

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]

- 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, 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)? Yes.

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:

One of the goals last year for the master's program was to create a new set of learning objectives. Unlike the undergraduate programs in our department, the master's program is not accredited nationally.

The department was successful in developing a set of learning objectives for the graduate program although the department has still not assessed graduate performance.

Core program objectives are designed to encourage a climate of inquiry and research. Specifically, all students should gain the ability to:

- critically analyze and identify problems;
- develop and utilize appropriate research or inquiry methods of problem solving;
- report clearly and succinctly the results of problem-focused research or inquiry;
- identify and demonstrate the values of leisure and recreation to the individual, the community, and society at large.

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):
Being developed.

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):
N/A

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]

N/A

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:

N/A

	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			
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?
N/A

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]**

N/A

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.

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
- 2. No
- 3. Don't know
- 4. N/A

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

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

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

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

Q3.5. How many faculty members participated in planning the assessment data collection of the selected PLO? 1		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)? N/A <input 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.]?		Q3.6.1. How did you decide how many samples of student work to review?	
Q3.6.2. How many students were in the class or program? Approximately 8	Q3.6.3. How many samples of student work did you evaluate? All.	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 type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Skip to Q3.8) <input checked="" 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 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?		Q3.7.4. If surveys were used, what was the response rate?	
Q3.7.3. If surveys were used, briefly specify how you selected your sample.			
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? <input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Go to Q3.9) <input type="checkbox"/> 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)

N/A

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?

N/A

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]**

The graduate coordinator now has the learning objectives to assess graduate students. The course chosen will be RPTA 200, which is the foundations course for the program and also the one designated as the graduate writing competency course.

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: N/A					

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

As stated, there was not a great deal of change in department assessment practices during the 2014-2015 academic year. The department performs several assessments already and with the lead faculty on partial leave, it made no sense to increase an already heavy assessment load.

The decision to focus on areas related to specific courses in the grad program has led to some curriculum modification. This was combined with the recent graduate collaborative the department undertook beginning in fall 2014. Our graduate program is now collaborating with San Francisco State University and California State University, Chico to offer synchronous learning courses to students on all three campuses. For this reason, RPTA does not teach all of the graduate courses in the 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]**

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 checked="" 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 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:

N/A

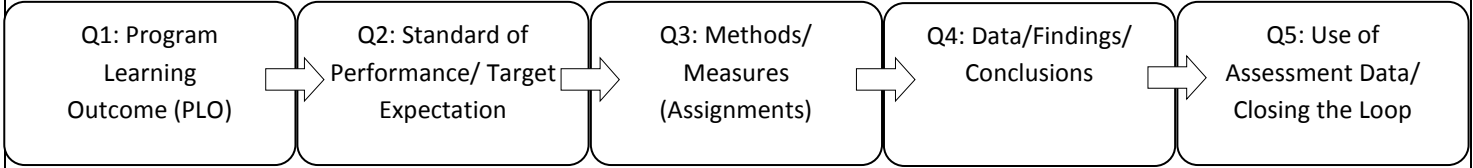
Program Information

<p>P1. Program/Concentration Name(s): Recreation Administration</p> <p>P1.1. Report Authors: Greg Shaw</p>	<p>P2. Program Director: Kath Pinch</p> <p>P2.1. Department Chair: Greg Shaw</p>										
<p>P3. Academic unit: Department, Program, or College: Recreation, Parks and Tourism Administration</p>	<p>P4. College: Health and Human Services</p>										
<p>P5. Fall 2014 enrollment for Academic unit (See Department Fact Book 2014 by the Office of Institutional Research for fall 2014 enrollment): 40*</p> <p>*This includes students registered on all three campuses of the graduate collaborative program.</p>	<p>P6. Program Type: [Select only one]</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30px; border: 1px solid black;"><input type="checkbox"/></td> <td>1. Undergraduate baccalaureate major</td> </tr> <tr> <td style="border: 1px solid black;"><input type="checkbox"/></td> <td>2. Credential</td> </tr> <tr> <td style="border: 1px solid black;"><input checked="" type="checkbox"/></td> <td>3. Master's degree</td> </tr> <tr> <td style="border: 1px solid black;"><input type="checkbox"/></td> <td>4. Doctorate (Ph.D./Ed.d)</td> </tr> <tr> <td style="border: 1px solid black;"><input type="checkbox"/></td> <td>5. Other. Please specify:</td> </tr> </table>	<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:
<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:										
<p>Undergraduate Degree Program(s):</p> <p>P7. Number of undergraduate degree programs the academic unit has: 1</p> <p>P7.1. List all the name(s): Recreation Administration</p> <p>P7.2. How many concentrations appear on the diploma for this undergraduate program? 2</p>	<p>Master Degree Program(s):</p> <p>P8. Number of Master's degree programs the academic unit has: 1</p> <p>P8.1. List all the name(s): Recreation Administration</p> <p>P8.2. How many concentrations appear on the diploma for this master program? 0</p>										
<p>Credential Program(s):</p> <p>P9. Number of credential programs the academic unit has: 0</p> <p>P9.1. List all the names: N/A</p>	<p>Doctorate Program(s)</p> <p>P10. Number of doctorate degree programs the academic unit has: 0</p> <p>P10.1. List all the name(s): N/A</p>										
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			

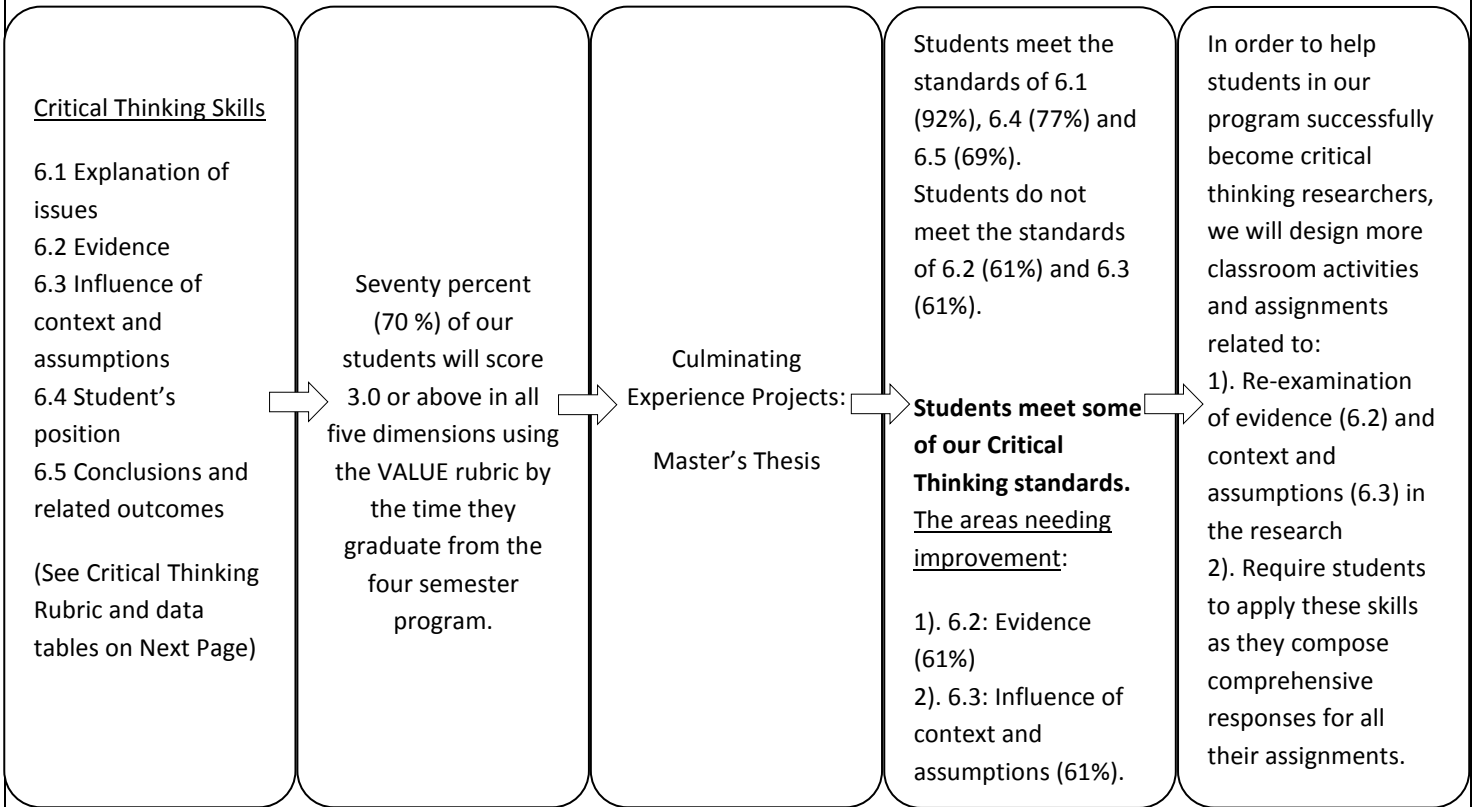
Assessing Other Program Learning Outcomes (Optional)

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.

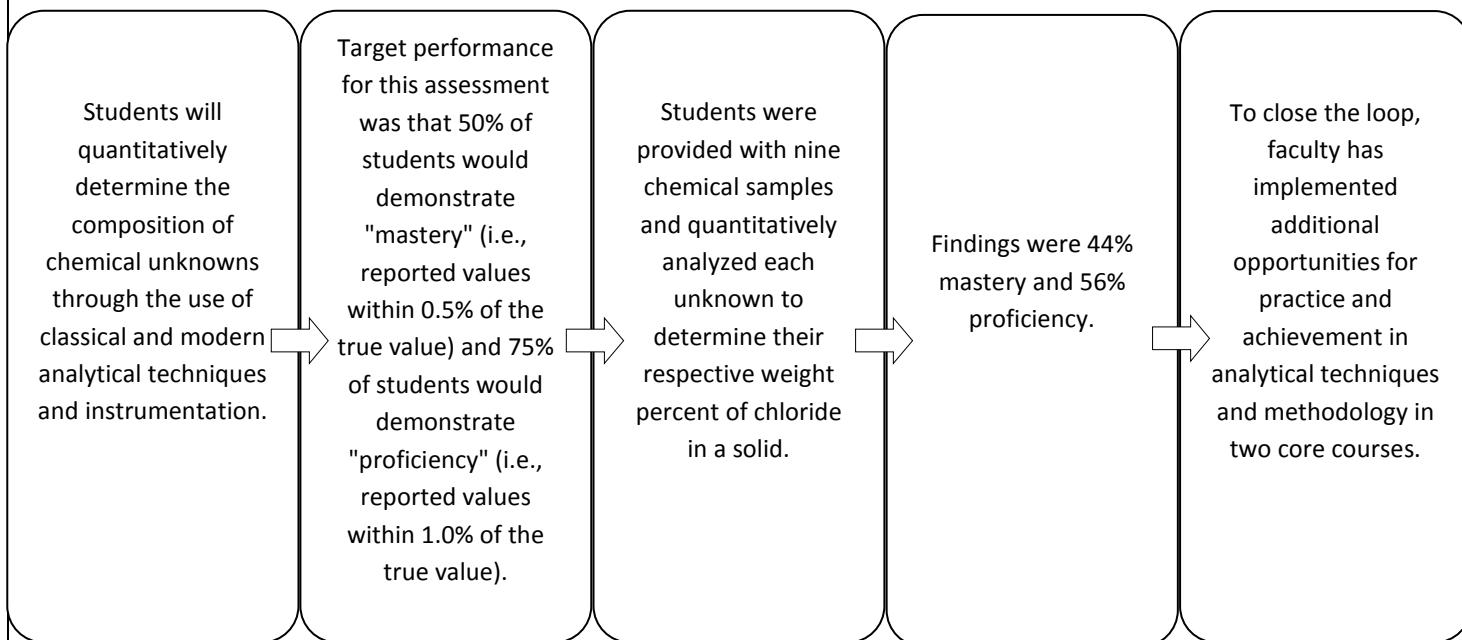
Report Assessment Activities on Additional PLOs Here



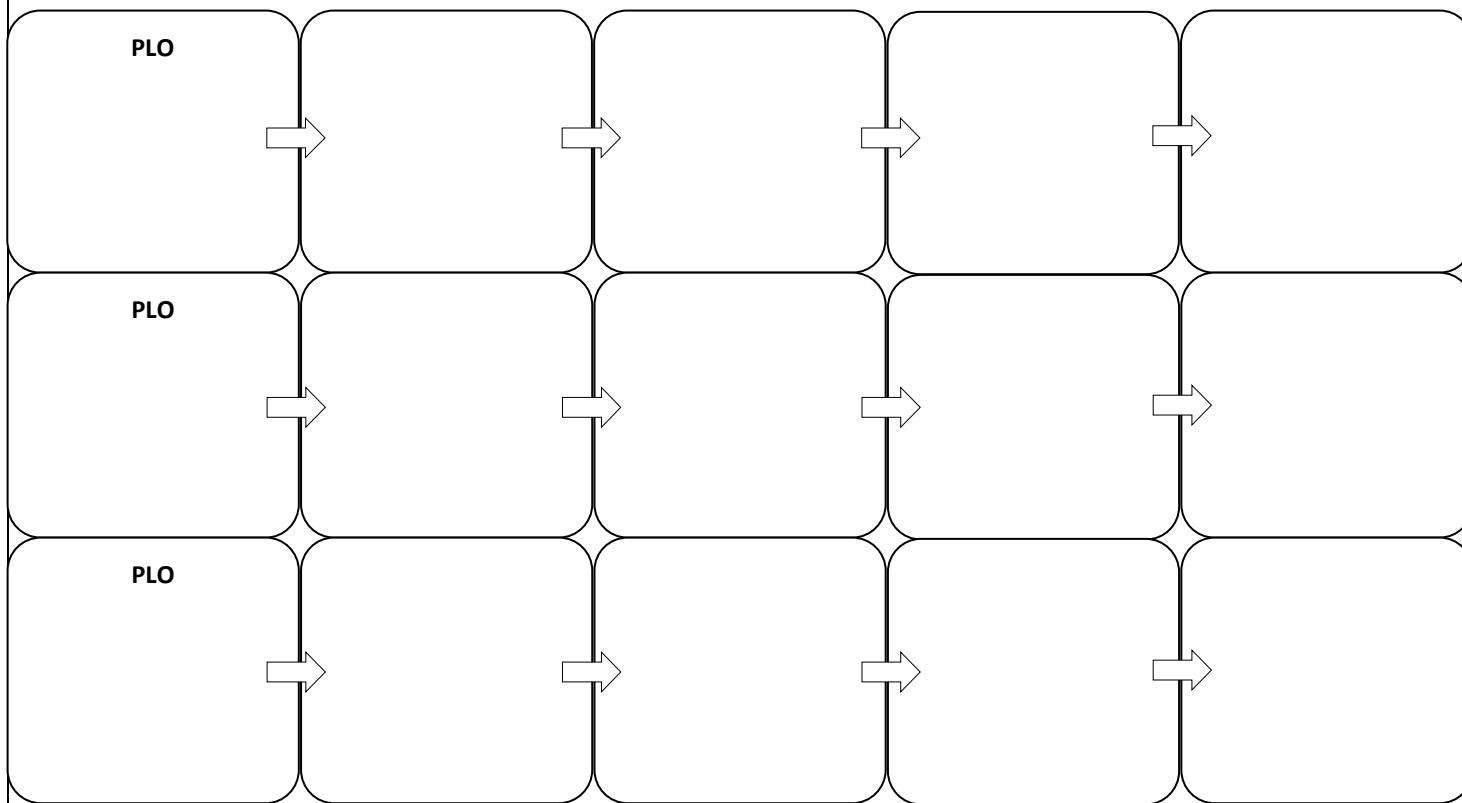
Example: Educational Technology (iMet), MA



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

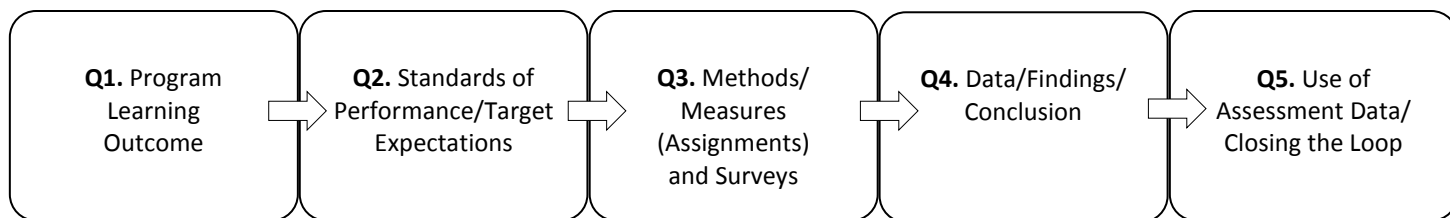
Relevant Verbs in Defining Learning Outcomes

(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

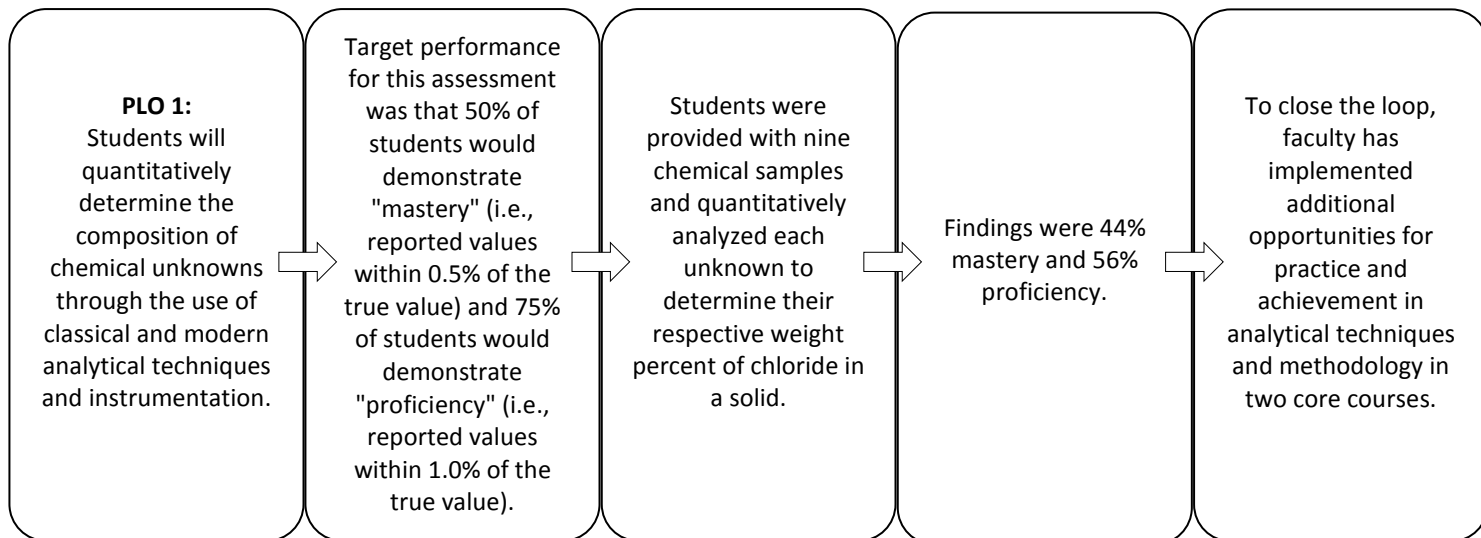
Basic Assessment



Examples:

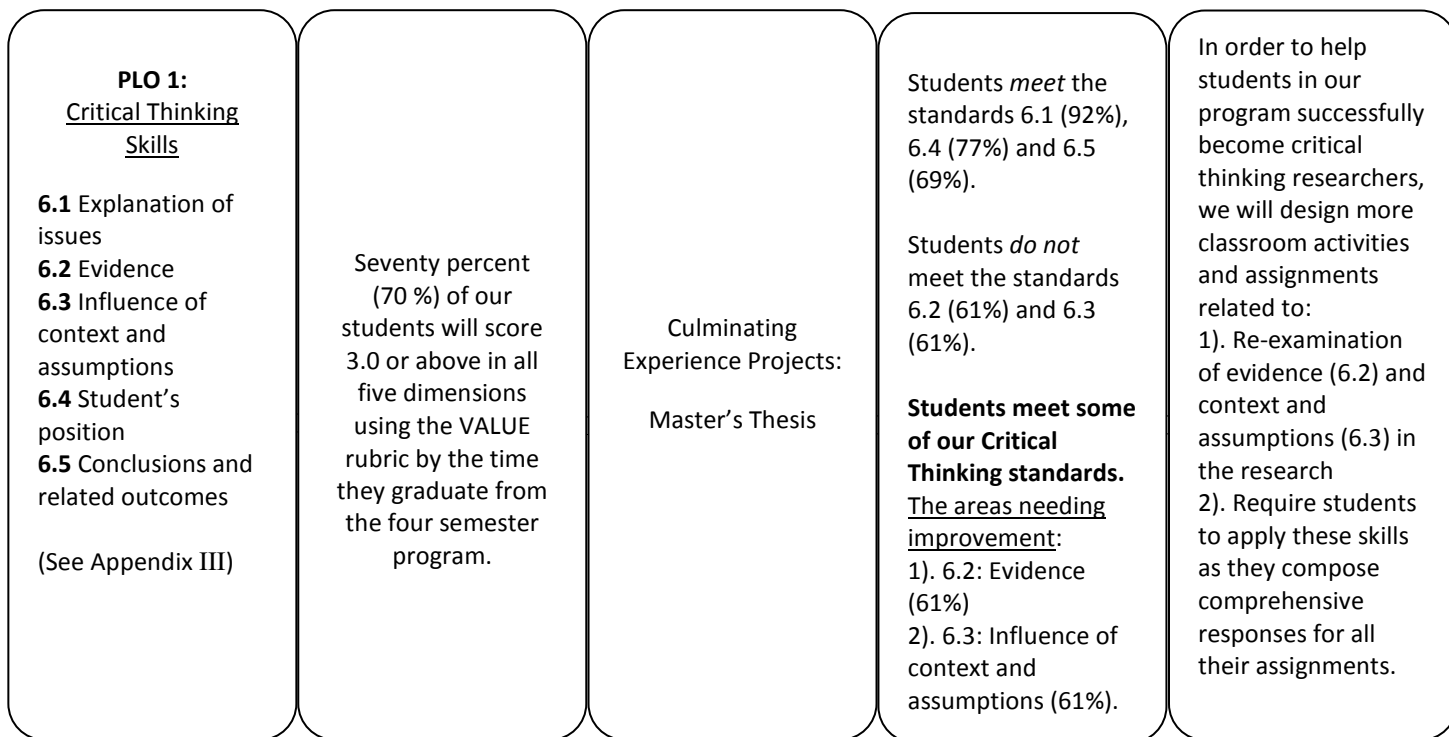
Chemistry, BS/BA

(Example of Content Knowledge)

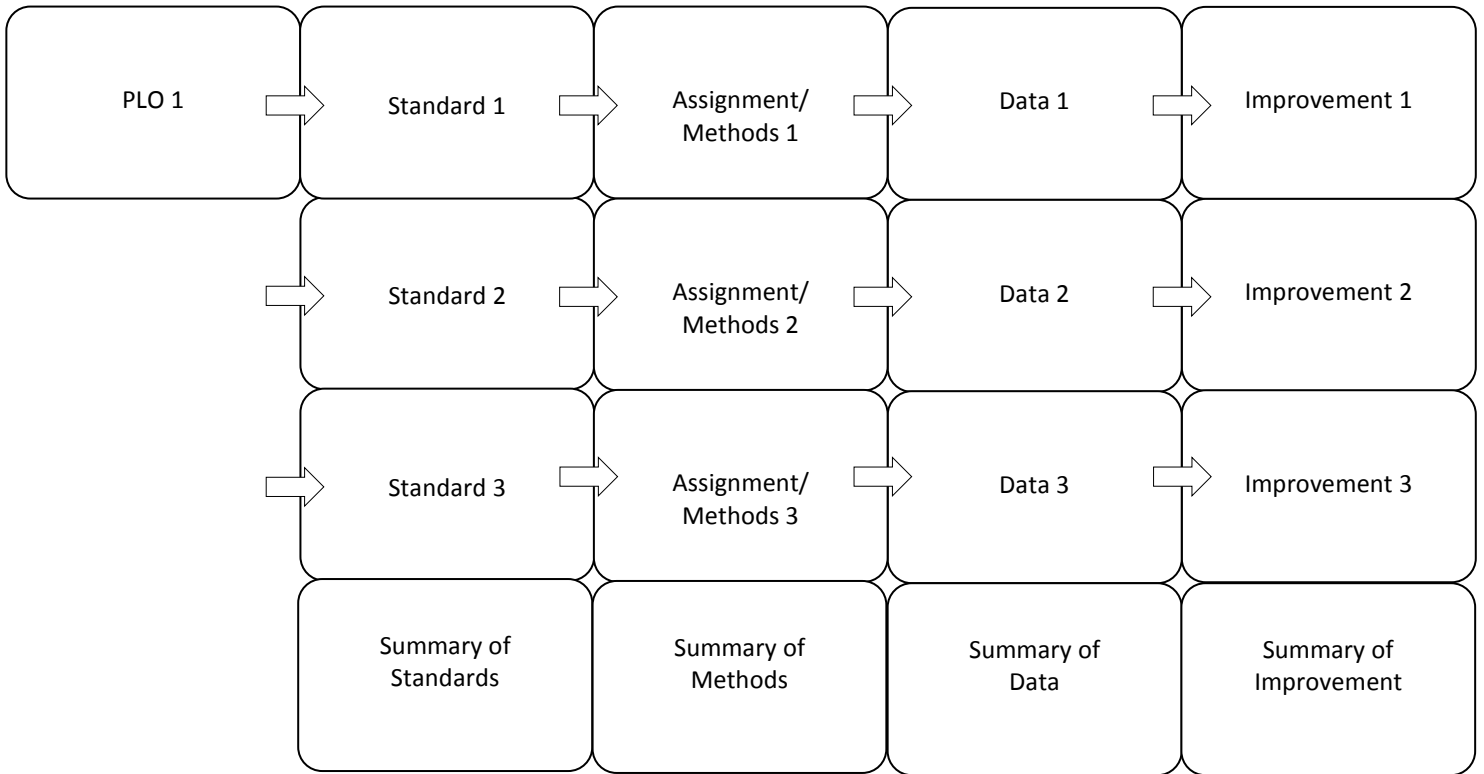


Educational Technology (iMet), MA

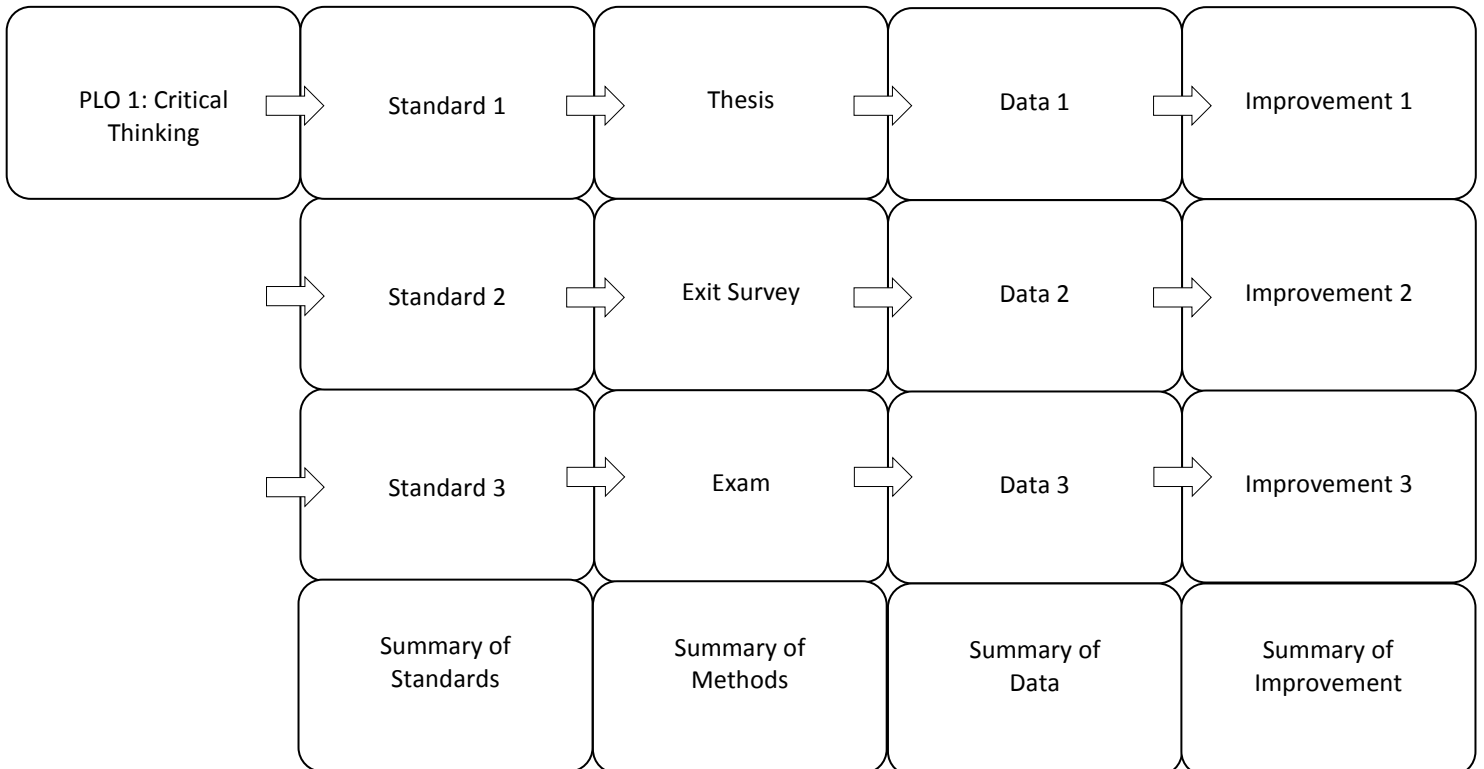
(Example of Complicated Skills)



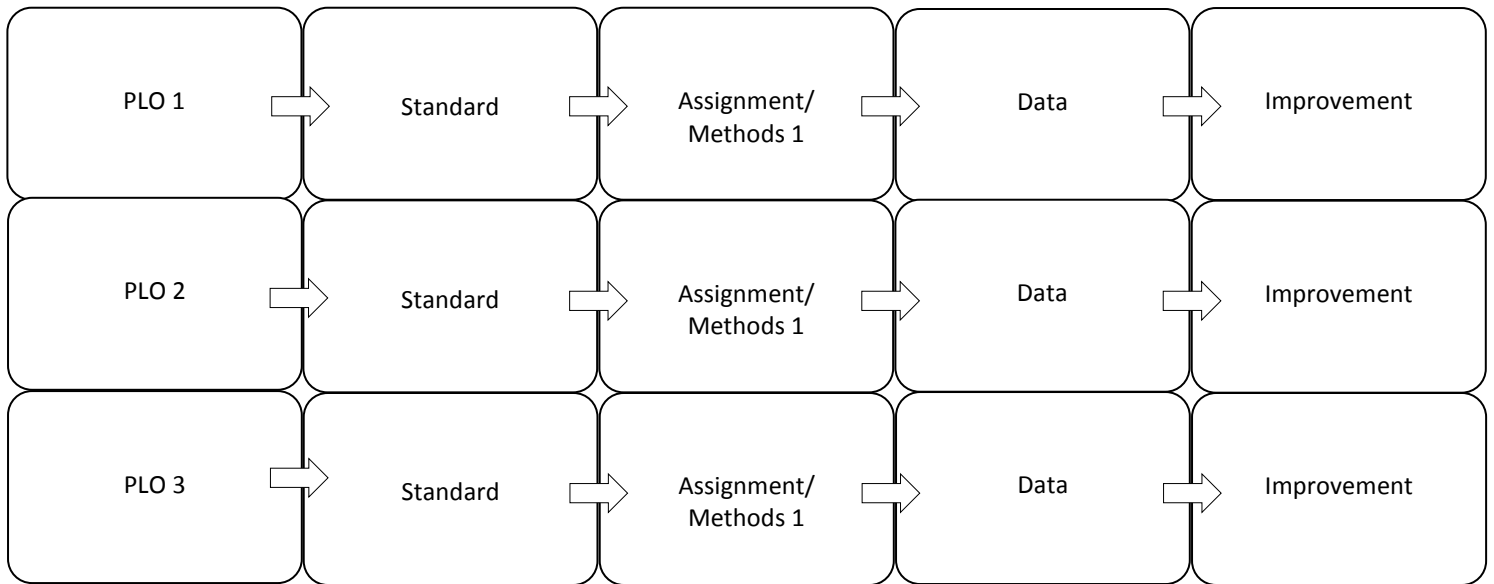
Assessment Flowchart – Multiple Methods
One PLO Assessed by Multiple Assignments



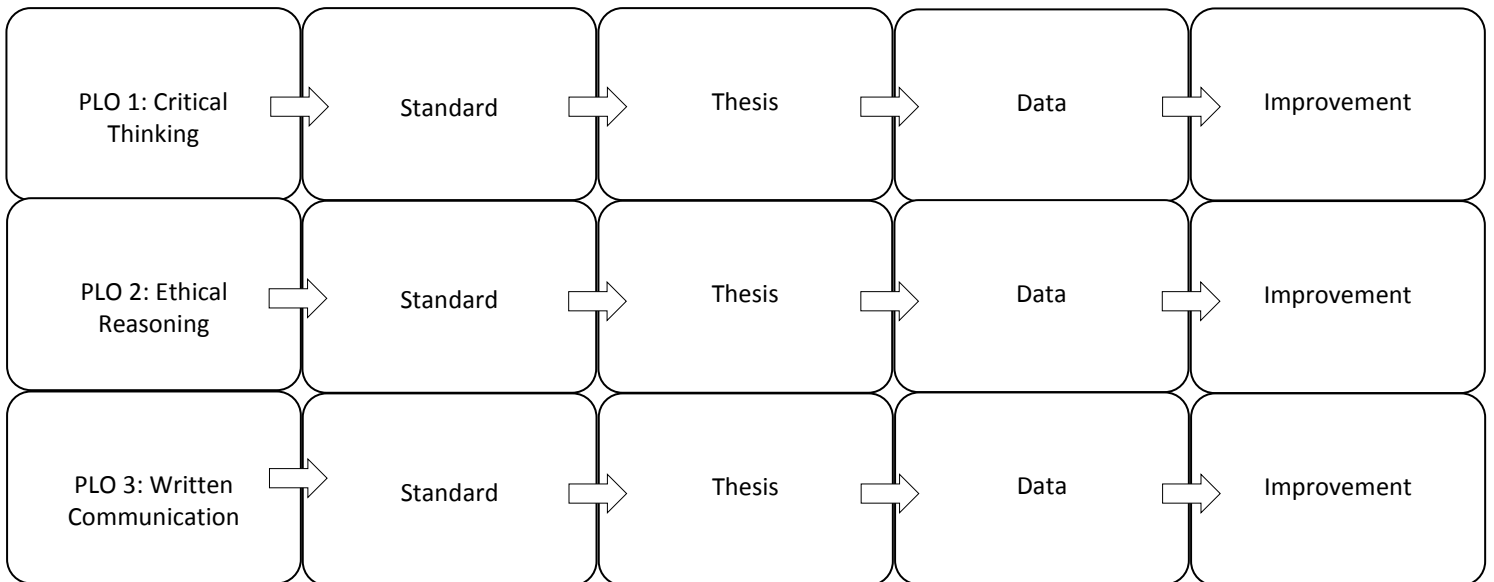
Multiple-Methods Example:



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

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

Different Levels ² Five Criteria (Areas) ²	(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
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.

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

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 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**