# 2015-2016
# Annual Assessment Report Template

For instructions and guidelines visit our **website**
or **contact us** for more help.

Report:          | Select… |

## 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?** [**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 assessed PLOs not included above:

a. [ ]

b. [ ]

c. [ ]

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

CSUS Baccalaureate Learning Goals for the 21st Century:

Intellecural and Practical Skills, Including: inquiry and analysis, critical, philosophical and creative thinking, written and oral communcation, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.

BSCTS Program Learning Goal:

4.0 Communication Skills:  Students will demonstrate the principles of effective oral, written, and multimedia communication thorugh a variety of formats and contexts.

**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

○  4. N/A

○  5. Other, specify: [_____]

**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 Senior College and University Commission (WSCUC))?

○  1. Yes

◉  2. No (skip to **Q1.5**)

○  3. Don't know (skip 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?

◉  1. Yes

○  2. No

○ 3. Don't know

(**Remember**: Save your progress)

## Question 2: Standard of Performance for the Selected PLO

**Q2.1.**
Select **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Written Communication

**Q2.1.1.**
Please provide more background information about the **specific PLO** you've chosen in Q2.1.

BSCTS students will be able to desmonstrate the principals of effective written communciaiton (written communication skills), including APA formatting, grammar, spelling and content.

**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 **standards of performance** that you have developed for this PLO here or in the appendix.

| Table #4:  Writing & Application Rubic (EDUC_102 and 104) | | | |
|---|---|---|---|
| Objective | Needs Improvement = #1 | Meets Expectations =#2 | Exceptional =#3 |
| **APA**  (Program Learning Outcome 4.1) | More than one APA formatting error and more than three APA citation errors are present | No more than one APA formatting error and no more than three APA citation errors are present in the paper | Title, page, body of paper and reference page are properly formatted and all citations are properly formatted in accordance with APA standards |
| **Spelling and Grammar** (Program Learning Outcome 4.1) | More than three grammar or spelling errors are present | No more than three spelling or grammar errors are present | One spelling or grammar error present |
| **Content**     (Program Learning Outcome 9.0) | Topic is unclear, research is not focused on topic or conclusions are not supported by the research | Content of paper is focused on state topic, research is focused on the topic and the conclusions are supported by the research presented | Content is focused on stated topic, shows depth of research by presenting all sides of the topic, and provides a conclusion that is supported by the research |

| | | | 🔗 No file attached    🔗 No file attached |

| Q2.4. PLO | Q2.5. Stdrd | Q2.6. Rubric | Please indicate where you have published the **PLO**, the **standard** of performance, and the **rubric** that was used to measure the PLO: |
|:---:|:---:|:---:|---|
| ☐ | ☐ | ☑ | 1. In **SOME** course syllabi/assignments in the program that address the PLO |
| ☐ | ☐ | ☐ | 2. In **ALL** course syllabi/assignments in the program that address the PLO |
| ☐ | ☐ | ☐ | 3. In the student handbook/advising handbook |
| ☐ | ☐ | ☐ | 4. In the university catalogue |
| ☐ | ☐ | ☐ | 5. On the academic unit website or in newsletters |
| ☐ | ☐ | ☐ | 6. In the assessment or program review reports, plans, resources, or activities |
| ☐ | ☐ | ☐ | 7. In new course proposal forms in the department/college/university |
| ☐ | ☐ | ☐ | 8. In the department/college/university's strategic plans and other planning documents |
| ☐ | ☐ | ☐ | 9. In the department/college/university's budget plans and other resource allocation documents |
| ☐ | ☐ | ☐ | 10. Other, specify: |

## 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?

◉ 1. Yes

○ 2. No (skip to **Q6**)

○ 3. Don't know (skip to **Q6**)

○ 4. N/A (skip to **Q6**)

**Q3.1.1.**
How many assessment tools/methods/measures **in total** did you use to assess this PLO?

`1`

**Q3.2.**
Was the data **scored/evaluated** for this PLO?

◉ 1. Yes

○ 2. No (skip to **Q6**)

○ 3. Don't know (skip to **Q6**)

○ 4. N/A (skip to **Q6**)

**Q3.2.1.**
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:

The BSCTS Program now has two modes of delivery, face to fact and online.  We used a rubric to assess writing in two  different courses.  Data was collected from both online and face2face EDUC 102 and from the face2face EDUC 104 course in the BSCTS Program;  thus a totaling 3 classes.

The faculty graded the written assignment, then the data was entered into Qualtrics.

(**Remember**: Save your progress)

## Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

**Q3.3.**
Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

◉ 1. Yes

○ 2. No (skip to **Q3.7**)

○ 3. Don't know (skip to **Q3.7**)

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

☐ 1. Capstone project (e.g. 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 assessment such as simulations, comprehensive exams, or critiques

☐ 5. External performance assessments such as internships or other community-based projects

☐ 6. E-Portfolios

☐ 7. Other Portfolios

☐ 8. Other, specify: _____

**Q3.3.2.**
Please **explain** and **attach** the direct measure you used to collect data:

EDUC 102 Assignment: Gogy Paper:  Your paper will be a three page, double-spaced narrative where you will compare and contrast the major similarities and differences in Pedagogy, Andragogy and Gerigogy.  site at lease 2 original sources.

EDUC 104 Assignment: Students are asked to write an approximately five page paper (using APA 6th edition formatting) on an institution which utilities methods to increase respect for diversity as part of it's instutional culture.  Or a paper can focus on an institution in which the writer believes needs more diversity as part of its core mission. the paper should focus on a career path familiar to the writer. This paper topic could incude a local school program, a stte organization, or a national program which fosters diversity.  Examples of the research topics could be an anaylsis of incorporating multiculturalism into courses in a current school system or the emphasis of studying women's contirbutions in a particular school subject and its impact on learning. These are merely suggestions. The focus can be3 on one area of diversty( gender, African Americans, Gay/Lesbian, etc)  or diversity in its entirety, the institution's program and its effects.

📎 **Writing Rubric EDUC 102 and 104.docx**
**21.56 KB**                          📎 **No file attached**

**Q3.4.**
What tool was used to evaluate the data?

○ 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)

○ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)

◉ 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)

○ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)

○ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)

○ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)

○ 7. Used other means (Answer **Q3.4.1.**)

**Q3.4.1.**
**If** you used other means, which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)

☐ 4. Other, specify: [                              ]    (skip to **Q3.4.4.**)

**Q3.4.2.**
Was the **rubric** aligned directly and explicitly **with the PLO**?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

**Q3.4.3.**
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

**Q3.4.4.**
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

**Q3.5.**
How many faculty members participated in planning the assessment data **collection** of the selected PLO?

Don't know

**Q3.5.1.**
How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

don't know

**Q3.5.2.**
**If** the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

○ 1. Yes

○ 2. No

◉ 3. Don't know

○ 4. N/A

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

All student assignments were used for this assessment.

**Q3.6.1.**
How did you **decide** how many samples of student work to review?

All student work was used for this assessment.

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

EDUC 102 = 31 students

EDUC 104 =  16 students

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

47 samples

**Q3.6.4.**
Was the sample size of student work for the direct measure adequate?

◉ 1. Yes

○ 2. No

○ 3. Don't know

(**Remember**: Save your progress)
## Question 3B: 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 (skip to **Q3.8**)

**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 or focus groups

☐ 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: [                    ]

**Q3.7.1.1.**
Please explain and attach the indirect measure you used to collect data:

| N/A |
| --- |
|  |

| 📎 **No file attached** | 📎 **No file attached** |
| --- | --- |

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

| N/A |
| --- |
|  |

**Q3.7.3.**
**If** surveys were used, how did you **select** your sample:

| N/A |
| --- |
|  |

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

N/A

## Question 3C: 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 (skip to **Q3.8.2**)

○ 3. Don't Know (skip to **Q3.8.2**)

**Q3.8.1.**
Which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)

☐ 4. Other, specify: [                    ]

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

○ 1. Yes

◉ 2. No (skip to **Q4.1**)

○ 3. Don't know (skip to **Q4.1**)

**Q3.8.3.**
If other measures were used, please specify:

N/A

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(**Remember**: Save your progress)

## Question 4: Data, Findings, and Conclusions

**Q4.1.**
Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for **Q2.1**:

Appendix 1:  EDUC 104

Appendix 2:  EDUC 102

| 📎 | EDUC 104 Data.docx<br>17.9 KB | 📎 | Appendix 2 EDUC 102 Data.docx<br>19.36 KB |

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

SUMMARY OF DATA

Overall, EDUC 102 and 104 students scored well in these writing assignments. The Online and Face2Face students In EDUC 102,  87% scored at the highest Level 3  in APA formatting and in Content. No students scored at Level 1 in any of the three areas (APA formatting, grammar and spelling and Content). However ,EDUC 102  students seems to have some issues with grammar and spelling as the majority scored at Level 2 at (61%) and only 38% scored at Level 3.

There were some differences found between the Online and Face2face students. A few Online students had difficulty with APA and 74% of Face2face students scored at Level 2 in Grammar and Spelling. A slightly greater percentage of Online students (56% vs 44%) scored at Level 3 in Content area.

In the Face2face EDUC 104 class, slightly over half of the students (56%) scored at Level 1 in APA formatting and 43% score3d at Level 1. No students scored at Level 3.  These data are significantly lower than scores in either the Online or Face2face EDUC 102. These differing results may reflect the standards and expectations of the instructor.  In addition the assignment incorporated more details than in EDUC 102.

Some attention needs to be given to the instructions provided in the writing assignment to ensure that the detail is consistent across classes in the Program. Second, attention is also needed in the area of APA formatting in order for the expectations be made clear and consistent across classes, regardless if it is the first or last class in the Program.

| 📎 No file attached | 📎 No file attached |

**Q4.3.**
For the 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/standard has been specified

○ 6. Don't know

## Question 4A: Alignment and Quality

**Q4.4.**
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

**Q4.5.**
Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

◉ 1. Yes

○ 2. No

○ 3. Don't know

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

**Q5.1.**
As a result of the assessment effort and based on 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 (skip to **Q5.2**)

○ 3. Don't know (skip to **Q5.2**)

**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.

BSCTE faculty have expressed concern for the need to update the course sequence and content given that the BSCTS Program has offered the same courses (except for name change) for over the last 20 years. The CTE field is growing and changing as is the need for CTE instructors.  Discussions with faculty, staff and administrators have taken place and a proposal of suggested course changes has been drafted. Once approved, the updated program will be submitted to go through the proper College and University committees. Thus the  assessment tools and process will need to be revisited to reflect the updated program offerings.

The second phase of updating the Program will consist of resubmitting a proposal for a CTE Designated credential which will be prepared during the 2016-2017 academic year.  This credential will serve to fill a growing need for CTE instructors locally,  regionally and statewide.

**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

**Q5.2.**

| How have the assessment data from the last annual assessment been used so far? [**Check all that apply**] | 1. Very Much | 2. Quite a Bit | 3. Some | 4. Not at All | 5. N/A |
|---|---|---|---|---|---|
| 1. Improving specific courses | ○ | ○ | ○ | ○ | ◉ |
| 2. Modifying curriculum | ○ | ○ | ○ | ○ | ◉ |
| 3. Improving advising and mentoring | ○ | ○ | ○ | ○ | ◉ |
| 4. Revising learning outcomes/goals | | | | | |

|  | ○ | ○ | ○ | ○ | ◉ |
|---|---|---|---|---|---|
| 5. Revising rubrics and/or expectations | ○ | ○ | ○ | ○ | ◉ |
| 6. Developing/updating assessment plan | ○ | ○ | ○ | ○ | ◉ |
| 7. Annual assessment reports | ○ | ○ | ○ | ○ | ◉ |
| 8. Program review | ○ | ○ | ○ | ○ | ◉ |
| 9. Prospective student and family information | ○ | ○ | ○ | ○ | ◉ |
| 10. Alumni communication | ○ | ○ | ○ | ○ | ◉ |
| 11. WSCUC accreditation (regional accreditation) | ○ | ○ | ○ | ○ | ◉ |
| 12. Program accreditation | ○ | ○ | ○ | ○ | ◉ |
| 13. External accountability reporting requirement | ○ | ○ | ○ | ○ | ◉ |
| 14. Trustee/Governing Board deliberations | ○ | ○ | ○ | ○ | ◉ |
| 15. Strategic planning | ○ | ○ | ○ | ○ | ◉ |
| 16. Institutional benchmarking | ○ | ○ | ○ | ○ | ◉ |
| 17. Academic policy development or modifications | ○ | ○ | ○ | ○ | ◉ |
| 18. Institutional improvement | ○ | ○ | ○ | ○ | ◉ |
| 19. Resource allocation and budgeting | ○ | ○ | ○ | ○ | ◉ |
| 20. New faculty hiring | ○ | ○ | ○ | ○ | ◉ |
| 21. Professional development for faculty and staff | ○ | ○ | ○ | ○ | ◉ |
| 22. Recruitment of new students | ○ | ○ | ○ | ○ | ◉ |

23. Other, specify:

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

N/A

(**Remember**: Save your progress)

## Additional Assessment Activities

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

---

| |
|---|

☐ No file attached    ☐ No file attached

**Q7.**
What PLO(s) do you plan to assess next year? [**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 not included above:

a. [                                                          ]
b. [                                                          ]
c. [                                                          ]

**Q8.** Please attach any additional files here:

☐ Appendix 3 Courses for AY 2016 2017 Assessment.docx
14.93 KB

☐ No file attached    ☐ No file attached    ☐ No file attached

**Q8.1.**
Have you attached any files to this form? If yes, please list every attached file here:

Appendix 1 EDUc 104 Data (Tables)

Appendix 2 EDUC 102 Data (Tables)

Appendix 3 Courses for AY 2016 -2017 Assessment (List of courses)

## Program Information (**Required**)

**P1.**
Program/Concentration Name(s): [by degree]

Select…

**P1.1.**
Program/Concentration Name(s): [by department]

Select…

**P2.**
Report Author(s):

Dr. Maria Mejorado

**P2.1.**
Department Chair/Program Director:

Dr. Ana Garcia-Nevarez

**P2.2.**
Assessment Coordinator:

Dr. Chia-Jung

**P3.**
Department/Division/Program of Academic Unit

Education - Undergraduate

**P4.**
College:

College of Education

**P5.**
Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

30 (10 new students & 20 continuing studnets)

**P6.**
Program Type:

⦿ 1. Undergraduate baccalaureate major

◯ 2. Credential

◯ 3. Master's Degree

◯ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)

◯ 5. Other, specify:

**P7.** Number of **undergraduate degree programs** the academic unit has?

N/A

**P7.1**. List all the names:

**P7.2**. How many concentrations appear on the diploma for this undergraduate program?
0

**P8**. Number of **master's degree programs** the academic unit has?
1

**P8.1**. List all the names:
Workforce Development and Advocacy

**P8.2**. How many concentrations appear on the diploma for this master's program?
0

**P9**. Number of **credential programs** the academic unit has?
0

**P9.1**. List all the names:

**P10**. Number of **doctorate degree programs** the academic unit has?
0

**P10.1**. List all the names:

| When was your **assessment plan**... | 1.<br>Before<br>2010-11 | 2.<br>2011-12 | 3.<br>2012-13 | 4.<br>2013-14 | 5.<br>2014-15 | 6.<br>No Plan | 7.<br>Don't<br>know |
|---|---|---|---|---|---|---|---|
| **P11**. developed? | ○ | ⦿ | ○ | ○ | ○ | ○ | ○ |
| **P11.1**. last updated? | ○ | ⦿ | ○ | ○ | ○ | ○ | ○ |

**P11.3.**
Please attach your latest **assessment plan**:

**Final CTE Assessment Plan.docx**
14.94 KB

**P12.**
Has your program developed a **curriculum map?**

○ 1. Yes

⦿ 2. No

○ 3. Don't know

**P12.1.**
Please attach your latest **curriculum map**:

No file attached

**P13.**
Has your program indicated in the curriculum map where assessment **of student learning** occurs?

○ 1. Yes

⦿ 2. No

○ 3. Don't know

**P14.**
Does your program have a capstone class?

○ 1. Yes, indicate: [                    ]

⦿ 2. No

○ 3. Don't know

**P14.1.**
Does your program have **any** capstone project?

○ 1. Yes

⦿ 2. No

○ 3. Don't know

(**Remember**: Save your progress)

| Table #4: Writing & Application Rubic (EDUC102 & 104) | | | |
|---|---|---|---|
| Objective | Needs Improvement = #1 | Meets Expectations =#2 | Exceptional =#3 |
| **APA** (Program Learning Outcome 4.1) | More than one APA formatting error and more than three APA citation errors are present | No more than one APA formatting error and no more than three APA citation errors are present in the paper | Title, page, body of paper and reference page are properly formatted and all citations are properly formatted in accordance with APA standards |
| **Spelling and Grammar** (Program Learning Outcome 4.1) | More than three grammar or spelling errors are present | No more than three spelling or grammar errors are present | One spelling or grammar error present |
| **Content**  (Program Learning Outcome 9.0) | Topic is unclear, research is not focused on topic or conclusions are not supported by the research | Content of paper is focused on state topic, research is focused on the topic and the conclusions are supported by the research presented | Content is focused on stated topic, shows depth of research by presenting all sides of the topic, and provides a conclusion that is supported by the research |

EDUC 104: face2face

APA Formatting

1	Score Level 1 - More than one APA formatting error and more than three APA citation errors are present 56.25% 9

2	Score Level 2 - No more than one APA formatting error and no more than three APA citation errors are present in the paper   43.75% 7

3	Score Level 3 - Title, page, body of paper and reference page are properly formatted and all citations are properly formatted in accordance with APA standards	0.00%   0

16


Grammar & Spelling

1	Score Level 1 - More than three grammar or spelling errors are present   0.00%   0

2	Score Level 2 - No more than three spelling or grammar errors are present	31.25% 5

3	Score Level 3 - Fewer than two spelling or grammar errors are present    68.75% 11

16


EDUC 104: Face2face: Content

1	Score Level 1 - Topic is unclear, research is not focused on topic or conclusions are not supported by the research	0.00%   0

2	Score Level 2 - Content of paper is focused on state topic, research is focused on the topic and the conclusions are supported by the research presented	12.50% 2

3	Score Level 3 - Content is focused on stated topic, shows depth of research by presenting all sides of the topic, and provides a conclusion that is supported by the research    87.50% 14

16

# Appendix 2

## EDUC 102:  FACE2FACE

**APA Formatting**

1        Score Level 1 - More than one APA formatting error and more than three APA citation errors are present 0.00%   0

2        Score Level 2 - No more than one APA formatting error and no more than three APA citation errors are present in the paper   12.90% 4

3        Score Level 3 - Title, page, body of paper and reference page are properly formatted and all citations are properly formatted in accordance with APA standards        87.10% 27

31

**Grammar and Spelling**

1        Score Level 1 - More than three grammar or spelling errors are present   0.00%   0

2        Score Level 2 - No more than three spelling or grammar errors are present        61.29% 19

3        Score Level 3 - Fewer than two spelling or grammar errors are present    38.71% 12

31

**Content**

1        Score Level 1 - Topic is unclear, research is not focused on topic or conclusions are not supported by the research         0.00%   0

2        Score Level 2 - Content of paper is focused on state topic, research is focused on the topic and the conclusions are supported by the research presented          12.90% 4

3        Score Level 3 - Content is focused on stated topic, shows depth of research by presenting all sides of the topic, and provides a conclusion that is supported by the research     87.10% 27

31

## DELIVERY MODE (FACE2FACE VS ONLINE)

**APA FORMAT**

1        Score Level 1 - More than one APA formatting error and more than three APA citation errors are present

| FACE2FACE | | ONLINE | | |
|---|---|---|---|---|
| 0.00% | 0 | 0.00% | 0 | 0 |

2        Score Level 2 - No more than one APA formatting error and no more than three APA citation errors are present in the paper

| 0.00% | 0 | 100.00% | 4 | 4 |
|---|---|---|---|---|

3        Score Level 3 - Title, page, body of paper and reference page are properly formatted and all citations are properly formatted in accordance with APA standards

| 58.33% | 14 | 41.67% | 10 | 24 |
|---|---|---|---|---|

**GRAMMAR & SPELLING**

1        Score Level 1 - More than three grammar or spelling errors are present

| F2F | | ONLINE | | |
|---|---|---|---|---|
| 0.00% | 0 | 0.00% | 0 | 0 |

2        Score Level 2 - No more than three spelling or grammar errors are present

| 73.68% | 14 | 26.32% | 5 | 19 |
|---|---|---|---|---|

3        Score Level 3 - Fewer than two spelling or grammar errors are present

| 0.00% | 0 | 100.00% | 9 | 9 |
|---|---|---|---|---|

**CONTENT**

1        Score Level 1 - Topic is unclear, research is not focused on topic or conclusions are not supported by the research

| F2F | | ONLINE | | |
|---|---|---|---|---|
| 0.00% | 0 | 0.00% | 0 | 0 |

2        Score Level 2 - Content of paper is focused on state topic, research is focused on the topic and the conclusions are supported by the research presented

| 100.00% | 3 | 0.00% | 0 | 3 |
|---|---|---|---|---|

3        Score Level 3 - Content is focused on stated topic, shows depth of research by presenting all sides of the topic, and provides a conclusion that is supported by the research

| 44.00% | 11 | 56.00% | 14 | 25 |
|---|---|---|---|---|

Appendix 3
BSCTS Proposed Assessment Plan
Fall 2016 – Spring 2017


Fall 2016
Applications

EDUC 106: Instructional Supervision/Coordination I

EDUC 107: Instructional Supervision/Coordination II


Spring 2017
Intercultural Knowledge & Competency

EDUC 111: Education for CTE Students with Special Needs

EDUC 114: Multicultural CTE for a Pluralistic Society

## Assessment Plan CTE

## Writing

**Fall 2015**

    EDUC 102 →       Table 4→    Face to Face   Research paper

**Fall 2016**

    EDUC 102→       Table 4→    Online       Research paper

    EDUC  104→      Table 4→    Face to Face   Research paper