

# 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 checked="" 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 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 Information Literacy PLO uses the verb "Integrates." There is no specific PLO related to Oral Communication.

**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:

The MS Nursing has ten graduate student learning outcomes (GSLOs). Information Literacy is linked well with *GSLO V: Integrates meaningful data from nursing, computer, communication and information sciences to coordinate and improve care*. Students demonstrate competence in this GSLO V through assignments that build across the graduate curricula. The MS Nursing PLOs do not contain an explicit oral communication outcome. Oral presentations are required at various points in the curriculum for individuals and groups. These activities are graded according to course rubrics.

**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):

## 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):  
Oral Communication

**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 Oral Communication 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 graduate 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 <b>SOME</b> course syllabi/assignments in the program that address the PLO			
2. In <b>ALL</b> 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

<p><b>Q3.1.</b> Was assessment data/evidence <b>collected</b> for the selected PLO in 2014-2015?</p> <p><input checked="" 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>Q3.2.</b> If yes, was the data <b>scored/evaluated</b> for this PLO in 2014-2015?</p> <p><input checked="" 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?  1 (AAC&amp;U VALUE Oral Communication rubric)</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>  The SON Program Evaluation Committee (PEC) conducted a review of graduate students' Oral Communication performance in the spring 2015 NURS 231 (Advanced Pharmacology) graduate course. Four oral presentations were selected randomly for review by the PEC. Three PEC members independently scored the presentations utilizing the AAC&amp;U VALUE Oral Communication rubric. These independent scores were then discussed and a group consensus score was assigned for each student presentation.</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 checked="" 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 checked="" 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.  Assignment description: Each student will give a presentation via Collaborate on a pharmacologic topic of their choice. It is recommended that the student choose an area of practice expertise or special interest. Presentations may not exceed 30 minutes. Student presentations are to emphasize the nursing pharmacologic management of the chosen subject including: I. Pharmacokinetics and Pharmacodynamics of the subject area; II. Evidence-based practice protocols; III. Individual and population Health outcomes and quality of life; IV. Developmental, Cultural and Epigenetic issues; V. Medication Safety including prescribing and administering.</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 checked="" 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</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</p>	<p><b>Q3.4.3.</b> Was the rubric aligned directly and explicitly with the PLO?</p> <p><input type="checkbox"/> 1. Yes</p>

<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
<b>Q3.5.</b> How many faculty members participated in planning the assessment data collection of the selected PLO? 3		<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 checked="" 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.]? Random selection of 4 presentations from the course.		<b>Q3.6.1.</b> How did you <b>decide</b> how many samples of student work to review? We sought a representative sample of at least 20%.
<b>Q3.6.2.</b> How many students were in the class or program? 10	<b>Q3.6.3.</b> How many samples of student work did you evaluate? 4	<b>Q3.6.4.</b> 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
<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 checked="" 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 checked="" 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 checked="" 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:
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### Q3D: Alignment and Quality

<b>Q3.9.</b> Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know	<b>Q3.9.1.</b> Were <b>ALL</b> the assessment tools/measures/methods that were used good measures for the PLO? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know
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## 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 Oral Communication Skill**

Levels Criterion	Capstone (4)	(3.5)	Milestone (3)	(2.5)	Milestone (2)	(1.5)	Benchmark (1)	Mean (N=4)
<b>1. Organization</b>	25% (1)		50% (2)	25% (1)				3.125
<b>2. Language</b>			75% (3)		25% (1)			2.75
<b>3. Delivery</b>		25% (1)	50% (2)		25% (1)			2.875
<b>4. Supporting Material</b>	25% (1)	25% (1)	25% (1)		25% (1)			3.125
<b>5. Central Message</b>		25% (1)	50% (2)	25% (1)				3

Applying the AAC&U VALUE rubric for Oral Communication, the faculty goals were 1) the average score for graduate 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. The first goal was achieved for criteria 1, 4, and 5. The second goal was met, with 75% of students earning a score of 3 or above on each of the five criteria. It was clear that students were prepared for their presentations in terms of content but they demonstrated room for improvement in language and delivery. The grading criteria for this assignment are exclusively related to content, however, so the student performance is meeting the goals established within the course (See assignment instructions in Appendix I).

The reviewers found it difficult to assess oral presentation skills fully when students are not seen on camera but, rather, give their presentations online, in real time, via Collaborate in SacCT (voice over their PowerPoint).

**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?

Students are nearly meeting the goals set for this assignment. However, the PEC expects that 90% of graduate students will achieve an average score of 3.5 in Oral Communication, using the VALUE rubric, by end program. The curriculum should be reviewed to map a plan for reaching this goal.

The PEC suggests the Graduate Curriculum Committee examine when and where in-person presentations occur within the curriculum since these are necessary for development and evaluation of oral presentation skills. The committee should consider how MSN students should be expected to develop and master this skill, especially if the graduate program is preparing students for future teaching or leadership roles. It is strongly recommended that serious consideration be given to curricular planning in this regard. The PEC also recommends creation of an explicit oral communication student learning outcome with associated rubrics to be used throughout the program. In addition, the 2015-16 exit interviews and survey(s) should include an indirect measure of student perceptions of their oral presentation skill development and achievement through the MSN program.

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

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | 1. <b>Exceeded</b> expectation/standard          |
| <input type="checkbox"/>            | 2. <b>Met</b> expectation/standard               |
| <input checked="" type="checkbox"/> | 3. <b>Partially</b> met expectation/standard     |
| <input type="checkbox"/>            | 4. <b>Did not meet</b> expectation/standard      |
| <input type="checkbox"/>            | 5. No expectation or standard has been specified |
| <input type="checkbox"/>            | 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]**

See 4.2 above. The PEC will assist the Graduate Curriculum Committee to develop a plan for Oral Communication in the curriculum, create explicit goals/outcomes, identify key assignments, create rubrics, and conduct a follow-up assessment within the next two years (due 2017).

**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 communication demonstrated that students were not meeting the expected outcome. Graduate faculty used the assessment data to make curricular changes to better support the development of writing skills and to help students receive more frequent formative evaluation of their writing throughout the MS in Nursing program.

## 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]**

**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 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.  |

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



## Program Information

<b>P1. Program/Concentration Name(s):</b> MS in Nursing  <b>P1.1. Report Authors:</b> Denise Wall Parilo & Carolynn Goetze					<b>P2. Program Director:</b> Carolynn Goetze  <b>P2.1. Department Chair:</b> Carolynn Goetze				
<b>P3. Academic unit: Department, Program, or College:</b> School of Nursing					<b>P4. College:</b> Health and Human Services				
<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: 53</b>					<b>P6. Program Type: [Select only one]</b> <input type="checkbox"/> 1. Undergraduate baccalaureate major <input type="checkbox"/> 2. Credential <input checked="" 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: 2</b>  <b>P7.1. List all the name(s):</b> 1. BS in Nursing (prelicensure); 2. BS in Nursing with RN License  <b>P7.2. How many concentrations appear on the diploma for this undergraduate program? 0</b>					<b>Master Degree Program(s):</b> <b>P8. Number of Master's degree programs the academic unit has: 2</b>  <b>P8.1. List all the name(s):</b> 1. MS in Nursing; School Nursing Credential Program with MS in Nursing (in CCE)  <b>P8.2. How many concentrations appear on the diploma for this master program? 0</b>				
<b>Credential Program(s):</b> <b>P9. Number of credential programs the academic unit has: 1</b>  <b>P9.1. List all the names:</b> School Nurse Credential Program					<b>Doctorate Program(s)</b> <b>P10. Number of doctorate degree programs the academic unit has: 0</b>  <b>P10.1. List all the name(s):</b> 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					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:

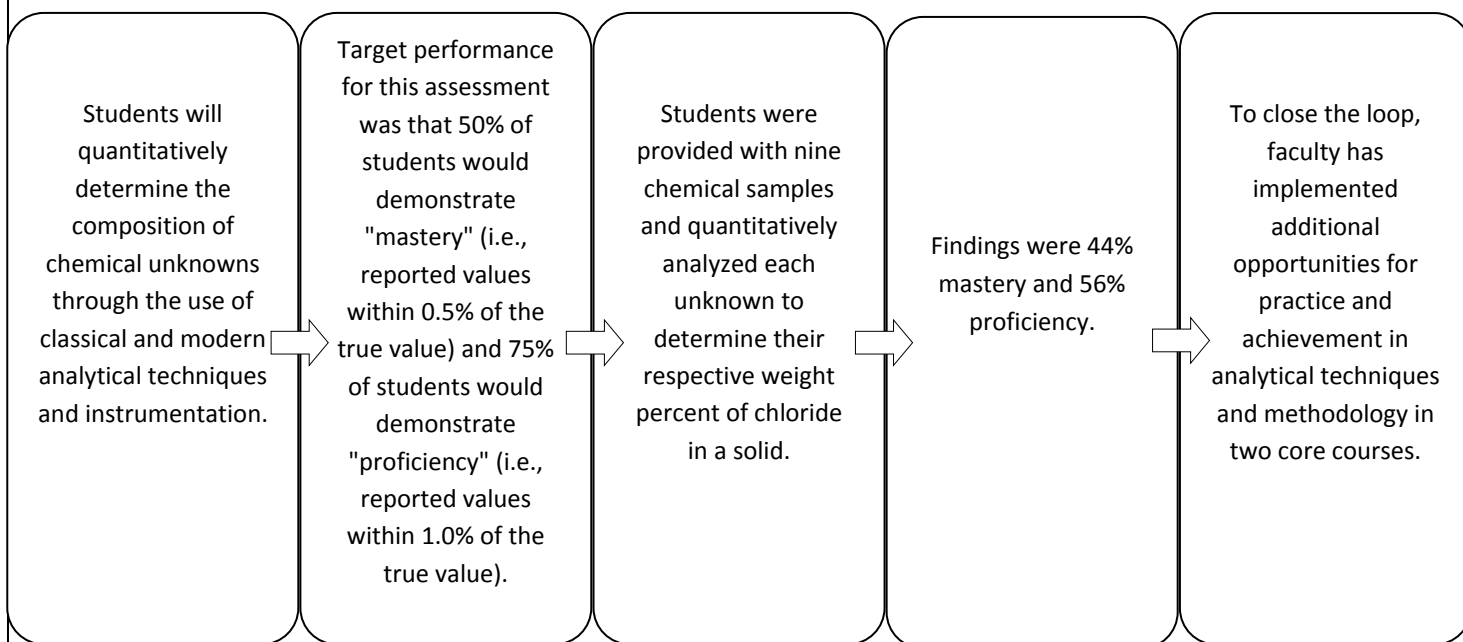
- 1). 6.2: Evidence (61%)
- 2). 6.3: Influence of context and assumptions (61%).



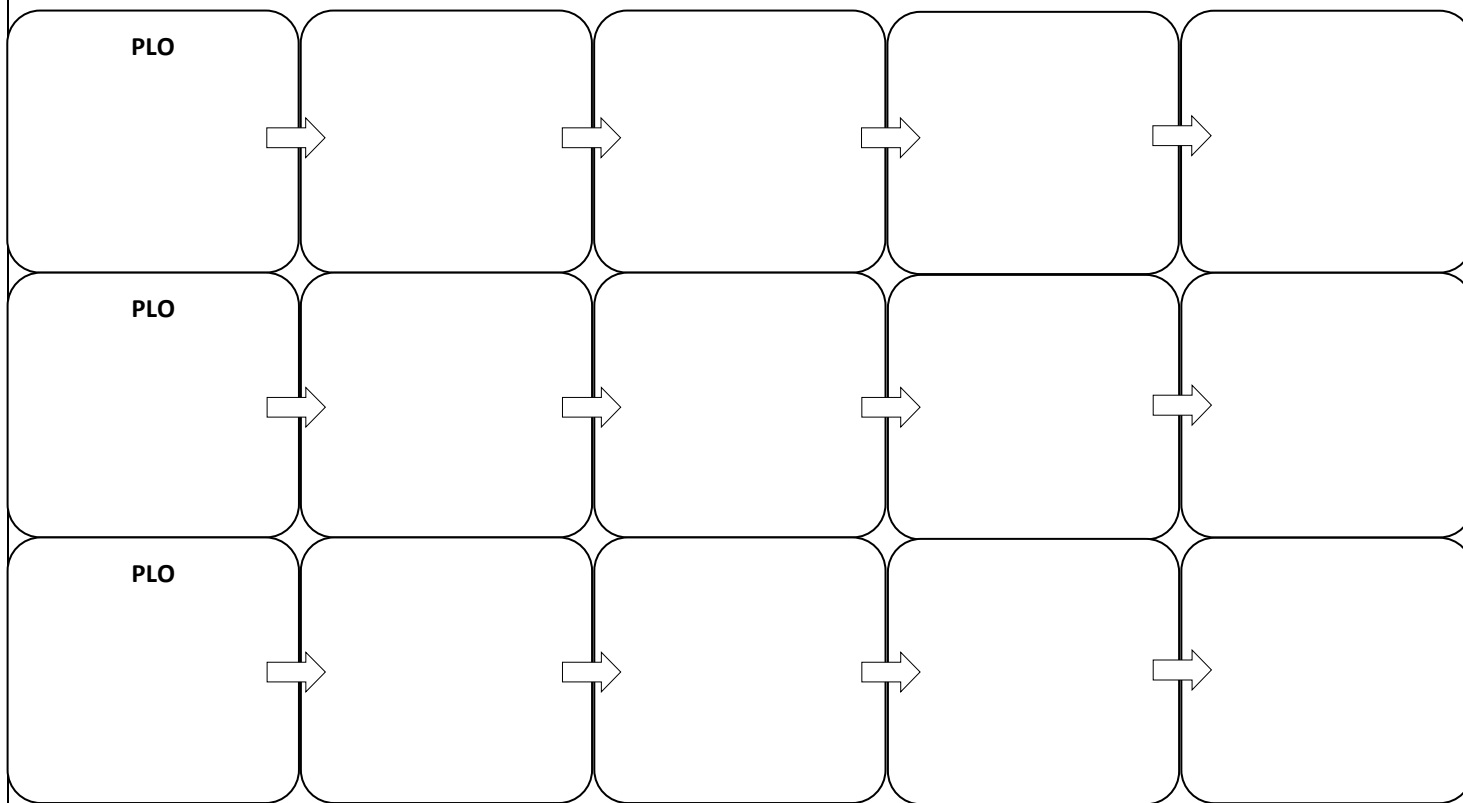
In order to help students in our program successfully become critical thinking researchers, we will design more classroom activities and assignments related to:

- 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 their assignments.

### Example: Chemistry BS/BA



### Additional PLOs



## Attachment I: The Development of Program Learning Outcomes

### The Importance of Verbs

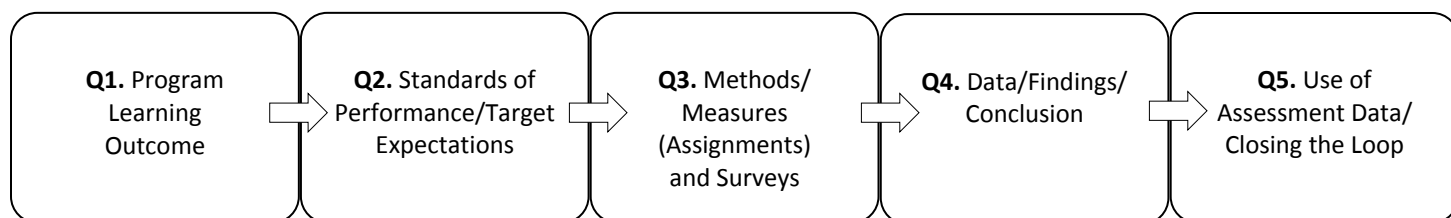
Multiple Interpretations:	Fewer Interpretations:
to grasp	to write
to know	to recite
to enjoy	to identify
to believe	to construct
to appreciate	to solve
to understand	to compare

### 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	

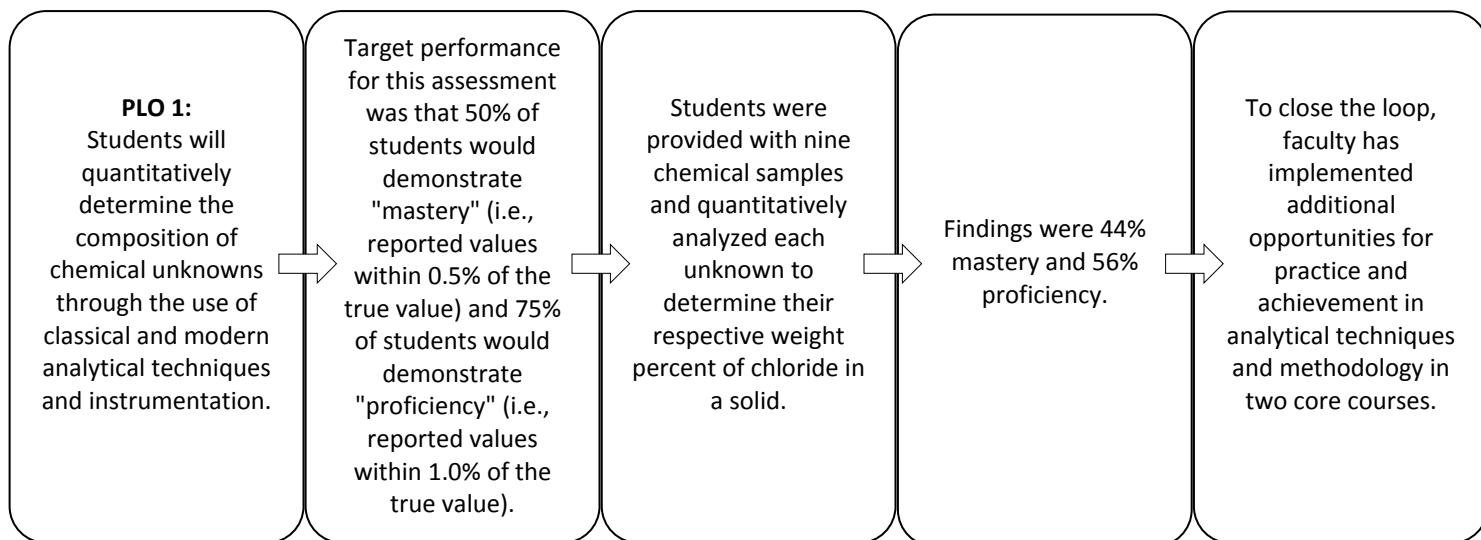
**Attachment II: Simplified Annual Assessment Report**  
Basic Assessment



**Examples:**

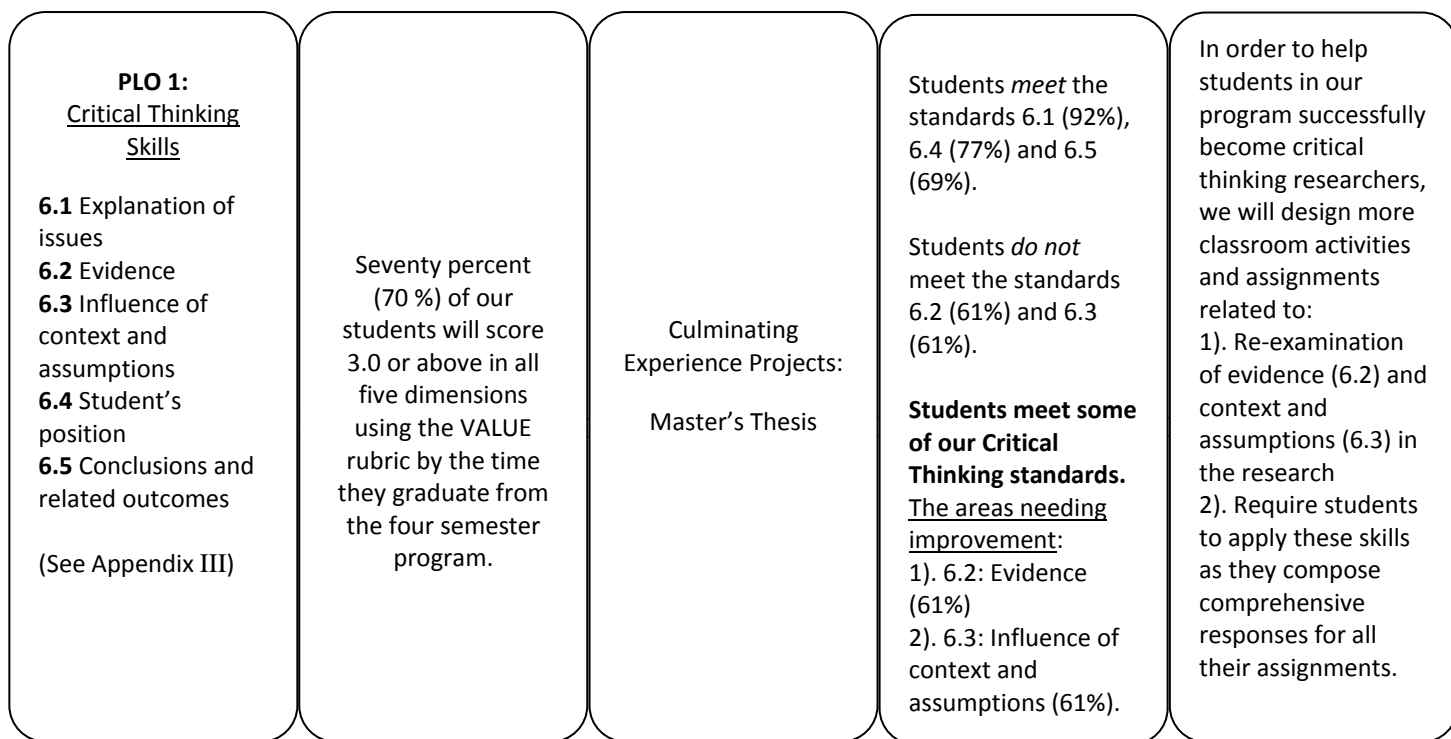
Chemistry, BS/BA

(Example of Content Knowledge)

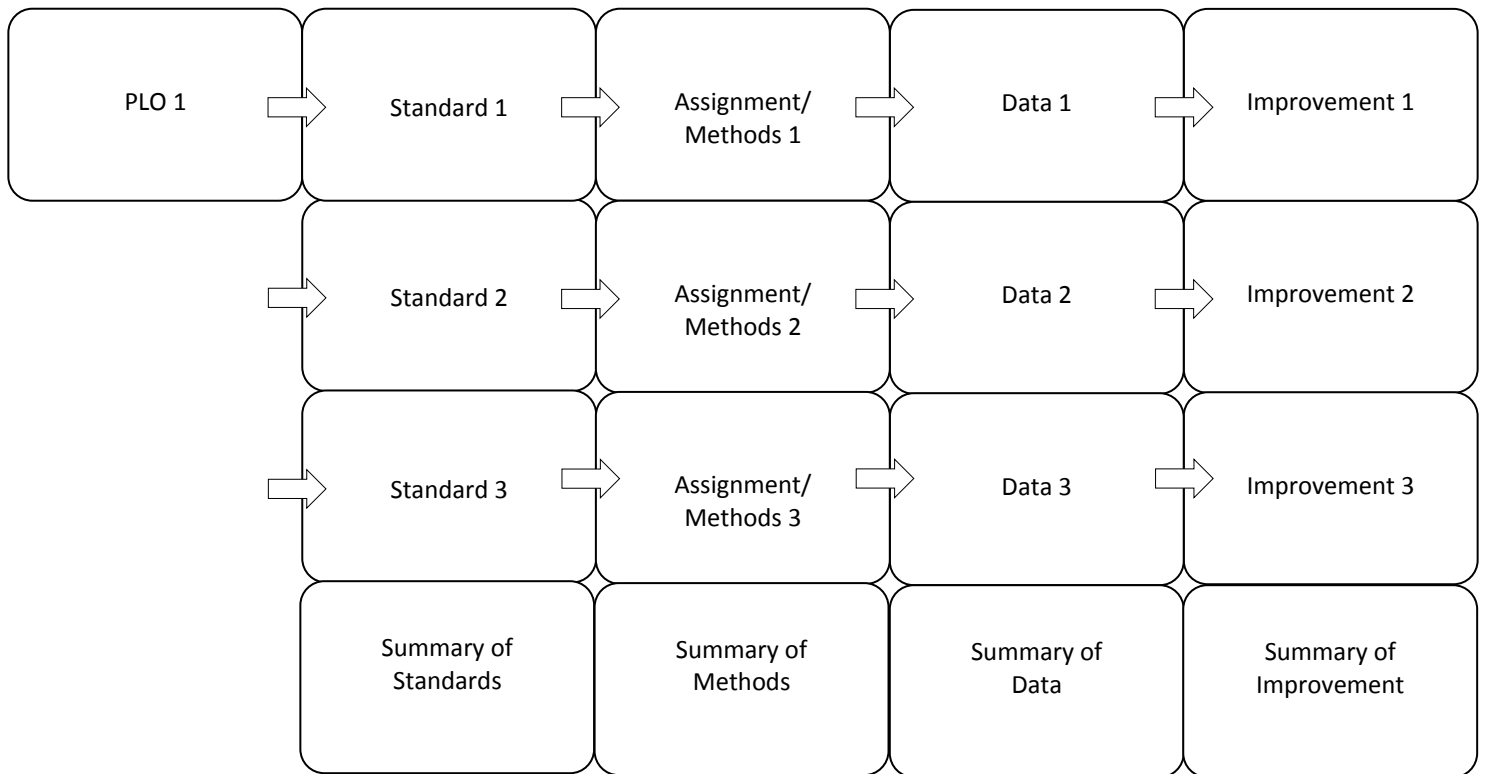


Educational Technology (iMet), MA

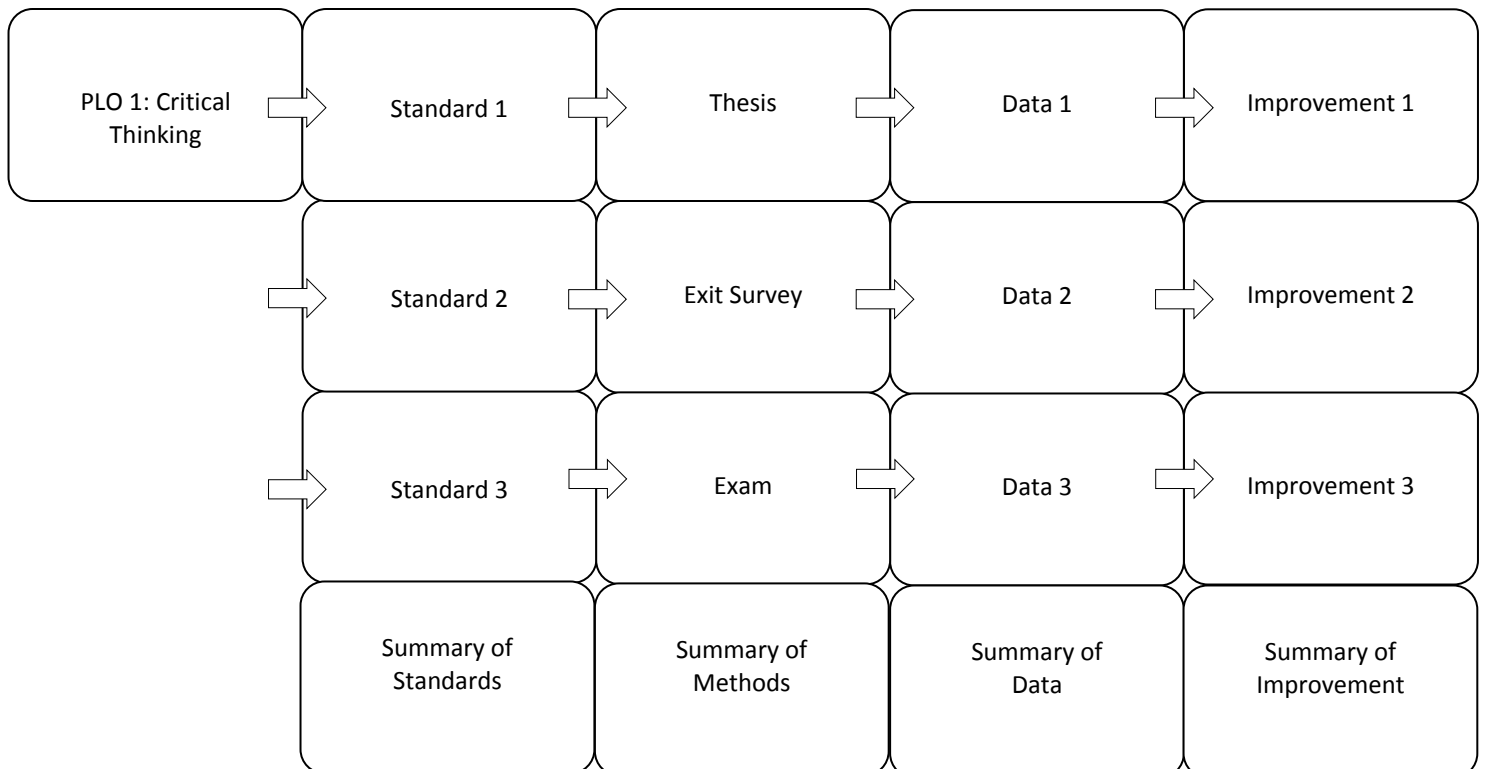
(Example of Complicated Skills)



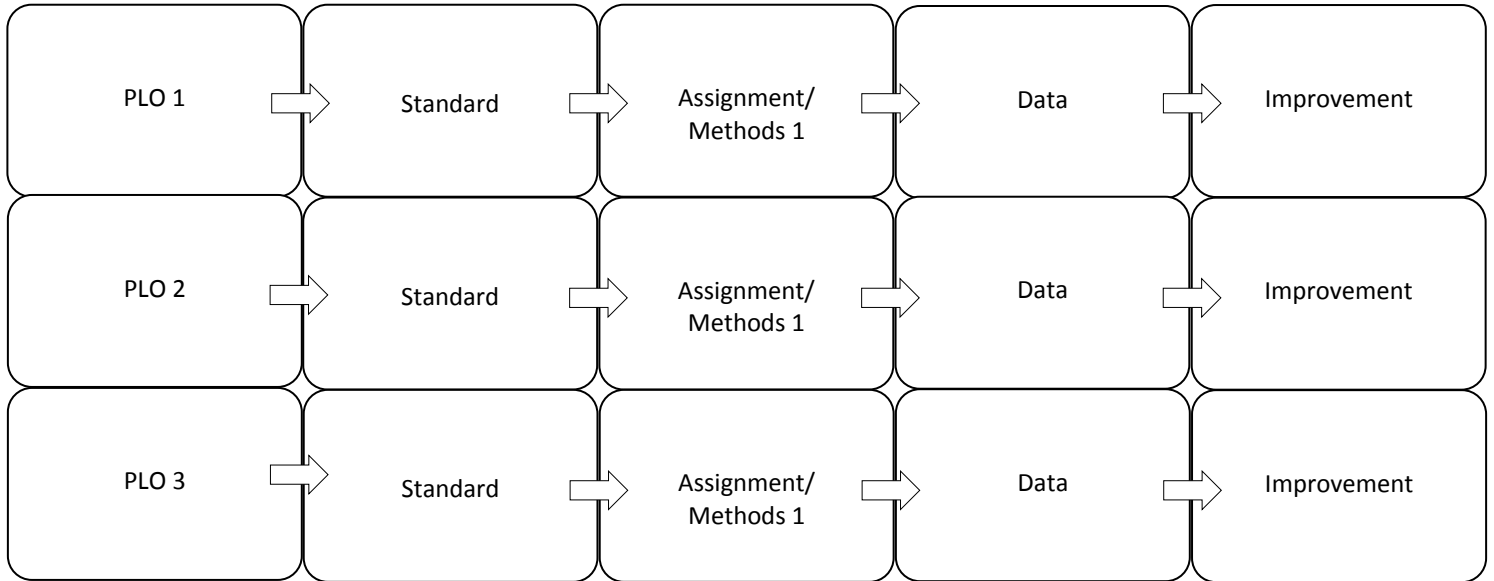
**Assessment Flowchart – Multiple Methods**  
One PLO Assessed by Multiple Assignments



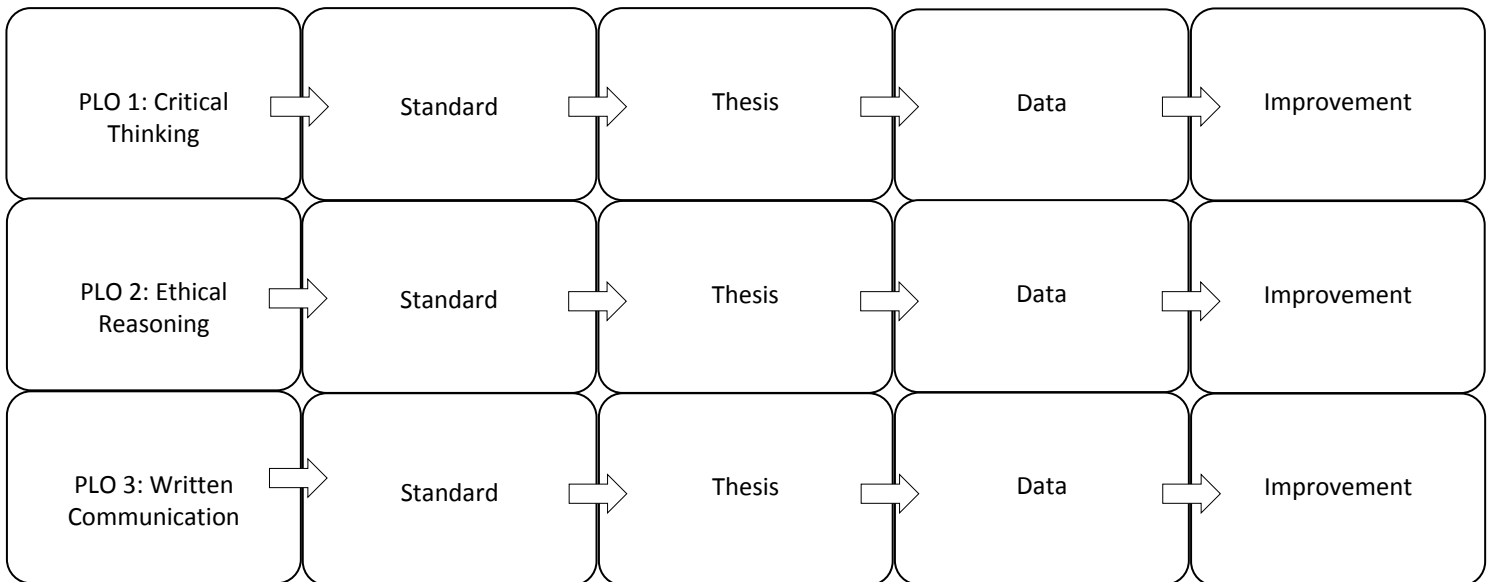
**Multiple-Methods Example:**



**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 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)



## 2Critical Thinking Value Rubric

Criterion	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
<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: Key Assignment for Oral Presentation in NURS 231

### NURS 231 - Student Presentation of a New Pharmacologic Agent

#### Description

Each student will give a presentation on a pharmacologic topic of their choice. It is recommended that the student choose an area of practice expertise or special interest. Presentations may not exceed 30 minutes. Student presentations are to emphasize the nursing pharmacologic management of the chosen subject including: I. Pharmacokinetics and Pharmacodynamics of the subject area II. Evidence-based practice protocols III. Individual and population Health outcomes and quality of life IV. Developmental, Cultural and Epigenetic issues V. Medication Safety including prescribing and administering 5 multiple choice test questions related to the presentation material must be provided to the faculty no later than on 10:00 am the day of the presentation. Total points: 30

#### Rubric Detail

	Levels of Achievement			
Criteria	Unsatisfactory	Satisfactory	Superior	Exemplary
<b>Describes Pharmacokinetics and Pharmacodynamics</b>	2 Points	3 Points	4 Points	5 Points
<b>Presents Evidence-based practice protocols</b>	2 Points	3 Points	4 Points	5 Points
<b>Considers Individual and population Health outcomes and quality of life</b>	2 Points	3 Points	4 Points	5 Points
<b>Addresses developmental, cultural and epigenetic issues</b>	2 Points	3 Points	4 Points	5 Points
<b>Addresses medication safety including prescribing and administering</b>	2 Points	3 Points	4 Points	5 Points
<b>Provides 5 multiple choice questions</b>	2 Points	3 Points	4 Points	5 Points