

2014-2015 Annual Assessment Report Template

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 type="checkbox"/> | 8. Reading |
| <input checked="" type="checkbox"/> | 9. Team work |
| <input type="checkbox"/> | 10. Problem solving |
| <input type="checkbox"/> | 11. Civic knowledge and engagement |
| <input 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?

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

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

1. Yes
 2. No (Go to **Q1.5**)
 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?

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

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

1. Yes
 2. No, but I know what the DQP is
 3. No, I don't know what the DQP is.
 4. Don't know

Q1.6. Did you use action verbs to make each PLO measurable (See Attachment I)?

The program outcomes use the verbs "utilizes" and "employs." The AAC&U VALUE rubrics contain measurable actions.

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:

Both Information Literacy and Teamwork are linked to program learning goals for the undergraduate nursing program. Neither is explicit in the program learning goals. Each will be addressed separately.

The SON Baccalaureate Student Learning Outcome (BSLO) that best represents Information Literacy is *BSLO VI: Utilizes patient care technologies and information management systems to promote quality care delivery*. Some components of Information Literacy, as defined by the AAC&U VALUE Rubric are contained within other BSLOs as well. Two assignments in NURS 120 were developed to demonstrate achievement of Information Literacy and are well matched with the VALUE rubric.

There are two BSLOs linked to Teamwork: *BSLO III: Synthesizes principles of leadership in the delivery of safe and efficient health care*; and *BSLO IV: Employs effective communication strategies to improve health outcomes*. Teamwork is embedded in every clinical course and human patient simulation experience in the pre-licensure program because the registered nurse is a member of the healthcare team. Teamwork is essential for professional nursing practice.

The university BLGs identify Information Literacy and Teamwork explicitly in the BLG *Intellectual and*

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

1. Yes, for all PLOs
 2. Yes, but for some PLOs
 3. No rubrics for PLOs
 N/A, other (please specify):

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

Q2.1. 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):
Teamwork

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]**

We applied the AAC&U VALUE Teamwork rubric to this PLO, as written, for program assessment of this outcome. This rubric is in the public domain. Standards of performance and expectations: The average score for pre-licensure BSN students will be 3 or above for each criterion in the rubric; 70% of students will get a 3 or above in each criterion.

Q2.4. Please indicate the category in which the selected PLO falls into.

- 1. Critical thinking
- 2. Information literacy
- 3. Written communication
- 4. Oral communication
- 5. Quantitative literacy
- 6. Inquiry and analysis
- 7. Creative thinking
- 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:

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

	Q2.5	Q2.6	Q2.7
	(1) PLO	(2) Standards of Performance	(3) Rubrics
1. In SOME course syllabi/assignments in the program that address the PLO		X	
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		X	X
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:

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

Q3.1. Was assessment data/evidence **collected** for the selected PLO in 2014-2015?

- 1. Yes
- 2. No (Skip to **Q6**)
- 3. Don't know (Skip to **Q6**)
- 4. N/A (Skip to **Q6**)

Q3.2. If yes, was the data **scored/evaluated** for this PLO in 2014-2015?

- 1. Yes
- 2. No (Skip to **Q6**)
- 3. Don't know (Skip to **Q6**)
- 4. N/A (Skip to **Q6**)

Q3.1A. How many assessment tools/methods/measures in total did you use to assess this PLO?

2: The AAC&U VALUE Teamwork rubric and focus group interviews with students

Q3.2A 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)? **[Word limit: 300]**

The SON Program Evaluation Committee (PEC) conducted a review of pre-licensure BSN students' Teamwork skills in the spring 2015 NURS 143 (Leadership and Management) senior semester course. Two PEC members met before class to review the AAC&U VALUE Teamwork rubric and come to consensus about scoring. The PEC members observed and scored six student groups during a team-based learning classroom activity. Next, the two PEC members led a focus group to ask students their perceptions of teamwork skills for themselves and their classmates. The PE members identified themes emerging from the focus group discussions.

Q3A: Direct Measures (key assignments, projects, portfolios)

Q3.3. Were direct measures [key assignments, projects, portfolios, etc.] used to assess this PLO?

- 1. Yes
- 2. No (Go to **Q3.7**)
- 3. Don't know (Go to **Q3.7**)

Q3.3.1. Which of the following direct measures were used? **[Check all that apply]**

- 1. Capstone projects (including theses, senior theses), courses, or experiences
- 2. Key assignments from required classes in the program
- 3. Key assignments from elective classes
- 4. Classroom based performance assessments such as simulations, comprehensive exams, critiques
- 5. External performance assessments such as internships or other community based projects
- 6. E-Portfolios
- 7. Other portfolios
- 8. Other measure. Specify:

Q3.3.2. Please attach the direct measure you used to collect data.

N/A (this was not an assignment, but rather an observation of students engaged in team-based learning during a regular class session)

Q3.4. How was the data evaluated? **[Select only one]**

- 1. No rubric is used to interpret the evidence (Go to **Q3.5**)
- 2. Used rubric developed/modified by the faculty who teaches the class
- 3. Used rubric developed/modified by a group of faculty
- 4. Used rubric pilot-tested and refined by a group of faculty
- 5. The VALUE rubric(s)
- 6. Modified VALUE rubric(s)
- 7. Used other means. Specify:

Q3.4.1. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO?

- 1. Yes

Q3.4.2. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric?

- 1. Yes

Q3.4.3. Was the rubric aligned directly and explicitly with the PLO?

- 1. Yes

<input checked="" type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A	<input checked="" type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A	<input checked="" type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A
Q3.5. How many faculty members participated in planning the assessment data collection of the selected PLO? 2	Q3.5.1. If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know	
Q3.6. How did you select the sample of student work [papers, projects, portfolios, etc.]? Random selection of 6 student groups (6-7 students per group) in the classroom; convenience sample selected from this same class for focus group discussion	Q3.6.1. How did you decide how many samples of student work to review? We sought a representative sample of at least 20% of student groups in the teamwork activity and in the focus group.	
Q3.6.2. How many students were in the class or program? 70-80 students in this class	Q3.6.3. How many samples of student work did you evaluate? 6 groups	Q3.6.4. Was the sample size of student work for the direct measure adequate? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know
Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)		
Q3.7. Were indirect measures used to assess the PLO? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Skip to Q3.8) <input type="checkbox"/> 3. Don't know	Q3.7.1. Which of the following indirect measures were used? [Check all that apply] <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 checked="" 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:	
Q3.7.2 If surveys were used, how was the sample size decided? N/A	Q3.7.3. If surveys were used, briefly specify how you selected your sample. N/A	
Q3.7.3. If surveys were used, briefly specify how you selected your sample. N/A	Q3.7.4. If surveys were used, what was the response rate? N/A	
Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)		
Q3.8. Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO? <input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Go to Q3.8.2) <input type="checkbox"/> 3. Don't know	Q3.8.1. 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:	

Q3.8.2. Were other measures used to assess the PLO?

1. Yes
 2. No (Go to **Q3.9**)
 3. Don't know (Go to **Q3.9**)

Q3.8.3. 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]

Table 1: Results for Teamwork Skill

Levels Criterion	Capstone (4)	(3.5)	Milestone (3)	(2.5)	Milestone (2)	(1.5)	Benchmark (1)	Mean (N= 6 groups)
1. Contributes to Team Meetings	33% (2)	50% (3)	17% (1)					3.58
2. Facilitates Contrib of Membs	17% (1)	50% (3)	33% (2)					3.41
3. Individual Contributions Outside Team Mtgs		17% (1)	83% (5)					3.08
4. Fosters Constructive Team Climate	17% (1)	33% (2)	50% (3)					3.33
5. Responds to Conflict		100% (6)						3.5

Table 2: Results for Group Scores

Criterion Group #	1. Contrib to Team Mtgs	2. Facilitates Contributions of Members	3. Individual Contributions Outside Mtgs	4. Fosters Constructive Team Climate	5. Responds to Conflict
1	4	3.5	3	3.5	3.5
2	3.5	3.5	3	3	3.5
3	3.5	3.5	3.5	4	3.5
4	3.5	3	3	3	3.5
5	3	3	3	3	3.5
6	4	4	3	3.5	3.5
Average	3.58	3.41	3.08	3.33	3.5

Applying the AAC&U VALUE rubric for Teamwork, the faculty goals were: 1) the average score for pre-licensure BSN students will be 3 or above for each criterion in the rubric; and 2) 70% of students will get a 3 or above in each criterion. Each of these goals were achieved. The average for each criterion ranged from 3.08 to 3.58.

Focus Group Findings:

Within the focus groups, students reported development of new skills required for teamwork, and voiced appreciation that the program is preparing them for the real world of nursing practice. Students noted that they were mixed appropriately into their groups (see method in Q4.2) and this created a diverse skill set within the groups and helped them get to know classmates they did not already know. Focus group themes emerged for each of the VALUE rubric criteria:

1. Contributions to team meetings

Students are required to come prepared and take an individual quiz and then a group quiz. They indicated that this helps them to be prepared. They discussed that it takes more time for group work because you have to get everyone's opinions, and this is important to being a team. Each group expressed that all their team members were included and participated.

2. Facilitates contributions to the group

The students said that for both team-based learning and their group projects that the course was set up to "force" group contribution and while it did vary somewhat, each team member did contribute and completed their assignments. Things that facilitated group contributions included assigning a different group facilitator each week and direct questioning of members.

3. Individual contributions outside meeting

One student in group five said that she sometimes did not prepare because she knew the group would "pick her up". And the students shared, that sometimes, they did not always do their best to be prepared because there are so many assignments. However, the consensus was that members are responsible and do complete their outside of class requirements because they don't want to let down their team. They indicated that it was very challenging to get together for the group projects due to everyone's unique schedule, and on occasion not everyone would meet together as planned. All students agreed that there was variation in contributions but that everyone did participate.

4. Fosters team climate

The students said that they all shared ideas and took turns speaking, and that everyone did participate. However, they said that because the room is large and full of students that the noise level was distracting. This impacted students with quiet voices, because sometimes the group had a hard time hearing them. One student said this was an important issue because she felt sometimes shy students did not say as much. Having been given a clear understanding of the roles at the beginning of the course was perceived to foster team climate.

5. Responds to conflict

All groups were clear about how to solve differences and conflict. They were taught conflict resolution and enacted that process when necessary. In the end, if the group could not resolve the issue they took a vote with majority rule. One student stated that she learned that she is not always right and cannot have her way (even when she knows she is right) because "that how a team works".

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?

The selection of NURS 143 for this program assessment was intentional because this is a senior semester course conducted in a team-based learning environment. Students are in the same group (6-7 members each) across their two senior level courses for the entire semester. The students were placed in groups based on a values survey they completed at the beginning of the semester. The first two classes for the semester include sessions on group process, conflict resolution, group decision making, and time management. Students complete five group assignments during the semester in the two classes (quality improvement project, leadership project, community health projects, clinical group project). Group projects are assigned in previous semesters, and students work as members of the healthcare team in their clinical and human patient simulation experiences.

The data collected and the results were not unexpected. It is clear that pre-licensure BSN students recognize teamwork as a life skill and as a tool necessary for success in nursing practice. They clearly demonstrated they value teamwork and have the skills to work well as a member of a team.

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

- 1. Exceeded expectation/standard
- 2. Met expectation/standard
- 3. Partially met expectation/standard
- 4. Did not meet 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]**

Student performance on Teamwork met the goals set by faculty. The PEC will continue to monitor this outcome and will suggest the creation of more explicit goals/outcomes related to Teamwork, create rubrics, and identify key assignments to be evaluated in the future.

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			X		
2. Modifying curriculum			X		
3. Improving advising and mentoring				X	
4. Revising learning outcomes/goals				X	
5. Revising rubrics and/or expectations			X		
6. Developing/updating assessment plan			X		
7. Annual assessment reports	X				
8. Program review		X			
9. Prospective student and family information				X	
10. Alumni communication				X	
11. WASC accreditation (regional accreditation)					X
12. Program accreditation					X
13. External accountability reporting requirement			X		
14. Trustee/Governing Board deliberations					X
15. Strategic planning			X		
16. Institutional benchmarking					X
17. Academic policy development or modification					X
18. Institutional Improvement					X
19. Resource allocation and budgeting			X		
20. New faculty hiring					X
21. Professional development for faculty and staff			X		
22. Recruitment of new students					X

23. Other Specify:

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

Last year's assessment of written and oral communication demonstrated that students were meeting most but not all of the expected outcomes. One of the main issues contributing to lack of goal attainment was that course activities were not explicitly linked to the PLOs and grading rubrics/expectations communicated to students were not clearly linked to the PLOs. Faculty meetings were utilized to address the incongruity between activities and expectations and discussed ways to build students skills across the program in a more systematic way (mapping). Curricular changes are still being proposed, including class activities that allow for more formative evaluation of students during oral presentations, both individual and groups.

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]**

N/A

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

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | 1. Critical thinking |
| <input 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 type="checkbox"/> | 8. Reading |
| <input type="checkbox"/> | 9. Team work |
| <input type="checkbox"/> | 10. Problem solving |
| <input checked="" type="checkbox"/> | 11. Civic knowledge and engagement |
| <input 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. |

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

No.

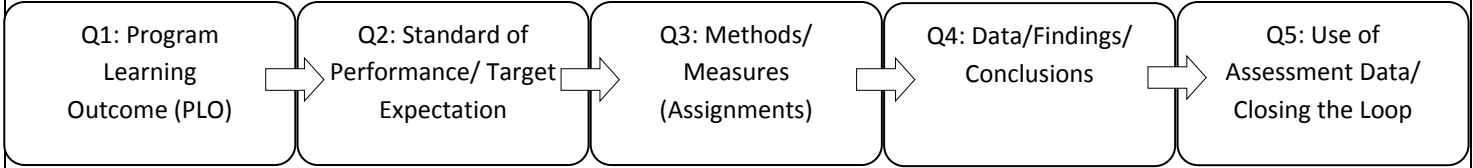
Program Information

P1. Program/Concentration Name(s): BS in Nursing (pre-licensure)					P2. Program Director: Carolynn Goetze									
P1.1. Report Authors: Denise Wall Parilo & Carolynn Goetze					P2.1. Department Chair: Carolynn Goetze									
P3. Academic unit: Department, Program, or College: School of Nursing					P4. College: Health and Human Services									
P5. Fall 2014 enrollment for Academic unit (See Department Fact Book 2014 by the Office of Institutional Research for fall 2014 enrollment: 311 (257+54))					P6. Program Type: [Select only one] <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:									
Undergraduate Degree Program(s): P7. Number of undergraduate degree programs the academic unit has: 2 P7.1. List all the name(s): 1. BS in Nursing (pre-licensure); 2. BS in Nursing with RN License P7.2. How many concentrations appear on the diploma for this undergraduate program? 0					Master Degree Program(s): P8. Number of Master's degree programs the academic unit has: 2 P8.1. List all the name(s): 1. MS in Nursing; School Nursing Credential Program with MS in Nursing (in CCE) P8.2. How many concentrations appear on the diploma for this master program? 0									
Credential Program(s): P9. Number of credential programs the academic unit has: 1 P9.1. List all the names: School Nurse Credential Program					Doctorate Program(s) P10. Number of doctorate degree programs the academic unit has: 0 P10.1. List all the name(s): N/A									
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										X				
											1. Yes	2. No	3. Don't Know	
P13. Have you developed a curriculum map for this program?											X			
P14. Has the program indicated explicitly where the assessment of student learning occurs in the curriculum?											X			
P15. Does the program have any capstone class?											X			
P16. Does the program have ANY capstone project?											X			

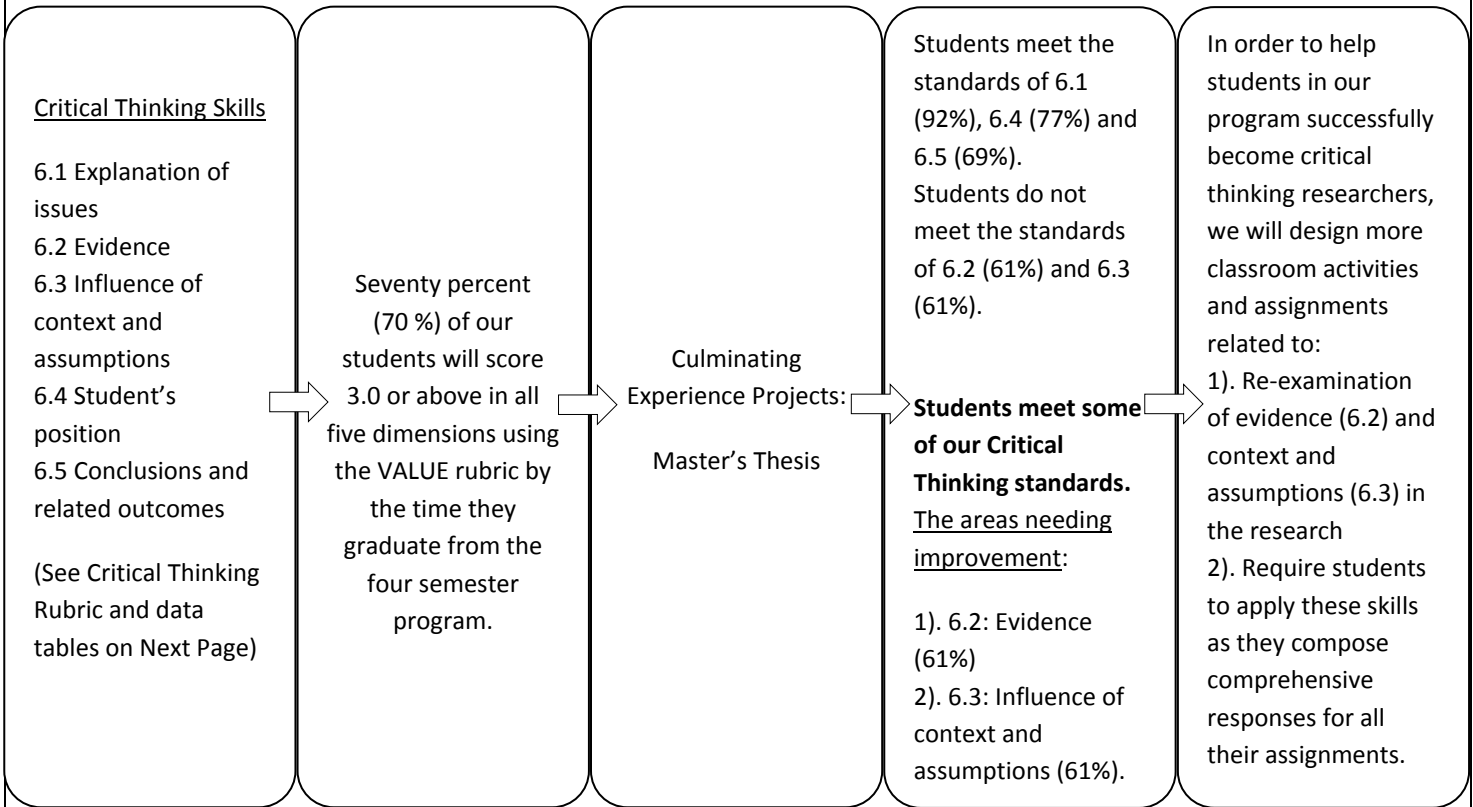
Assessing Other Program Learning Outcomes (Optional)

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.

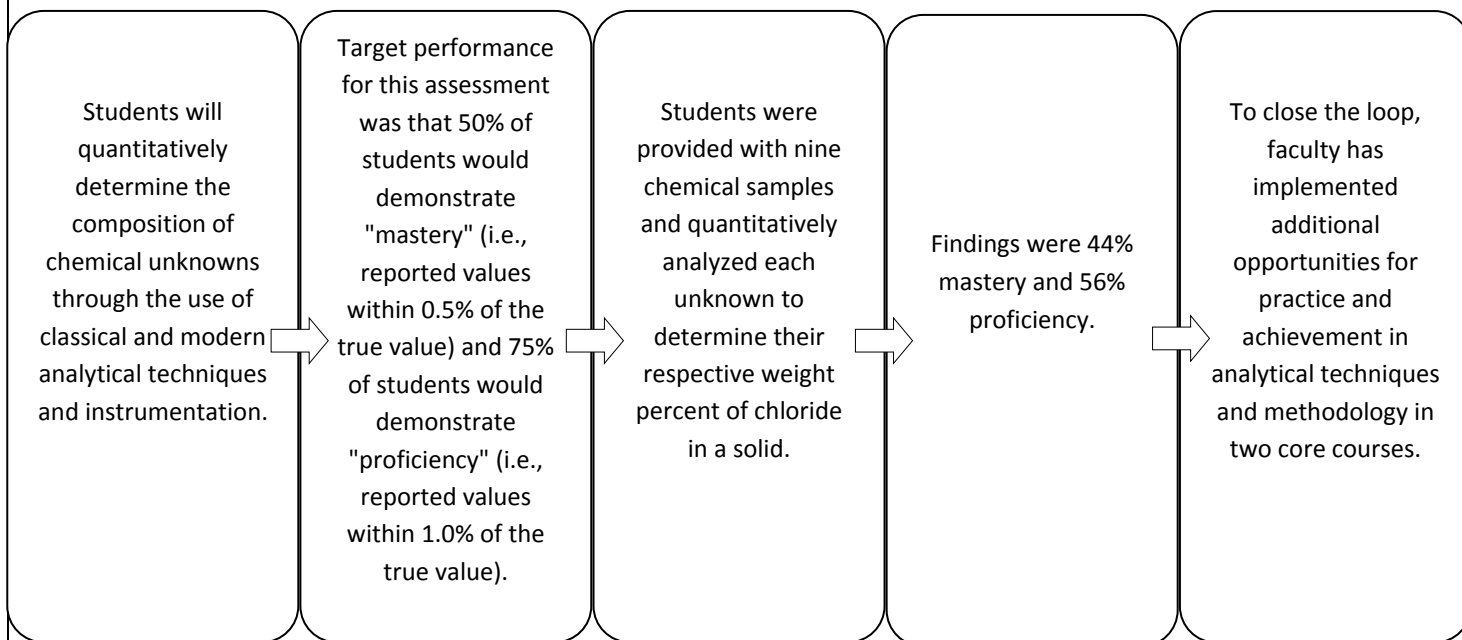
Report Assessment Activities on Additional PLOs Here



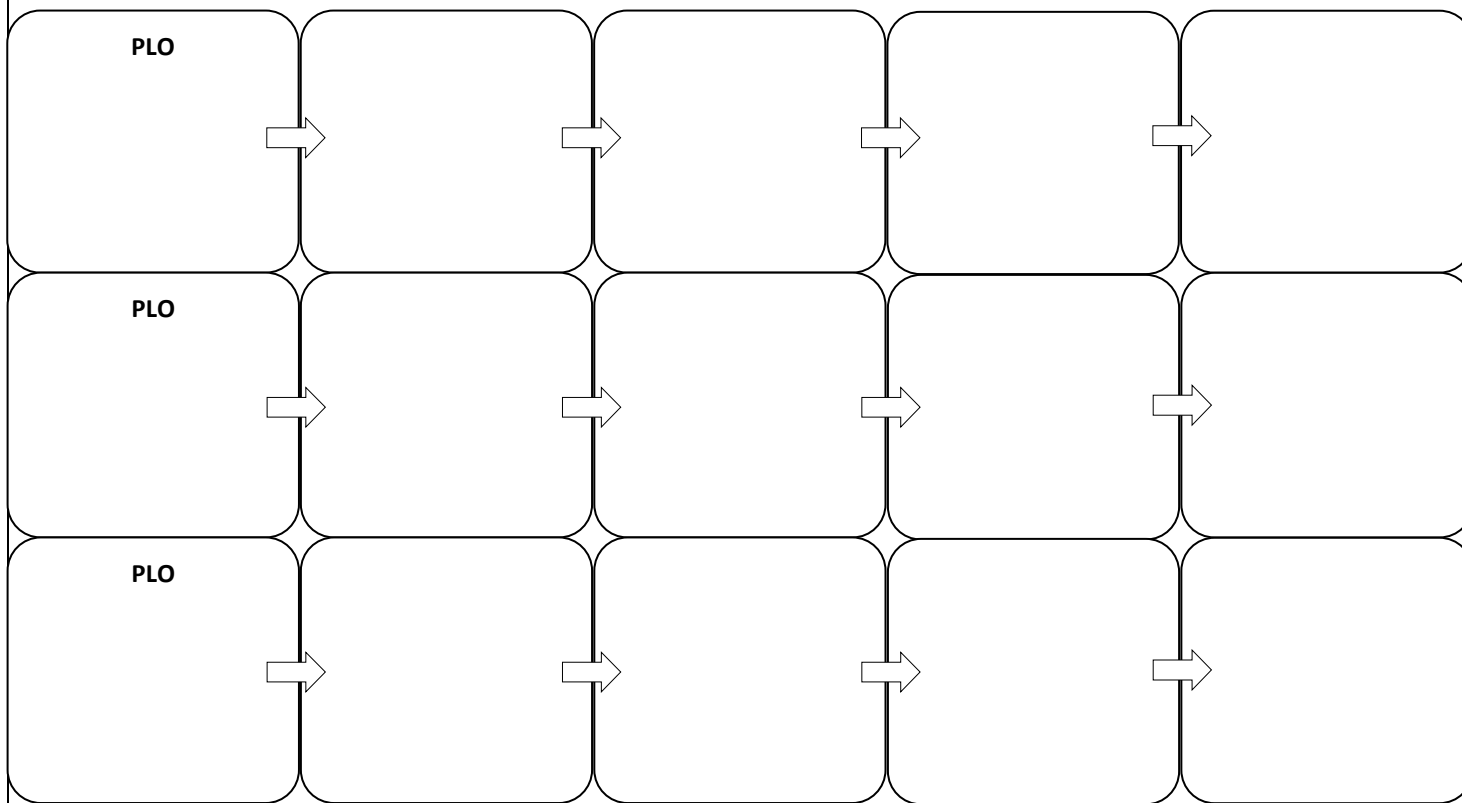
Example: Educational Technology (iMet), MA



Example: Chemistry BS/BA



Additional PLOs



Attachment I: The Development of Program Learning Outcomes

The Importance of Verbs

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

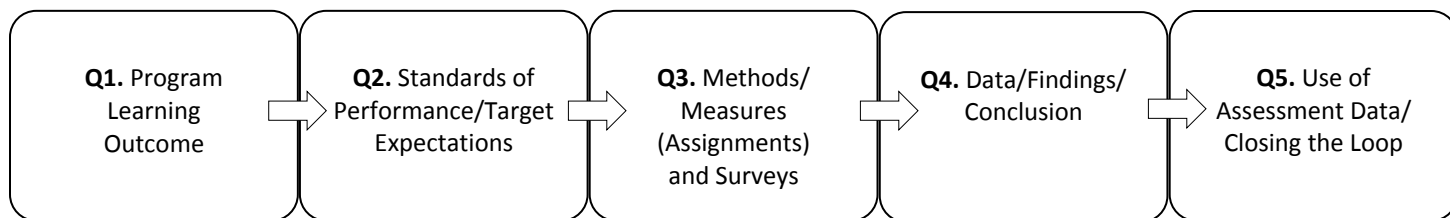
Relevant Verbs in Defining Learning Outcomes

(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

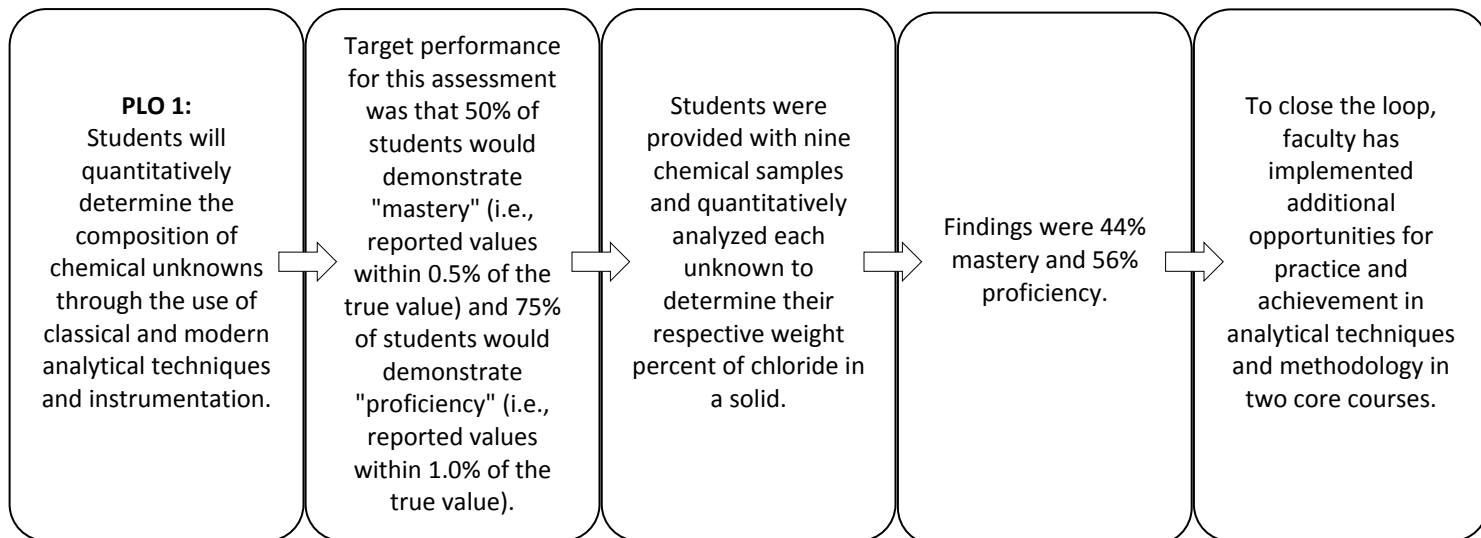
Basic Assessment



Examples:

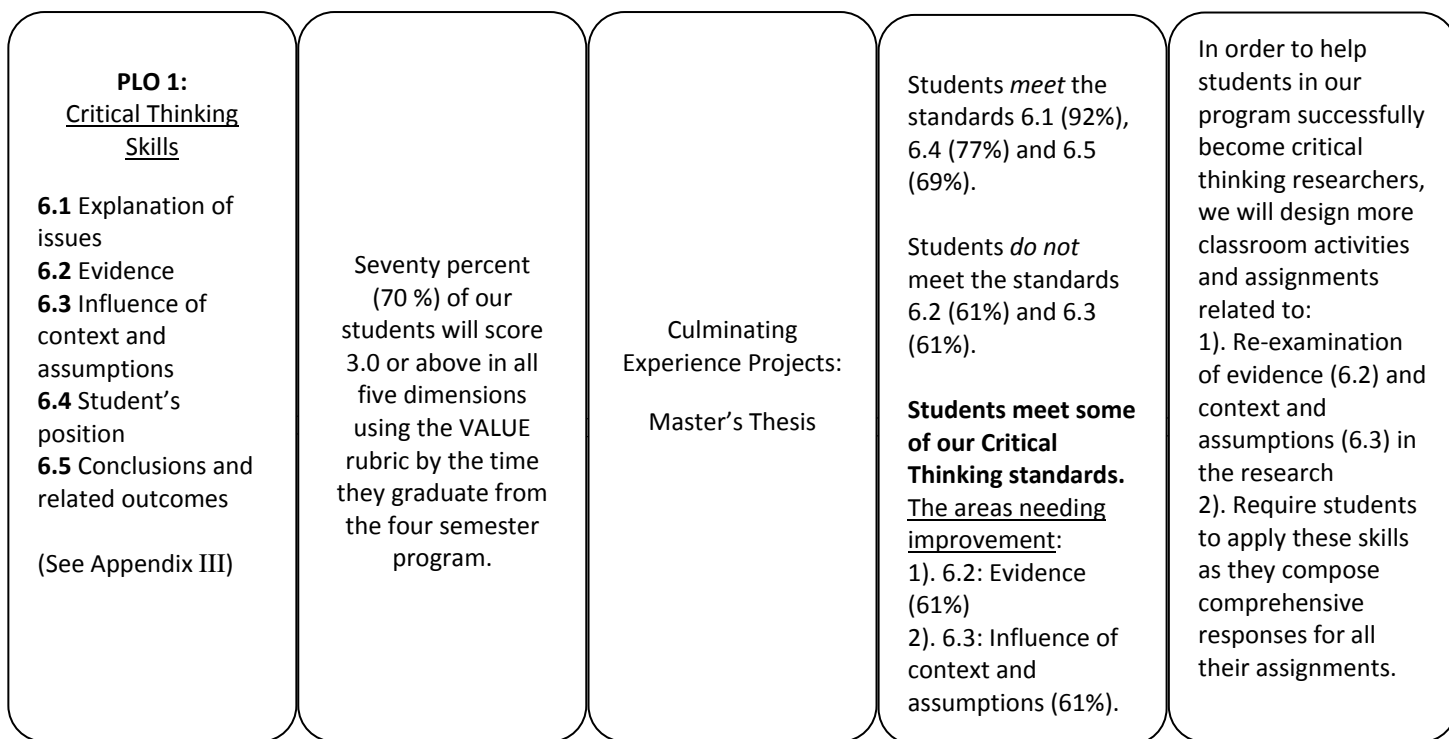
Chemistry, BS/BA

(Example of Content Knowledge)

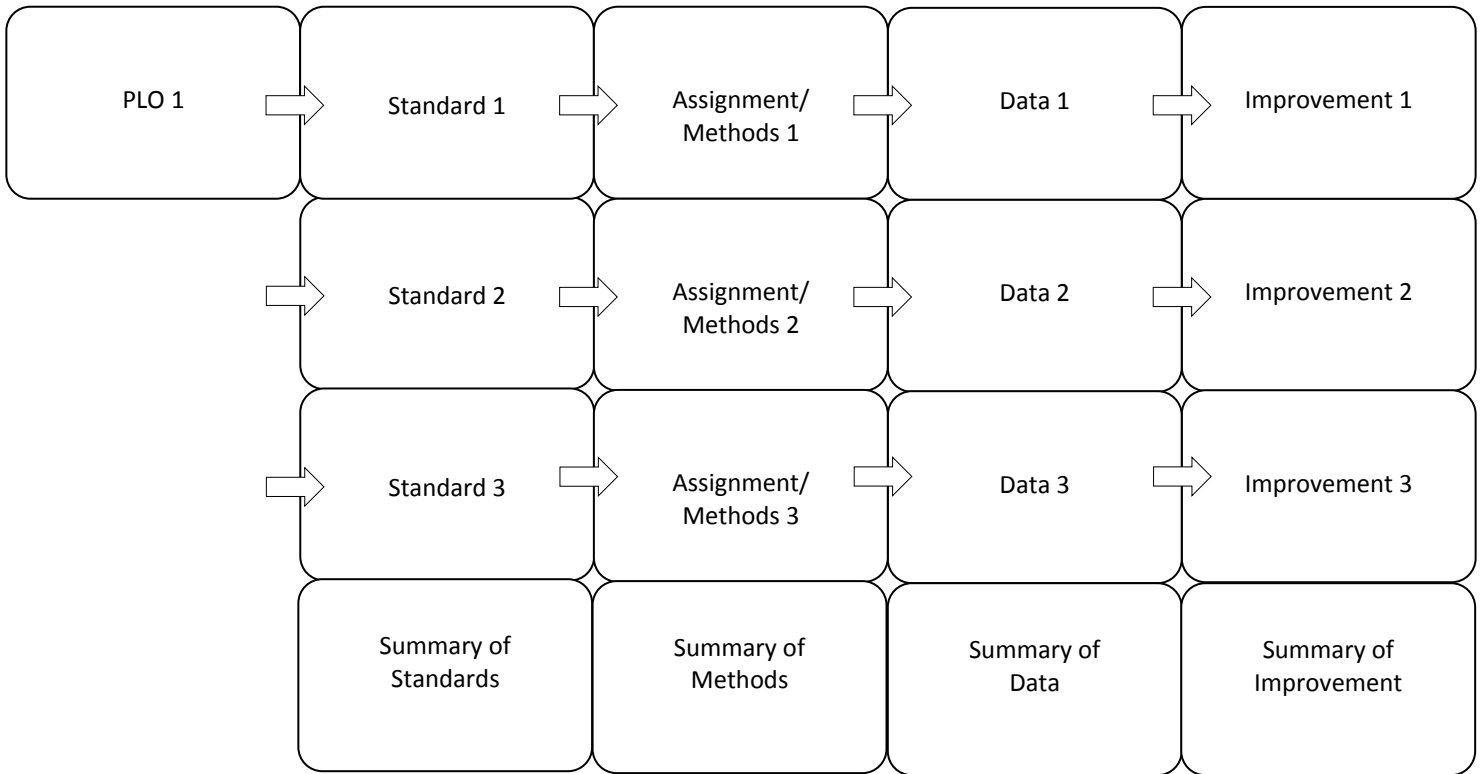


Educational Technology (iMet), MA

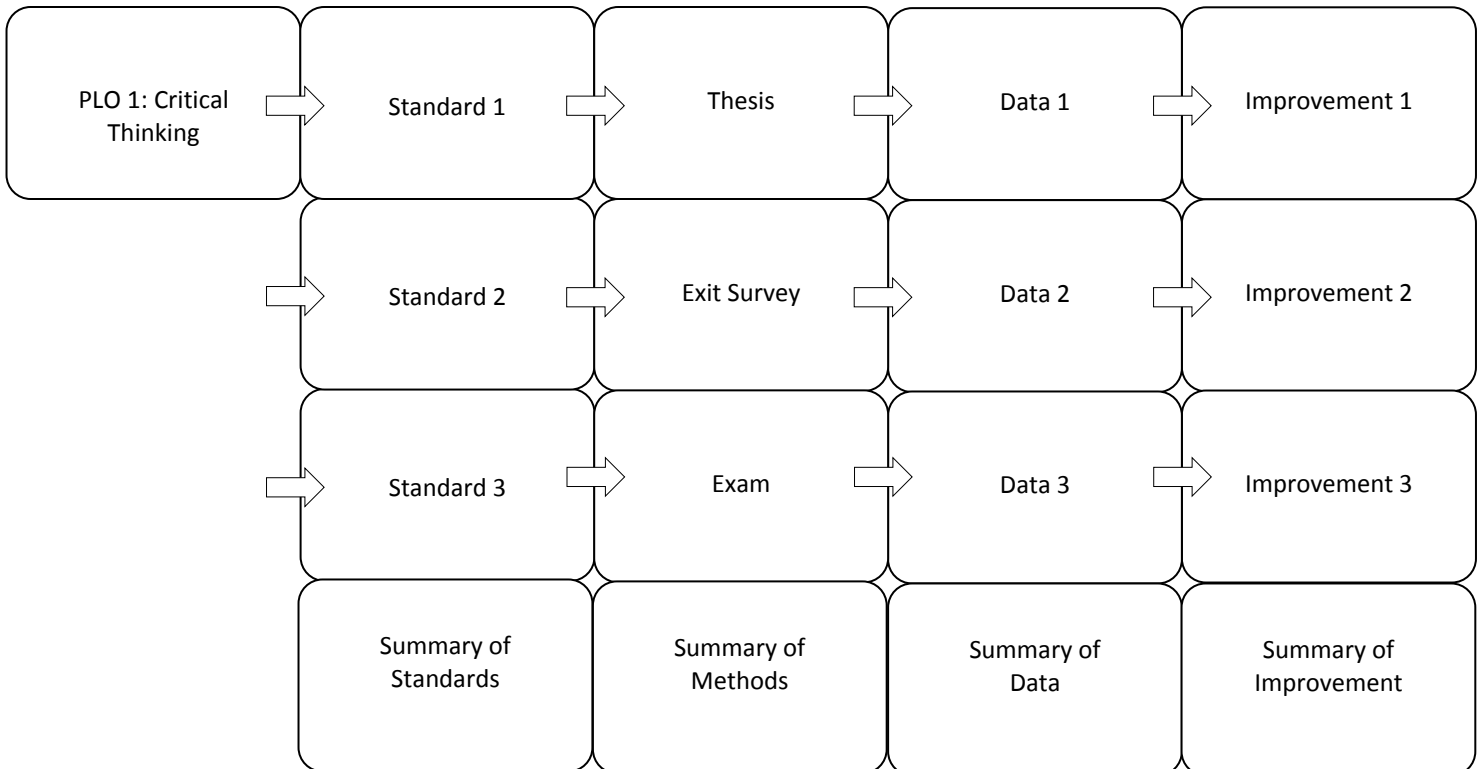
(Example of Complicated Skills)



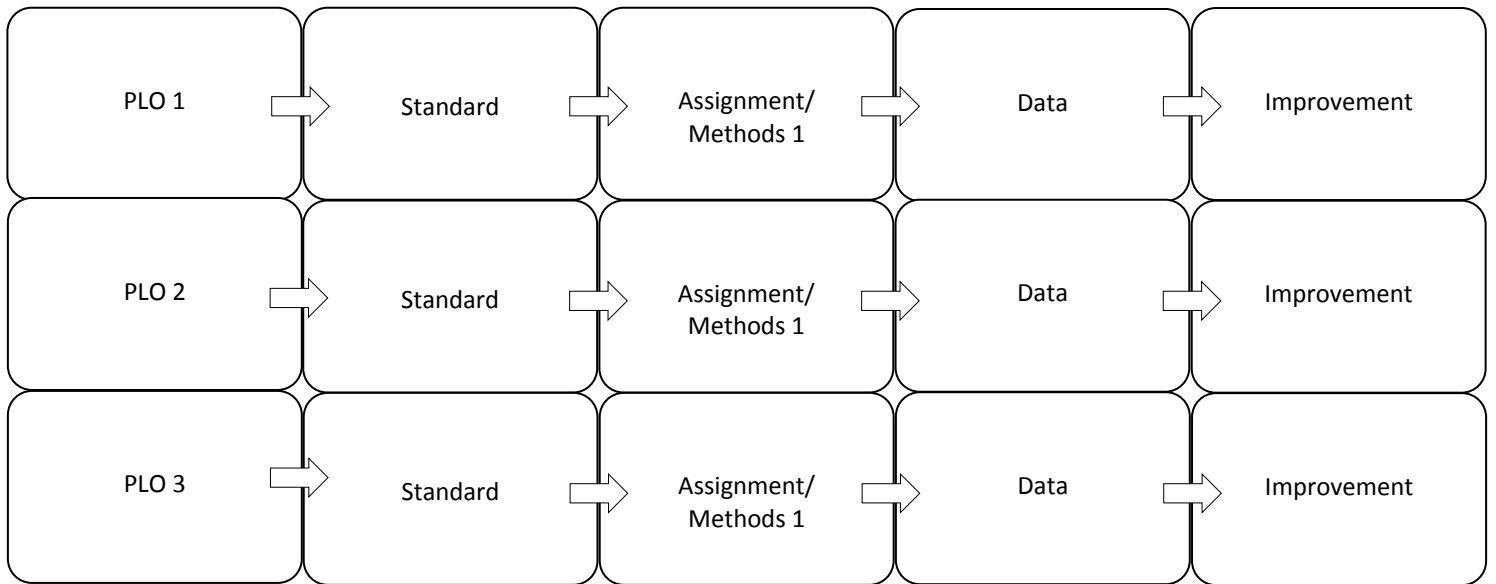
Assessment Flowchart – Multiple Methods
One PLO Assessed by Multiple Assignments



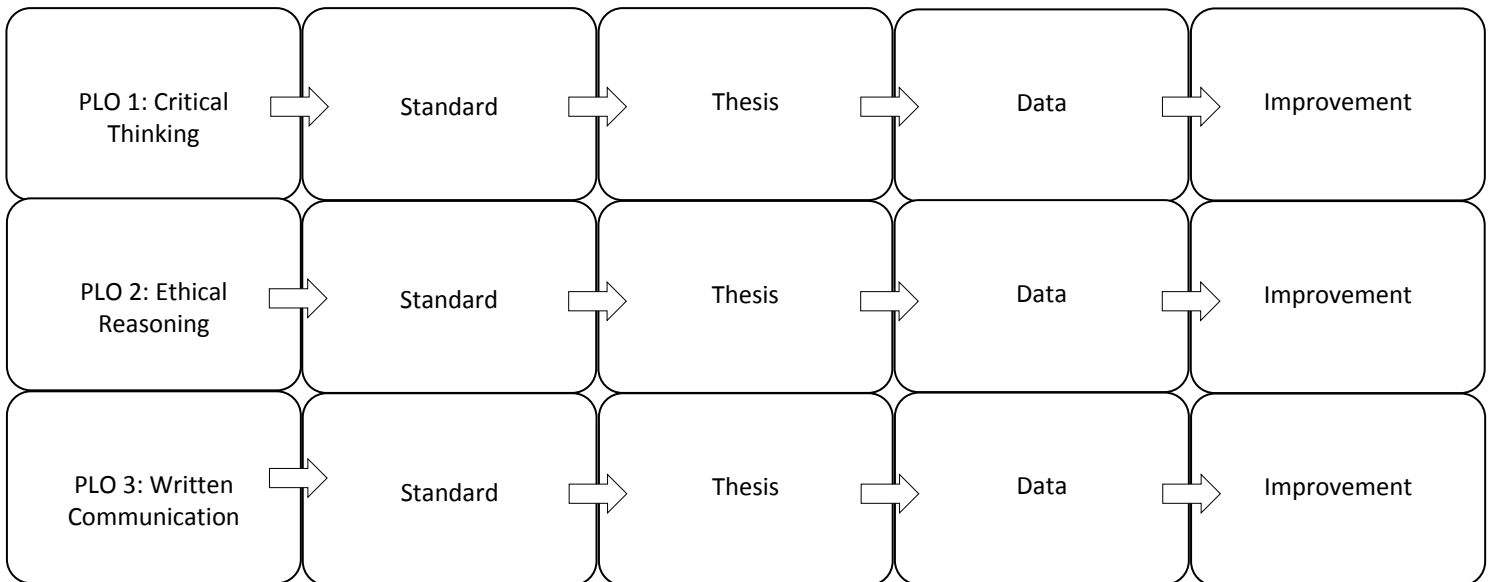
Multiple-Methods Example:



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 Sheet¹

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

¹Critical Thinking Data Collection Sheet

Five Criteria (Areas) ²	Different Levels ²				Total (N=10)
	(4)	(3)	(2)	(1)	
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)

²Critical Thinking Value Rubric

Criterion	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
6.1: Explanation of issues	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.
6.2: Evidence <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.
6.3: Influence of context and assumptions	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).
6.4: Student's position (perspective, thesis/hypothesis)	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.
6.5: Conclusions and related outcomes (implications and consequences)	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.