

# 2014-2015 Annual Assessment Report Template <sup>v16</sup>

FOR GRADUATE AND CREDENTIAL PROGRAMS: THIS TEMPLATE REFERS TO SAC STATE BACCALAUREATE LEARNING GOALS. PLEASE IGNORE THESE REFERENCES IN YOUR REPORT.

## Question 1: Program Learning Outcomes

**Q1.1.** Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) did you assess in 2014-2015? [Check all that apply]

- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/>            | 1. Critical thinking  |
| <input checked="" type="checkbox"/> | 2. Information literacy   |
| <input type="checkbox"/>            | 3. Written communication  |
| <input type="checkbox"/>            | 4. Oral communication   |
| <input type="checkbox"/>            | 5. Quantitative literacy  |
| <input type="checkbox"/>            | 6. Inquiry and analysis   |
| <input type="checkbox"/>            | 7. Creative thinking  |
| <input checked="" type="checkbox"/> | 8. Reading  |
| <input type="checkbox"/>            | 9. Team work  |
| <input type="checkbox"/>            | 10. Problem solving   |
| <input type="checkbox"/>            | 11. Civic knowledge and engagement  |
| <input checked="" type="checkbox"/> | 12. Intercultural knowledge and competency  |
| <input type="checkbox"/>            | 13. Ethical reasoning   |
| <input type="checkbox"/>            | 14. Foundations and skills for lifelong learning                                    |
| <input type="checkbox"/>            | 15. Global learning   |
| <input type="checkbox"/>            | 16. Integrative and applied learning  |
| <input type="checkbox"/>            | 17. Overall competencies for GE Knowledge   |
| <input type="checkbox"/>            | 18. Overall competencies in the major/discipline                                    |
| <input type="checkbox"/>            | 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above: |
|                                     | a.  |
|                                     | b.  |
|                                     | c.  |

**Q1.3.** Are your PLOs closely aligned with the mission of the university?

- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | 1. Yes        |
| <input type="checkbox"/>            | 2. No         |
| <input type="checkbox"/>            | 3. Don't know |

**Q1.4.** Is your program externally accredited (other than through WASC)?

- |                                     |                            |
|-------------------------------------|----------------------------|
| <input checked="" type="checkbox"/> | 1. Yes                     |
| <input type="checkbox"/>            | 2. No (Go to Q1.5)         |
| <input type="checkbox"/>            | 3. Don't know (Go to Q1.5) |

**Q1.4.1.** If the answer to Q1.4 is yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | 1. Yes        |
| <input type="checkbox"/>            | 2. No         |
| <input type="checkbox"/>            | 3. Don't know |

**Q1.5.** Did your program use the [Degree Qualification Profile](#) (DQP) to develop your PLO(s)?

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| <input type="checkbox"/>            | 1. Yes                               |
| <input checked="" type="checkbox"/> | 2. No, but I know what the DQP is    |
| <input type="checkbox"/>            | 3. No, I don't know what the DQP is. |
| <input type="checkbox"/>            | 4. Don't know                        |

**Q1.6.** Did you use action verbs to make each PLO measurable (See Attachment I)? No

**Q1.2.** Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs were **explicitly** linked to the Sac State BLGs:

**Information Literacy:** This is also a core value in NASAD's summary of what the Art History major should offer ("Knowledge of the tools and techniques of scholarship"). NASAD states further that this knowledge should be gained by means of "active research and the writing of analytical and critical essays . . . throughout the program." Students who take all their art history classes at Sac State are introduced to basic research skills in the lower division survey classes (identifying viable sources, building a bibliography, etc.), are provided with more advanced skills in historical research through enrollment in HIST 100 (which is taken early in the program), and both apply and build on those skills in upper division art history classes and the two required art history seminars.

**Reading:** The ability to read critically and carefully for maximum understanding of content is an essential skill that is introduced in the lower division classes and refined in the upper division classes. Instructors use different strategies to encourage student comprehension of what they are reading (e.g., requiring them to recognize, summarize, and explain the author's thesis). When surveyed in May 2014, senior art history students reported that the two seminars were "very influential" in developing their critical reading and thinking skills.

**Q1.2.1.** Do you have rubrics for your PLOs?

- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/>            | 1. Yes, for all PLOs  |
| <input type="checkbox"/>            | 2. Yes, but for some PLOs   |
| <input type="checkbox"/>            | 3. No rubrics for PLOs  |
| <input checked="" type="checkbox"/> | N/A, other (please specify):<br>Individual faculty have rubrics for grading the assignments that relate to the PLOs, but we have not created generic rubrics. |
| <input type="checkbox"/>            |   |

**Intercultural knowledge:** All Art History students must complete one lower division and one upper division course in Non-Western art history in order to gain both an “acquaintance” with, and an in-depth knowledge of, the art history of at least one Non-Western culture. This also is a NASAD requirement. Information about other cultures also is incorporated in other courses about eras of art history that were impacted by cross-cultural contacts (the recent reconfiguration of the two-semester introductory survey to a three-semester survey has created more opportunities to do this). Art History students may choose to specialize in Asian art (one of four specialties that are created by taking three upper division courses in a single subject area). The senior students surveyed in May 2014 agreed that the courses they took in Asian, Native American, and global art history were very significant in helping them develop knowledge and proficiencies in a broad range of artistic expression across cultures.

**IN QUESTIONS 2 THROUGH 5, REPORT IN DETAIL ON ONE PLO THAT YOU ASSESSED IN 2014-2015**

**Question 2: Standard of Performance for the selected PLO**

**Q 2.1.** Specify one PLO here as an example to illustrate how you conducted assessment (be sure you checked the correct box for this PLO in Q1.1):

The Art History faculty did not have the opportunity to do a full assessment of the three PLOs listed above. The survey of graduating seniors, conducted in May, was intended to be one component of that project.

**Q2.2.** Has the program developed or adopted **explicit** standards of performance for this PLO?

- ☐ 1. Yes  
☒ 2. No  
☐ 3. Don't know  
☐ 4. N/A

**Q2.3. Please provide the rubric(s)** and standard of performance that you have developed for this PLO here or in the appendix: **[Word limit: 300]**

Not applicable for AY 2014-15. As stated above (Q.1.2.1), we have not developed standard rubrics for assessing our PLOs. The full-time Art History faculty members are working on this project over Summer 2015 for implementation in AY 2015-16.

Please indicate where you have published the PLO, the standard of performance, and the rubric that measures the PLO:

*Note: In the interest of brevity, only some of the Art History PLO's are identified in publications and other public resources, such as the University catalog, the summary description of our BA degree program (an information sheet intended for new and potential students), and the Art Department website. All course syllabi or supplemental materials (those distributed separately from syllabi) include grading rubrics that summarize the criteria for A, B, C (etc.) work in the course. Faculty also develop specific grading rubrics for individual assignments in their classes (provided with the instructions for those assignments).*

1. In **SOME** course syllabi/assignments in the program that address the PLO

2. In **ALL** course syllabi/assignments in the program that address the PLO

3. In the student handbook/advising handbook

4. In the university catalogue

5. On the academic unit website or in newsletters

6. In the assessment or program review reports, plans, resources or activities

7. In new course proposal forms in the department/college/university

8. In the department/college/university's strategic plans and other planning documents

9. In the department/college/university's budget plans and other resource allocation documents

10. Other, specify:

**Q2.5** **Q2.6** **Q2.7**

**(1) PLO**

**(2) Standards of Performance**

**(3) Rubrics**

X

X

X

X

X

X

### Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

<p><b>Q3.1.</b> Was assessment data/evidence <b>collected</b> for the selected PLO in 2014-2015?</p> <p> <input type="checkbox"/> 1. Yes  <input checked="" type="checkbox"/> 2. No (Skip to <b>Q6</b>)  <input type="checkbox"/> 3. Don't know (Skip to <b>Q6</b>)  <input type="checkbox"/> 4. N/A (Skip to <b>Q6</b>)         </p>	<p><b>Q3.2.</b> If yes, was the data <b>scored/evaluated</b> for this PLO in 2014-2015?</p> <p> <input type="checkbox"/> 1. Yes  <input type="checkbox"/> 2. No (Skip to <b>Q6</b>)  <input type="checkbox"/> 3. Don't know (Skip to <b>Q6</b>)  <input type="checkbox"/> 4. N/A (Skip to <b>Q6</b>)         </p>	
<p><b>Q3.1A.</b> How many assessment tools/methods/measures <b>in total</b> did you use to assess this PLO?</p>    	<p><b>Q3.2A</b> Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected (see Attachment II)? <b>[Word limit: 300]</b></p>    	
<p><b><i>Q3A: Direct Measures (key assignments, projects, portfolios)</i></b></p>		
<p><b>Q3.3.</b> Were direct measures [key assignments, projects, portfolios, etc.] used to assess this PLO?</p> <p> <input type="checkbox"/> 1. Yes  <input type="checkbox"/> 2. No (Go to <b>Q3.7</b>)  <input type="checkbox"/> 3. Don't know (Go to <b>Q3.7</b>)         </p>	<p><b>Q3.3.1.</b> Which of the following direct measures were used? <b>[Check all that apply]</b></p> <p> <input type="checkbox"/> 1. Capstone projects (including theses, senior theses), courses, or experiences  <input type="checkbox"/> 2. Key assignments from required classes in the program  <input type="checkbox"/> 3. Key assignments from elective classes  <input type="checkbox"/> 4. Classroom based performance assessments such as simulations, comprehensive exams, critiques  <input type="checkbox"/> 5. External performance assessments such as internships or other community based projects  <input type="checkbox"/> 6. E-Portfolios  <input type="checkbox"/> 7. Other portfolios  <input type="checkbox"/> 8. Other measure. Specify:         </p>	
<p><b>Q3.3.2.</b> Please attach the direct measure you used to collect data.</p>    		
<p><b>Q3.4.</b> How was the data evaluated? <b>[Select only one]</b></p> <p> <input type="checkbox"/> 1. <b>No</b> rubric is used to interpret the evidence (Go to <b>Q3.5</b>)  <input type="checkbox"/> 2. Used rubric developed/modified by the faculty who teaches the class  <input type="checkbox"/> 3. Used rubric developed/modified by a group of faculty  <input type="checkbox"/> 4. Used rubric pilot-tested and refined by a group of faculty  <input type="checkbox"/> 5. The VALUE rubric(s)  <input type="checkbox"/> 6. Modified VALUE rubric(s)  <input type="checkbox"/> 7. Used other means. Specify:         </p>		
<p><b>Q3.4.1.</b> Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO?</p> <p> <input type="checkbox"/> 1. Yes  <input type="checkbox"/> 2. No  <input type="checkbox"/> 3. Don't know  <input type="checkbox"/> 4. N/A         </p>	<p><b>Q3.4.2.</b> Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric?</p> <p> <input type="checkbox"/> 1. Yes  <input type="checkbox"/> 2. No  <input type="checkbox"/> 3. Don't know  <input type="checkbox"/> 4. N/A         </p>	<p><b>Q3.4.3.</b> Was the rubric aligned directly and explicitly with the PLO?</p> <p> <input type="checkbox"/> 1. Yes  <input type="checkbox"/> 2. No  <input type="checkbox"/> 3. Don't know  <input type="checkbox"/> 4. N/A         </p>

<b>Q3.5.</b> How many faculty members participated in planning the assessment data collection of the selected PLO?		<b>Q3.5.1.</b> If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)? <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know
<b>Q3.6.</b> How did you <b>select</b> the sample of student work [papers, projects, portfolios, etc.]?		<b>Q3.6.1.</b> How did you <b>decide</b> how many samples of student work to review?
<b>Q3.6.2.</b> How many students were in the class or program?	<b>Q3.6.3.</b> How many samples of student work did you evaluate?	<b>Q3.6.4.</b> Was the sample size of student work for the direct measure adequate? <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know
<b>Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)</b>		
<b>Q3.7.</b> Were indirect measures used to assess the PLO? <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Skip to <b>Q3.8</b> ) <input type="checkbox"/> 3. Don't know		<b>Q3.7.1.</b> Which of the following indirect measures were used? <b>[Check all that apply]</b> <input type="checkbox"/> 1. National student surveys (e.g., NSSE) <input type="checkbox"/> 2. University conducted student surveys (e.g. OIR) <input type="checkbox"/> 3. College/Department/program student surveys <input type="checkbox"/> 4. Alumni surveys, focus groups, or interviews <input type="checkbox"/> 5. Employer surveys, focus groups, or interviews <input type="checkbox"/> 6. Advisory board surveys, focus groups, or interviews <input type="checkbox"/> 7. Other, specify:
<b>Q3.7.2</b> If surveys were used, how was the sample size decided?		
<b>Q3.7.3.</b> If surveys were used, briefly specify how you selected your sample.		<b>Q3.7.4.</b> If surveys were used, what was the response rate?
<b>Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)</b>		
<b>Q3.8.</b> Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO? <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Go to <b>Q3.8.2</b> ) <input type="checkbox"/> 3. Don't know		<b>Q3.8.1.</b> Which of the following measures were used? <input type="checkbox"/> 1. National disciplinary exams or state/professional licensure exams <input type="checkbox"/> 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.) <input type="checkbox"/> 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.) <input type="checkbox"/> 4. Other, specify:
<b>Q3.8.2.</b> Were other measures used to assess the PLO? <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Go to <b>Q3.9</b> ) <input type="checkbox"/> 3. Don't know (Go to <b>Q3.9</b> )		<b>Q3.8.3.</b> If other measures were used, please specify:

### ***Q3D: Alignment and Quality***

**Q3.9.** Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

**Q3.9.1.** Were **ALL** the assessment tools/measures/methods that were used good measures for the PLO?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

### **Question 4: Data, Findings and Conclusions**

**Q4.1.** Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: (see Attachment III)  
[Word limit: 600 for selected PLO]

**Q4.2.** Are students doing well and meeting program standard? If not, how will the program work to improve student performance of the selected PLO?

**Q4.3.** For **selected** PLO, the student performance:

- ☐ 1. **Exceeded** expectation/standard
- ☐ 2. **Met** expectation/standard
- ☐ 3. **Partially** met expectation/standard
- ☐ 4. **Partially** met expectation/standard
- ☐ 5. No expectation or standard has been specified
- ☐ 6. Don't know

## Question 5: Use of Assessment Data (Closing the Loop)

**Q5.1.** As a result of the **assessment effort in 2014-2015** and based on the prior feedback from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of PLOs)?

- ☐ 1. Yes  
☐ 2. No (Go to **Q6**)  
☐ 3. Don't know (Go to **Q6**)

**Q5.1.2.** Do you have a plan to assess the impact of the changes that you anticipate making?

- ☐ 1. Yes  
☐ 2. No  
☐ 3. Don't know

**Q5.1.1.** Please describe what changes you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes. **[Word limit: 300 words]**

**Q5.2.** How have the assessment data from last year (**2013 - 2014**) been used so far? **[Check all that apply]**

	(1) Very Much	(2) Quite a Bit	(3) Some	(4) Not at all	(8) N/A
1. Improving specific courses					
2. Modifying curriculum					
3. Improving advising and mentoring					
4. Revising learning outcomes/goals					
5. Revising rubrics and/or expectations					
6. Developing/updating assessment plan					
7. Annual assessment reports					
8. Program review					
9. Prospective student and family information					
10. Alumni communication					
11. WASC accreditation (regional accreditation)					
12. Program accreditation					
13. External accountability reporting requirement					
14. Trustee/Governing Board deliberations					
15. Strategic planning					
16. Institutional benchmarking					
17. Academic policy development or modification					
18. Institutional Improvement					
19. Resource allocation and budgeting					
20. New faculty hiring					
21. Professional development for faculty and staff					
22. Recruitment of new students					
23. Other Specify:					

**Q5.2.1.** Please provide a detailed example of how you used the assessment data above.

## Additional Assessment Activities

**Q6.** Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). If your program/academic unit has collected data on the program elements, please briefly report your results here. [Word limit: 300]

The Art Department developed an Assessment Database that is intended to support group discussions/analyses of representative samples of student work in conjunction with program assessment. Once fully implemented, the database will serve all of our concentrations (Art Education, Art History, and Studio Art). However, that project was put on hold when it became necessary to change over to a new digital management system. Although the previously-acquired data (scanned and photographed records of student work) has been migrated over to the new system, it is not yet set up to accept new data. Additional resources also may need to be identified for documenting the student work selected for inclusion in the Department's Assessment Database. Until the database is fully up and running, faculty will need to develop other ways of collaboratively sharing and reviewing student work for assessment purposes.

**Q7.** What PLO(s) do you plan to assess next year?

- |   |   |
|---|---|
| X | 1. Critical thinking  |
| X | 2. Information literacy   |
|   | 3. Written communication  |
|   | 4. Oral communication   |
|   | 5. Quantitative literacy  |
|   | 6. Inquiry and analysis   |
|   | 7. Creative thinking  |
| X | 8. Reading  |
|   | 9. Team work  |
|   | 10. Problem solving   |
|   | 11. Civic knowledge and engagement  |
|   | 12. Intercultural knowledge and competency  |
|   | 13. Ethical reasoning   |
|   | 14. Foundations and skills for lifelong learning                                    |
|   | 15. Global learning   |
|   | 16. Integrative and applied learning  |
|   | 17. Overall competencies for GE Knowledge   |
|   | 18. Overall competencies in the major/discipline                                    |
|   | 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above: |
|   | a.  |
|   | b.  |
|   | c.  |

**Q8.** Have you attached any appendices? If yes, please list them all here:

NA

## Program Information

<b>P1. Program/Concentration Name(s):</b> Art History  <b>P1.1. Report Authors:</b> Catherine Turrill					<b>P2. Program Director:</b> NA  <b>P2.1. Department Chair:</b> Catherine Turrill														
<b>P3. Academic unit: Department, Program, or College:</b> Art					<b>P4. College:</b> Arts and Letters														
<b>P5. Fall 2014 enrollment for Academic unit (See <a href="#">Department Fact Book 2014</a> by the Office of Institutional Research for fall 2014 enrollment:</b> The figures reported in this issue of the Fact Book are for Fall 2013, not Fall 2014. In that semester, there were 217 Art majors, including 33 in the Art History concentration (table 5). According to the data extracted from CMS in Fall 2014, we had 252 Art majors, 34 of them with concentrations in Art History.					<b>P6. Program Type: [Select only one]</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30px; text-align: center;"><input checked="" type="checkbox"/></td> <td>1. Undergraduate baccalaureate major</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>2. Credential</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>3. Master's degree</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>4. Doctorate (Ph.D./Ed.d)</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>5. Other. Please specify:</td> </tr> </table>					<input checked="" type="checkbox"/>	1. Undergraduate baccalaureate major	<input type="checkbox"/>	2. Credential	<input type="checkbox"/>	3. Master's degree	<input type="checkbox"/>	4. Doctorate (Ph.D./Ed.d)	<input type="checkbox"/>	5. Other. Please specify:
<input checked="" type="checkbox"/>	1. Undergraduate baccalaureate major																		
<input type="checkbox"/>	2. Credential																		
<input type="checkbox"/>	3. Master's degree																		
<input type="checkbox"/>	4. Doctorate (Ph.D./Ed.d)																		
<input type="checkbox"/>	5. Other. Please specify:																		
<b>Undergraduate Degree Program(s):</b> <b>P7. Number of undergraduate degree programs the academic unit has:</b> 1  <b>P7.1. List all the name(s):</b> Art  <b>P7.2. How many concentrations appear on the diploma for this undergraduate program?</b> Effective Fall 2015, we offer 4 concentrations in the Art major: Art Education, Art History, Studio Art, and Studio Art Methods (the last is a new concentration approved by NASAD for implementation in AY 15-16)					<b>Master Degree Program(s):</b> <b>P8. Number of Master's degree programs the academic unit has:</b> 1  <b>P8.1. List all the name(s):</b> MA in Studio Art  <b>P8.2. How many concentrations appear on the diploma for this master program?</b> 1														
<b>Credential Program(s):</b> <b>P9. Number of credential programs the academic unit has:</b> 0  <b>P9.1. List all the names:</b> NA					<b>Doctorate Program(s)</b> <b>P10. Number of doctorate degree programs the academic unit has:</b> 0  <b>P10.1. List all the name(s):</b> NA														

When was your assessment plan?	1. Before 2007-08	2. 2007-08	3. 2008-09	4. 2009-10	5. 2010-11	6. 2011-12	7. 2012-13	8. 2013-14	9. 2014-15	10. No formal plan
P11. Developed						X				
P12. Last updated										

	1. Yes	2. No	3. Don't Know
<b>P13. Have you developed a curriculum map for this program?</b>		X	
<b>P14. Has the program indicated explicitly where the assessment of student learning occurs in the curriculum?</b>		X	
<b>P15. Does the program have any capstone class?</b>	X		
<b>P16. Does the program have ANY capstone project?</b>	X		



## Assessing Other Program Learning Outcomes (Optional)

If your program assessed PLOs not reported above, please summarize your assessment activities in the table below. If you completed part of the assessment process, but not the full process (for example, you revised a PLO and developed a new rubric for measuring it), then put N/A in any boxes that do not apply.

### Report Assessment Activities on Additional PLOs Here

Q1: Program  
Learning  
Outcome (PLO)



Q2: Standard of  
Performance/ Target  
Expectation



Q3: Methods/  
Measures  
(Assignments)



Q4: Data/Findings/  
Conclusions



Q5: Use of  
Assessment Data/  
Closing the Loop

### Example: Educational Technology (iMet), MA

#### Critical Thinking Skills

6.1 Explanation of  
issues  
6.2 Evidence  
6.3 Influence of  
context and  
assumptions  
6.4 Student's  
position  
6.5 Conclusions and  
related outcomes

(See Critical  
Thinking Rubric and  
data tables on Next  
Page)



Seventy percent  
(70 %) of our  
students will score  
3.0 or above in all  
five dimensions  
using the VALUE  
rubric by the time  
they graduate from  
the four semester  
program.



Culminating  
Experience Projects:  
Master's Thesis



Students meet the  
standards of 6.1  
(92%), 6.4 (77%)  
and 6.5 (69%).  
Students do not  
meet the standards  
of 6.2 (61%) and 6.3  
(61%).

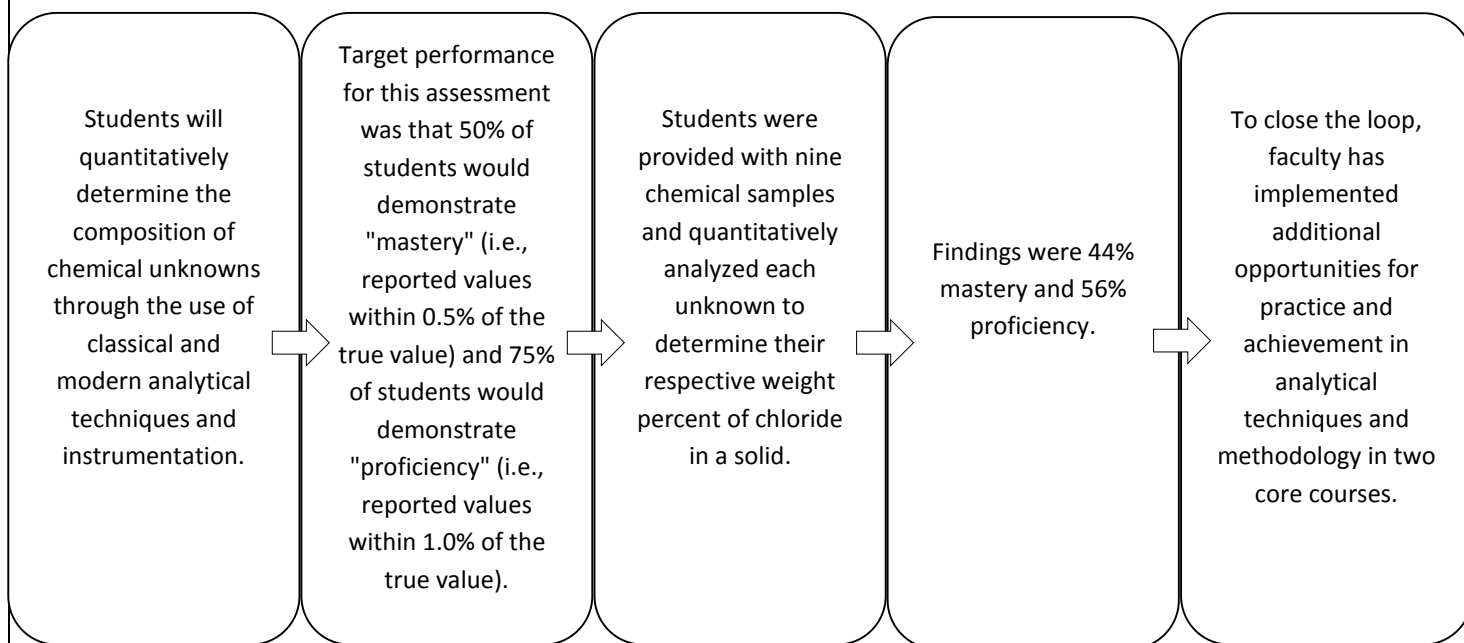
**Students meet  
some of our Critical  
Thinking standards.  
The areas needing  
improvement:**

1). 6.2: Evidence  
(61%)  
2). 6.3: Influence of  
context and  
assumptions (61%).

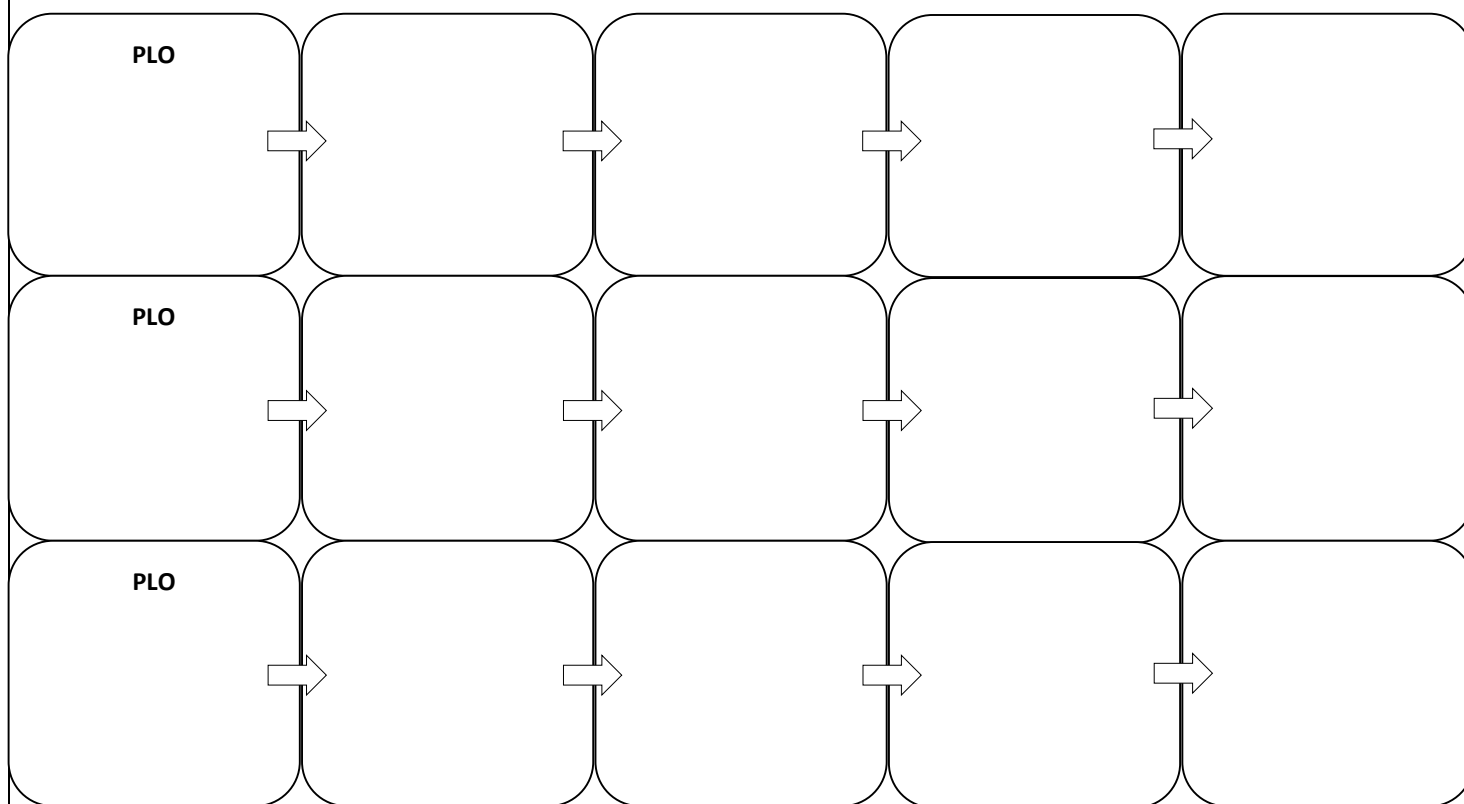


In order to help  
students in our  
program  
successfully become  
critical thinking  
researchers, we will  
design more  
classroom activities  
and assignments  
related to:  
1). Re-examination  
of evidence (6.2)  
and context and  
assumptions (6.3) in  
the research  
2). Require students  
to apply these skills  
as they compose  
comprehensive  
responses for all

### Example: Chemistry BS/BA



### Additional PLOs



## Attachment I: The Development of Program Learning Outcomes

### The Importance of Verbs

<b>Multiple Interpretations:</b>	<b>Fewer Interpretations:</b>
to grasp	to write
to know	to recite
to enjoy	to identify
to believe	to construct
to appreciate	to solve
to understand	to compare

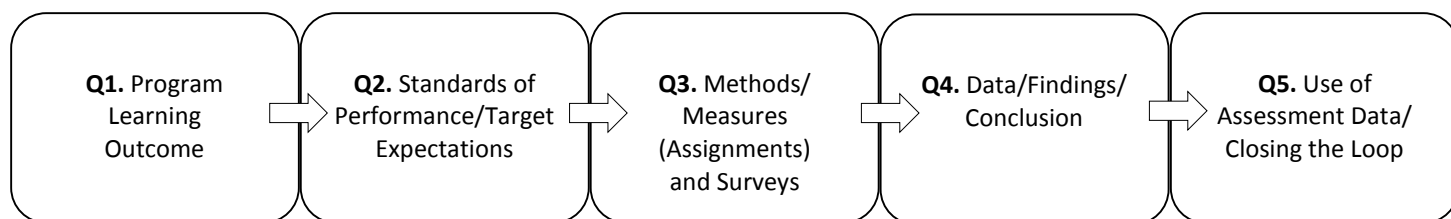
### Relevant Verbs in Defining Learning Outcomes

(Based on Bloom's Taxonomy)

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Cite	Arrange	Apply	Analyze	Arrange	Appraise
Define	Classify	Change	Appraise	Assemble	Assess
Describe	Convert	Compute	Break Down	Categorize	Choose
Identify	Describe	Construct	Calculate	Collect	Compare
Indicate	Defend	Demonstrate	Categorize	Combine	Conclude
Know	Diagram	Discover	Compare	Compile	Contrast
Label	Discuss	Dramatize	Contrast	Compose	Criticize
List	Distinguish	Employ	Criticize	Construct	Decide
Match	Estimate	Illustrate	Debate	Create	Discriminate
Memorize	Explain	Interpret	Determine	Design	Estimate
Name	Extend	Investigate	Diagram	Devise	Evaluate
Outline	Generalize	Manipulate	Differentiate	Explain	Explain
Recall	Give Examples	Modify	Discriminate	Formulate	Grade
Recognize	Infer	Operate	Distinguish	Generate	Interpret
Record	Locate	Organize	Examine	Manage	Judge
Relate	Outline	Practice	Experiment	Modify	Justify
Repeat	Paraphrase	Predict	Identify	Organizer	Measure
Reproduce	Predict	Prepare	Illustrate	Perform	Rate
Select	Report	Produce	Infer	Plan	Relate
State	Restate	Schedule	Inspect	Prepare	Revise
Underline	Review	Shop	Inventory	Produce	Score
	Suggest	Sketch	Outline	Propose	Select
	Summarize	Solve	Question	Rearrange	Summarize
	Translate	Translate	Relate	Reconstruct	Support
		Use	Select	Relate	Value
			Solve	Reorganize	
			Test	Revise	

## Attachment II: Simplified Annual Assessment Report

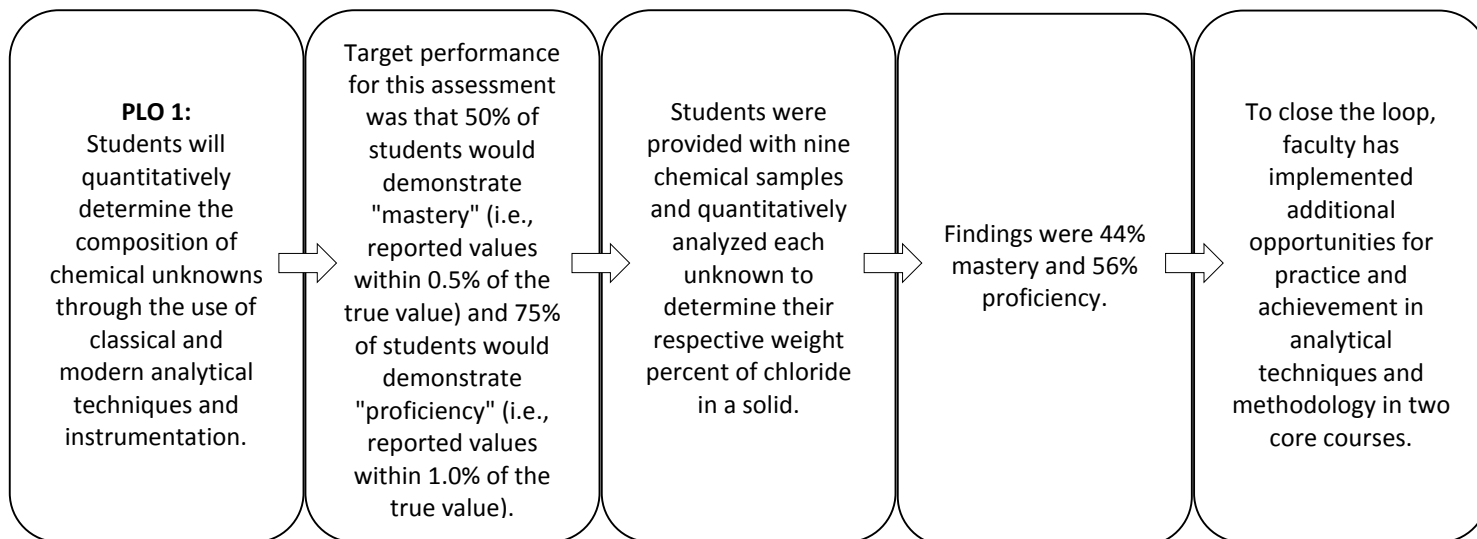
### Basic Assessment



### Examples:

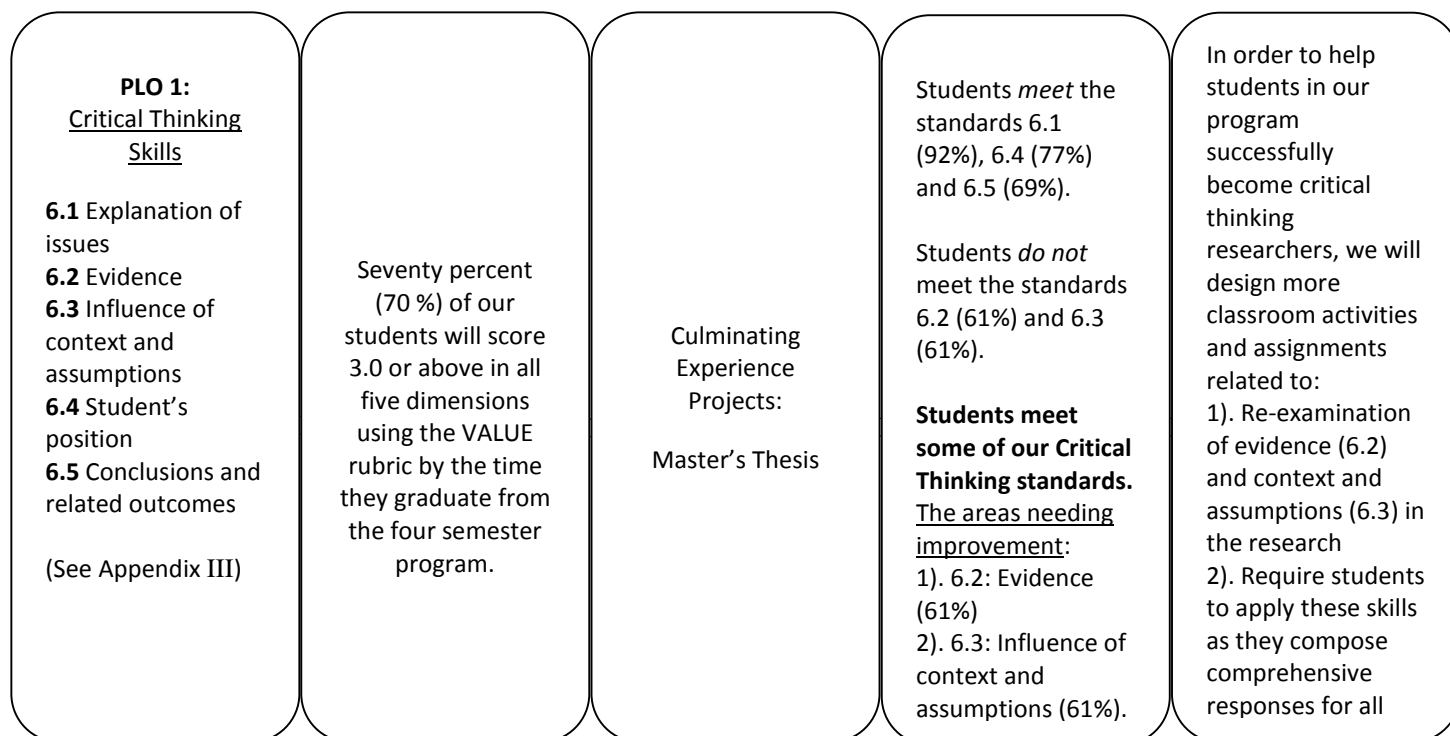
#### Chemistry, BS/BA

#### (Example of Content Knowledge)

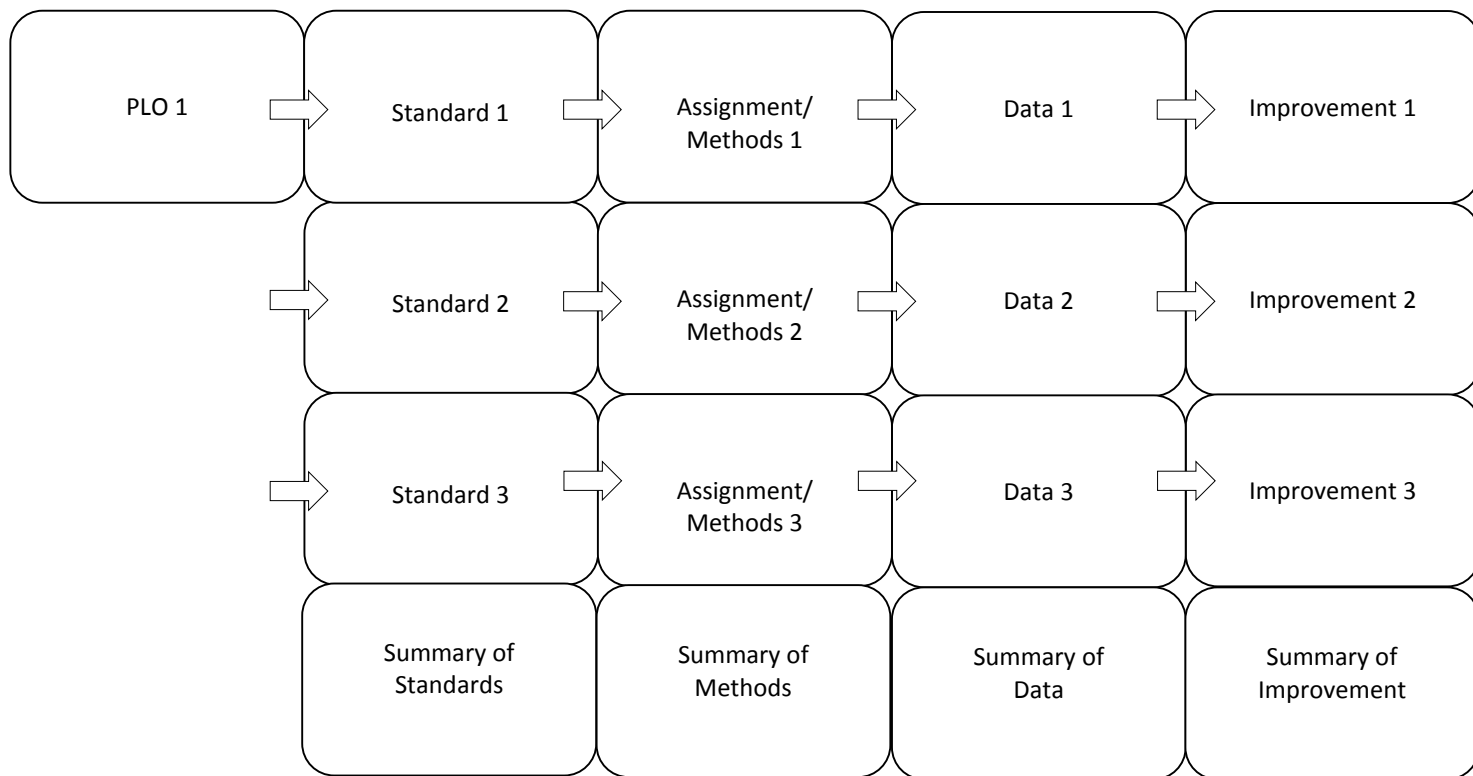


#### Educational Technology (iMet), MA

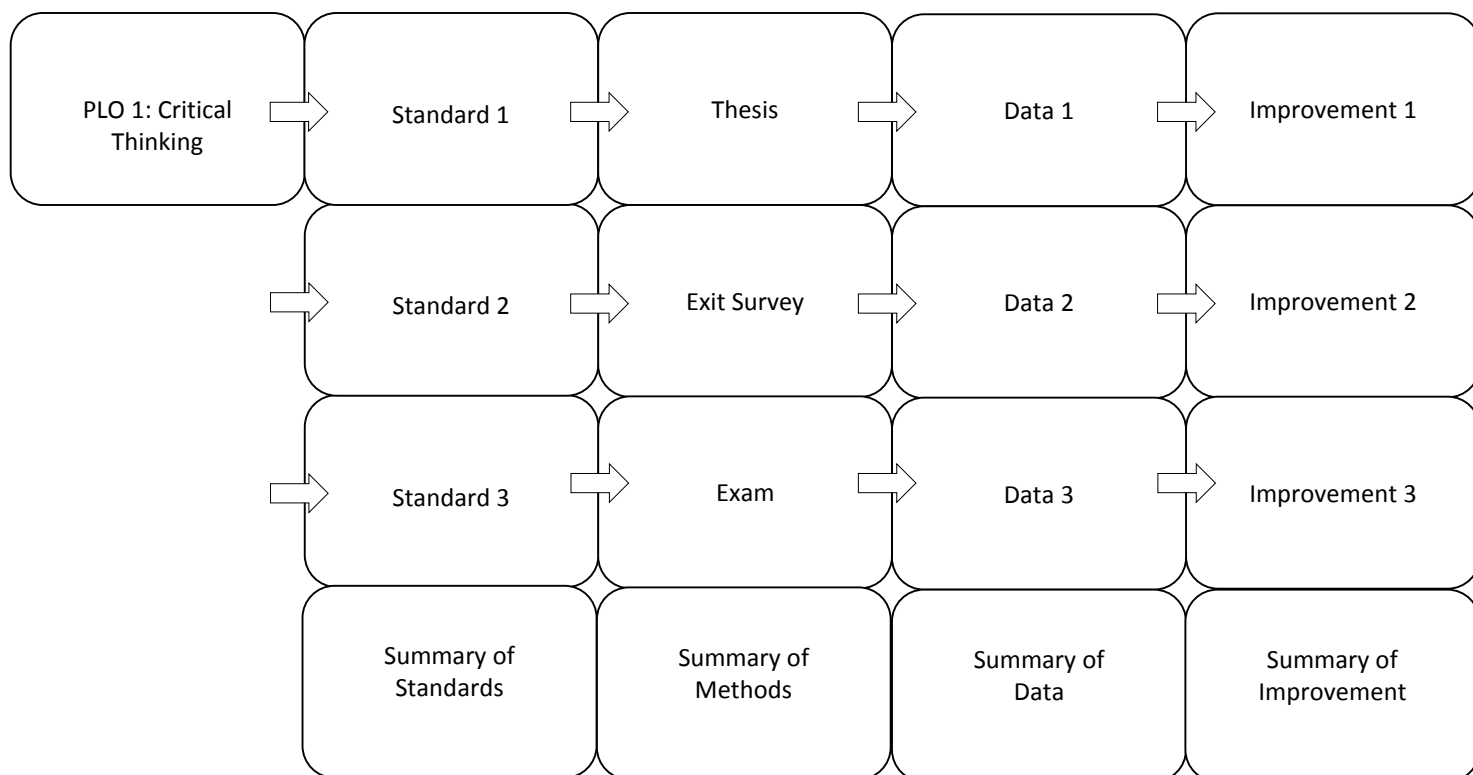
#### (Example of Complicated Skills)



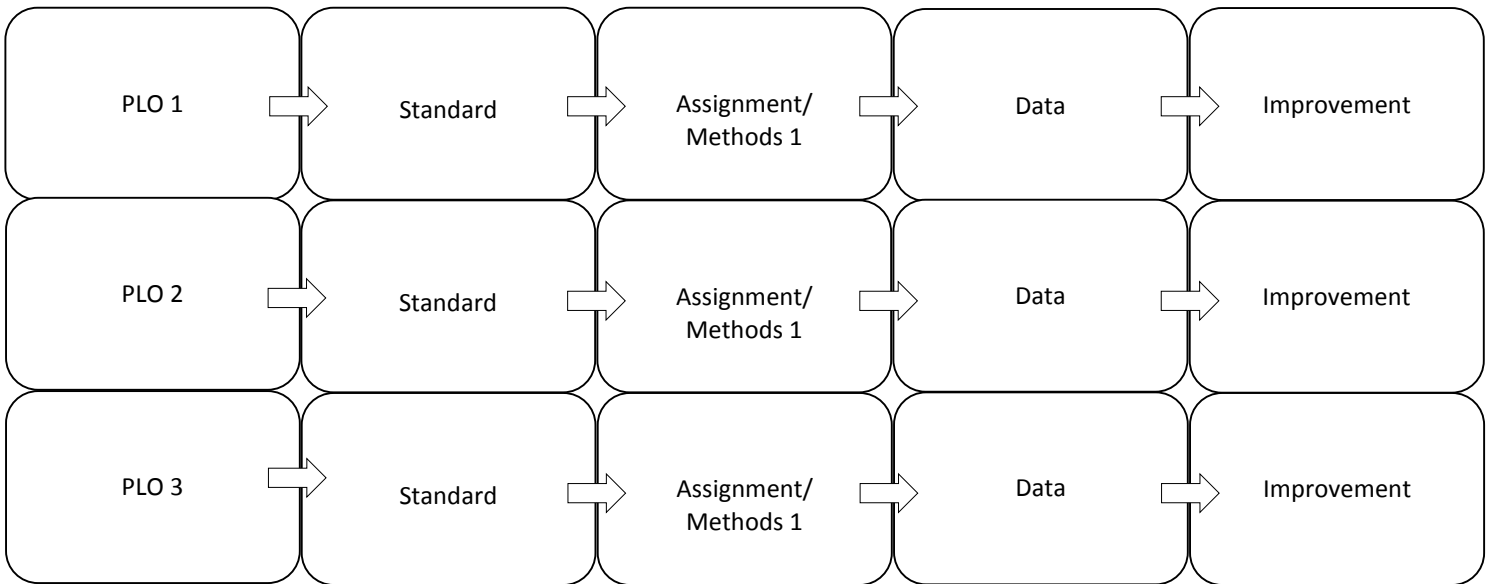
**Assessment Flowchart – Multiple Methods**  
One PLO Assessed by Multiple Assignments



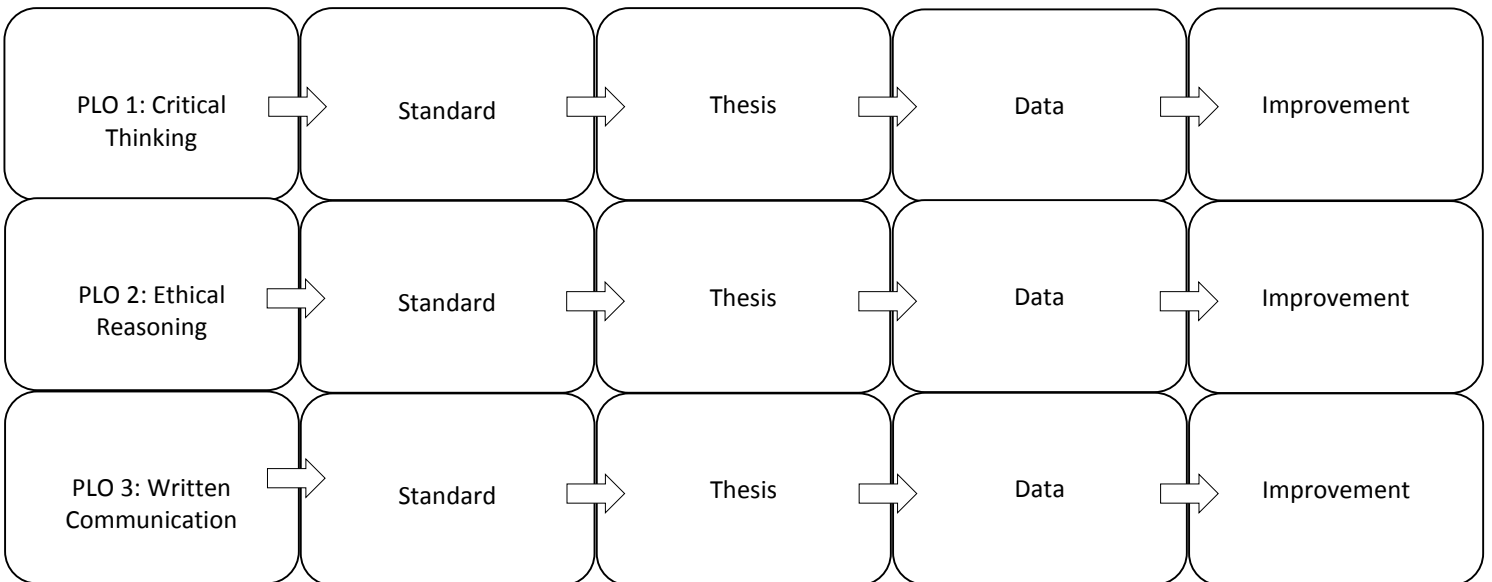
**Multiple-Methods Example:**



**Assessment Flowchart – Multiple PLOs**  
Multiple PLOs Assessed by One Assignment



**Multiple-PLOs Example**



**Attachment III: Program Learning Outcomes (PLOs) for the  
Educational Technology (iMet) Graduate Program**

**Table I: The Results for Critical Thinking Skill**

Note: Data shown here drawn from Data Collection Sheet<sup>1</sup>

Different Levels <sup>2</sup> Five Criteria (Areas) <sup>2</sup>	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Total (N=10)
<b>6.1: Explanation of issues</b>	38%	54%	0%	8%	(100%, N=13)
<b>6.2: Evidence</b>	15%	46%	23%	15%	(100%, N=13)
<b>6.3: Influence of context and assumptions</b>	15%	46%	23%	15%	(100%, N=13)
<b>6.4: Student's position</b>	23%	54%	8%	15%	(100%, N=13)
<b>6.5: Conclusions and related outcomes</b>	15%	54%	15%	15%	(100%, N=13)

**Standards of Performance for Education Technology (iMet) Graduate Students**

**Q2.3.** If your program has an explicit standard(s) of performance for the selected PLO, describe the desired level of learning: *Seventy percent (70 %) of our students will score 3.0 or above using the VALUE rubric by the time they graduate from the four semester program.*

<sup>1</sup>Critical Thinking Data Collection Sheet

Different Levels <sup>2</sup> Five Criteria (Areas) <sup>2</sup>	(4)	(3)	(2)	(1)	Total (N=10)
6.1: Explanation of issues	5	7	0	1	(N=13)
6.2: Evidence	2	6	3	2	(N=13)
6.3: Influence of context and assumptions	2	6	3	2	(N=13)
6.4: Student's position	3	7	1	2	(N=13)
6.5: Conclusions and related outcomes	2	7	2	2	(N=13)

<sup>2</sup>Critical Thinking Value Rubric

<b>Criterion</b>	<b>Capstone 4</b>	<b>Milestone 3</b>	<b>Milestone 2</b>	<b>Benchmark 1</b>
<b>6.1: Explanation of issues</b>	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
<b>6.2: Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
<b>6.3: Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions).
<b>6.4: Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position.	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
<b>6.5: Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect students' informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.



**Appendix I: Critical Thinking Value Rubric for PLO 6: Critical Thinking Skill  
(Rubric to Assess Master Thesis and ePortfolio)**

<b>Criterion</b>	<b>Capstone 4</b>	<b>Milestone 3</b>	<b>Milestone 2</b>	<b>Benchmark 1</b>
<b>6.1: Explanation of issues</b>	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
<b>6.2: Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
<b>6.3: Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions).
<b>6.4: Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position.	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
<b>6.5: Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

**Standards and Achievement Targets:** 70 % of our first year graduate students should score **3 or above** by the time of their graduation.

## **Appendix II: Key Assessment for the iMET Program Culminating Experience Report**

**Culminating Experience Report (Action Research Report):** The main task in action research is to design and implement a study using data collection tools that will allow you to "show" the reader what happened during and as a result of your intervention. After collecting your data, you will sort through your findings, looking for bits of data that reveal some information pertinent to your study. You then look for relationships (patterns) between these bits or pieces. The patterns that emerge from a variety of sources such as things that happen, things that you observe, things that people say and things that you measure result in your findings (conclusions).

### **Suggested Headings for iMET Action Research Report**

	Title Page
	Abstract
	Introduction
Statement Of The Problem	
Significance	
Research Questions	
Definitions	
	Review of Literature
	Methods
Description of the Innovation/Intervention	
Setting	
Limitations/Delimitations of the Study	
Data Collection	
	Types of data collected.
	Subjects.
	Variables.
	Steps taken.
Data Analysis	
	Procedures.
	Validity and reliability.
	Findings
	Discussion
	References
	Appendices

### Appendix III: Key Assessment for the iMET Program ePortfolio

The iMET culminating experience is an ePortfolio consisting of:

1. **Abstract:** Simply put, the portfolio abstract is an introduction to your e-portfolio. The basic components of the abstract includes elements such as:
  - a welcome to the reader
  - an overview of the portfolio components
  - an introduction to the navigation of the portfolio
2. **Process:** The process section of the portfolio consists of a personal reflection on your experience of the iMET program and a resume. In addition, many students include a narrative of their teaching history and philosophy in this section.
3. **Products:** In the product section of the portfolio, you link artifacts (products) you have created during your time in the program. Each product you include in the product section must be accompanied by:
  - a description of how the product was conceived (what was the individual or group process that led to the creation of the product).
  - a description of how technology and teaching strategies were utilized
  - standards covered by the use of the product
  - feedback on the product you have received from received 2 peers and 1 faculty on your project
  - Most portfolio's contain at least 3-5 Artifacts
4. **Report: Literature Review and Action Research**

**Literature Review:** The goal of the literature review is to introduce your readers to your research by synthesizing for them what has been written about your area of focus. It is also a place where you address the educational theories that motivated the design of your research. Ultimately, the review of literature should set the stage for your discussion of your research. Also remember that, though you can use a variety of sources, it is very important to share primary sources of information.

**Action Research:** The main task in action research is to design and implement a study using data collection tools that will allow you to "show" the reader what happened during and as a result of your intervention. After collecting your data, you will sort through your findings, looking for bits of data that reveal some information pertinent to your study. You then look for relationships (patterns) between these bits or pieces. The patterns that emerge from a variety of sources such as things that happen, things that you observe, things that people say and things that you measure result in your findings (conclusions).
5. **Symposium: Electronic Poster and/or Webinar**