# 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]**

- [X] 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?

- [X] 1. Yes
- [ ] 2. No
- [ ] 3. Don't know

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

- [ ] 1. Yes
- [X] 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
- [X] 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)?

- [X] 1. Yes
- [ ] 2. No
- [ ] 3. Don't know

**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:
Ethnic Studies Department has developed 5 Learning Outcomes. This year in response to the feedback for the 2013-2014 Annual Assessment Repot from the Directors of Office of Academic Program Review and Assessment, the department conducted a follow up assessment on program learning outcome Body of Skills. Critical, Thinking.

I. Bodies of Skills

A. Critical Thinking

1. Contrast and compare ethnic group experiences
2. Construct conclusions from a range of information
3. Predict outcomes based on known information

The department assessed the work of students in ETHN 195B, Seminar in Ethnic Studies. This is a required course taken by students in all concentrations within Ethnic Studies major. We continued the assessment effort with a Critical Thinking Rubric. Students will l demonstrate a habit to formulate an opinion after a rigorous exploration of issues, ideas, and events before formulate an opinion or reaching conclusions; they will (PLO 6: Critical Thinking adopted from the VALUE rubric in Appendix A)

6.1 Critically consider the issues/concepts and state them clearly with unambiguous understanding
6.2 Evaluate and develop a comprehensive analysis and inferences that are informed by information from sources
6.3 Thoroughly, systematically and methodically analyze own and others' assumptions and carefully consider the relevance of context when presenting a position
6.4 Acknowledge complexities of issues in your position, conclusions and outcomes and take into account limit of positions and other points of view.
6.5 Predict informed outcomes and present conclusions that are logical and reflect informed evaluation and ability to place evidence and perspective discussed in priority order (1.5 Conclusions and related outcomes)

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

- [X] 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

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

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

- [X] 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]**
The Rubric is Attached (Appendix A)
Standard of performance and expectations: Indicators of successful level of achievement are determined by 70% of students scoring 3 or 4

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

- [X] 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 | | | |
| 2. In **ALL** course syllabi/assignments in the program that address the PLO | X | X | X |
| 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 | 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? | **Q3.2. If** yes, was the data **scored/evaluated** for this PLO in 2014-2015? |
|---|---|
| [X] 1. Yes | [X] 1. Yes |

| | |
|---|---|
| ☐ 2. No (Skip to **Q6**)<br>☐ 3. Don't know (Skip to **Q6**)<br>☐ 4. N/A (Skip to **Q6**) | ☐ 2. No (Skip to **Q6**)<br>☐ 3. Don't know (Skip to **Q6**)<br>☐ 4. N/A (Skip to **Q6**) |
| **Q3.1A.** How many assessment tools/methods/measures **in total** did you use to assess this PLO?<br><br>3 | **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]**<br><br>The VALUE critical thinking rubric has been used to collect data from :<br>1) An artifact analysis of 5 papers –responding to a prompt in reflection question<br>2) 5 papers taken from portfolios<br>3) An exit survey<br>This assessment is based on an assignment completed by students in ETHN 195B, Seminar in Ethnic Studies, a required course taken by students in all concentrations within the Ethnic Studies major. While there were a few exceptions, students enrolled in this course either graduated in Spring 2015 or are scheduled to graduate at the end of the Fall 2016 semester. As a required course for all concentrations within the Ethnic Studies major this course is viewed by faculty in the department as a capstone course taken concurrently with ETHN 195A (*Fieldwork in Ethnic Studies*).<br><br>Throughout the years we have had program directors and the chair as a team to complete the assessment, this year it was a team of two. The team met to discuss the scores on the assignment and the result of the exit survey. Dr. James Sobredo completed the survey analysis.<br><br>Since this is the third time that we have assessed Critical Thinking Skills as per recommendations of the University Assessment Team, we have gained useful insights into students' critical skills and are in a good position to strengthen our curriculum. The exit survey also provided insight of outcomes.<br>Next year we will assess a different PLO Body of Skills: Communication Skills (oral) and comply with the department's stated future plans as reflected in the Self Study. In giving recommendations we hope the University Assessment Team will take this into consideration since for three years we have followed their recommendations and delayed our assessment of oral communication skills. |
| ***Q3A: Direct Measures (key assignments, projects, portfolios)*** | |
| **Q3.3.** Were direct measures [key assignments, projects, portfolios, etc.] used to assess this PLO? | **Q3.3.1.** Which of the following direct measures were used? **[Check all that apply]** |

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

**Q3.3.2.** Please attach the direct measure you used to collect data.
3 (Appendix B)

[ ] 1. Capstone projects (including theses, senior theses), courses, or experiences
[X] 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
[X] 7. Other portfolios
[X] 8. Other measure. Specify: Exit Survey

**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
[X] 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?
[X] 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?
[X] 1. Yes
[ ] 2. No
[ ] 3. Don't know
[ ] 4. N/A

**Q3.4.3.** Was the rubric aligned directly and explicitly with the PLO?
[X] 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?
5 (Program directors and the chair) and follow up by a team of two.

**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)?
[X] 1. Yes
[ ] 2. No
[ ] 3. Don't know

**Q3.6.** How did you **select** the sample of student work [papers, projects, portfolios, etc.]?

Randomly selected from ETHN 195B

**Q3.6.1.** How did you **decide** how many samples of student work to review?
We followed the same approach as with previous years of randomly choosing 10 papers: 5 papers from portfolios and 5 from reflections papers responding to a question prompt. Consistency ensured balanced assessment.

**Q3.6.2.** How many students were in the class or program?
25

**Q3.6.3.** How many samples of student work did you evaluate?
10

**Q3.6.4.** Was the sample size of student work for the direct measure adequate?
[X] 1. Yes
[ ] 2. No

| | | |
|---|---|---|
| | | ☐ 3. Don't know |

***Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)***

**Q3.7.** Were indirect measures used to assess the PLO?
- ☐ 1. Yes
- ☒ 2. No (Skip to **Q3.8**)
- ☐ 3. Don't know

**Q3.7.1.** Which of the following indirect measures were used? **[Check all that apply]**
- ☐ 1. National student surveys (e.g., NSSE)
- ☐ 2. University conducted student surveys (e.g. OIR)
- ☐ 3. College/Department/program student surveys
- ☐ 4. Alumni surveys, focus groups, or interviews
- ☐ 5. Employer surveys, focus groups, or interviews
- ☐ 6. Advisory board surveys, focus groups, or interviews
- ☐ 7. Other, specify:

**Q3.7.2 If** surveys were used, how was the sample size decided?
Questions

**Q3.7.3. If** surveys were used, briefly specify how you selected your sample. Survey questions were given to the whole class.
Since the class has only 25 students, the survey was conducted among all the 25 students.

**Q3.7.4. If** surveys were used, what was the response rate?
99%

***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?
- ☐ 1. Yes
- ☒ 2. No (Go to **Q3.8.2**)
- ☐ 3. Don't know

**Q3.8.1.** Which of the following measures were used?
- ☐ 1. National disciplinary exams or state/professional licensure exams
- ☐ 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.)
- ☐ 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.)
- ☐ 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]**

**Data for the Critical Thinking ability of our ETHN 195B Majors is represented in Table 1:**

**TABLE 1: The Result for Critical Thinking Skills**

| **Five Criteria (Areas)** | Capstone 4 | Milestone 3 | Milestone 2 | Benchmark 1 | Total (N=10) |
|---|---|---|---|---|---|
| **1.1: Explanation of Issues** | 70% | 25% | 5% | | (100%, N=10%) |
| **1.2: Evidence** | 75% | 20% | 5% | | (100%, N=10%) |
| **1.3: Influence of Content and Assumptions** | 60% | 20% | 10% | 10% | (100%, N=10%) |
| **1:4 Student's Position** | 65% | 10% | | 25% | (100%, N=10%) |
| **1.5 : Conclusions and Related Outcomes** | 70% | 20% | 10% | | (100%, N=10%) |

Students were asked to address 1, 3, and 4 of the above learning objectives within a 5-page writing assignment with the following prompt: "Critically evaluate Boatamo Mosupyoe's article "The Intersection of Race, Class and Gender" in *Introduction to Ethnic Studies*, edited by Baker, Mosupyoe, Figueroa, and Mark (Kendall Hunt, 2011). In your analysis compare your understanding of the concept of intersectionality with that of the author and evaluate how assumptions about race, class and gender affect formulations of policies, attitudes, and communities.

Based on the standard and criteria 6.1 to 6:5 in the Critical Thinking Rubric in Appendix A, 70% of our students were able to think critically and explain the theory and how it affects the formulation of policies, attitudes and communities. In particular 70% of students were able to effectively describe how intersectionality has functioned to shape discriminatory laws and created gender and class imbalances among different ethnic groups in the USA (6.1). The main issue for the students identified with Milestone scores was having a sense of organization to cohesively discuss findings rather than report out their findings. Some terms were also undefined. The majority of students validated their interpretations and evaluation by information from sources (6.2). Only 5% lacked the ability to develop a coherent analysis based on information from sources (6.2).

60% of the students effectively balanced their own assumption with those of others. Specifically they were able to evaluate how their own biases can affect their conclusions. Students that scored 2 are still developing the ability to identify contexts when presenting a position. In terms of the student that scored 1, they began the written discussion but never completed their thoughts (6.3).

The CTR scores of the summative assessments for the Student's Position criterion (6.4) reveal the majority of students were on the side of mastery (4-Capstone) or developing mastery (3/2Milestone). 25% were developing a discussion towards addressing the prompt but did not either state a specific position or where they did, it was very simplistic. In this instance again, the CTR scores of the summative assessments for the Conclusion and related outcome criterion (6.5) reveal the majority of students were on the side of mastery (4-Capstone) or developing mastery (3/2 Milestone). The 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. 10% students' Conclusions were inconsistently tied to some of the information discussed and related outcomes (consequences and implications) are oversimplified (6.5)

Thus we can safely conclude that the CTR scores of the summative assessments of reflection papers reveal the majority of students were on the side of mastery (4-Capstone) or developing mastery (3/2 Milestone).

**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?

To best answer this question the history below is in order:

2012-2013

In her Executive Summary Feedback, the Director of Office of Academic Program Review and Assessment recommended that Department of Ethnic Studies continue progress on developing assessment plans for minors and concentrations. To that effect, in order to achieve an overall programmatic assessment, in this circle we engaged in a holistic plan of action that expanded to cover both our core BA curriculum and BA concentrations. We implemented the changes by collecting data from *Ethnic 110 Asian Americans, Status and Identity; Ethnic 130, Chicano/Mexican American Experience; Ethnic 140 Native American Experience;, and Ethnic 170 Pan African Studies, i*n addition to a capstone course *(Ethnic 195 Fieldwork in Ethnic Studies).*

**RESULTS**

**The CTR scores of the summative assessments in all the programs and the capstone class reveal the majority of students were on the side of mastery (4-Capstone) or developing mastery (3/2 Milestone).**

2013-2014

This academic year the chair attended a year- long Assessment Training. The recommendation from the training and from the Directors of Office of Academic Program Review and Assessment was for Ethnic Studies to assess the same PLO in a capstone course. The department thus focused its assessment efforts on Critical Thinking in Content Mastery, Area C: Concepts and Theories/Old and New in Ethnic Studies. The course was **Ethnic 195B.** As a result of information gained from the training, we included papers from portfolios and a survey as part of our direct measures to collect data.

**RESULTS**

**The CTR scores of the summative assessments in capstone class reveal the majority of students were on the side of mastery (4-Capstone) or developing mastery (3/2 Milestone).**

The department has complied with the recommendation of Directors of Office of Academic Program Review and Assessment. We feel it is time now to move to assessing a different PLO that is Communication Skill (oral) to also comply with the objectives we set forth in our Self Study.

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

- [ ] 1. **Exceeded** expectation/standard
- [X] 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
- [X] 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]**

We will continue to make students aware of learning goals at advising. We will also continue to encourage students to safe their assignments from all the core courses in preparation for ETHN 195B as they reach the end of their undergraduate path

We will develop signature assignments in core courses. This will facilitate the assessment of papers in portfolios when students take Ethn 195B

We plan to assess a different PLO so that we assess where our program needs to be strengthened. Three assessments on Critical Thinking have established that our students meet performance expectations in this area.

**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 | | | | | |
| 11. WASC accreditation (regional accreditation) | | | | | **X** |
| 12. Program accreditation | | | | | **X** |
| 13. External accountability reporting requirement | | | | | **X** |
| 14. Trustee/Governing Board deliberations | | | | | |
| 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.

Initiated discussions of how the CTR allows us to have starting point to address faculty learning curves regarding the utilization of rubrics, but aim for the creation of a rubric that will more responsively speak to the nature and discipline of Ethnic Studies. We also use the assessment data to improve our classroom teaching and to effectively collaborate between the programs.

## 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?

| | |
|---|---|
| | 1. Critical thinking |
| | 2. Information literacy |
| X | 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. |

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

1) Critical Thinking Rubric (including Critical Thinking Data Collection Sheet) : Appendix A
2) Direct Measures Used to Collect Data (including Survey) : Appendix B
3) Alignment of PLO with University Mission: Appendix C

## Program Information

| | |
|---|---|
| **P1.** Program/Concentration Name(s):<br><br>**Ethnic Studies Department**<br>**P1.1.** Report Authors:<br><br>**Boatamo Mosupyoe and Dr. James Sobredo** | **P2.** Program Director:<br><br>**P2.1.** Department Chair:<br>**Boatamo Mosupyoe** |
| **P3.** Academic unit: Department, Program, or College: | **P4.** College:<br>Social Sciences and Interdisciplinary Studies |
| **P5.** Fall 2014 enrollment for Academic unit *(See Department Fact Book 2014 by the Office of Institutional Research for fall 2014 enrollment:*<br>Fact Book shows fall 2013 as 77. Fall 2014 is not reflected yet)<br>(Please note this figure is different from information in | **P6.** Program Type: **[Select only one]**<br>1. Undergraduate baccalaureate major<br>2. Credential<br>3. Master's degree<br>4. Doctorate (Ph.D./Ed.d)<br>5. Other. Please specify: |

| | |
|---|---|
| CMS which shows we have 143 majors) | |
| ***Undergraduate Degree Program(s):***<br>**P7.** Number of undergraduate degree programs the academic unit has: 1<br><br>**P7.1.** List all the name(s): Ethnic Studies<br><br>**P7.2.** How many concentrations appear on the diploma for this undergraduate program? 6 | ***Master Degree Program(s):***<br>**P8.** Number of Master's degree programs the academic unit has:<br><br>**P8.1.** List all the name(s):<br><br>**P8.2.** How many concentrations appear on the diploma for this master program? |
| ***Credential Program(s):***<br>**P9.** Number of credential programs the academic unit has:<br><br>**P9.1.** List all the names: | ***Doctorate Program(s)***<br>**P10.** Number of doctorate degree programs the academic unit has:<br><br>**P10.1.** List all the name(s): |

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

| | 1. Yes | 2. No | 3. Don't Know |
|---|---|---|---|
| **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? | | | |
| **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**

| 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**

| 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 |
|---|---|---|---|---|
| <u>Critical Thinking Skills</u><br><br>6.1 Explanation of issues<br>6.2 Evidence<br>6.3 Influence of context and assumptions<br>6.4 Student's position<br>6.5 Conclusions and related outcomes<br><br>(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:<br><br>Master's Thesis | Students meet the standards of 6.1 (92%), 6.4 (77%) and 6.5 (69%).<br>Students do not meet the standards of 6.2 (61%) and 6.3 (61%).<br><br>**Students meet some of our Critical Thinking standards.**<br><u>The areas needing improvement</u>:<br><br>1). 6.2: Evidence (61%)<br>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:<br>1). Re-examination of evidence (6.2) and context and assumptions (6.3) in the research<br>2). Require students to apply these skills as they compose comprehensive responses for all their assignments. |

**Example: Chemistry BS/BA**

| | | | | |
|---|---|---|---|---|
| Students will quantitatively determine the composition of chemical unknowns through the use of classical and modern analytical techniques and instrumentation. | Target performance for this assessment was that 50% of students would demonstrate "mastery" (i.e., reported values within 0.5% of the true value) and 75% of students would demonstrate "proficiency" (i.e., reported values within 1.0% of the true value). | Students were provided with nine chemical samples and quantitatively analyzed each unknown to determine their respective weight percent of chloride in a solid. | Findings were 44% mastery and 56% proficiency. | To close the loop, faculty has implemented additional opportunities for practice and achievement in analytical techniques and methodology in two core courses. |

Additional PLOs

| | | | | |
|---|---|---|---|---|
| **PLO** | | | | |
| **PLO** | | | | |
| **PLO** | | | | |

**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

| **Q1.** Program Learning Outcome | **Q2.** Standards of Performance/Target Expectations | **Q3.** Methods/ Measures (Assignments) and Surveys | **Q4.** Data/Findings/ Conclusion | **Q5.** Use of Assessment Data/ Closing the Loop |
|---|---|---|---|---|

**Examples**:

Chemistry, BS/BA

(Example of Content Knowledge)

| **PLO 1:** Students will quantitatively determine the composition of chemical unknowns through the use of classical and modern analytical techniques and instrumentation. | Target performance for this assessment was that 50% of students would demonstrate "mastery" (i.e., reported values within 0.5% of the true value) and 75% of students would demonstrate "proficiency" (i.e., reported values within 1.0% of the true value). | Students were provided with nine chemical samples and quantitatively analyzed each unknown to determine their respective weight percent of chloride in a solid. | Findings were 44% mastery and 56% proficiency. | To close the loop, faculty has implemented additional opportunities for practice and achievement in analytical techniques and methodology in two core courses. |
|---|---|---|---|---|

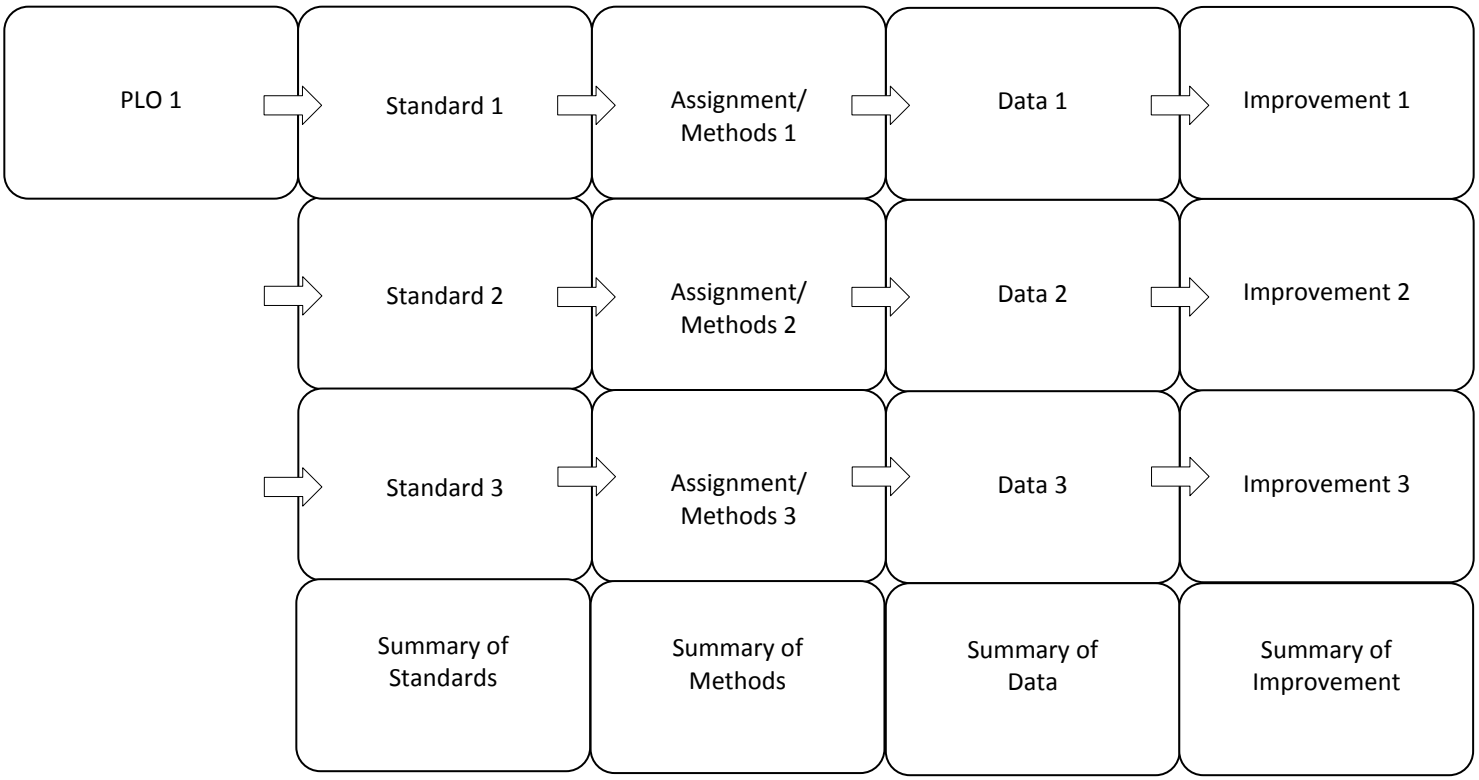
Educational Technology (iMet), MA

(Example of Complicated Skills)

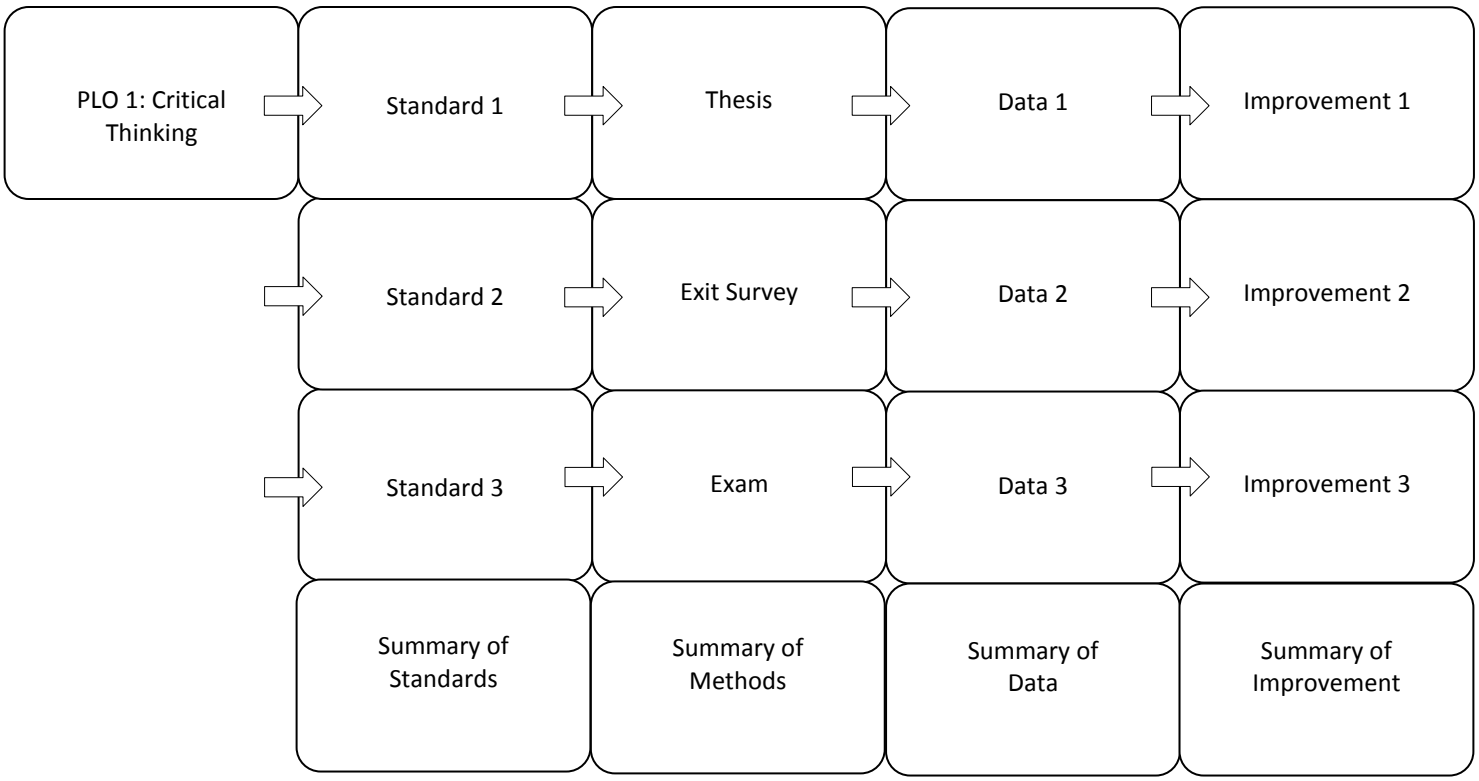
| **PLO 1:** <u>Critical Thinking Skills</u><br><br>**6.1** Explanation of issues<br>**6.2** Evidence<br>**6.3** Influence of context and assumptions<br>**6.4** Student's position<br>**6.5** Conclusions and related outcomes<br><br>(See Appendix III) | Seventy percent (70 %) of our students will score 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:<br><br>Master's Thesis | Students *meet* the standards 6.1 (92%), 6.4 (77%) and 6.5 (69%).<br><br>Students *do not* meet the standards 6.2 (61%) and 6.3 (61%).<br><br>**Students meet some of our Critical Thinking standards.**<br><u>The areas needing improvement</u>:<br>1). 6.2: Evidence (61%)<br>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:<br>1). Re-examination of evidence (6.2) and context and assumptions (6.3) in the research<br>2). Require students to apply these skills as they compose comprehensive responses for all their assignments. |
|---|---|---|---|---|

**Assessment Flowchart – Multiple Methods**

One PLO Assessed by Multiple Assignments

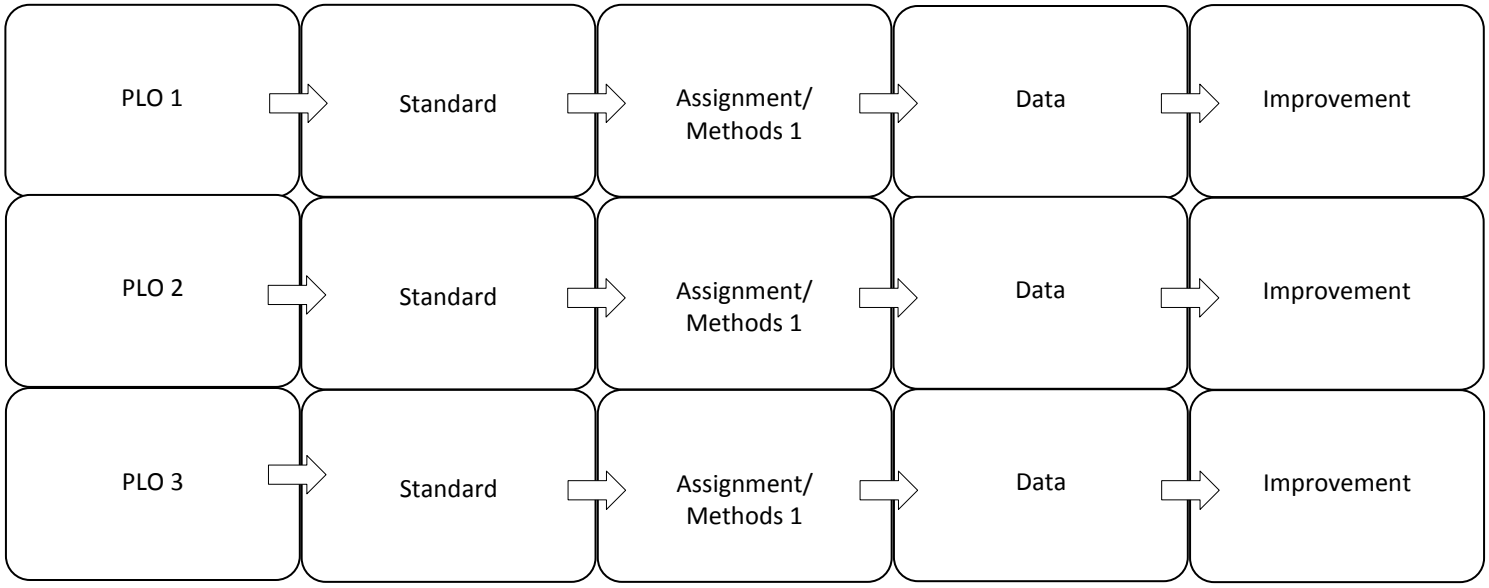



**Multiple-Methods Example:**

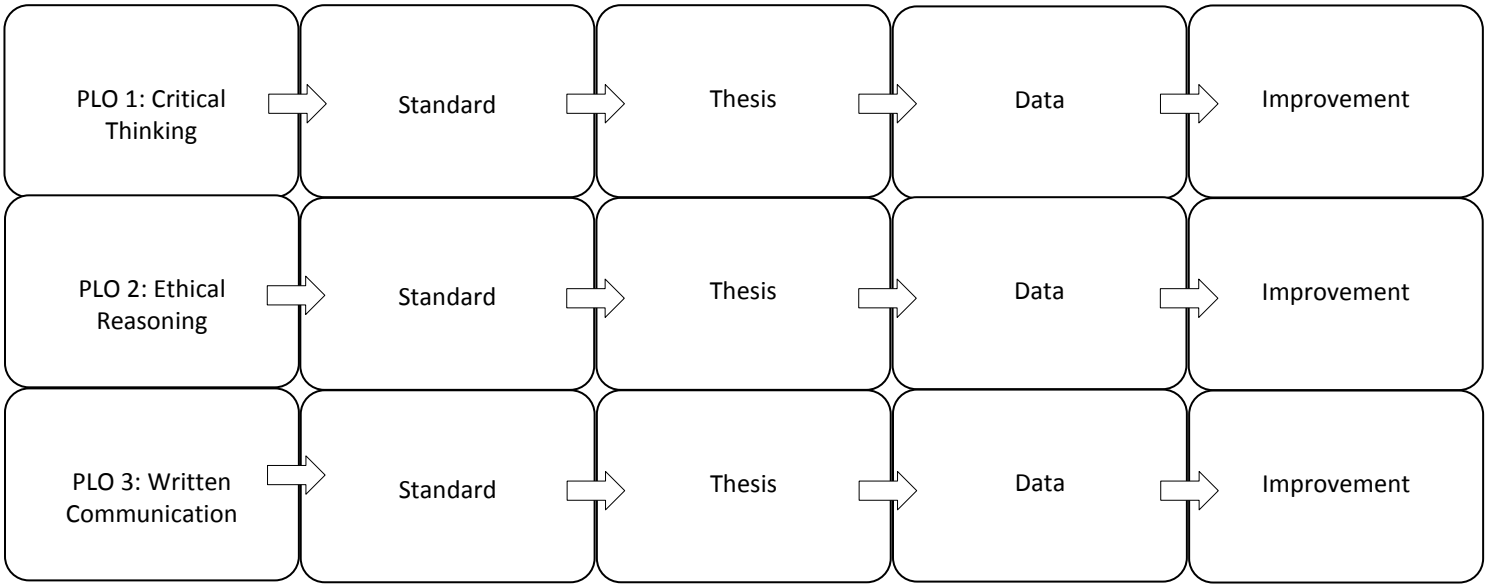


**Assessment Flowchart – Multiple PLOs**

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[1]

| 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.*

[1]Critical 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) |

## [2]Critical Thinking Value Rubric

| Criterion | Capstone<br>4 | Milestone<br>3 | Milestone<br>2 | Benchmark<br>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** *Selecting and using information to investigate a point of view or conclusion* | 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.<br>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.<br>Limits of position (perspective, thesis/hypothesis) are acknowledged.<br>Others' points of view are synthesized within position. | Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue.<br>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** *Selecting and using information to investigate a point of view or conclusion* | 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.<br>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.<br>Limits of position (perspective, thesis/hypothesis) are acknowledged.<br>Others' points of view are synthesized within position. | Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue.<br>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**