are also external drivers behind the assessment process. All of these external stakeholders are calling for data to demonstrate that students are achieving the institutions' learning goals and, if they are not, that we are making progress toward creating an educational experience that should support that achievement.

Relation to Annual Assessment vs Program Review

Every five years each program that awards degrees or certificates undergoes a program review. Outcomes assessment plays a crucial supporting role during a program review since it is one of the most important sources of information about the quality of the program. Since the program faculty will have collected assessment data over the five-year period prior to the program review, they should be able to look at **trends in their data** to see if **program quality** has improved over time. Having a good assessment plan with all student learning outcomes being assessed **more than once** during a five-year cycle is therefore an important part of the program review process. The findings from the National Institute of Learning outcome assessment (NILOA) survey in 2013 stated that most institutions reported using their assessment results in program review.

Levels of Assessment

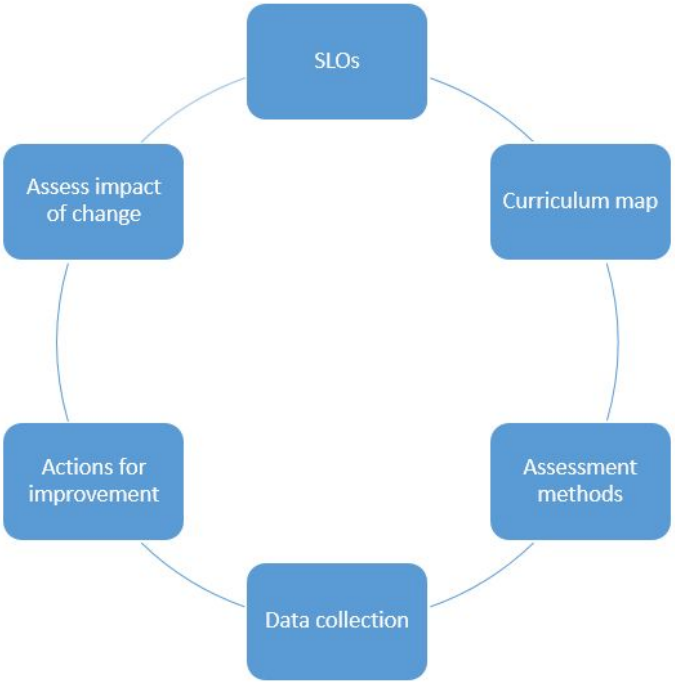
Student learning outcomes are often collected at institution level, program level and course level. The use of assessment results are for completely different purposes at each level.

Institutions often use assessment results to make changes in strategic planning, inform institution leaders to make decisions, incorporate assessment for accreditation purposes, revise institutional outcomes, improving student engagement and success, creating a culture of teaching and learning, enhancing faculty collaboration across campus and reflecting on assessment processes and institutional practices.

Program assessment is mostly associated with faculty, the curriculum and student learning needs: setting faculty priority, securing resources for professional development, improving student support service, revising course, assignments, informing program review/departmental studies, aligning curriculum and improving program outcomes.

Assessment at course level relates mostly between faculty and students at a specific course. Faculty often use the assessment feedback to make intervention in the instruction and syllabus.

Assessment Cycle



Nine Principles of Good Practice for Assessing Student Learning

The assessment of student learning begins with educational values. Assessment is not an end in itself but a vehicle for educational improvement.

1. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
2. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
3. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.
4. Assessment works best when it is ongoing not episodic. Assessment is a process whose power is cumulative.
5. Assessment fosters wider improvement when representatives from across the educational community are involved.
6. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.
7. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.
8. Through assessment, educators meet responsibilities to students and to the public.

More detail of good practice for assessing student learning will be found here: http://www2.indstate.edu/assessment/docs/ninePrinciples.pdf

Assessment Responsibilities
From chairs:

- Discuss the program's assessment plan
- Provide leadership support on assessment data collection
- Deliver assessment results in faculty meetings
- Allocate resources to assessment activities; e.g. funding for faculty assessment retreats, providing teaching release to develop assessment plans, providing GA or student worker to support assessment data collection, etc.
- Recognize faculty's assessment efforts; e.g. recognize faculty assessment efforts in faculty meetings, provide some type of award for faculty who have embedded assessment in their instruction, provide funding to travel to assessment conferences, etc.

From Faculty:

- Faculty members are to participate in assessment activities (e.g. develop learning outcomes, collect student work, score student work for program outcomes, and interpret results)
- Support student achievement of degree outcomes at graduation, and discuss and act on assessment results.

Program Assessment Plan
Step 1: Writing Student Learning Outcomes (SLOs)
CQIP Requirement on SLOs

- State the program outcomes measurably.
- Externally validate from advisory councils, alumni, employers, graduate schools, discipline experts, certification bodies, career services, or similar entities.
- Communicate the program SLOs to students through a variety of means (e.g., syllabi, learning experiences, assessments, and assignment review)

Definition: SLOs are concrete actions the student should be able to perform as a result of participation the program.

SLO Formula: Action Verb + Specialized Knowledge, Skills and Dispositions

- When writing an outcome, you need to decide which level of learning you desire student to achieve by choosing an appropriate action verb from Bloom's Taxonomy of the Cognitive Domain/Affective/Psychomotor. For more information, look at Appendix A.
- If you are not sure the level of student mastery, please have a look at the Qualification Degree Profile for the expectation of undergraduate and master degree (Appendix B)

Sample SLOs

- Student will be able to describe the problem solving process (Understanding)
- Students will solve research problems through the application of scientific methods (Applying)
- Students will analyze the strengths and weaknesses of empirical research and theories in kinesiology (critical thinking in research)

- Students will locate, critically examine, and evaluate primary literature in kinesiology and sports medicine.(critical thinking in research skills)
- Students will demonstrate their ability to communicate effectively in the appropriate written form as professionals in the field (communication skills in the field)
- Students will analyze, compare, and contrast works of art.
- Students will synthesize accurate historical information into research papers.
- Students will be able to evaluate an individual's health and fitness, and prescribe an appropriate physical activity intervention to maintain or improve health.
- Students will be able to analyze financial reports to determine branch profitability and make corrective actions to improve profitability.
- Students will be able to facilitate the development, articulation, implementation, and stewardship of a vision of learning in a collaborative manner with the school community.
- Students will be able to apply their knowledge and skills by successfully completing an internship with an approved local, state, or federal criminal justice agency.
- Students will apply evidence-based practices to plan, implement, and modify treatment for clients with various communication and swallowing disorders.

Tips for SLOs

- Learning outcomes can be at the university, program or course level.
- SLO statements should be aligned with institution, college and program mission and goals.
- The focus of the learning outcomes should be on the results of learning, not on the process used to accomplish the learning.
- Keep the SLO simple, should be a broad, single and measurable statement.
- Words such as understand, know, or appreciate should be avoided because these are not measurable.

Step 2: Curriculum Map
CQIP Requirement of Curriculum Map

The program has an up-to-date curriculum map detailing where program SLOs are introduced, practiced/reinforced, and Assessed/advanced and communicates this to students. The program faculty regularly analyze the major program offerings and develop or modify a curricular map that identifies the courses in which specific program SLOs are introduced, practiced and assessed and communicates this information to students.

Curriculum Map

A critical part of the assessment plan in academic departments is the cooperative development of a curriculum map. The Curriculum Map is a matrix that represents how courses are aligned with goals and learning outcomes. The purpose of a curriculum map is to assure that all of the SLOs are being addressed somewhere in the required coursework for that program. The curriculum map ensures that every learning outcome has a corresponding learning opportunity. It also provides the program a better understanding of what is being taught, and serves as a tool to help make adjustments to the curriculum.

For example, assume that one identified SLO in a program is that students will be able to communicate effectively within the discipline in oral presentations. Construction of a curriculum map ensures that instructors of specific courses know they are responsible for giving students instruction on what makes a good oral presentation within the field, including appropriate visual aids, tone, level of formality, appropriate audience level, etc.

The curriculum map is usually constructed as a grid. Along one axis is a listing of the program's Student Learning Outcomes. Along the other axis is a list of the required courses in that program. Each program SLOs should have courses to address at Introduced (I): accumulating knowledge and comprehension, Reinforced (R): application and analysis of topics, and Advanced (A): synthesis, critiquing and evaluation.

	Use economic models to study behavior and can interpret results of their models	Use these results to make inferences and draw conclusions	Calculate and interpret descriptive statistics	Communicate economic ideas and information in written and spoken form
1010 (prin of macro) supply and demand model	I,A	I,A		I
1011 (prin of micro) elasticity	I,A	I,A		I
2033 (econ app in sports)	R	R		
Fin 2801 (stat1)			I,A	
3010 (inter macro)	R,A	R,A		
3020 (money & banking) analyze money and financial mkts	R	R		R
3030 (inter micro)	R,A	R,A		
3065 (labor) apply supply and demand to labor mkt	R	R		
4000 (sr seminar) use appropriate model and statistical techniques	R,A	R		M,A

4010 (internatl) international trade and foreign exchange	R	R		
4020 (nat resources) apply economic principles to mgt of natural resources	R	R		
4054 (sports econ) optimal pricing and resource allocation	R	R		
4060 (game theory) explain strategic behavior	M	M		
4065 (managerial) determine optimal behavior for firm mgr	M,A	M,A		
4070 (IO) market structure and optimal behavior	M			
4075 (time series) aplly statistical techniques to time series			R,A	
4080 (econometrics) use statistical techniques to model economic behavior		M	R,A	
4085 (pred. analyt) use statistical techniques to estimate forecasts		M,A	M,A	

I (Introduced): Provide learning opportunity of new knowledge

R (Reinforced): Practice the knowledge from introduced level

M (Mastery): Apply the knowledge from I&R Level

A (Assessed): You choose this course to collect data for a program learning outcome.

Step 3: Assessment Methods
CQIP Requirement of Assessment Methods

The program regularly performs formative evaluations of student artifacts that indicate students' progress toward satisfactory program completion. Formative assessment provide students information about how they are doing before they reach the end of their program. A good place to think about formative program assessment is at a mid-point in the program.

The program regularly performs summative evaluations of student artifacts that demonstrate students' mastery of program outcomes. Summative assessments provide students information about how they are doing when they reach the end of their program.

Direct and Indirect

Direct measures of assessment indicate **the attainment of student learning, knowledge, or skills** by directly observing students' demonstration of knowledge, skills, and learning. Indirect measures of assessment focus on **student perceptions of learning** and often involve surveys, interviews, or focus groups to ask students to self-report or reflect on their learning rather than to demonstrate it.

Best practices require that each SLO be evaluated by three measures, a practice called triangulation. This should involve at least one, but preferably two, direct measures. Programs may use a combination of direct and indirect measures to provide a complete picture of student performance.

Sample Assessment Methods

1. Written surveys and questionnaires - Asking individuals to share their perceptions about a particular area of interest—e.g., their own or others' skills/attitudes/behavior, or program/course qualities and attributes.
2. Exit and other interviews - Asking individuals to share their perceptions about a particular area of interest—e.g., their own skills/attitudes, skills and attitudes of others, or program qualities—in a face-to-face dialog with an interviewer.
3. Commercial, norm-referenced, standardized examinations - Commercially developed examinations, generally group administered, mostly multiple choice, "objective" tests, usually purchased from a private vendor.
4. Locally developed assessments - Objective or subjective designed by local staff/faculty.
5. Focus groups - Guided discussion of a group of people who share certain characteristics related to the research or evaluation question, conducted by trained moderator.
6. Portfolios (collections of work samples, usually compiled over time and rated using scoring rubrics).

7. Performance Appraisals - Systematic measurement of overt demonstration of acquired skills, generally through direct observation in a "real world" situation—e.g., while student is working on internship or on project for client.
8. External Examiner - Using an expert in the field from outside your program — usually from a similar program at another institution — to conduct, evaluate, or supplement the assessment of students.
9. Oral examinations - Evaluation of student knowledge levels through a face-to-face dialogue between the student and the examiner—usually faculty.

Some Examples on Assessment Measures that Provide Meaningful Information to Programs.

Accounting - B.S.B.A.

Outcome: Accounting majors will be able to model accounting information systems.

Measure: Students in ACG 4401 will create a Resource Event Agent (REA) model of accounting systems. An analysis of student performance will indicate that 70% or more of the students who were assigned the project or exam questions will earn a score of 70% or higher. If a project is assigned, then the responses will be evaluated using a rubric designed for this purpose.

Applied Sociology - M.A.

Outcome: Masters Students sampled will acquire a satisfactory (average score of agree or above on the rubric) understanding of sociological perspectives and methods.

Measure: All thesis track students who do non-applied theses will be required to submit a written thesis proposal to and participate in an oral defense of that proposal with their selected committee. The committee will use the following rubric to evaluate how well students grasp sociological perspectives and methods separately for the written proposal and the oral defense:

1. The student can frame a problem or issue in a sociological context.
2. The student can employ and evaluate sociological theories and concepts when presenting an issue.
3. The student can develop an appropriate research plan for a sociological investigation, including the use of an appropriate methodology if collecting data.
4. The student can write a scholarly paper that is organized and coherent.

Response categories will be: Strongly agree (4), agree (3), neutral (2), disagree (1), strongly disagree (0)

We anticipate that the rating for the proposal will be 2.0 or higher for at least 75% of the students.

Biology - B.S.

Outcome: BS Biology graduates will have attained a well-founded knowledge of Cell Biology that compares favorably to their peers at a national level.

Measure: All (100%) graduates are required to take the national ETS Exam in Biology during their senior year. There are three ETS Exam sessions annually. Fall-graduating seniors take the ETS in the fall, spring-graduating seniors take the ETS in the spring, and summer-graduating seniors will take the ETS in the summer. Performance on the Cell Biology component of the exam will be used to evaluate student learning. At least 60% of students will score above the 50th percentile.

Counselor Education - Mental Health - M.A.

Outcome: Students in the M.A. program in Counselor Education, Mental Health Counseling Track, will demonstrate knowledge deemed as fundamental for student success in the counseling field.

Measure: On the Counselor Preparation Competency Exam (CPCE), students' mean score will equal or exceed the mean score of the CPCE national norm on each of the eight (8) Subscales and the Total Score.

More information on program outcomes and assessment measures, please access to

https://assessment.ucf.edu/assessment_archive/assessmentarchive.aspx

Program Assessment Report

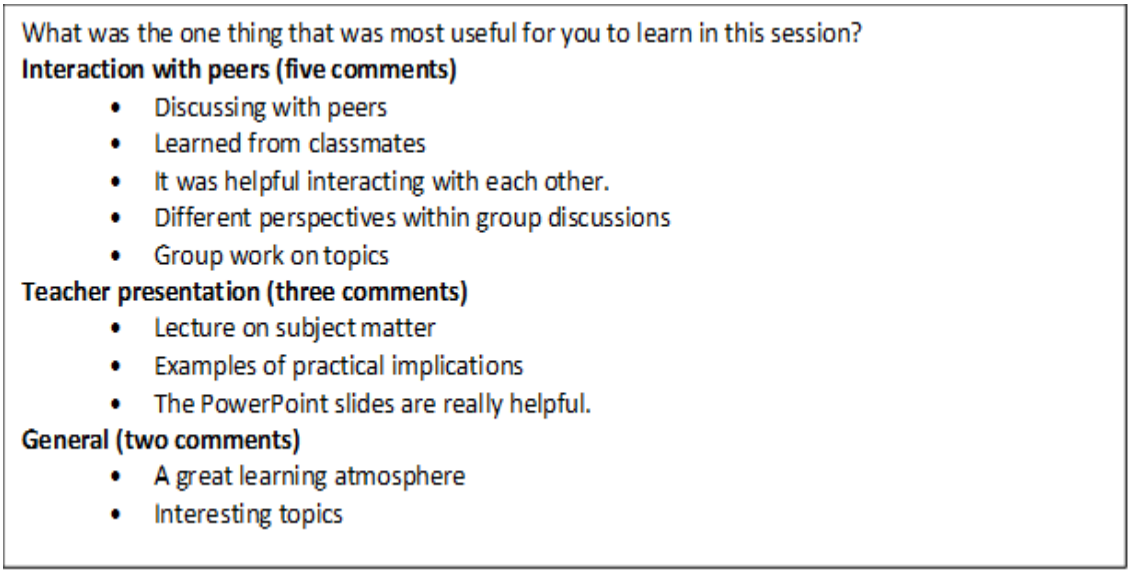
Step 4: Data Analysis - Results
Some Considerations for Data Collection and Analysis

- **Data sample:** For programs with 40 or more graduates each year, we suggest a random sample of **at least 40 students**. For programs with fewer than 40 graduates each year, plan on collecting evidence from 100% of the graduating students.
- **Analyzing quantitative data:** Percentages are easier to understand and more meaningful than raw numbers. Percentages make it easier to compare groups of different sizes, e.g., when you compare your current class again a class four years ago or against peers at other schools.

	Unacceptable -1-	Borderline -2-	Acceptable -3-	Exemplary -4-	Total
Content Representation	0%	20%	60%	20%	100%
Use of Primary Sources	8%	48%	28%	16%	100%
Logical Inference	4%	52%	32%	12%	100%
Contextual Analysis	0%	33%	54%	13%	100%

- **Analyzing qualitative data:** Qualitative results from reflective writing, open-ended survey questions, and focus group transcriptions can be summarized through grouped listings and thematic analysis. Thematic analysis is appropriate when the qualitative results involve more extensive information such as reflective papers and transcriptions of

focus groups. Such results can be summarized and analyzed by looking for common themes and patterns in the results. This is an example of thematic analysis.



What was the one thing that was most useful for you to learn in this session?

Interaction with peers (five comments)

- Discussing with peers
- Learned from classmates
- It was helpful interacting with each other.
- Different perspectives within group discussions
- Group work on topics

Teacher presentation (three comments)

- Lecture on subject matter
- Examples of practical implications
- The PowerPoint slides are really helpful.

General (two comments)

- A great learning atmosphere
- Interesting topics

When looking at assessment results, possible questions to be asked are: What were your main findings? How did you analyze them? How do you interpret them? When presenting analysis**,** tables and graphs are useful in presenting analysis because they focus attention to specific results.

Tables are useful for reporting multiple percentages and frequencies, comparison of student performance with stated performance standards and some descriptive statistics. They provide an ordered way for readers to see results quickly for each outcome measure without having to search through text to find a particular result. Graphs can further enhance the visual impact of assessment. Graphical representations of results show differences in variables, which makes graphs highly effective in show casing assessment results.

When sharing the results of program assessment, it may be useful to report each learning outcome and outcome measure paired with the corresponding results of the analyses, which joins the multiple outcome measures (direct and indirect) for each learning outcome. Next, compare the results with the specified performance standard and discuss the implications of the data as they relate to the program. Both strengths and areas for improvement are discussed, because showcasing program success is just as important as identifying areas for improvement, when it comes to making data based decisions about the program.

Here are some things to consider when writing the results in TK 20

- Information provided on how data were collected (e.g., course embedded) and who provided data (e.g., all seniors);
- Connecting findings to goals and objectives: These should be clearly aligned with the outcomes that they address. Keep in mind to interpret results for different audiences such as all of the faculty and staff involved in your program, or FSUAC member.

- Interpretation: Graphical data representations can be attached, but it is also helpful to have a narrative that summarizes the main highlights of your findings.

Step 5: Actions for Improvement

Before writing actions for improvement in TK20, programs need to share assessment results with all program faculty and discuss them together, so that any changes can be decided on collectively. Program need to connect decisions to assessment results. Assessment writers often talk about the importance of the "Actions for improvement/close the loop". Assessment plans that do not incorporate a feedback loop are seen as failures, no matter how much data is gather or how psychometrically meticulous that data may be.

There are two types of actions for improvement: Process-based actions and finding-based actions. Process-based actions make changes in the process of assessment such as your assessment measures or assessment sample. Finding-Based actions make changes based on the evidence of student learning. Possible changes from assessment results:

Change the learning outcomes:

- Perhaps the learning outcome is unachievable or not clearly defined. Changing a learning outcome based on a pattern of data over time would be justifiable.
- Add a new learning outcome goal. This happens when looking at departmental major goals in relation to University wide learning goals, departments may wish to add a discipline specific version of such University wide goals as communication, critical thinking, values, integrative learning, or technology**.**

Mapping outcomes to the curriculum:

- Results may indicate a need to understand where students are introduced to concepts defined in the learning outcomes. Mapping learning outcomes to program courses is the first step in understanding where students are introduced to the material they need to master.
- Examining concept reinforcement: Often programs will discover that students are introduced to the concept in the curriculum, but course assignments and planned experiences are not sufficient to help students master those concepts. This may lead to considering modifications in assignments, readings, or general teaching approaches to reinforce concepts with students. A program may also discover that a new course needs to be created to sufficiently address a learning outcome.

Examining course sequencing:

- Sometimes faculty will discover that the course provides sufficient support for the student to master the material, but course sequencing should be adjusted so that students are introduced to concepts that build on and complement each other. The student learning assessment process can be used as an audit of the programmatic educational experience

Refine the assessment procedure:

- Closely examine assessment measures and tools to make sure they are appropriate and fit the learning outcome.

- Benchmark: A criterion may be set too high for the outcome and the program may need to lower its expectations. If this is done, a new benchmark will be set and raised again in the future as student learning or service impact increases.

Assessment method/ Assessment strategies and measures:

- A measure of assessment will be an inaccurate means of assessing an outcome or will need to be revised as the curriculum or service changes. Assessment measures should only be changed in these instances; if the means of assessment is accurate, it should not change.
- The assessment process may reveal that national certification exams require students to master information in an area in which no faculty expertise currently exists at the university.

Teaching and Learning

- Changes in teaching activity, pedagogy for a course
- Make intervention on student learning

Sample Actions for Improvement

Action a department may take after assessment	**How specific courses planned to change their courses after assessment**
Change syllabi to prepare students for the rigor of the course.	Children's Literature professors decided to emphasize the intellectual rigor and copious reading in the class in the syllabus to make students "aware" that the assignments and papers would be difficult.
Revise the course outcomes to include more higher-order thinking, greater intellectual rigor, and/or sufficiency.	Many courses have merged similar outcomes; omitted outcomes based on their lack of intellectual rigor, and/or added language to outcomes based on Bloom's Taxonomy of high-order thinking.
Based on results from assessment, add or reduce certain elements of the classroom exercises.	Using the equivalent of an item analysis, the faculty members noticed that many of the questions answered incorrectly on their assessment test were answered so because students could not "unlock meaning of unknown words" based on prefixes and suffixes. Hence, the faculty will investigate how to emphasize word parts in classes.
Obtain more consistency in large multi-section courses.	Faculty members noticed that consistency in multi-section courses is difficult, given that satellite campuses do not have the same resources. Although this analysis delivers a negative truth, it also is one worth noting.
Reduce grade inflation by linking test and course grades to mastery of all outcomes.	Assessment and analysis of a math course showed that students' scores on the portion of

	the exam that was common among all students were not predictive of their final grade. This portion, however, did not count toward the final exam grade. Thus, it was speculated that some students did not take that part of the exam as seriously as the weighted part.
Increase contact with adjunct faculty.	Math instructors also suggested that the master syllabus may not communicate the timing in which certain skills ought to be taught and this would present problems, especially to adjunct instructors who are not in contact with faculty as much as full time instructors.
Explore active learning strategies and other teaching methods.	In Physical Sciences, the instructor has: • Changed the sequence of course topics for better flow • Introduced additional worksheets for practice on skills • Spent more time discussing processes • De-emphasized memorization
Explore other ways of assessing outcomes.	The Developmental Reading faculty decided that since they encourage students to annotate their texts, the same strategy ought to be applied when students are being assessed. Because they were not aware of this possibility, the faculty hypothesized, students did not perform to their potential.
Explore technological enhancements (labs, equipment, CD tutorial, etc.), using the assessment evidence to support a request for increased funding.	Management faculty members discussed organizing and cataloguing a library or videos relevant to the course to better support visual learners.
Conduct a retreat or workshop for instructors.	Biology faculty examined their course and came up with a plethora of questions. Based on this analysis, the faculty desires to contact an expert in assessment to find where and how to proceed. The faculty emphasizes that their desire to seek further help is linked to their belief in assessment and its ability to enhance student learning.

Step 6: Evidence of Improvement

If your program make changes from previous academic year, the program need to put in place for a year and monitor. At end of year, assess your action and check whether the student learning is higher, lower or no change compared to your previous assessment results.

Sample success stories of program assessment

Mechanical Engineering M.S.

Assessment method: Graduates will demonstrate competence in research. Data were obtained from Committee Check Sheets completed by the committee members for students defending their research thesis (writing skills) and by the faculty teaching EML 6085, Research Methods (presentations skills) for students in the Non-Thesis option.

Measure: Percent of students rated as "high" on a check sheet rating scale of "high," "medium" or "low."

Results:

Year	Faculty committee (thesis)	Research methods (non-thesis)
2014-2015	66.67%	82.35%
2013-2014	60%	61.29%
2012-2013	35.69%	57.64%

Action Taken or Strategy Implemented: Implemented zero credit EML 5090 MAE Seminar Series and MAE Research Day to help graduate students in the MAE department practice public speaking, learn skills of scientific communication, expand width of knowledge, and promote collaborations.

Accounting BSBA

Assessment Method: Accounting majors will demonstrate knowledge of the roles and responsibilities of the professional accountant in society.

Measure: Students in ACG 4651 demonstrated their understanding of professional accountants' responsibility to society. Measurement consisted of analyzing their responses on exam questions. Analysis will indicate that 70% or more of the students who were assigned the exam questions will earn a score of 70% or higher.

Results:

Year	Sample size	Mean score	Percent meets or exceed target of 70%
2012-2013	292	72%	211 (72%)
2013-2014	338	74%	230 (68%)
2014-2015	73	90%	69 (95%)

Actions Taken:

The Accounting Department has added two instructors for ACG 4651 (for a total of three; last year there was only one). One effect of this change was to substantially reduce class size.

Shifted the course focus to be more balanced between theory and application. A new simulation-based assignment was also implemented this year.

Program Assessment Review

After finishing program assessment report in TK 20, department chairs/program coordinators are expected to provide the feedback of program assessment report using the program assessment rubric in TK 20. See Appendix D for more information on program assessment rubric.

APPENDIX

Appendix A: Bloom's Taxonomy

COGNITIVE learning is demonstrated by knowledge recall and the intellectual skills: comprehending information, organizing ideas, analyzing data, applying knowledge, choosing among alternatives in problem-solving, and creation of new products or ideas.

Level	Illustrative Verbs	Category Definition	Cognitive processes
Remember	Arrange, Define, Describe, Duplicate, Identify, Label, List, Match, Name, Order, Outline, Recite, Recognize, Relate, Repeat, Reproduce, Select, State, Tabulate, Tell	retrieve relevant knowledge from long-term memory	Recognizing (identifying), recalling (retrieving)
Understand	Classify, Compare, Compute, Convert, Contrast, Defend, Describe, Differentiate, Distinguish, Estimate, Explain, Extrapolate, Generalize, Interpolate, Locate, Paraphrase, Predict, Recognize, Review, Summarize, Translate	construct meaning from instructional messages including oral, written and graphical communication	Interpreting, exemplifying, classifying, summarizing, inferring, summarizing, comparing
Apply	Apply, Change, Choose, Calculate, Classify, Demonstrate, Determine, Employ, Examine, Illustrate, Interpret, Modify, Operate, Practice, Predict, Prepare, Produce, Restructure, Schedule, Sketch, Solve, Use	Carry out or use a procedure in a given situation	Executing, implementing
Analyze	Analyze, Appraise, Break down, Calculate, Categorize, Compare, Contrast, Criticize, Debate, Diagram, Differentiate, Discriminate, Distinguish, Examine, Experiment, Indentify, Infer, Inventory, Relate, Separate, Subdivide, Test	break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose	Differentiating, organizing, attributing
Evaluate	Appraise, Argue, Assess, Choose, Compare, Contrast, Criticize, Defend, Discriminate, Estimate, Evaluate, Explain, Interpret. Judge, Measure, Predict, Rank, Rate, Recommend, Select, Support, Validate	make judgments based on criteria and standards through checking and critiquing	Checking, critiquing
Create	Arrange, Assemble, Construct, Collect, Compose, Create, Design, Develop, Formulate, Integrate, Manage, Organize, Plan, Prepare, Prescribe, Produce, Propose, Specify, Synthesize, Write	putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure	Generating, planning, producing

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Gronlund, N. E. (1981). *Measurement and evaluation in teaching, 4th ed.* New York, Macmillan Publishing.
McBeath, R. J., (Ed.). (1992). *Instructing and evaluating in higher education: A guidebook for planning learning outcomes.* Englewood Cliffs, NJ: Educational Technology

Revised November, 2012 Gloria Rogers

AFFECTIVE learning is demonstrated by behaviors indicating attitudes of awareness, interest, attention, concern, and responsibility, ability to listen and respond in interactions with others, and ability to demonstrate those attitudinal characteristics or values which are appropriate to the test situation and the field of study.

Level	Illustrative Verbs	Definition	Example
Receiving	asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits erect, replies, uses	willingness to receive or attend	listening to discussions of controversial issues with an open mind, respecting the rights of others
Responding	answers, assists, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes	active participation indicating positive response or acceptance of an idea or policy	completing homework assignments, participating in team problem-solving activities
Valuing	completes, describes, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works	expressing a belief or attitude about the value or worth of something	accepting the idea that integrated curricula is a good way to learn, participating in a campus blood drive
Organization	adheres, alters, arranges, combines, compares, completes, defends, explains, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes	organizing various values into an internalized system	recognizing own abilities, limitations, and values and developing realistic aspirations
Characterization by a value or value complex	acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, uses, verifies	the value system becomes a way of life	a person's lifestyle influences reactions to many different kinds of situations

Gronlund, N. E. (1981). *Measurement and evaluation in teaching, 4th ed.* New York, Macmillan Publishing.
McBeath, R. J., (Ed.). (1992). *Instructing and evaluating in higher education: A guidebook for planning learning outcomes.* Englewood Cliffs, NJ: Educational Technology Publications.

Revised November, 2012 Gloria Rogers

PSYCHOMOTOR learning is demonstrated by physical skills: coordination, dexterity, manipulation, grace, strength, speed; actions which demonstrate the fine motor skills such as use of precision instruments or tools, or actions which evidence gross motor skills such as the use of the body in dance or athletic performance.

Level	Illustrative Verbs	Definition	Example
Perception	chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects, separates	using sense organs to obtain cues needed to guide motor activity	listening to the sounds made by guitar strings before tuning them, recognizing sounds that indicate malfunctioning equipment
Set	begins, displays, explains, moves, proceeds, reacts, responds, snows, starts, volunteers	being ready to perform a particular action: mental, physical or emotional	knowing how to use a computer mouse, having instrument ready to play and watching conductor at start of a musical performance, showing eagerness to assemble electronic components to complete a task
Guided response	assembles, builds, calibrates, constructs, dismantles, displays, dissects, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches	performing under guidance of a model: imitation or trial and error	using a torque wrench just after observing an expert demonstrate a its use, experimenting with various ways to measure a given volume of a volatile chemical
Mechanism	(same list as for guided response)	being able to perform a task habitually with some degree of confidence and proficiency	demonstrating the ability to correctly execute a 60 degree banked turn in an aircraft 70 percent of the time
Complex or overt response	(same list as for guided response)	performing a task with a high degree of proficiency and skill	dismantling and re-assembling various components of an automobile quickly with no errors
Adaptation	adapts, alters, changes, rearranges, reorganizes, revises, varies	using previously learned skills to perform new but related tasks	using skills developed learning how to operate an electric typewriter to operate a word processor
Origination	arranges, combines, composes, constructs, creates, designs, originates	creating new performances after having developed skills	designing a more efficient way to perform an assembly line task

Gronlund, N. E. (1981). *Measurement and evaluation in teaching, 4th ed.* New York, Macmillan Publishing.
McBeath, R. J., (Ed.). (1992). *Instructing and evaluating in higher education: A guidebook for planning learning outcomes.* Englewood Cliffs, NJ: Educational Technology Publications.

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Appendix B: Degree Qualification Program

The value of the DQP

... for students

American college students choose from among hundreds of fields of study, often with scant information to guide them on the learning implications of their choices. Because the DQP clearly defines the learning that each degree should reflect, regardless of major field of study, it can help students develop and pursue a thoughtful, coherent and meaningful education plan. It can serve as a roadmap for navigating the often-fragmented landscape of higher education.

While students must master the content and methods in the fields they study in depth, the DQP can contribute to that goal by providing general reference points for acquiring field-specific knowledge and skills, i.e., essential dimensions of higher learning that specific fields will elaborate in greater detail.

Because the DQP clearly defines the learning that each degree should reflect, it can help students pursue a coherent and meaningful education plan.

Moreover, because most students will change jobs many times during their lives, the DQP strongly emphasizes the kinds of broad, integrative studies and crosscutting proficiencies that graduates need for continuous learning in complex and changing environments.

A fundamental assumption behind the DQP is that study in breadth (traditionally associated with general education) and study in depth (traditionally associated with the major) are both vital. The DQP also assumes that general education and the major must work together. Degree recipients benefit from a curriculum in which general education and the major are clearly aligned in the pursuit of a shared commitment to assuring accomplishment of degree-level proficiencies.

There are pedagogical and practical benefits in such clarity. Students who understand the purposes of the courses they take and the congruence between course-level and degree-level objectives learn more effectively. The DQP offers a resource to guide that understanding. Moreover, working adults and students returning to higher education after an extended absence may find the DQP useful because it enables them to "ladder" their applied learning experiences.

Use of the DQP also should help students commit themselves to prepare fully for citizenship, for contributing to the economy and for the accomplishment of personal goals. As colleges and universities make clear their resolve to support students pursuing such preparation, they might invite students to formalize a shared resolve at the beginning of their college career, perhaps through a statement that says, "I have read and understand the proficiencies for the degree I seek and commit myself to investing the time, energy and creativity to qualify for that degree." An overarching learning agreement for each degree — an agreement that also affirms an institution's commitment to give each student the support needed to pursue a degree — should be an important outgrowth of the framework envisioned here.

... for faculty members

There are five principal values of the DQP for faculty.

- It draws faculty into active clarification of how and what they teach in relation to what their students learn.
- It encourages them to examine more fully the content and methods of their fields of study in relation to priorities that span departmental and school boundaries. (The DQP can prompt a shift of perspective from "my courses" to "our curriculum.")
- It can help foster purposeful, sustained interactions with colleagues concerning the purposes of colleges and universities, i.e., to generate, preserve, evaluate and disseminate knowledge.
- The DQP enables faculty to examine the assignments they give to students so as to ensure that these assignments foster and properly assess the desired proficiencies.
- Faculty members' collaborative engagement with the DQP reinforces and demonstrates the value of their intentionality in strengthening the quality of both learning and teaching.

... for the public

Although the public values higher education, too few people understand how it is organized, how it operates, and what it accomplishes. Higher education is in part responsible for this problem because colleges and universities have never expressed a clear consensus as to what degrees should mean in terms of actual student learning.

The DQP offers an important step toward such a consensus by proposing in direct, simple language what a degree recipient should know and be able to do, regardless of the field of study. When such a consensus can be expressed broadly for the great majority of colleges and universities, the public will be able to make better-informed decisions about higher education. In short, the DQP can provide practical help in answering any number of important, real-world questions. For example:

- To which colleges and universities should a prospective student apply?
- Will this program help a student obtain the learning and skills needed to succeed in this chosen field?
- Does a community college bond issue deserve support?
- Should media reports on higher education be taken at face value?
- What, after all, do academic degrees mean?

The DQP

The following pages present a grid that lays out all of the learning outcomes, grouping them within the five categories of learning and by type of degree. Institutions are encouraged to use this grid as they adopt the DQP to their particular needs.

1. Specialized Knowledge
2. Broad and Integrative Knowledge
3. Intellectual Skills
4. Applied and Collaborative Learning
5. Civic and Global Learning

1 Specialized Knowledge

This category addresses what students in *any* specialization or major field of study should demonstrate with respect to that specialization. Tuning, a field-specific effort to map learning outcomes, is necessary to describe the concepts, knowledge areas and accomplishments that students in a *particular* specialization should demonstrate to earn the degree.

At the associate level, the student	**At the bachelor's level,** the student	**At the master's level,** the student
Describes the scope of the field of study, its core theories and practices, using field-related terminology, and offers a similar description of at least one related field. Applies tools, technologies and methods common to the field of study to selected questions or problems. Generates substantially error-free products, reconstructions, data, juried exhibits or performances appropriate to the field of study.	Defines and explains the structure, styles and practices of the field of study using its tools, technologies, methods and specialized terms. Investigates a familiar but complex problem in the field of study by assembling, arranging and reformulating ideas, concepts, designs and techniques. Frames, clarifies and evaluates a complex challenge that bridges the field of study and one other field, using theories, tools, methods and scholarship from those fields to produce independently or collaboratively an investigative, creative or practical work illuminating that challenge. Constructs a summative project, paper, performance or application that draws on current research, scholarship and techniques in the field of study.	Elucidates the major theories, research methods and approaches to inquiry and schools of practice in the field of study, articulates their sources and illustrates both their applications and their relationships to allied fields of study. Assesses the contributions of major figures and organizations in the field of study, describes its major methodologies and practices and illustrates them through projects, papers, exhibits or performances. Articulates significant challenges involved in practicing the field of study, elucidates its leading edges and explores the current limits of theory, knowledge and practice through a project that lies outside conventional boundaries.

2 Broad and Integrative Knowledge

This category asks students at all three degree levels to consolidate learning from different broad fields of study (e.g., the humanities, arts, sciences and social sciences) and to discover and explore concepts and questions that bridge these essential areas of learning.

At the associate level, the student	**At the bachelor's level,** the student	**At the master's level,** the student
Describes how existing knowledge or practice is advanced, tested and revised in each core field studied — e.g., disciplinary and interdisciplinary courses in the sciences, social sciences, humanities and arts. Describes a key debate or problem relevant to each core field studied, explains the significance of the debate or problem to the wider society and shows how concepts from the core field can be used to address the selected debates or problems. Uses recognized methods of each core field studied, including the gathering and evaluation of evidence, in the execution of analytical, practical or creative tasks. Describes and evaluates the ways in which at least two fields of study define, address and interpret the importance for society of a problem in science, the arts, society, human services, economic life or technology.	Describes and evaluates the ways in which at least two fields of study define, address and interpret the importance for society of a problem in science, the arts, society, human services, economic life or technology. Explains how the methods of inquiry in these fields can address the challenge and proposes an approach to the problem that draws on these fields. Produces an investigative, creative or practical work that draws on specific theories, tools and methods from at least two core fields of study. Defines and frames a problem important to the major field of study, justifies the significance of the challenge or problem in a wider societal context, explains how methods from the primary field of study and one or more core fields of study can be used to address the problem, and develops an approach that draws on both the major and core fields.	Articulates how the field of study has developed in relation to other major domains of inquiry and practice. Designs and executes an applied, investigative or creative work that draws on the perspectives and methods of other fields of study and assesses the resulting advantages and challenges of including these perspectives and methods. Articulates and defends the significance and implications of the work in the primary field of study in terms of challenges and trends in a social or global context.

3 Intellectual Skills

This category includes both traditional and nontraditional cognitive skills: analytic inquiry, use of information resources, engaging diverse perspectives, ethical reasoning, quantitative fluency and communicative fluency. Throughout, the DQP emphasizes that students should confront and interpret ideas and arguments from different points of reference (e.g., cultural, technological, political).

	At the associate level, the student	**At the bachelor's level,** the student	**At the master's level,** the student
Analytic inquiry	Identifies and frames a problem or question in selected areas of study and distinguishes among elements of ideas, concepts, theories or practical approaches to the problem or question.	Differentiates and evaluates theories and approaches to selected complex problems within the chosen field of study and at least one other field.	Disaggregates, reformulates and adapts principal ideas, techniques or methods at the forefront of the field of study in carrying out an essay or project.
Use of information resources	Identifies, categorizes, evaluates and cites multiple information resources so as to create projects, papers or performances in either a specialized field of study or with respect to a general theme within the arts and sciences.	Locates, evaluates, incorporates and properly cites multiple information resources in different media or different languages in projects, papers or performances. Generates information through independent or collaborative inquiry and uses that information in a project, paper or performance.	Provides evidence (through papers, projects, notebooks, computer files or catalogues) of contributing to, expanding, evaluating or refining the information base within the field of study.
Engaging diverse perspectives	Describes how knowledge from different cultural perspectives might affect interpretations of prominent problems in politics, society, the arts and global relations. Describes, explains and evaluates the sources of his/her own perspective on selected issues in culture, society, politics, the arts or global relations and compares that perspective with other views.	Constructs a written project, laboratory report, exhibit, performance or community service design expressing an alternate cultural, political or technological vision and explains how this vision differs from current realities. Frames a controversy or problem within the field of study in terms of at least two political, cultural, historical or technological forces, explores and evaluates competing perspectives on the controversy or problem, and presents a reasoned analysis of the issue, either orally or in writing, that demonstrates consideration of the competing views.	Investigates through a project, paper or performance a core issue in the field of study from the perspective of a different point in time or a different culture, language, political order or technological context and explains how this perspective yields results that depart from current norms, dominant cultural assumptions or technologies.
Ethical reasoning	Describes the ethical issues present in prominent problems in politics, economics, health care, technology or the arts and shows how ethical principles or frameworks help to inform decision making with respect to such problems.	Analyzes competing claims from a recent discovery, scientific contention or technical practice with respect to benefits and harms to those affected, articulates the ethical dilemmas inherent in the tension of benefits and harms, and either (a) arrives at a clearly expressed reconciliation of that tension that is informed by ethical principles or (b) explains why such a reconciliation cannot be accomplished. Identifies and elaborates key ethical issues present in at least one prominent social or cultural problem, articulates the ways in which at least two differing ethical perspectives influence decision making concerning those problems, and develops and defends an approach to address the ethical issue productively.	Articulates and challenges a tradition, assumption or prevailing practice within the field of study by raising and examining relevant ethical perspectives through a project, paper or performance. Distinguishes human activities and judgments particularly subject to ethical reasoning from those less subject to ethical reasoning.
Quantitative fluency	Presents accurate interpretations of quantitative information on political, economic, health-related or technological topics and explains how both calculations and symbolic operations are used in those offerings. Creates and explains graphs or other visual depictions of trends, relationships or changes in status.	Translates verbal problems into mathematical algorithms so as to construct valid arguments using the accepted symbolic system of mathematical reasoning and presents the resulting calculations, estimates, risk analyses or quantitative evaluations of public information in papers, projects or multimedia presentations. Constructs mathematical expressions where appropriate for issues initially described in non-quantitative terms.	Uses logical, mathematical or statistical methods appropriate to addressing a topic or issue in a primary field that is not for the most part quantitatively based. ***or*** Articulates and undertakes multiple appropriate applications of quantitative methods, concepts and theories in a field of study that is quantitatively based. Identifies, chooses and defends the choice of a mathematical model appropriate to a problem in the social sciences or applied sciences.
Communicative fluency	Develops and presents cogent, coherent and substantially error-free writing for communication to general and specialized audiences. Demonstrates effective interactive communication through discussion, i.e., by listening actively and responding constructively and through structured oral presentations to general and specialized audiences. Negotiates with peers an action plan for a practical task and communicates the results of the negotiation either orally or in writing.	Constructs sustained, coherent arguments, narratives or explications of issues, problems or technical issues and processes, in writing and at least one other medium, to general and specific audiences. Conducts an inquiry concerning information, conditions, technologies or practices in the field of study that makes substantive use of non-English-language sources. Negotiates with one or more collaborators to advance an oral argument or articulate an approach to resolving a social, personal or ethical dilemma.	Creates sustained, coherent arguments or explanations summarizing his/her work or that of collaborators in two or more media or languages for both general and specialized audiences.

4 Applied and Collaborative Learning

This category emphasizes what students can *do* with what they know. Students are asked to demonstrate their learning by addressing unscripted problems in scholarly inquiry, at work and in other settings outside the classroom. This category includes research and creative activities involving both individual and group effort and may include practical skills crucial to the application of expertise.

At the associate level, the student	**At the bachelor's level,** the student	**At the master's level,** the student
Describes in writing at least one case in which knowledge and skills acquired in academic settings may be applied to a field-based challenge, and evaluates the learning gained from the application. Analyzes at least one significant concept or method in the field of study in light of learning outside the classroom. Locates, gathers and organizes evidence regarding a question in a field-based venue beyond formal academic study and offers alternate approaches to answering it. Demonstrates the exercise of any practical skills crucial to the application of expertise.	Prepares and presents a project, paper, exhibit, performance or other appropriate demonstration linking knowledge or skills acquired in work, community or research activities with knowledge acquired in one or more fields of study, explains how those elements are structured, and employs appropriate citations to demonstrate the relationship of the product to literature in the field. Negotiates a strategy for group research or performance, documents the strategy so that others may understand it, implements the strategy, and communicates the results. Writes a design, review or illustrative application for an analysis or case study in a scientific, technical, economic, business, health, education or communications context. Completes a substantial project that evaluates a significant question in the student's field of study, including an analytic narrative of the effects of learning outside the classroom on the research or practical skills employed in executing the project.	Creates a project, paper, exhibit, performance or other appropriate demonstration reflecting the integration of knowledge acquired in practicum, work, community or research activities with knowledge and skills gleaned from at least two fields of study in different segments of the curriculum. Articulates the ways in which the two sources of knowledge influenced the result. Designs and implements a project or performance in an out-of-class setting that requires the application of advanced knowledge gained in the field of study to a practical challenge, articulates in writing or another medium the insights gained from this experience, and assesses (with appropriate citations) approaches, scholarly debates or standards for professional performance applicable to the challenge.

5 Civic and Global Learning

This category recognizes higher education's responsibilities both to democracy and the global community. Students must demonstrate integration of their knowledge and skills by engaging with and responding to civic, social, environmental and economic challenges at local, national and global levels.

At the associate level, the student	**At the bachelor's level,** the student	**At the master's level,** the student
Describes his/her own civic and cultural background, including its origins and development, assumptions and predispositions. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved. Provides evidence of participation in a community project through either a spoken or written narrative that identifies the civic issues encountered and personal insights gained from this experience. Identifies an economic, environmental or public health challenge spanning countries, continents or cultures, presents evidence for the challenge, and takes a position on it.	Explains diverse positions, including those representing different cultural, economic and geographic interests, on a contested public issue, and evaluates the issue in light of both those interests and evidence drawn from journalism and scholarship. Develops and justifies a position on a public issue and relates this position to alternate views held by the public or within the policy environment. Collaborates with others in developing and implementing an approach to a civic issue, evaluates the strengths and weaknesses of the process, and, where applicable, describes the result. Identifies a significant issue affecting countries, continents or cultures, presents quantitative evidence of that challenge through tables and graphs, and evaluates the activities of either non-governmental organizations or cooperative inter-governmental initiatives in addressing that issue.	Assesses and develops a position on a public policy question with significance in the field of study, taking into account both scholarship and published or electronically posted positions and narratives of relevant interest groups. Develops a formal proposal, real or hypothetical, to a non-governmental organization addressing a global challenge in the field of study that the student believes has not been adequately addressed. Proposes a path to resolution of a problem in the field of study that is complicated by competing national interests or by rival interests within a nation other than the U.S.

Appendix C: Sample Curriculum Map

Curriculum Map for BFA in Musical Theatre

Note: This program has specialized accreditation so they required to collect data from all courses.

Courses	Intended Student Learning Outcomes			
	Communicate and collaborate in the creative process of theatre, dance and music	**Knowledge of historical, cultural, stylistic dimensions of theatre, dance, and music**	**Value judgments about quality and aesthetics in theatre, dance and music**	**Proficiency in acting, dancing and singing for theatrical performances**
DANC 1140	I (A)		I (A)	I (A)
THEA 1500	I (A)		I (A)	I (A)
THEA 1400		I (A)	I (A)	
THEA 1510	I (A)		R	I (A)
DANC 3140	R (A)	I (A)	R (A)	I (A), R (A)
DANC 3210		I (A)	R (A)	M (A)
THEA 3700	I (A), R (A)			R (A)
THEA 4400		R (A)		

THEA 4500	R (A)		R	(A)
DANC 4210	R (A)	M (A)	M (A)	M (A)
THEA 4910	M (A)			M (A)

Curriculum Map for BS in COMMUNICATION STUDIES

Note: This is a map with three electives. Remember to

COMMUNICATION STUDIES, B.S. ***Curriculum Map, 2017-18***	Demonstrate general knowledge & application of communication theory	Demonstrate ability to critique & apply various research methods &/or approaches	Demonstrate preparedness for professional life &/or further academic study	Demonstrate a basic knowledge through one of three concentration areas: consultancy, social influence & media, or relational contexts
DEPARTMENT CORE				
1100 Intro to Communication			Introduce *Formative -paper*	Introduce *Formative -paper*
2100 Communication Theory	Introduce (A) *2.0 or above aggregate course grade*		Reinforce	
3100 Research Methods		Reinforce *Formative – Proposal*	Reinforce	
COMM STUDIES CORE				
1000 Public Speaking	Introduce	Introduce	Introduce (A) *Formative - Speeches*	
2000 Media Literacy	Reinforce	Introduce		
1500 Writing Across Media	Introduce	Reinforce	Reinforce	
2320 Foundations of Rhetoric	Introduce	Introduce		Introduce
2380 Intro to Organizational Comm	Introduce	Introduce		Introduce
2330 Comm in Small Group/Teams	Introduce		Introduce	Introduce
3010 Interpersonal Communication	Reinforce *Formative - Behavior Mod Project Paper*			Introduce
3315 Improving Listening		Reinforce	Reinforce (A) *Midpoint -WBLT Pre & Post Tests*	Introduce
4320 Social Influence	Reinforce	Reinforce		Reinforce
4790 CS Senior Capstone	Assess (A) *Summative-Showcase Presentation* Assess (A) *Summative-Degree Inventory*	Reinforce (A) *Summative-Showcase Presentation* Assess (A) *Summative-Degree Inventory*	Assess (A) *Summative-Showcase Presentation*	Assess (A) *Summative-Showcase Presentation*
COMM CONSULTANCY				
3350 Professional Communication		Reinforce	Reinforce *Midpoint-Training Proposal*	Introduce

			Summative-LinkedIn profile	
4785 Internship			Reinforce	Assess *Summative-Reflection Papers/Work Samples*
3730 Conflict Management	Reinforce		Reinforce	Reinforce
3327 Improving Interviewing Skills			Reinforce *Midpoint-Interviews*	Reinforce
2410 Multimedia Production		Introduce	Introduce	
1630 Web Content & Promotion		Introduce	Introduce	
MKT 3450 Digital Marketing		Introduce	Introduce	
4780 Comm Leadership & Practice in Org	Reinforce		Reinforce	Introduce
4781 Strategic Comm Audits		Reinforce	Reinforce *Midpoint-Audit Proposal*	Introduce
4783 Communication Training		Reinforce	Reinforce *Midpoint-Training Proposal*	Introduce
SOCIAL INFLUENCE & MEDIA				
2410 Multimedia Production		Reinforce	Introduce	
2340 Argumentation & Advocacy	Introduce			Introduce
2700 Dale Carnegie: Effective Comm			Introduce	Reinforce
3320 Comm in Social Movements	Assess *Paper*			Introduce
3350 Professional Communication		Reinforce	Reinforce *Midpoint-Training Proposal* *Summative-LinkedIn profile*	Reinforce
4280 Mass Media & Society	Reinforce			Reinforce
4285 Women, Minorities, & Media	Reinforce	Reinforce		Reinforce
4340 Rhetorical Analysis & Society	Assess *Paper*	Reinforce		Reinforce
4390 Contemporary Communication	Reinforce		Reinforce	Introduce
RELATIONAL COMM				
2700 Dale Carnegie: Effective Comm			Introduce	Reinforce
3325 Nonverbal Communication		Reinforce *Midpoint-NVC Project*	Reinforce	Reinforce
3340 Intercultural Communication	Reinforce		Reinforce	
3730 Conflict Management			Introduce	Reinforce
4330 Theories of Interpersonal	Reinforce		Reinforce	Assess *Summative-Theory Paper*
4335 Gender Communication	Reinforce	Reinforce		Assess *Summative-Application Paper*
4270 Family Communication	Reinforce	Reinforce		Reinforce
3815 (SOC) Race & Ethnic Relations	Introduce	Reinforce		Reinforce
GEN ED &/or ELECTIVES				
3000 Film Appreciation	Introduce	Introduce		
3390 Forensics	Reinforce		Reinforce	

3391 Teaching High School Sp & Debate	Reinforce		Reinforce	
1050 Fund of Oral Comm Competency	Introduce		Introduce	Introduce

Appendix D: Program Assessment Rubric 2018-2019

Component	Highly Developed (4)	Developed (3)	Emerging (2)	Initial (1)	Examples of Supporting	Comments
SLOs						
Measurable Outcomes	**<u>All</u>** outcomes **<u>clearly describe</u>** what students are asked to do, using action verbs (identify, explain, demonstrate, etc.), and are stated in terms of measurable knowledge or skills	**<u>Most</u>** outcomes **<u>clearly describe</u>** what students are asked to do, using action verbs (identify, explain, demonstrate, etc.), and are stated in terms of measurable knowledge or skills	**<u>Somet</u>** outcomes **<u>clearly describe</u>** what students are asked to do, using action verbs (identify, explain, demonstrate, etc.), and are stated in terms of measurable knowledge or skills	**<u>No</u>** outcomes **<u>clearly describe</u>** what students are asked to do, using action verbs (identify, explain, demonstrate , etc.), and are stated in terms of measurable knowledge or skills		
Communicating Outcomes (CQIP)	Student learning outcomes are directly communicated with program faculty AND students (e.g., student	Student learning outcomes are directly communicated with program faculty (e.g., faculty meeting, e-mail).	Student learning outcomes are made public (e.g., by posting them online); however, it does not appear that outcomes are	No evidence that outcomes have been communicated to program faculty and students.	Minutes of faculty meeting and advisory board. Attached a syllabus to show the alignment of course SLOs with	

	orientation, advising).		directly disseminated to program faculty or students.		program SLOs and communicat e such information with students on the first day of class.	
Curriculum Map: A matrix that represents visually the alignment between program student learning outcomes and required courses/experiences.						
Curriculum Map	Curriculum map is provided, and every outcome is aligned with at least one required course/ experience, AND program conveys the extent to which each outcome is developed in particular courses (e.g., Introduced, Reinforced, Mastered).T he map provides key words of program SLOs and Course SLOs.	Curriculum map is provided, and every student learning outcome is aligned with at least one required course/experi ence. The map provides key words of program SLOs and Course SLOs.	Curriculum map is provided; however, at least one student learning outcome does not have a required course/ experience aligned with it. The map provides key words of program SLOs and Course SLOs.	No curriculum map provided.	Attach a map in the report. The live map in TK20 is a simple map so it is no longer efficient	

Assessment Methods						
Formative Assessment	**<u>All</u>** outcomes have **<u>formative</u>** assessment method	**<u>Most</u>** outcomes have **<u>formative</u>** assessment method	**<u>Some</u>** outcomes **<u>have formative</u>** assessment method	**<u>No</u>** outcomes **<u>have formative</u>** assessment method		
Summative Assessment	**<u>All</u>** outcomes have **<u>summative</u>** assessment method	**<u>Most</u>** outcomes have **<u>summative</u>** assessment method	**<u>Some</u>** outcomes **<u>have summative</u>** assessment method	**<u>No</u>** outcomes **<u>have summative</u>** assessment method		
Assessment Methods appropriate to program SLO	**All assessment methods** are appropriate to program SLOs	**Most assessment methods** are appropriate to program SLOs	**Some assessment methods** are appropriate to program SLOs	**No assessment method** is appropriate to program SLOs	Attach the assignment requirements, assessment rubrics (if applicable) to facilitate the reviewers' judgment.	
Assessment Criteria	**<u>All</u>** assessment methods include a specific benchmark (e.g: 75% of students scored 3 or above in the rubric)	**<u>Most</u>** assessment methods include a specific benchmark (e.g: 75% of students scored 3 or above in the rubric)	**<u>Some</u>** assessment methods include a specific benchmark (e.g: 75% of students scored 3 or above in the rubric)	**<u>No</u>** assessment methods include a specific benchmark (e.g: 75% of students scored 3 or above in the rubric)		

Results						
Quality of Evidence	**<u>All</u>** outcomes collect reasonable evidence (e.g. the sample was representative and reasonably sized)	**<u>Most</u>** outcomes collect reasonable evidence (e.g. the sample was representative and reasonably sized)	**<u>Some</u>** outcomes collect reasonable evidence (e.g. the sample was representative and reasonably sized)	**<u>No</u>** outcomes collect reasonable evidence (e.g. the sample was representative and reasonably sized).	For small program (less than 100), collect all artifacts. For big program (more than 100), justify your sampling techniques in the report.	
Assessment of Evidence	**<u>All</u>** data evidence is reliable and calibrated	**<u>Most</u>** data evidence is reliable and calibrated	**<u>Some</u>** data evidence is reliable and calibrated	**<u>No</u>** data evidence is reliable and calibrated	The **standardized exam** is calibrated and reliable itself. **Local assessment** (e.g. course assignment) needs to indicate the evidence of two raters in the assessment process.	
Assessment results demonstrate achievement of program SLO	**<u>All</u>** assessment results demonstrate achievement of program SLO.	**<u>Most</u>** assessment results demonstrate achievement of program SLO.	**<u>Some</u>** assessment results demonstrate achievement of program SLO.	**<u>No</u>** results demonstrate achievement of program SLO.		

Analysis of Findings	**<u>All</u>** results include **descriptive and specific** analysis of findings.	**<u>Most</u>** results include **descriptive and specific** analysis of findings.	**<u>Some</u>** results include **descriptive and specific** analysis of findings.	**<u>No</u>** results include **descriptive and specific** analysis of findings.	Attach the evidence of data (how do you come up with the brief results in the report)	
Sharing of assessment results with Faculty, chairs, and Students	The report indicated that the assessment results **were shared** with departmental faculty, staff, supervisors, students, and other stakeholders.	The report indicated that the assessment results were shared with departmental faculty.	Evidence of sharing the assessment results is unclear.	No evidence of sharing the assessment results exist.	- Meeting minutes with faculty, department and advisory board (**Highlight the assessment sections to facilitate the review**) - 3 sample artifacts (exceed, meet and didn't meet)	
Actions for Improvement						
Actions	**<u>All</u>** results have specific actions for improvement	**<u>Most</u>** results have specific actions for improvement	**<u>Few</u>** results have an action for improvement .	**<u>No</u>** actions for improvement have been identified		
Evidence of Improvement	**<u>All</u>** actions include evidence of	**<u>Most</u>** actions do include evidence of	**<u>Some</u>** actions **<u>do not</u>** include evidence of	**<u>No</u>** evidence of improvement	Attach evidence of improvement (refer to	

	improvement statements	improvement statements	improvement statements	statements are included	step 6 in assessment handbook, page 15)	
Possible Total (56 points)						

Note:

Score N/A: If you do not have evidence to make a judgement, Please note N/A in the score.

General comments

Strengths of the report:

Areas for improvement:

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