Option C: Program Student Learning Outcome Assessment

UNIVERSITY OF NEBRASKA AT OMAHA

American Sign Language- English Interpreting Program

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Student Learning Outcomes

1. Theory and Knowledge
Students will perform entry-level Sign Language Interpreting skills by applying theoretical, ethical, cultural, and practical knowledge of the interpreting field using Demand-Control Schema to faithfully abide by the Code of Professional Conduct in educational and/or community settings.

2. Human Relations
Students will demonstrate collegiality and productive collaboration with colleagues, consumers, and employers by showing respect, taking responsibility for one's work and being an advocate for D/deaf and hard of hearing individuals.

3. Language Skills
Students will demonstrate superior proficiency in one's native language and near-native like communicative competence and flexibility in one's second language by effectively communicating in a variety of routine personal and professional settings using effective interpersonal and cross-cultural communication skills to build professional relationships with various stakeholders in the Deaf and interpreting communities.

4. Interpreting Skills
Students will assess and apply different modes of interpreting and transliterating (simultaneous and consecutive) and different target language forms (e.g., ASL, spoken or signed English, tactile language) in order to transfer a message from the source language into the target language with minimal errors for multicultural consumers of varying ages in a variety of settings.

5. Professionalism
Students will demonstrate the attitudes and skills expected of professionals including knowledge of research studies and application of results to interpretation practice, ability to plan for lifelong learning and participation in professional organizations.

Interpreting Readiness Rubric

Interpreting Readiness Rubric: Knowledge, Skills, Aptitudes/Attitudes
Checklist for fitness for Interpreting

Understands and is sufficiently able to demonstrate knowledge and/or evidence of:

			Expectations				
			Self Rating	See	Do	Touch	TP
Knowledge	Junctures	Considerations at 4 distinct junctures of an interpreted event	1				
	World knowledge	Breadth & depth of knowledge on a variety of subjects including international historical & current events, literature, etc. in Deaf & hearing cultures.	2				
	11 Ps	Influences to communication interactions (11 Contextual Parameters)	3				
	Demands	Demands of interpreted interactions (inherent & imposed) at 11 Ps & 4 Js	4				
	Controls	Range of controls for demands of interpreted interactions (needing to cultivate and currently have) at 11 Ps & 4 Js	5				
	Consequences	Strategies to address challenges & potential results (+ & -) at 11 Ps & 4 Js	6				
	Cultures	Multi-cultural dynamics of communication & interpreted interactions	7				
	Discourse	Dynamics of discourse in interactions in a various contexts	8				
	Modalities	Various language modalities and distribution methods (tactile, 2D in VRS, simultaneous/consecutive, CASE, ASL, SEE, etc.)	9				
	Interpreting	Models, Frames, Processes, Comprehension, Expression, etc.	10				
	ASL Language	Linguistic and paralinguistic properties of language & ASL & English	11				
	English language	language use (spelling, punctuation, capitalization, plurals, etc.) across 11 Ps	12				
	Teaming	Needs for teams (Deaf and hearing) and personal needs within a team (active and supporting members)	13				
	Self Analysis	Tools & Processes for analyzing work	14				
	Settings	Various settings in which interpreting occurs (e.g., legal, MH, VR, etc.)	15				
Skills	Language: English	Range, lexical and sentential variation, Register-appropriate, grammatical	16				
	Language: ASL	correctness, prosody, etc.	17				
	Interpreting: to Eng	Consistent and average score on the Go-React Assignments	18				
	Interpreting: to ASL	3000 Level classes – 15/25 4000 Level classes –18/25	19				
	Interpreting: Interactive	Practicum - at least 21 out of 25	20				
	Teaming	Work collaboratively for effective product to accommodate needs of team Articulate team preferences	21				
	Reflective Practices	Reflects on action toward continuous growth & development	22				
	Self Analysis	Use of ACC evaluation at appropriate benchmarks (9, 12, 15, 18, & 21) Thorough use and application of root cause analysis tools (ABC, 5 Whys, Process time, Cognitive Process, Miscue Analysis, etc.) Develop, articulate, implement & fulfill professional development process & plan	23				
	Discourse Analysis	Analyze meaning beyond surface utterances given context in which communication interaction occur (Contextual Parameters)	24				
		Identify features to convey functions in sM & convey cultural/linguistically appropriate features to maintain function in tM.	25				
	Discourse Mapping	Cognitively mapped discourse of interpreted product (Apply DM steps)	26				
	Professional & Ethical Conduct	Sound & systematic ethical decisions utilizing DECIDE process, discretion & judgment, industry standard business practices	27				
	Feedback	Use of LAW (listen, ask, & wait principles) and provides effective peer review, mentoring & feedback	28				
			29				
Aptitude, Interpersonal	Professional & Personal Maturity	Consistent maintenance of self-concept, self-acceptance and self-worth, personal responsibility & accountability, honesty, and integrity in words & actions.	30				
	Maintain Healthy Balance	Commits to lifelong goal of maintaining all categories consistently on	31				
		Healthy Balance Log ensuring physical and emotional wellbeing.	32				
	Critical Thinking	Higher order thinking skills	33				
	Resourcefulness	Initiative in seeking & finding information to meet needs	34				
	Dress	Context-specific appropriate dress	35				
	Time Management	Punctuality, attendance, timely & consistent completion of tasks	36				
	Resourcefulness	Initiative in seeking & finding information to meet needs	34				
	Dress	Context-specific appropriate dress	35				
	Time Management	Punctuality, attendance, timely & consistent completion of tasks	36				
	Organization	Neat and organized work	37				
	Engagement & Involvement	Attendance of events such as Allies for Sign Language, OAD, NeRID, NeAD, etc. Devoting full attention & genuine enthusiasm to task at hand	38				
	Adaptability	Flexibility, resiliency & patience	39				
	Investment & Commitment	1000 Hours are deliberate and intentional. Determined & devoted in words and actions, continuous growth, development & improvement. Demonstrates a growth mindset.	40				
			41				
	Problem-solving skills	Solutions to problems using knowledge of effective practices, discretion, & sound judgment that lead to long-term healthy outcomes considering all stakeholders impacted	42				
	Composure & Demeanor	Calm and professional exterior irrespective of external & environmental influences.	43				
Interpersonal Skills	Feedback	Accepts & implements feedback as appropriate & applicable	44				
	Rapport Building	Communication and behaviors conducive to building relationships (language, posture, tone, facial & body gestures)	45				
	Culturally & Socially Adept	Socially-appropriate etiquette (e.g., not talking in front of deaf people or SinnCom). Adaptability to a diverse set of socially acceptable norms and practices (food, cell phone usage, manners, etc.)	46				
	Support	Provides assistance to others as needed (not co-dependent, ineffective, or unhealthy forms of support) and demonstrates reciprocity.	47				
	Conflict Management	Resolves & mediates conflicts in ways that fosters direct and effective communication, maintains professional relationships, and demonstrates professionalism. Able to manage the demands, conflicts, and stresses of situations.	48				
	Respect	Demonstrating thoughfulness and socially accepted cultural norms (communicative & behavioral) for all stakeholders.	49				
	Communication	Direct & Interactive (actively listens to and considers the viewpoints of others). Able to use direct and powerful language as required.	50				
		Total for each Category					
		Total Score All Categories *(Total possible score for all categories = 350)*					
		Date Previous Rubric:_____ Total Score All Categories *(Total score previous rubric)*:					
		Total Difference in score *(- drop in score & + rise in score)*:					

Expectations
Self-Rating Key:
3 = Exceeds means that there is sufficient evidence to demonstrate readiness for Practicum and/or graduation.
2 = Meets means that the evidence demonstrates likeliness for success in Practicum and/or graduation.
1 = Below means that the evidence indicates a need for corrective action prior to readiness for Practicum and/or graduation.
0 = No evidence yet, need to develop/cultivate

See = 1 point to indicate having seen or observed several situations, people, or events where this was demonstrated (at least 3 different instances)
Do = 1 point to indicate having done something to apply this particular competency at least 3 times in 3 different settings
Touch = 1 point to indicate having taught someone else this competency at least once effectively and successfully
TP = Terminal Portfolio - By completion of Practicum, have gathered evidence to demonstrate each characteristic on the Interpreter Readiness Rubric.

Note: This checklist is to be completed by you at the completion of each semester. Please place a 0-3 rating to box describe your current KSAs (Knowledge, Skills, Abilities/Attitude). It is expected that you may not know many concepts in early classes. The goal of this is to identify current strengths and challenges to, therefore, provide guidance on areas of focus for future classes.

- Demonstrated at least a score of 100 across all categories (this may mean that there are still several categories "below expectations" balanced by several "exceeds expectations".)
- See, Do, & Touch every competency before graduation.
- Used the results as the basis for the Professional Development Plan due in the Portfolio upon graduation.

Name of Student: _____ **Date submitting:** _____ **Goal Graduation Date:** _____

Adapted from Lynne Weisman, 2014

ASL to English
GoReact Rubric

Category	Excellent Control	Good Control	Adequate Control	Weak/No Control
Comprehension of ASL Lexicon (11 Skill Areas)	High level of control in comprehending fingerspelling, numbers and ASL vocabulary; native-like understanding of classifiers, non-manual markers, temporal aspects, emphasis and negation; distribution of action and borrowed sign vocabulary	Good level of control in comprehending fingerspelling, numbers and ASL vocabulary; may need repetition of classifiers, non-manual markers, temporal aspects, emphasis and negation; distribution of action and borrowed sign vocabulary	Adequate level of control in comprehending fingerspelling, numbers and ASL vocabulary; lack of understanding temporal aspects and directional verbs causes errors	Limited understanding of the ASL Lexicon that significantly skews the message
Comprehension of ASL Discourse (5 Skill Areas)	High level of accuracy with ASL grammar, referencing, utterance boundaries and idiomatic expressions	Good level of accuracy with ASL grammar, referencing, utterance boundaries and idiomatic expressions; two or fewer requests to repeat or slow the message	Adequate level of accuracy with ASL grammar, referencing, utterance boundaries and idiomatic expressions; requests more than two phrases to be repeated	Limited comprehension of basic ASL grammar, referencing, utterance boundaries and idiomatic expressions; repetition is ineffective
Production of English Lexicon (5 skills)	Excellent range of sophisticated vocabulary; native-like expression; strong command of idiomatic expression; infrequent use of circumlocution; ASL sign names, acronyms and abbreviations are used accurately; Diverse range of vocabulary and English lexical items	Good range of vocabulary; limited command of idiom; successful use of circumlocution where vocabulary or comprehension are not available	Adequate range of vocabulary with no command of idiom or sophistication; errors in word choice may impede comprehension; some difficulty with circumlocution when lacking vocabulary	Limited range of vocabulary; frequent errors in word choice impede comprehension; no attempt at circumlocution when lacking vocabulary
Production of English Discourse (8 Skill Areas)	Strong command of grammatical structure; evidence of command of complex construction and idiom; infrequent errors do not prohibit comprehension; no ASL intrusions or voicing of ASL gloss; English discourse strategies used to handle linguistic/cultural differences; appropriate repairs as necessary	Good command of grammatical structures but imperfect control of idiom; limited errors do not seriously interfere with comprehension; interpretation flows with limited intrusions	Fair control of most basic syntactic structures; meaning conveyed in short, simple sentences; lack of control of some important grammatical structures may interfere with comprehension	Limited control of even basic syntactic structures; frequent errors prohibit comprehension
Public Speaking (6 Skill Areas)	Clear articulation; consistent correct pronunciation; intonation and affect combine seamlessly; voice projection matches setting; natural pausing and pacing, sounds like a native speaker	Good articulation, Production is relatively smooth but contains some hesitation and unevenness caused primarily by rephrasing and groping for words with occasional production errors that do not interfere with comprehension of the source message	Identifiable deviations from native speech patterns in vocal production; speech is occasionally hesitant and unnatural ; slow, choppy; characterized by hesitation and incomplete sentences; speaker persists in spite of obvious ambiguity	Frequent errors in pronunciation and cohesion make comprehension difficult to impossible; production is slow and choppy; excessive pauses make comprehension of the source text difficult
Overall Interpreting	High level of equivalence between source and target message; high level of confidence in the interpretation	Mostly successful representation of source message and level of confidence	Minimally adequate message equivalence and confidence	Affect is largely absent and difficult to comprehend

English to ASL
GoReact Rubric

Category	Excellent Control	Good Control	Adequate Control	Weak/No Control
Fingerspelling (12 skill areas)	High level of control in speed and clarity of fingerspelling, use fingerspelling for emphasis, accurate spelling, proper nouns, abbreviations	Produces clear, crisp fingerspelling; meaning is maintained with few omissions	Fingerspelling is accurate; too fast or too slow, bouncing or jerky	Limited understanding of the words; fingerspells fast but incoherent
Numbers (10 skill areas)	High level of accuracy with number production and use of numbers; readable speed	Majority of numbers produced clearly and accurately;	Produces inaccurate numbers or deletes numbers,	Message is skewed with inaccurate uses and omissions of numbers
Lexicon (5 skill areas)	High level of equivalence between SL and TL; produces signs accurately, both structurally and conceptually; wide range of well-chosen vocab	Produces most signs accurately, both structurally and conceptually; good range of vocabulary	Produces signs inaccurately, structurally and/or conceptually; limited range of vocabulary; source text is retrievable	Structural and/or conceptual inaccuracy in signs is lacking; limited vocabulary…rendering the source text irretrievable
Classifiers/SASS (14 skill areas, 56 subskills)	Excellent control of classifiers for pronouns, verbs, identifies nouns or referents before CL	Average use of classifiers; may use signs instead of classifiers; message is not skewed	Uses signs instead of classifiers, SASS inaccurate size or shape; directional verbs are unclear	Message is skewed by inaccurate use of directional verbs; classifiers and SASS largely absent
Structuring Space (7 skill areas)	Signing space is appropriate; clear establishment and use of referents; excellent use of spatial aspects of expansion features	Clear establishment and use of referents with few errors; limited command of spatial aspects of expansion features	Establishment and use of referents are not clear and rendered message is not retrievable	Establishment and use of referents are not clear and rendered message is not retrievable
Grammar (9 skill areas)	ASL syntax successfully conveys a wide range of grammatical structures (T/C, conditionals, RHQs, etc.); ability to use complete and complex sentences	ASL syntax conveys a range of grammatical structures (T/C, conditional, RHQs, etc.); mostly complete sentences that are complex, with few errors	Source text rendered faithfully with occasional omissions; more English grammar	Limited range of grammatical structures; incomplete sentences that obscure meaning
Interpreting (20 skill areas)	High level of equivalence between source text and target text Smooth and fluid production; few to no hesitations; pausing where appropriate	Mostly successful representation of source text affect Production is relatively smooth but contains some hesitation and unevenness.	Offers fair representation of source text Production is frequently hesitant and jerky	Affect is largely absent Production is slow and choppy; excessive pauses make comprehension of the source text difficult
Composure and Appearance (8 skill areas)	Excellent confidence, posture and composure; professional clothing and jewelry choices	Mannerisms are appropriate; may lack confidence; message is accurate	Clothing and jewelry are distracting; mannerisms interfere with message	Little to no composure or confidence, personal mannerisms make comprehension difficult

Interpreter Practicum Portfolio

Sign Language Interpreter Practicum Portfolio

- The materials will be placed in a binder in the order listed and labeled clearly. The front cover of the binder should have the intern's name and date. The portfolio will be completed in a professional manner.
- The portfolio will be submitted to the internship supervisor immediately after the completion of the internship and prior to the student's graduation.
- Once the portfolio is approved, the student shall be recommended for graduation.

Portfolio Requirements:

_____ "1000 Hours" of documented interpreting development
- English Development
- ASL Development
- ASL-to-English Development
- English-to-ASL Development
- Deaf Community Observations and Immersions
- Interpreting Observations and Immersions
- Volunteer/Pro-Bono Interpreting
- Cognitive Processing

_____ Documented 400 clock hours during SPED 4740 and 4760

_____ Business Documents
- Introduction letter
- Current Resume
- Intern Hour Record
- Weekly Progress Report
- Invoices
- Fee Schedule
- Business Card Layout
- Identify at least four individuals for references

_____ Critiques/Feedback Forms

_____ Two examples of Demand-Control Schema Reflections

_____ Mid-Term Evaluation

_____ Final Evaluation

_____ Certificates from interpreting workshops/conferences attended

_____ Final UNO Transcripts

- The materials shall be placed in a binder in the order listed and labeled clearly. The front cover of the binder should have your name and date. It should be professional-looking and neat.
- Such portfolio shall be submitted to the practicum supervisor immediately after the completion of the internship and prior to the student's graduation. Once the portfolio is approved, the student shall be recommended for graduation.

VOICE TO SIGN	1	2	3	4	5	Comment
SIGNS CLEARLY/CORRECTLY						
FINGERSPELLS CLEARLY						
CLARITY OF NUMBERS						
APPROPRIATE SIGN CHOICE (VOCABULARY)						
APPROPRIATE USE OF FINGERSPELLING						
PROPER USE OF NON-MANUAL MARKERS						
PROPER SIGNING SPACE & PLACEMENT						
PROPER USE OF CLASSIFIERS						
APPROPRIATE MOUTHING						
KEEPS UP WITH SPEAKER						
MESSAGE ACCURACY						
SIGNING FLUENCY						
SPEAKER'S AFFECT CONVEYED						
PROPER ASL GRAMMAR						
PROPER CULTURAL EXPANSION/REDUCTION						
INVENTION OF SPECIAL SIGN						
DELETION OF KEY WORDS/PHRASES	Minimal_____ Excessive_____					

SIGN TO VOICE	1	2	3	4	5	Comment
APPROPRIATE VOICING QUALITY						
APPROPRIATE VOCAL VOLUME						
PROPER VOCAL INFLECTION						
READS/FOLLOWS SIGNS						
READS/FOLLOWS FINGERSPELLING						
READS/FOLLOWS NUMBERS						
READS NON-MANUAL SIGNS						
APPROPRIATE LAG-TIME						
APPROPRIATE CHOICE OF VOCABULARY						
PROPER SPEAKING FLUENCY						
KEEPS UP WITH SIGNER						
SPEAKER'S AFFECT CONVEYED						
MESSAGE ACCURACY						
PROPER ENGLISH GRAMMAR						
PROPER CULTURAL EXPANSION/REDUCTION						
DELETION OF KEY WORDS/PHRASES	Minimal_____ Excessive_____					

Language Development Skills

Entry to ASL I and Exit from ASL IV
Student self evaluation with skills in using and understanding American ASL with people who are D/HH.

_____**No** Skills

_____**No Functional** Skills *(May know the alphabet and some signs and phrases but unable to hold even a simple conversation in ASL)*

_____**Basic** Skills *(Basic ability to converse in simplified language within everyday conversational contexts)*

_____**Intermediate** Skills *(Able to converse with some elaboration within everyday conversational contexts)*

_____**Advanced** Skills *(Able to converse with ease and spontaneity using detailed responses with ASL grammar and structure.)*

_____**Native** or Near-Native-Like Skills *(Able to converse across a broad range of topics and contexts with native-like skills)*

Pre/Post Test Results: Fall 2017, ASL II
Student C (September/December)

Expressive Skills	1	2	3	4	5
Fingerspelling				X	X
Accurate fingerspelling for clarity, emphasis, importance, uniqueness				X	X
Accurate and articulate fingerspelling at readable pace				X	X
Numbers	1	2	3	4	5
Articulate number production		X		X	
Accurate use of numbers and numbering systems			X	X	
Lexicon	1	2	3	4	5
Appropriate Sign Choices for the message				X	X
Accurate Sign Production				X	X
Classifiers	1	2	3	4	5
Proper interchange of classifiers and signs; establishing referents and nouns			X	X	
Use of classifiers: Locative, descriptive, etc.			X	X	
Space	1	2	3	4	5
Appropriate and accurate use of non-manual markers		X		X	
Accurate structure of space and spatial agreement			X	X	
Indexing and referencing are accurate			X	X	
Grammar	1	2	3	4	5
ASL Grammar structures-statements, questions, pronoun, time, speaker's perspective				X	X
Contextual coherence				X	X

Receptive Skills Pre: 15% Post: 70%	1	2	3	4	5
Fingerspelling			X	X	
Numbers			X	X	
Vocabulary				X	X
Receptive translation skills from ASL to English				X	X

Practicum Professionalism Rubric

Demonstrates ability to interact with team members on a professional level	Distinguished Performance Interpreter independently initiates collaboration and/or discussion with other team members; accepts feedback and is able to incorporate it into his/her work; employs effective communication skills (listening, speaking and writing)	Effective Performance Interpreter works collaboratively and/or engages in discussion with other team members when asked; accepts feedback and is able to incorporate most of it into his/her work; employs effective communication skills	Marginal Performance Interpreter works collaboratively and/or engages in discussion with other team members when asked, however, his/her contributions are rather limited; accepts some feedback but is unsure how to incorporate it into his/her work; communication skills are occasionally ineffective	Unsatisfactory Performance Interpreter is unwilling or unable to work collaboratively and/or engage in discussion with other team members; accepts little feedback and is generally unwilling to incorporate it into his/her work; communication skills are largely ineffective
Demonstrates ability to analyze and discuss the effectiveness of own work	Distinguished Performance Interpreter realistically identifies both strengths and weaknesses in his/her interpretation; accurately identifies the influence of various demands on the interpretation; is able to suggest alternative strategies for future interpretations as needed	Effective Performance Interpreter fairly accurately identifies both strengths and weaknesses in his/her interpretation; is generally able to accurately identify the various demands on the interpretation; is generally able to suggest alternative strategies for future interpretations.	Marginal Performance Interpreter readily identifies weaknesses but struggles to identify strengths in his/her interpretation OR struggles to identify either strengths or weaknesses; is able to identify various demands on the interpretation when they are exceptional, however, is generally able to accurately identify linguistic demands; is occasionally able to suggest alternative strategies for future interpretations	Unsatisfactory Performance Interpreter is unable to identify either strengths or weaknesses in his/her interpretation without assistance; is unable to identify the demands on an interpretation without assistance; is unable to suggest alternative strategies for future interpretation
Displays professional demeanor	Distinguished Performance Interpreter regularly dresses in a manner appropriate to the situation; displays confidence and comfort while working; always maintains appropriate boundaries with others; demonstrates mature, ethical and responsible behavior at all times	Effective Performance Interpreter generally dresses appropriately; generally displays confidence and comfort while working; generally maintains appropriate boundaries with students; generally demonstrates mature, ethical and responsible behavior	Marginal Performance Interpreter needs frequent reminders to dress appropriately; infrequently displays confidence and comfort while working OR displays confidence and comfort only in a few settings; needs frequent reminders to maintain appropriate boundaries with students; is somewhat mature, ethical and responsible	Unsatisfactory Performance Interpreter seldom dresses appropriately despite reminders; lacks confidence while working; is unable to maintain appropriate boundaries with students; is unable to behave in a mature, ethical and responsible manner
Demonstrates professional behavior in communication with peers, colleagues and supervisor	Distinguished Performance Interpreter independently responds to various types of communication with peers, colleagues and supervisors including communication that is face to face, by phone, email, etc. in a timely, professional and positive manner. Interpreter does not let more than one day go by without responding to a query.	Effective Performance Interpreter responds when asked and/or prompted or with a delay in a pleasant manner to various types of communication with peers, colleagues and supervisors such as face to face, by phone, email, etc. Interpreter may not respond right away; responses may not be as professional as they could be.	Marginal Performance Interpreter responds after several prompts; may respond in a manner that would be considered questionable and/or unprofessional; may not be aware of his/her demeanor.	Unsatisfactory Performance Interpreter does not respond to communication queries and/or does not show up to appointments; demeanor is unprofessional and/or otherwise unacceptable.
Demonstrates awareness and application of pertinent tenets of various codes of conduct (RID,UNO)	Distinguished Performance Interpreter demonstrates enthusiasm and a high level of ability to synthesize information contained in these Codes of Conduct; interpreter is able to work independently; interpreter knows, makes reference to and applies various tenets of pertinent Codes of Conduct; interpreter uses discernment when making decisions.	Effective Performance Interpreter demonstrates the ability to synthesize information contained in these Codes of Conduct; interpreter is aware of, makes reference to and applies various tenets of pertinent Codes of Conduct; interpreter makes adequate decisions.	Marginal Performance Interpreter demonstrates awareness of various Codes of Conduct; interpreter may recall and apply various tenets of pertinent Codes of Conduct at times; interpreter makes questionable professional decisions at times.	Unsatisfactory Performance Interpreter does not see application of tenets of various Codes of Conduct; interpreter makes poor decisions and does not reference nor apply tenets from various Codes of Conduct.

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Program Course-Level Assessment

SPED 4380: Anatomy & Physiology of the Speech Mechanism
SPED 4500: Principles of Intervention

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Assessment Description
SPED 4380

The Anatomy & Physiology course is designed to provide speech-language pathology (SLP) candidates with a significant component of the foundation necessary to enable them to develop skills in assessment and rehabilitation in the areas of speech, language, voice, and swallowing. It examines the anatomy and physiology of the human communication processes by exploring the mechanisms of respiration, phonation, resonation, speech articulation, and basic neurology.

One of the major assessments in the course is **an anatomical model**, in which the students have to: 1) Construct a model of one of the four sub-systems (i.e., respiration, phonation, articulation/resonation, the brain); 2) Identify the structures of the model; and 3) Describe structures and functions of the model in an oral presentation as well as a written paper. The purpose of this assignment is to help students understand the nature of the anatomy & physiology of the human communication process.

Student Learning Outcomes

- SLO #1: Students will demonstrate foundational knowledge of basic human communication and swallowing structures and functional processes, including their biological, neurological, and acoustical systems (respiration, phonation, articulation/resonation, and brain).
- SLO #3: Students will demonstrate the ability to accurately express ideas in writing across the curriculum. https://www.aacu.org/value/rubrics/written-communication

Rubrics

SPED 4380	Assignment rubric		
Indicator	Below Competency 0 to 1 point	Competency 2 to 3 points	Proficiency 4 to 5 points
Students will construct an anatomically correct model of the structures within one of the four subsystems (respiration, phonation, articulation/resonation, and brain). (CFCC - III C)	Criterion Behavior • The model lacks clarity/accuracy • Anatomic model is missing parts or incorrect	Criterion Behavior • With a small group, construct an anatomically correct model of an assigned structure	Criterion Behavior • The constructed model is anatomically correct and demonstrates originality and clarity in choice of materials
Identify/ label the structures of the subsystem. (CFCC - III C)	Criterion Behavior • Only some structures are identified/labeled • Model incorrectly labeled	Criterion Behavior • Correctly label the anatomic structures in the model	Criterion Behavior • Labeling is correct, clear and easily followed • Label are instructive to other learners
Describe the functions of the structures in both the oral presentation and written paper. (CFCC - III C)	Criterion Behavior • Functions are incorrectly described • Only some functions are described for subsystems • Presentation is hard to follow due to gaps or weak sequencing • Information is incorrect • No or limited use of model during presentation • Monotone presentation	Criterion Behavior • Describe the functions of each structure within the subsystem • Presentation is well-sequenced • Information is correct • Model is used effectively during presentation • Tone and Inflection add to presentation	Criterion Behavior • Description of functions is correct, clear and easily followed • Description of functions are instructive to other learners • Presentation is demonstrates originality and creativity • Information is correct and complete • Model used effectively during presentation • Tone and Inflection add to presentation • Specific examples elaborate on the functions

SPED 4500	Assignment rubric		
Indicator	Below Competency 0 to 1 point	Competency 2 to 3 points	Proficiency 4 to 5 points
Students will demonstrate the ability to utilize a comparison case study analysis, students will differentiate between typical and atypical communication to accurately identify disordered/impaired communication. (CFCC - IV-D)	Criterion Behavior Using the case profile/ assessment data, students are unable to differentiate typical from atypical communication	Criterion Behavior • Using the case profile/ assessment data, students will demonstrate the ability to utilize data to determine if a disorder exists	Criterion Behavior • Using the case profile/ assessment data, students will demonstrate the ability to critically analyze data to differentially diagnosed a communication disorder
Students will demonstrate the ability to accurately summarize the impaired aspects of the case based on assessment data presented. (CFCC -IV-D)	Criterion Behavior • Students demonstrate inaccurate or incomplete summaries of the case profile	Criterion Behavior • Students demonstrate the ability to synthesize case profile to derive a diagnosis	Criterion Behavior • Students demonstrate the ability to synthesize and critically analyze case data to derive a differential diagnostic profile
Students will demonstrate the ability to plan intervention and formulate target goals. (CFCC - IV-D; IV-G)	Criterion Behavior • Students are inaccurate or incomplete in the use of the case profile to formulate the needed plan for intervention • Given the case profile, students have inaccurate or inappropriate target goals	Criterion Behavior • Students will demonstrate the ability to justify the need for intervention based of case profile • Given the case profile, students will articulate target goals	Criterion Behavior • Student use evidence-based justification to support the intervention approach • Students can explain the rational for the target goals using data from the case profile
Students will demonstrate the ability to describe intervention activities and data collection aligned with target goals. (CFCC – IV-D, IV-E)	Criterion Behavior • Students need guidance and correction to plan intervention activities to address target goals • Students need guidance to plan data collection for intervention activities • Students data collection plan is inaccurate or inappropriate for the intervention plan	Criterion Behavior Students will demonstrate the ability to plan intervention activities to address target goals Students will demonstrate the ability to plan data collection for intervention activities to determine progress toward target goals	Criterion Behavior • Students will use evidence-base practices to formulate the intervention plan • Students will design an efficient data collection plan that will clearly document progress toward goals

Proficiency Target

The goal is for 80% of our students to meet competency or above level on the rubric.

Results

Data is currently being collected and the results will be analyzed soon.

Assessment Description
SPED 4500

The Principles of Assessment and Intervention course is designed to provide speech-language pathology (SLP) candidates with the knowledge and skills to implement appropriate assessment and create an effective clinical intervention plan.

One of the major assessments in the course is an **assessment and treatment strategies project**, in which the students are assigned one disorder profile in the Roth/Worthington text to use as their disability focus. The key requirements for the project are: 1) Plan an assessment; 2) Compile treatment strategies, 3) Write and IEP or IFSP, and 4) Write a therapy progress report.

The purpose of the project is to:

- Gain additional insight and practice with aspects of assessment and intervention geared toward a particular client.
- Experience “real world” issues related to assessment and intervention for a specific client and disorder.
- Practical application of treatment-related principals discussed in class and in text.

Student Learning Outcomes

SLO #2: Students will demonstrate foundational knowledge of the nature interaction and interdependence of speech, language, hearing, and communication disorders and differences, as well as swallowing disorders, including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

SLO #3: Students will demonstrate the ability to accurately express ideas in writing across the curriculum. https://www.aacu.org/value/rubrics/written-communication

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Assessment Components for Master's Degree in Communication Disorder

SPED 8500-3, SPED 8560, SPED 8240

Kathy Coufal, Ph.D., CCC-SLP, Jill Kumke, M.S., CCC-SLP, and Shari DeVeney, Ph.D., CCC-SLP
Department of Special Education and Communication Disorders, College of Education

Assessment Description

Project focus:

- Graduate program in speech-language pathology
- According to the program's accrediting body, Council for Academic Accreditation (CAA), and the standards set by the Council for Clinical Certification (CFCC) program faculty and clinical educators must document competencies that all students meet upon completion of the graduate degree.
- Development of program assessments inform program faculty and clinical educators and are useful in accreditation reporting.

Goals:

- Develop program-level student learning outcomes (SLOs) and appropriate assessment measures that include competencies consistent with the CAA/CFCC standards, which include a focus on interprofessional education in the context of human communication development, disorders, and cultural and linguistic differences.
- Define and align measurements with the SLOs that have been established and to collect and analyze data from those measures in order to make informed decisions and appropriate actions. Two specific program-level SLOs to be targeted, include those related to Collaborative Practice and Evidence-Based Practices.

Student Learning Outcome 1

Collaborative Practice

Students will apply values and principles of interprofessional team dynamics to establish and maintain collaborative working relationships that promote optimal patient/client care using a collaborative patient/client-family centered approach

Students will be assessed on their ability to:

- Establish and maintain collaborative relationships with those in other disciplinary fields (e.g., nursing, occupational therapy, physical therapy, school psychology) for planning and providing patient/client care through use of effective communication strategies
- Describe roles and responsibilities of their own profession with those in other disciplinary fields
- Share evidence-based and/or best practice discipline-specific knowledge with others.
- Demonstrate active listening and respect when engaging with those from other disciplinary fields who are sharing different perspectives and opinions.
- Promote integration of information from those in other disciplinary fields when planning and providing care for patients/clients.

Student Learning Outcome 2

Evidence-Based Practice

Students will access, critically evaluate, and integrate sources of information to support clinical decisions regarding assessment and intervention/management.

Students will be assessed on their ability to:

- Access and critically evaluate information sources
- Apply that information to appropriate populations
- Articulate how the evidence supports provision of speech-language pathology services.

Proficiency Targets

SLO #1:

Direct Measure: 80% of students enrolled will achieve competency or above across the interprofessional experience observational rubric indicators. following a structured interprofessional experience.

Indirect Measure: 80% of students surveyed will obtain response ratings of 4 (i.e., response descriptor: Somewhat agree) or higher across the 18 items surveyed following a structured interprofessional experience.

SLO #2: 80% of students enrolled will score "20" or higher for each client profile in the portfolio for (up to) three clients

Interprofessional Experience Rubric
SPED 8560, SPED 8240

SLO #1:
Direct Measure

Indicator	Below Competency (0 to 1 point)	Competency (2 to 3 points)	Proficiency (4 to 5 points)
Students use effective communication strategies to establish and maintain collaborative relationships with those in other disciplinary fields (consistent with CFCC Standards IV-E, IV-G, & V-A; CAA Standard 3)	Criterion Behavior: Infrequent or no use strategies (verbal and nonverbal) to facilitate logical, structured communication; infrequent or no explanation of discipline-specific terminology/jargon; infrequent or no response to requests for information	Criterion Behavior: Frequent use of strategies (verbal and nonverbal) to facilitate logical, structured communication; Frequent use of explanations of discipline-specific terminology/jargon; Frequent response to requests for information	Criterion Behavior: Consistent use strategies (verbal and nonverbal) to facilitate logical, structured communication; Consistent use of explanations of discipline-specific terminology/jargon; Consistent response to requests for information
Students will describe roles and responsibilities of their own profession with those in other disciplinary fields (consistent with CFCC Standards IV-C & V-A; CAA Standard 3)	Criterion Behavior: Inaccurately describe own roles and responsibilities with interprofessional team; misrepresent professional role	Criterion Behavior: Describe own roles and responsibilities with interprofessional team with partial accuracy; partially misrepresents professional role	Criterion Behavior: Accurately describes own roles and responsibilities with interprofessional team; appropriate representation of professional role
Students will share evidence-based and/or best practice discipline-specific knowledge with others (consistent with CFCC Standards IV-C, IV-D, & V-A; CAA Standard 3)	Criterion Behavior: Infrequent or no sharing of evidence-based or best practice discipline-specific knowledge with others	Criterion Behavior: Frequently sharing of evidence-based or best practice discipline-specific knowledge with others	Criterion Behavior: Consistent sharing of evidence-based or best practice discipline-specific knowledge with others
Students will demonstrate active listening and respect when engaging with those from other disciplinary fields who are sharing different perspectives and opinions (consistent with CFCC Standard V-A; CAA Standard 3)	Criterion Behavior: Does not demonstrate use of active listening techniques (verbal and nonverbal) when other team members are speaking	Criterion Behavior: demonstrates occasional use of active listening techniques (verbal and nonverbal) when other team members are speaking	Criterion Behavior: demonstrates consistent use of active listening techniques (verbal and nonverbal) when other team members are speaking
Students will integrate information from those in other disciplinary fields when planning and providing care for patients/clients (consistent with CFCC Standards IV-H & V-A; CAA Standard 3)	Criterion Behavior: Does not demonstrate integration of information from others in planning and providing patient/client care	Criterion Behavior: Partial demonstration of integrating information from others in planning and providing patient/client care	Criterion Behavior: Consistent demonstration of integrating information from others in planning and providing patient/client care

SLO #1:
Indirect Measure

Using the scale below, (Strongly Disagree–1 to Strongly Agree–6) please rate your perception of your profession and other disciplines.

DESCRIPTOR	Strongly Disagree 1	Moderately Disagree 2	Somewhat Disagree 3	Somewhat Agree 4	Moderately Agree 5	Strongly Agree 6
1. Individuals in my profession are well-trained.	1	2	3	4	5	6
2. Individuals in my profession are able to work closely with individuals in other professions.	1	2	3	4	5	6
3. Individuals in my profession demonstrate a great deal of autonomy.	1	2	3	4	5	6
4. Individuals in other professions respect the work done by my profession.	1	2	3	4	5	6
5. Individuals in my profession are very positive about their goals and objectives.	1	2	3	4	5	6
6. Individuals in my profession need to cooperate with other professions.	1	2	3	4	5	6
7. Individuals in my profession are very positive about their contributions and accomplishments.	1	2	3	4	5	6
8. Individuals in my profession must depend upon the work of people in other professions.	1	2	3	4	5	6
9. Individuals in other professions think highly of my profession.	1	2	3	4	5	6
10. Individuals in my profession trust each other's professional judgment.	1	2	3	4	5	6
11. Individuals in my profession have a higher status than individuals in other professions.	1	2	3	4	5	6
12. Individuals in my profession make every effort to understand the capabilities and contributions of other professions.	1	2	3	4	5	6
13. Individuals in my profession are extremely competent.	1	2	3	4	5	6
14. Individuals in my profession are willing to share information and resources with other professionals.	1	2	3	4	5	6
15. Individuals in my profession have good relations with people in other professions.	1	2	3	4	5	6
16. Individuals in my profession think highly of other related professions.	1	2	3	4	5	6
17. Individuals in my profession work well with each other.	1	2	3	4	5	6
18. Individuals in other professions often seek the advice of people in my profession.	1	2	3	4	5	6

SLO #2:
EBP Portfolio Rubric
SPED 8500-3

	EBP Portfolio Grading rubric (CAA 3.1.1)		
CRITERIA	Undeveloped	Developing	Proficient
Developing Clinical Questions	PICO question with two or fewer components; not client-specific	Clinet-specific PICO question with three out of four components present	Well-developed, client-specific PICO question with all components clearly referenced
Conducting Research	Inadequate research of clinical question (i.e., fewer than two credible peer-reviewed articles)	Some research into clinical question evident (i.e., two-three credible peer-reviewed journal articles)	Throughly researched clinical question (i.e., at least four credible peer-reviewed journal articles)
Reporting Research in Scholarly Format	Lack of APA formatting throughout (i.e., used less than 25% of the time); sources cited in text were not cited in reference page	Inconsistent use of APA format within text and on reference page (i.e., used 25-80% of the time); inconsistent source citations across text and reference page.	Consistent use of APA formatting within text and on reference page (i.e., used over 80% of the time); sources cited in text were also noted in reference page and vice versa.
Intergrating Research into Clinical Practice	Little to no incorporation of peer-reviewed sources into client's current treatment plan. Content may be present, but critical analysis and intergration were not specifically addressed.	Indirect evidence of reflective integration into client's current treatment plan. Content and critical analysis may be present, but integration of changes in client's current treatment plan were not specifically addressed.	Demonstrated application of researched results to client's current treatment plan. Provided evidence of incorporated changes to client's treatment plan based on research conducted. Content, critical analysis, and integration clearly present.
Self-Reflecting on Use of Evidence-based Practice	Reflection demonstrated little understanding of topic, contained illogical progression of ideas, and/or little use of professional lexicon	Refelection demonstrated superficial understanding of topic, contained inconsistently logical progression of ideas, and/or inconsistent use of professional lexicon	Reflection demonstrated thorough understanding of topic, contained a logical progression of ideas, and consistently utilized professional lexicon.

Results & Interpretation

Fall, 2017: 8500-3: 100% of the 8 students enrolled reached competency or above (SLO2)

Fall, 2017: 8500-3: 100% of the 16 students enrolled scored 4 or higher on the Indirect Measure (IPR Self Perception Scale) (SLO1)

References/Next Steps/Conclusion and Future Directions??

Next: Going forward, Data collection will proceed for both SLOs using all three measures. Once a complete data set is compiled analysis, interpretation, and further directions will be discussed.

Selected References

Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2013). *2014 Standards for the Certificate of Clinical Competence in Speech-Language Pathology*. Retrieved April 17, 2018 from http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/.

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World Health Organization (WHO) Study Group on Interprofessional Education and Collaborative Practice (2010). *Framework for action on interprofessional education and collaborative practice.* Geneva, Switzerland: World Health Organization.

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Master in Computer Science Program Assessment
Thesis & Thesis-Equivalent Project

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Objective

The main objective is the assessment of student's research quality and maturity, CS knowledge, and technical communication skills for life long learning. These artifacts are assessed through thesis (CSCI 8990) and project (CSCI 8960).

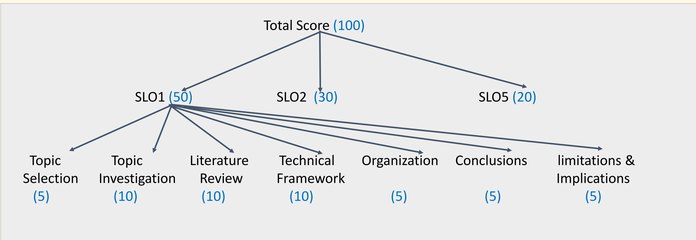
Overview

The MS-CS program has three exit routes to graduation: thesis (CSCI 8990), project (CSCI 8960), and coursework through the capstone course (CSCI 8910). The capstone course is a one-semester project. The thesis and project routes require the establishment of a supervisory committee consisting of two computer science faculty and an external graduate faculty. The committee members are asked to assess the students by filling out the rubric forms that have been developed by Graduate Program Committee (GPC) and approved by the department. The rubrics assess the students through their proposal submission and approval, presentation defense, and the final report.

MS-CS Program SLOs

1. Students will have the competence to examine a problem and design a methodology to achieve a solution.
2. Students will have the competence to assess the performance of a computational artifact, entity, or process.
3. Students will have the competence to work toward a common objective in a team and contribute effectively.
4. Students will have the competence to communicate their thoughts and ideas to varied audiences, both orally and through written materials.
5. Students will have the knowledge and skill for independent learning and professional development.

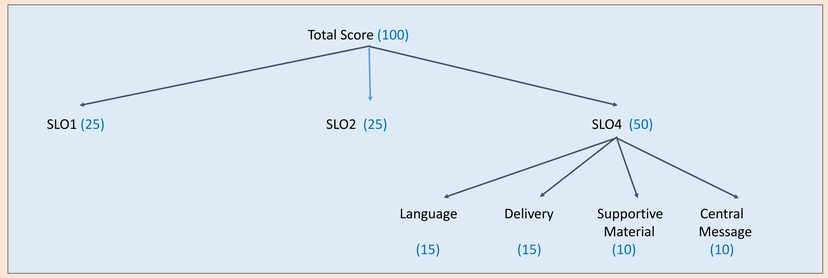
Proposal Weight Distribution



Proposal Scoring Rubrics

SLO	Assessment	Score 8 - 10	Score 6 - 7	Score 3 - 5	Score 1 - 2	Student Raw Score Earned
1	Topic Selection	Student identified the topic	Faculty identified the topics and the student participated in selecting a topic	Student showed interest/eager to investigate a topic assigned for further investigation	Student was neutral in the topic selection	10
1	Topic investigation	Student was creative and focused in investigating the topic, and identified significant aspects of the research topic not explored previously	Student was focused in investigating the topic, and identified aspects of the research topic that were explored previously (or currently), which merit further investigation (i.e., continuation of a research topic)	Student was able to investigate aspects of the research topic that are either too narrowly defined to lead to tangible contribution, or are too widely defined without much focus or manageability	Student was unable to identify aspects of the research topic that merit further investigation	10
1	Literature review	Student synthesized (compare, contrast, limitation) in-depth information from relevant sources, discussing and presenting different points of view	Student offered in-depth information from relevant sources and cited different points of view	Student offered information from various sources with limited citations and points of view	Student provided general and non-technical information from various sources with limited contribution and points of view	10
1	Technical framework	Student included all elements of the theoretical framework, methodology, and in depth contribution of the research topic	Student included theoretical framework, methodology, and contribution loosely but with some focus	Student missed some critical elements of the research topic or the methodology, or some technical aspects were not developed correctly	Student misunderstood the research topic, did not provide the technical framework, or lacked the proper methodology	10
1	Organization	Student conveyed various facets of the research topic professionally by presenting the research problem clearly, synthesizing insightful patterns (differences and similarities), creating and transitioning between paragraphs/sections skillfully, using competent grammar (e.g., word choices, writing style, flow of ideas), and by keeping broader audience in mind.	Student organized various facets of the research topic and used proper grammar, but in synthesizing various research elements to reveal important aspects of the research, the organization and transitions among sections needed improvement	Student provided some facets of the research topic using proper grammar, but the organization and explanation lacked cohesiveness to reveal importance aspects of the research topic	Student provided little or some generic information about the research topic, or used poor grammar, making it difficult to comprehend the essence of the research topic	10
1	Conclusions	Student presented insightful and skillful conclusions extrapolated from the technical framework, the methodology, and the contributions of the proposal, leading to the future research directions.	Student provided conclusions directly from the research topic and its framework that focused solely on the research topic and findings, with limited reference to the broader merit and impact of the research topic	Student reached a conclusion that is generic, with limited focus and reference to the future implications of the project	Student reached at vague and unsupportable conclusions, with little or no focus to the overall merit or implications of the research topic.	10
1	Limitations & Implications	Student insightfully discussed the relevant limitations, the implications of the research topic, and provided supportive evidence	Student discussed relevant limitations and implications of the research topic.	Student discussed some general limitations and implications of the research topic	Student showed little understating of the limitations or the implications of the research topic	10
2		Student provided all of the evaluation elements to assess the performance of the implemented methodology skillfully and independently, and/or was able to suggest actions during the course of proposed implementation in light of new findings.	Student provided the performance evaluation elements with some guidance from the supervisory committee members	Student provided the performance evaluation elements with continuous assistance from the supervisory committee members	Student was not able to or had difficulty proposing the performance evaluation elements, which required direct intervention and constant assistance from the supervisory committee members	10
5		Student showed independence swiftly throughout the proposal development. Throughout this process, the student learned to be an independent thinker, and learned the skills to investigate technical literature with confidence for future research and professional development.	Student showed independence gradually and steadily but needed some guidance throughout the proposal development. The student learned the skills to be a critical thinker and investigate technical literature for future research problems and professional development but with limited confidence	Student showed some difficulty working independently and required guidance often throughout the project development. The student showed some difficulty in critical thinking and literature investigation as the means for future research and professional development.	Student was not able to work independently throughout the proposal development. The student needed continuous guidance and had difficulty producing an acceptable proposal, and/or to be a critical investigator, which is necessary for future professional development.	10
	Weighted Total Score					100

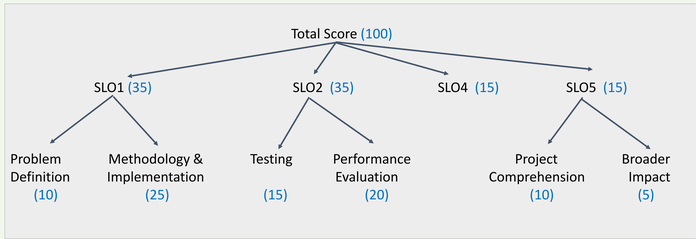
Presentation Weight Distribution



Presentation Scoring Rubrics

SLO	Assessment	Score 8 - 10	Score 6 - 7	Score 3 - 5	Score 1 - 2	Student Raw Score Earned
1		Student presented the research topic and its implementation professionally and clearly that included the necessary elements (such as introduction, background, contributions, body, and conclusions), transitioned among the elements skillfully, while keeping the non-expert audience in mind.	Student presented the main elements of the research topic and its implementation but with limited organization and clarity, which caused some difficulty for non-experts in the field to discern the implications of the research.	Student presented the man elements of the research topic and its implementation in disorganized manner, making it somewhat difficult to observe the implications of the research topic.	Student presented the main research topic, but not clearly and did not include the necessary elements, which made it difficult to appreciate the implications of the research.	10
2		Student provided ample performance analyses and views (e.g., comparison with past/existing research, graphs, tables, performance equations, field testing) that displayed the student's competence in the research topic and confidence in future research analyses.	Student provided adequate evidence of performance analyses clearly that showed the student's ability to evaluate a product.	Student had some difficulty in presenting the performance analyses and their implications on the research product.	Student was unable to present the performance analyses sufficiently in order to comprehend the implications of the research results.	10
4	Language	Student used skilled language choices (e.g., complete sentences, proper phrases) to convey the thoughts on the research topic and its implication that enhanced the effectiveness of the presentation and established the presenter's authority on the topic and intrigued technical and non-expert audiences.	Student used adequate language choices which enhanced the effectiveness of the presentation to convey the thoughts on the research topic and its implications that made comprehension of the research topic and its implications uncomplicated for the technical and non-expert audiences.	Student used language choices that are mundane and commonplace that partially supported the effectiveness of the presentation, but not with adequate confidence/skill, which made understanding of the research topic and its implications somewhat difficult for non-experts	Student used language choices that were unclear and wrong that reduced the effectiveness of the presentation significantly, which revealed the presenter's lack of understanding of the research topic.	10
4	Delivery	Student exercised skillful delivery techniques (posture, gesture, eye contact, vocal expressiveness) that compelled the audience to listen and displayed the speakers' confidence and polished presentation.	Student exercised delivery techniques that showed the speaker's comfort and made the presentation interesting.	Student used some delivery techniques that made the presentation understandable, and/or the speaker appeared tentative/not comfortable.	Student was not able to use adequate delivery techniques that made the presentation dull and that detracted the audience from listening.	10
4	Supportive material	Student devoted and exploited a variety of compelling supporting materials (e.g., examples, illustrations, statistics, analogies, quotations, graphs) to the presentation that significantly improved the research context presentation and that established the presenter's authority on the topic.	Student devoted some supporting materials that enhanced the research context presentation and that established the presenter's understanding of the research topic.	Student used supporting materials and made references to information or analyses that improved the presentation, which showed the presenter's general understanding of the research topic.	Student hardly included any supportive material to illustrate the presenter's understanding of the research topic.	10
4	Central message	Student provided an excellent and compelling explanation of the research topic and its implications, which were present throughout the presentation.	Student provided a clear explanation of the research topic and its implications.	Student was able to provide a general understanding of the research topic and its implications.	Student had difficulty in presenting the theme of the project and its implications.	10
	Weighted Total Score					100

Report Weight Distribution



Report Scoring Rubrics

SLO	Assessment	Score 8 - 10	Score 6 - 7	Score 3 - 5	Score 1 - 2	Student Raw Score Earned
1	Problem definition	Student demonstrated the ability to construct a clear and insightful problem statement along with its contextual factors.	Student was able to adequately construct the problem statement with its contextual factors.	Student was able to construct a general statement about the problem but was limited in clarity and contextual factors.	Student demonstrated limited ability in identifying and constructing the problem statement.	10
1	Methodology & Implementation	Student implemented all elements of the proposed methodology and was able to adjust the methodology and its implementation in light of new findings/experience skillfully and independently.	Student implemented all elements of the proposed methodology and was able to adjust the methodology and its implementation in light of new findings/experience that showed comprehension of the research topic, with some guidance from the supervisory committee members.	Student implemented all elements of the proposed methodology and was able to adjust the methodology and its implementation in light of new findings/experience, with continuous assistance from the supervisory committee members.	Student was not able to or had difficulty to implement the proposed methodology or its adjusted form, which required direct intervention and constant assistance from the supervisory committee members.	10
2	Testing	Student acquired the necessary procedures to test the correctness of the implemented artifact skillfully and independently.	Student acquired the necessary procedures to test the correctness of the implemented artifact with some guidance from the supervisory committee members.	Student was able to test the correctness of the implemented artifact with continuous assistance from the supervisory committee members.	Student was not able to or had difficulty implementing the procedures to test the correctness of the implemented artifact, which required constant intervention by the supervisory committee.	10
2	Performance Evaluation	Student evaluated the artifact performance by synthesizing different approaches, comparing, and contrasting with the existing (if any) artifacts skillfully and independently.	Student evaluated the artifact performance adequately with some guidance from the supervisory committee.	Student evaluated the artifact performance briefly, which required continuous guidance from the supervisory committee.	Student was not able to or had difficulty to evaluate the artifact performance, which required constant intervention by the supervisory committee.	10
4		Student used clear and skillful language (e.g., proper paragraphs, transitions among sections/paragraphs), and used elegant variety of supporting materials (e.g., illustrations, examples, analogies) to convey the writer's thoughts on the research topic and its implications that is compelling to the technical and non-technical readers.	Student used adequate language and some supporting materials to convey the writer's thoughts that make the comprehension of the research topic and its implications easier for technical and non-technical readers.	Student used language and supportive materials to convey the writer's thoughts but with limited clarity, which made the research topic somewhat difficult to understand, causing limited revisions/edits and recommendations by the supervisory committee.	Student was not able to use adequate language and/or sufficient supportive materials to convey the writer's thoughts, which required constant revisions and recommendations by the supervisory committee.	10
5	Project comprehension	Student showed independence swiftly throughout the project (topic investigation, proposal development, research approach/implementation, and final report). Through this process, the student learned to be an independent thinker, and learned the skills to investigate technical literature with confidence for future research and professional development.	Student showed independence gradually and steadily but needed some guidance throughout the project. The student learned the skills to be a critical thinker and investigate technical literature for future research problems and professional development but with limited confidence.	Student showed some difficulty to work independently that required guidance often throughout the project. The student showed some difficulty in critical thinking and literature investigation as the means for future research and professional development.	Student was not able to work independently throughout the projects. The student needed continuous guidance and had difficulty to finish the project, and/or to be a critical investigator that are necessary for future professional development.	10
5	Broader impact	Student showed mastery of the research project by demonstrating the product outcomes, limitations, broader implications of the project, and its contextual factors for future research work comprehensively and insightfully.	Student was able to demonstrate the project outcomes, limitations, and the possibilities for future research endeavors.	Student had limited understanding of the project outcomes, its limitations, and the possibilities for future research work.	Student had superficial understanding of the project outcomes, which made it difficult to provide any meaningful implication of the project or opportunities for future research work.	10
	Student Weighted Score					100

Results of Proposal Assessment

(Presentation & Report Not Shown)

SLOs Assessed	Total Students Assessed	Total Rubrics Received	% of Students Meeting Proficiency Threshold of 70%	Status of Program SLO Met, partially Met, Not Met, Unknown
SLO 1	11	25	73	Met
SLO 2	11	25	73	Met
SLO 5	11	25	82	Met

The Next Steps

- The results will be reviewed and evaluated by the CS department.
- The rubrics will be revised after collecting feedbacks.
- Feedbacks will be collected for improving data collection.

The Mini-grant support for this assessment project is acknowledged.

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English Major

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Description of the Assessment

Method of Collection (Background)
Papers/projects were collected by the English Department Coordinator, who identified senior English majors by reviewing class rosters. Professors of these courses with identified seniors were asked to provide a paper or project for each of these students. Once the papers were collected, they were scrubbed of information (either from the printed page or electronic copies). (We do not have enough artifacts to create a random sample.)

Method of Assessment
A team of five readers met on October 27th from 9:00 am-2:00 pm to assess a group of 14 papers. The team normed two papers and discussed criteria for rating using the rubric (ratings 1-4 with 4 being the highest). We counted a paper as proficient if it received a 2, 3, or 4. Each paper was rated by every reader and given a score. Rater reliability was 79% based on either an exact match or one number difference. Raters made notes detailing their findings and rationale for their scores. The team then discussed each paper based on ratings and comments. Although the team read a small number of papers, the discussions were productive and informative for sharing results with faculty.

Student Learning Outcomes

Student Learning Outcomes	Bloom's Taxonomy - Cognitive Level (check one)	
SLO 1: Demonstrates the ability to analyze and interpret texts in a senior paper or project	☐ Knowledge ☐ Comprehension ☐ Application	☒ Analysis ☐ Synthesis ☐ Evaluation
SLO 2: Demonstrates the ability to incorporate research into a senior paper or project	☐ Knowledge ☐ Comprehension ☐ Application	☐ Analysis ☒ Synthesis ☐ Evaluation
SLO 3: Demonstrates the ability use effective prose style appropriate to a paper or project.	☐ Knowledge ☐ Comprehension ☒ Application	☐ Analysis ☐ Synthesis ☐ Evaluation
SLO 4:	☐ Knowledge ☐ Comprehension ☐ Application	☐ Analysis ☐ Synthesis ☐ Evaluation

Rubric (Instrument)

Rubric for SLO: Demonstrates the ability to analyze texts

	(1)	(2)	(3)	(4)
Criteria for Analysis	Little/No proficiency	Some Proficiency	Proficiency	High Proficiency
Thesis	Thesis or research question is absent, cannot be determined, or is unrelated to the rest of the project	Thesis/research question is vague or implied or loosely related to the rest of the project	Thesis/research question is clearly stated, demonstrating the direction of the project	Thesis/research question is insightful and original, clearly stated, providing direction for the project
Claims	Few claims in the document to support the thesis/research question OR claims may not be clearly stated	Some convincing claims that support the thesis or research question	Claims are sufficient to support the thesis or research question and claims are convincing and valid	Quality of claims deepens/strengthens the scope of the project
Evidence	Little/No supporting evidence for claims OR evidence (examples, quotes) may be off-topic or inappropriate	Some supporting evidence for claims, but insufficient in number or relevance	Sufficient supporting evidence for claims	Supporting evidence for claims is extensive and deepens/strengthens the project
Criteria for Interpretation	No elaboration or discussion or attempt to draw conclusions from evidence or results	Some elaboration or discussion. Draws some conclusions from evidence or results	Sufficient elaboration or discussion. Draws conclusions that deepen/strengthen the project	Extensive and insightful elaboration or discussion. Draws original conclusions that deepen/strengthen the project

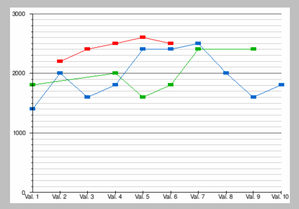
Results

	Data Collection Date Range	Number of Students Assessed	Percentage of Students who Met/Exceeded Threshold Proficiency
SLO 1 – Measure one	Spring and Fall of 2017	14	78.6%

We checked the "Met" status of the program because it was so close to the proficiency target. We established a target of 80% and reached 78.6% proficiency (based on a rating of 2 or higher). This was a small sample: 14 papers. In reviewing our last assessment in Spring of 2016, we had similar results. However, in that assessment, we had not established a target proficiency and only rated a paper proficient with a score of 3 or 4. If we had used the same proficiency target, that Spring assessment would have had a 100% proficiency.

Although this is not really valid, if we took the two assessments (Sp 2017, F 2017) together—counting 24 papers—we would have had a proficiency rate of 87.5%

Interpretation and/or Next Steps for Program Improvement



Communicating results
So far we have reported to both the GPC and the English Department, but because of cancelled meetings and an overflow agenda this month, we were not able to report on the October assessment yet. We will make an extended report at the next department meeting, discuss results and future actions steps. In the meantime our majors assessment committee will evaluate the Fall results and bring suggestions for action steps to the department meeting.

Decisions
The score for this assessment is very close to the proficiency target. However, we found that several papers had a weak, unoriginal, or unexplored thesis. (This result was similar to our findings in the last assessment—Sp 2017). We also found that a few papers had no analysis or too little analysis—sometimes because of a reliance on summary and reporting or on confusing or unconvincing claims. In discussion, we inferred that one paper seemed to be a literature review, which would explain the lack of analysis. This finding suggests that asking instructors for the assignment accompanying each paper might be informative. If there are summary or literature review papers, they might be excluded from the set being assessed. In turn, the proficiency numbers would be more reflective of a particular SLO outcome. Since we did have two papers in this category, it is likely that our target proficiency is higher. But because we are moving on to a new SLO, we will not be able to refine this method of assessment until we repeat the analysis SLO.

Actions
For future assessments on analysis we will ask instructors for assignment descriptions to make sure student produces are aligned with the SLO.

References

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White, Edward A. (1994). *Teaching and Assessing Writing* (Jossey Bass Higher and Adult Education) 2nd ed. San Francisco, CA: Jossey Bass Higher and Adult Education.

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ENGLISH MA Program Assessment

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Description of the Assessment

SLO #3	Graduating MA Students will demonstrate professional Communication Skills
Element or artifact measured	Substantial seminar project 2015-2016
Assessment method	Committee members developed a rubric (adapted from the Association of American Colleges and Universities), members and readers then had a norming session before reading and scoring artifacts from 1-4, with each artifact being read by two readers (three if the first two scores differ by more than one).
Assessment domain *Examination, Product, or Performance?*	Product
Students assessed	All MA-level students.
When and by whom administered	Fall 2017, by MA Assessment Committee plus readers (selected from other graduate faculty) as necessary
Proficiency definition and target	Average scores of 3.0 or higher are considered proficient; our target is for 80% proficiency

SLO #4 addressed (from Section I)	Graduating MA Students will demonstrate Purposeful Reading
Element or artifact measured	Reading-focused assignments & evidence (notes, journals, annotations, etc.)
Assessment method	Committee members developed a rubric (adapted from the Association of American Colleges and Universities), discussed the challenges presented by this SLO. In particular, the committee recognized that as of yet, our program may not have assignments/projects in place that would let us see student reading processes.
Assessment domain *Examination, Product, or Performance?*	Product
Students assessed	All MA-level students
When and by whom administered	Spring 2018, by MA Assessment Committee plus readers (selected from other graduate faculty) as necessary

Student Learning Outcomes

SLO #3: Graduating MA Students will demonstrate professional Communication Skills
SLO #4: Graduating MA Students will demonstrate Purposeful Reading

Proficiency Target

For SLO #3 proficiency was a 3.0 or higher on a four point scale with a target of 80%.
For SLO #4 proficiency was a 3.0 or higher on a four point scale with a target of 80%.

Rubrics

Exam #_____ Reader Initials: _____
Graduating MA students will demonstrate professional communication skills.

	4 Professional	3 Effective	2 Competent	1 Insufficient/does not
Genre, Format, and Conventions	Communicates professionally in a genre/format with a clear sense of audience and purpose as well as an accurate understanding of the conventions appropriate in specific professional contexts.	Communicates effectively in a genre/format for an audience in the service of a purpose while demonstrating an adequate understanding of the conventions appropriate in specific professional contexts.	Communicates in a genre/format for an audience in the service of a purpose but does so without a clear sense of the conventions appropriate in specific professional contexts.	Demonstrates an inadequate understanding of the genre, format, and conventions appropriate for the communication.
Revision and Reflectoment	Presenting ideas in a polished, professional form, the work conveys strong evidence that the author has revised and refined their ideas through a recursive process of reflection and/or feedback from others.	Presenting ideas effectively and in a developed professional form, the work conveys evidence that the author has revised and refined their ideas through a recursive process of reflection and/or feedback from others.	Presenting ideas competently but without professional development, the work conveys negligible evidence that the author has revised and refined their ideas through a recursive process of reflection and/or feedback from others.	Lacking clarity, substance, and/or coherence in their presentation of their ideas, the work conveys minimal or no evidence that the author has revised and refined their ideas through a recursive process of reflection and/or feedback from others.

Notes: [use the back of this sheet to comment on your evaluation of this artifact, especially when assigning a score of 1: in those cases, indicate if the 1 is for insufficient for "does not." Notes will be collected and potentially used as part of the assessment.]

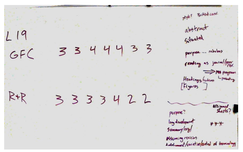
Exam #_____ Reader Initials: _____
Graduating MA students will demonstrate Purposeful Reading.

	Professional 4	Effective 3	Competent 2	Insufficient does not 1
Comprehension	Analyzes the ways specific textual features/elements contribute to the author's message; paraphrases and summarizes are clear and employed strategically.	Identifies specific textual features/elements that contribute to the author's message; paraphrases and summaries are clear and employed strategically.	Demonstrates ability to clearly paraphrase or summarize the information in texts, though not consistently.	Fails to paraphrase/summarize clearly. Lacks evidence that texts are understood.
Theoretical/ Interpretive Lens	Connects individual texts to others currently or previously assigned/read, including co-joining texts to apply new concepts, frameworks, or strategies; treats texts as part of an ongoing conversation. Names and applies theoretical/interpretive lenses in order to make compelling contribution(s) to ongoing conversations.	Names theoretical/interpretive frameworks and makes recognizable contribution to or extension of relevant conversations. Draws connections between/across texts over time.	Names a single theoretical/interpretive framework in order to connect one or more texts to relevant ongoing conversations.	Names a single theoretical/interpretive framework inaccurately or that does not align with relevant conversations or other texts. Texts are treated as individual artifacts/experiences.
Adaptive Reading Strategies	Evidence makes clear a range of reading strategies driven by features of specific assignment, texts, or genres; notes or marks clear how reading is shaped by discourse communities, disciplines, groups of readers/audiences, or reading situations.	Demonstrates reading purposefully, choosing among reading strategies based on features of specific assignments, texts, or genres.	Demonstrates evidence of a consistent reading strategy; Relies on external authority for reading purpose; relies heavily on one reading strategy applied across reading tasks, genres, or situations when other reading strategies may have been more appropriate/productive.	Fails to show evidence of reading strategies utilized before, during, or after reading. Evidence of active reading (annotations, notes, reflective writing, etc.) is inconsistent or absent.
Reading for Analysis/Study	Consistently identifies features, choices, moves, etc. in written texts that could be tried in his/her own writing; does so beyond prompts from assignments/activities; and integrates study of textual features into own analysis/reflection. Shows multiple instances of application in one or more written projects.	Consistently identifies features, choices, moves, etc. in written texts that could be tried in his/her own writing or as objects for analysis and does so beyond prompts from assignments/activities. Identifies at least one instance of applying features of other texts in own writing.	Demonstrates an ability to identify features, choices, moves, etc. in written texts that could be tried in his/her own writing or as objects for analysis but does so inconsistently or only in prompted/assigned assignments/activities. Compares/contrasts textual features in published writing with own writing.	Fails to demonstrate close attention to textual features. Relies on generalizations about authors or genres for analysis/study of texts. Makes no or only limited connections between published texts and own writing.

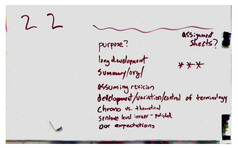
Notes: [use the back of this sheet to comment on your evaluation of this artifact, especially when assigning a score of 1: in those cases, indicate if the 1 is for insufficient or for "does not." Notes will be collected and potentially used as part of the assessment.]

Process

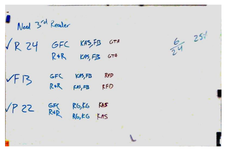
Norming



Discussion



Scoring



Results

SLO #3

In fall 2017, our MA Program Assessment Committee developed a rubric for SLO #3, enlisted three additional readers from our faculty, held a norming sessions, and scored final seminar papers/projects from Fall 2016 MA seminars. The results of our scoring was as follows:

Rubric Category	Average Score
Genre, Format, Conventions	2.56
Revision and Refinement	2.0
	Overall Average: 2.28

Artifacts Measured	*Assessment Categories*	*Total Measures*	*Measures Requiring 3rd Reader*	*Inter-rater reliability*
12	*2*	*24*	*6*	*75%*

Decisions and Actions

SLO #3 Decisions: The scores for two rubric categories and overall averages are below our program's expectations, and the artifacts scored do not meet our proficiency target. It is important to note that these artifacts were drawn only from MA seminars that were offered in the fall of 2016 and that of the six seminars offered, artifacts were submitted from half those seminars. Thus, the artifacts do not fully represent work from the range of seminars offered in this semester. Additionally, because students in the program do not take seminars at specific required points in their program, artifacts assessed were not necessarily written by students at the end of their MA work. Some of the lower scores may reflect projects from students in their first semester of the program. For SLO #3 readers also expressed particular challenges using the "Genre, Format, and Conventions" portion of the rubric because 1) the word "purpose" imbedded in the rubric (and the broader SLO language) complicated whether readers were supposed to identify a thesis or main point in addition to looking at genre/format and 2) without assignment prompts, identifying the intended genre/format and accompanying conventions sometimes left readers guessing at what students tried to produce. Assessing the "Revision and Refinement" portion of the rubric was also a challenge. While readers were comfortable—and consistent—in articulating expectations for polished projects, we were not all in agreement as to whether or not the extent to which a student revised writing can be evaluated from a single artifact that only shows what was turned in as a final product.

Actions:

- For future assessments of SLO #3, we will collect artifacts from students that have completed 18 or more credit hours in our program
- Our Graduate Program Committee and Department Chair will communicate the importance of faculty submitting requested artifacts for assessment
- Our assessment committee will suggest removing "purpose" from SLO #3 & revising the rubric accordingly
- Our assessment committee will suggest faculty submit assignment prompts along with seminar papers, thus allowing assessment readers to see what genre/format was required/attempted
- Our assessment committee will communicate the need for artifacts that allow us to see the process student projects go through

SLO #4 Decisions: We remain on schedule for assessing SLO #4, though our work this semester revealed that we need additional discussions with our Graduate Program Committee to determine what artifacts would allow us to see student reading processes. Part of the SLO makes clear we cannot simply assess final projects/papers.

Actions:

- Work with Graduate Program Committee to identify and collect appropriate artifacts
- Develop a norming/scoring guide for SLO #4
- Finalize SLO #4 Rubric
- Conduct assessment of SLO #4 (Spring 2018)

Grant Support

The Program Level Assessment grant provided stipends to the assessment cohort and to readers. Grant funding helped the English MA program:

- Draft and refine rubrics for SLO #3 and SLO #4
- Recruit additional readers
- Conduct assessment for one of our four program SLOs
- Purchase a professional text, Strain and Potter's *Degree of Change: The MA in English Studies* (2016) that will continue to inform our interpretation of assessment data and recommendations that come out our assessment

Offering small monetary rewards to faculty readers was crucial to our assessment efforts. Without those additional faculty we would not be able to assess as large of a sample of artifacts.

Grant funding allowed us to have a wider range of faculty involved in assessment. This made our conversations as a cohort and with our Graduate Program Committee much richer and more likely to spark long-term programmatic change.

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Communication Standards of Learning in Psychology Research Methods

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Abstract

We established guiding principles based on the American Psychological Association (APA) Student Learning Outcome (SLO) Guide (APA Guidelines, 2013). It is a daunting task to assess over 600 B.A. and B.S. students, and more than 145 students who have declared a Psychology Minor. Their goals, life circumstances, and learning strategies vary widely. In setting our SLOs, we focused on foundational, yet expansive goals. We propose that these SLOs will serve students universally in the next steps of their lives following graduation. The SLOs we focus on are:

Knowledge Base: **Students will develop a working knowledge of major content domains.**

Scientific Inquiry: **Students will demonstrate scientific literacy and critical thinking.**

Communication: **Students will learn to write structured APA-style research reports.**

Ethical and Social Responsibility: **Students will identify and evaluate ethical issues of plagiarism and personal responsibility reflective of a diverse world.**

The focus of the current year's efforts was the development of a rubric to assess student communication on the final project in Methods of Psychological Inquiry (PSYC 3140), a required course for all majors in psychology and in neuroscience.

Method

The rubric we developed is based upon the validated measures of the Association of American Colleges & Universities (AAC&U; www.aacu.org). This organization has a variety of rubric templates that have free online access. The templates can be modified to correspond to an individual course, or for programmatic assessment.

We used one of the AAC&U rubric templates to apply to the student final project in Methods of Psychological Inquiry. The rubric style was first assessed in one of our other courses, and found to be effective and easy to implement.

Meetings with the instructors of Methods led to a redesign to match the final project learning objectives. The rubric implementation occurred for first time in May 2018.

Results

Methods of Psychological Inquiry {{Type in semester and year}}

Place the number of students in each category

Less than Benchmark = 0. Put that number separately in the Benchmark box.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
APA style	Writing strictly adheres to APA style.	No APA errors on headings, title page, running heads, statistics or major errors on reference page. Minor period or italics errors.	APA style was attempted, but multiple (2-4) major APA errors are present.	Multiple, repetitive, major (≥5) APA errors throughout the paper.
Response to Feedback	Generates substantial additions based on feedback.	Meets required changes to project given feedback.	Limited development of project given feedback.	Makes simple, grammatical edits in response to specific feedback.
Background and Reference Material	Peer-reviewed journal resources provided in a range (≥5) appropriate to project. Reference material is relevant of paper topic and integrated into project.	Sufficient number (≥5) of peer-reviewed journal resources, but majority only marginally relevant to topic. Reference material integrated into project.	Four or fewer resources from peer-reviewed journals, and/or resources from sources other than peer-reviewed journals. Reference material presented marginally.	Three or fewer resources that are marginally related to the topic.
Conveyance of Topic	Synthesizes information, presents material in a grammatically precise manner. Clear flow of information that leads to a cohesive 'story.'	Presents solid understanding of topic. Clear progression from one section to another with few grammatical errors.	Mastery of topic not conveyed well, though solid information is provided. Topic transitions show progression of information, but grammatical errors are common.	Material not conveyed with understanding. Flow of information is choppy or does not have good transitions to tie one section with another. Overall difficulty in writing.
Evaluate Topic Critically	Demonstrates that topic material is not merely accepted as written, but that competing, challenging, or complementary information is compared and contrasted.	Presents solid, factual information with a variety of studies compared and contrasted.	Presents solid, factual information without analysis or consideration of variation across multiple studies.	Information is presented, but no analysis of connections across material.

Discussion

The design of the rubric is not meant for course grading; instructors use other rubrics for grading. This rubric is designed to be implemented following grading of the final project. After grading is complete, the instructor can quickly assess student performance in each category of this program rubric. When this rubric was used in a trial course, assessment of 16 student projects took approximately 30 minutes. The efficiency of this assessment makes the task less cumbersome. In addition to content, we considered time and efficiency as particularly important criteria in the design of a program-wide rubric, because adjunct instructors teach many of the courses we assess.

Summary and Conclusions

- **One major goal of this academic year was to formulate a rubric that would be instrumental across a variety of writing courses.**
- **After researching many styles of rubrics, the authors tried the AAC&U style in one class, found it straightforward to use, and that it provided instructive outcomes.**
- **Instructors in the focus course (PSYC 3140, Methods of Psychological Inquiry) were instrumental in designing specific details of the rubric.**
- **Important aspects of the rubric were:**
  - **Ease of use across many instructors**
  - **Consistency in interpretation of items assessed**
  - **Ability to translate the individual course rubrics into programmatic assessment**
- **Spring semester 2018 was the first trial of the rubric in the Research Methods course (results were not available at the time of the poster preparation).**

Future Directions

- **Expand the number of courses included in our assessments.**
- **Build rubrics to assess Capstone Laboratory writing course assignments.**
- **Meetings will continue with faculty to review assessment results and strategize toward students' long-term retention of concepts, creative inquiry, ethics and communication.**
- **We continue to assess across-program student learning through pre-course surveys.**

Reference

APA Board of Educational Affairs Task Force on Psychology Major Competencies. (2013). *APA guidelines for the undergraduate psychology major. Version 2*. Retrieved from: http://www.apa.org/ed/precollege/about/undergraduate-major.aspx

Funding: Office of Academic and Curricular Affairs, University of Nebraska at Omaha,

University of Nebraska Omaha

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Social Science General Education Assessment for Introductory Sociology and Anthropology Courses

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Description of the Assessment

The goal of this project was to develop an assessment process for all social science introductory courses offered by the Department of Sociology & Anthropology. As introductory courses to the disciplines of sociology and anthropology, we expect that students will be introduced to the same basic skills and content in every section of social science courses approved for General Education. We created separate "department exams" for introductory sociology and anthropology courses. This poster addresses the sociology assessment exam only.

We reached out to and received sample exam questions from 3 instructors of Introduction to Sociology which we then used to construct a multiple choice department exam designed to evaluate a student's basic sociological understanding of social interactions, critical thinking skills, methods of inquiry, and ability to communicate. The sociology assessment exam is used for three courses:

1. SOC 1010 Introductory Sociology
2. SOC 2100 Social Problems
3. SOC 2150 Sociology of Families

Using one exam for all three courses allows us to aggregate findings across all sections of these courses, decrease faculty workload, and ensure that all students are meeting social science learning outcomes.

We established an Assessment Committee in October 2017, created the sociology assessment exam in November 2017 and collected data in December 2017– quite a tight timeline – as a result of the grant.

Student Learning Outcomes

General Education – Social Science

- Demonstrate an understanding of the diversity of interactions between human motivations, institutional forces, and/or social behavior;
- Use critical thinking and reasoning skills to analyze theories, perspectives, and/or concepts relative to the discipline(s) studied;
- Identify multiple methods and modes of inquiry and their appropriate application; and
- Communicate ideas and explain concepts and analyses using the language of the discipline(s).

Multiple Choice Exam

The sociology assessment exam included 26 questions. Multiple measures were used to assess each social science SLO and reflect core sociological concepts and abilities appropriate for an introductory course as stated by program level learning outcomes.

Sample Exam Questions: SLO 4

Based on the sociological perspective, sociology_____.
A. focuses on the bizarre elements of society
B. avoids the familiar idea that human behavior is simply a matter of individual choice
C. explains that individual efforts are the key determinants of individual success
D. understands that even people who are familiar to us have some very strange habits

Which of the following people demonstrates the sociological imagination?
A. a man and his wife blaming their marital problems on their lack of communication
B. a father believes his prayers will cure his son of drug addiction
C. a parent who has lost their job thinks their unemployment has something to do with factories closing in their town
D. a student athlete believes that his superior athletic ability will guide his team to victory

When sociologists "see the general in the particular", it means that sociologists_____
A. use general patterns of behaviors to explain individual behaviors
B. notice that people in general are rather particular about their behaviors
C. may make generalizations about individuals' particular habits
D. recognize that society has the same effects on all categories of people

Proficiency Target

85% of students will correctly answer 70% of questions on the exam

Results

Data were collected via survey. On December 1, 2017, a link to the survey was sent to instructors of all 19 sections (14 sections of SOC 1010, 3 of SOC 2100, and 2 of SOC 2150). A total of 593 students were enrolled in these courses: 170 students responded to the survey, complete exam data was obtained for 148 respondents (25% response rate). The percentage of students who met the proficiency threshold varied by SLO and demonstrated areas to strengthen in social science general education.

	Percentage of Students Who Met Proficiency Threshold
SLO 1 – General sociological understanding of human behavior	**62.8%**
• SLO 1a – Understanding of groups/organizations/ social structure	80.4%
• SLO 1b – Understanding of culture/socialization	73.0%
• SLO 1c – Understanding the structure of inequality	62.1%
SLO 2 – Analyze an issue from multiple sociological perspectives	**53.4%**
SLO 3 – Identify methods of sociological research	**64.9%**
SLO 4 – Communicate ideas using a sociological perspective	**59.5%**

Assessment Mini-Grant Fund Option B: General Education Student Learning Outcomes Assessment
Funds from the grant were used to purchase assessment resources for the department, such as the reference books cited on this poster, and to support the work of members on the Assessment Committee, established by the department in Fall of 2017, as they created and piloted this department-wide general education assessment.

Interpretation and Next Steps

Interpretation of Results We reported partially meeting our proficiency target for SLO 1 because students met or partially met that standard on two of the three question subsets. We did not meet our target for SLO's 2-4 for this assessment cycle. During a conversation with the full faculty about sociology general education assessment results, the following interpretations were offered:

- Looking at the subsets for SLO 1, we can see that students enrolled in introductory sociology courses have a better understanding of social structure and socialization than they do of inequality as assessed by this exam. Instructors should ensure they strengthen discussions of inequality as an important institutional force in society.
- General theoretical perspectives measured by SLO 2 should be embedded throughout the course for better understanding rather than covered at the beginning of the semester alone.
- Quantitative literacy skills are a central part of sociology and should be strengthened in introductory courses. Instructors need to cover hypotheses, hypothesis testing, qualitative/quantitative research, and the difference between independent and dependent variables.
- Introductory sociology instructors should work together to ensure that the sociological perspective is taught similarly across course sections.

Next Steps While we are disappointed that general education SLOs were not met this semester, we also recognize that this was a pilot phase in our assessment process. After discussing results, faculty identified the following steps to promote continuous improvement:

- Use same exam Spring 2018 to ensure results are representative
- Acknowledge areas of strength and address areas in need of improvement in our instruction
- Evaluate quality of exam questions
- Ensure assessment method can work uniformly and effectively across all sections of these courses
- Test the examination for validity and reliability
- Increase instructor participation in general education assessment and student response rate for the assessment exam

References

- Howard, Jay R., Katherine B. Novak, Krista M. Cline, and Marvin B. Scott. 2014. "Another Nibble at the Cores: Student Learning in a Thematically-Focused Introductory Sociology Course." *Teaching Sociology* 42(3):177-186.
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TED 2500 Digital Citizenship –Fake News Assessment

Erica Rose and Dr. Melissa Cast-Brede
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Fake News Assessment

In order to educate others about finding authoritative information, educators and information professionals must have the ability to separate fact from fiction. Candidates will practice effective information evaluation by identifying one fabricated news story and one legitimate news story covering similar topics (examples: 2017 election, climate change, Taylor Swift's latest boyfriend, etc.)

Part A) Candidates will write a three page reflection that compares and contrasts these news stories. The reflection will include:

- APA Citation for each news story
- Scope and key details in each news story (including false details)
- Discussion about the information medium (video, article, social media post, blog post, etc.) for each story
- Hypothesis about the motivations for the fabricated story (fake news only) -
- Two ways to be responsible consumers of information (If it is a fake news story –what will you do about it?)

Part B) Candidates will use Smart Art (Word) to create a visual that demonstrates three steps that they took in order to validate or invalidate information in each case (comparison chart, table, infographic).

Rubric

Criteria	Ratings			Score
	Target	Approaching Target	Below Target	
Scope	15-12 pts Candidate demonstrates masterful critical reading skills by providing an effective summary of the articles, including of key details, and describing contributing factors (information mediums, dates, authors, organizations)	12-9 pts Candidate demonstrates developing critical reading skills by providing a somewhat effective summary of the articles, including of some details, and describing some contributing factors (information mediums, dates, authors, organizations)	9-0 pts Candidate demonstrates beginning critical reading skills by providing an ineffective summary of the articles. Key details and description of contributing factors (information mediums, dates, authors, organizations) is unsatisfactory	
Conclusions	15-12 pts Candidate demonstrates masterful critical thinking skills by drawing reasonable and relevant conclusions about the motivations for the Fake News story, and including detailed discussion about creative and constructive action they will take to be responsible information consumers	12-9 pts Candidate demonstrates developing critical thinking skills by drawing somewhat reasonable and relevant conclusions about the motivations for the Fake News story and including some discussion about creative and constructive action they will take to be responsible information consumers.	9-0 pts Candidate demonstrates beginning critical thinking skills by drawing unreasonable and/or irrelevant conclusions about the motivations for the Fake News story. Discussion about creative and constructive action they will take to be responsible information consumers is lacking or unsatisfactory.	
Validation process	20-16 pts Candidate demonstrates masterful ability to determine the efficacy and authority of online information by thoroughly documenting their validation process and creating a visual that is compelling and clearly demonstrates their research process.	16-12 pts Candidate demonstrates developing ability to determine the efficacy and authority of online information by briefly documenting their validation process and creating a visual that is somewhat compelling and demonstrates their research process.	12-0 pts Candidate demonstrates beginning ability to determine the efficacy and authority of online information as their validation process is confusing and/or lacking in substance. The required visual is not present or does not accurately reflect best practice in their research process.	
Presentation	10-8 pts Candidate demonstrates masterful skill in academic writing by adhering to professional writing standards. APA citations are present and completely correct	8-6 pts Candidate demonstrates developing skill in academic writing by adhering to most professional writing standards. APA citations are present and mostly correct	6-0 pts Candidate demonstrates beginning skill in academic writing by adhering to few or some professional writing standards. APA citation are not present or contain significant errors.	

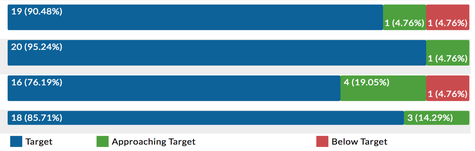
Proficiency Target

It was hoped that 75% of students would achieve "Target" in all categories of the rubric. Special attention was paid to the "Conclusions" and "Validation" categories as these categories measured identified Student Learning Outcomes.

Interpretation and Next Steps for Program Improvement

Rubric View: Performance Assessment

	Target (15 pts)	Approaching Target (12 pts)	Below Target (0 pts)	*Mean*	*Mode*	*Stdev*
Scope	19	1	1	14.143	15.000	3.226
Conclusions	20	1	0	14.857	15.000	0.639
Validation	16	4	1	13.714	15.000	3.283
Presentation	18	3	0	14.571	15.000	1.050



Data shows that students performed very well on this assignment, overall. Reflection about this data and performance focused on the following:

- Contemplation about whether or not SLO's were accurately measured and met through this assessment
- Identification and discussion of the lowest scoring category: **validation**.
- Consideration about whether or not there is need for more rigor in the assignment
- Deliberation about whether or not the assignment demonstrates students' understanding of the definition and nuances of the topic
- Examination of the rubric and determining its effectiveness in gathering targeted data

Solutions specific to SLO's

SLO 1 *Candidates in the BS in Education; Library Science programs demonstrate their ability to integrate technology and the theories that underpin its design, application, and use.*	At the beginning of March, 2018 program faculty reviewed the Livetext data specific to the assignment. Other discussions with professional colleagues outside of UNO (Hillary Dodge -Regional Manager for Pikes Peak Library District, Cathy McMahon -Youth services Manager for Sump Memorial Library, McKenzie White - Instructional Coach for Omaha Public Schools) took place in April, 2018. Based on the scores and analysis in Livetext, this SLO was met by a majority (76%). However, feedback from instructor Erica Rose suggested that while the written components of the assignment were consistently strong, many of the students' visual artifacts were lackluster in terms of visual engagement and did not provide satisfactory indication of students' understanding about the multi-step process necessary for vetting digital information. Library science faculty agreed to meet in Summer of 2018 to discuss incorporating verbiage that requires students to create visual artifacts that provide added detail, creativity, and a more informative presentation of their information gathering process. Additionally, discussion of possibly incorporating an additional category within the rubric (specific to technology use and artifact design) is warranted.
SLO 2 *Candidates in the BS in Education; Library Science programs demonstrate their ability to respond to the needs of a diverse and global society, including the needs of underserved groups*	In the same meetings mentioned above, faculty and colleagues discussed how the second SLO was reflected through the students' submissions; specifically, the portion of the assignment which required students to project about how they may be responsible information consumers (sharing their understanding and awareness of Fake News with their libraries and communities). Based on the scores and analysis in Livetext, this SLO was met by a strong majority (95%). However, it was noticed that the structure of the rubric was such that this scoring was included in the "conclusion" category which also evaluated additional criteria. Therefore, it is difficult to determine the accuracy of this measurement. During the 2018 summer meeting, library science faculty will investigate ways to revise the rubric by including more specific categories in hopes that more accurate data may be gathered. They will also discuss options for additional verbiage within the assignment description that will give students more specific guidance about how they might explore this topic. Finally, faculty will also brainstorm about ways to stress this concept within class lecture, discussion and the provision of topic specific resources.

Solutions for other issues

- Incorporate more specific direction and verbiage within the assignment criteria to create a more rigorous information validation process
- Add an additional assignment criteria requiring a thoughtful and well supported definition of Fake News
- Change the point ranges in each rubric category to more accurately reflect percentage ranges for grades

Student Learning Outcomes

SLO 1) Candidates in the BS in Education; Library Science programs demonstrate their ability to integrate technology and the theories that underpin its design, application, and use.

Understanding Fake News, particularly within the broader context of digital citizenship, is mandatory for library science candidates. Fake News is directly tied to the theories that underpin technology design application and use. Library patrons increasingly look to online sources for information and librarians are tasked with helping them identify reliable sources.

SLO 2) Candidates in the BS in Education; Library Science programs demonstrate their ability to respond to the needs of a diverse and global society, including the needs of underserved groups.

Lack of access to resources and training has led to a knowledge divide in society concerning understanding of technology trends, uses, and implications. Library Science candidates must learn how to provide instruction and spread awareness about Fake News in order to narrow this divide and to keep people from being manipulated and/or misled.

Timeline

September, 2017 –Erica Rose and Dr. Cast-Brede collaborated to create the framework for the Fake News Assessment
October, 2017 –Erica Rose completed the formal writing of the assessment and rubric
November, 2017 –Erica Rose implemented the assessment in TED 2500
December, 2017 –Erica Rose completed the initial review of the assessment data on a course level
January, 2018 –Library Science Faculty completed a formal review of the assessment data at the program level
April, 2018 –Information professionals from several different organizations reviewed the assessment data and provided feedback
Summer 2018 –Library Science faculty will meet again to discuss all feedback and proposed solutions. Specific courses of action will be determined at that time

Include description of Mini-Grant Fund option:

Option C focuses on the assessment of two or more program SLOs. Applicants proposed to create a new assessment tool (Fake News Assessment) to gather data about SLO's in our 2000-level course (early program assessment).

References

The Aspen Institute Dialogue on Public Libraries. (2016). *Libraries are bridging the digital divide in cities.* Retrieved from http://www.libraryvision.org/libraries_are_bridging_the_digital_divide_in_cities

Tomei, L. (n.d.). *"Meta-rubric" to evaluate rubric quality*. Retrieved from https://www.unomaha.edu/faculty-support/assessment/metarubric.pdf

University of Nebraska at Omaha. (2018). Student learning outcome assessment: A guide to the report and review process for end of program assessment 2017-2018. Retrieved from https://www.unomaha.edu/academic-program-assessment-and-review/student-learning-outcomes/assessment-guide.pdf

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Early Program Key Assessment Development: Planning for Effective Teaching

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Overview of the Project

Preparing teacher candidates for the reality and complexity of K-12 schooling is of vital importance to our society. The UNO Teacher Education Department has been continuously focused on program improvement to develop the highest quality of teachers who can positively impact student achievement. This project was focused on the development and piloting of a Key Assessment (SLO) for the Teacher Education Department for a course titled TED 2400 Planning for Effective Teaching. The SLO pertains to teacher candidates' abilities to plan for the needs of diverse learners in the classroom.

Planning is an essential function of effective teachers and therefore, our course is designed with various topics all aimed at supporting the planning process to best meet the needs of learners. While some of our department SLOs are based on field experience performance, in this initial coursework, we believe assessing the knowledge and dispositions for those interested in teaching is an appropriate measure to gather. Planning for instruction which meets the needs of diverse learners is an aspect of our program which will be expected through graduation and into our candidates' teaching careers.

Creating a valid and reliable assessment to measure our students' knowledge and dispositions will not only be important for program improvement, but also in reviewing, refining, and reflecting about our work as instructors. Initial steps in drafting and collecting stakeholder input for this assessment began spring semester 2017. This grant supported our continued efforts to revise, pilot, and analyze our preliminary data and make informed decisions about our next steps towards finalizing our early program key assessment for teacher education. Data collected represents the analysis lesson planning performance of 85 teacher candidates in five sections (3 elementary, 2 secondary) of TED 2400 during spring 2018.

Student Learning Outcomes

Student learning outcomes for this degree program are based on the professional standards established by the Interstate Teacher Assessment & Support Consortium (InTASC) Model Core Teaching Standards developed and adopted by the Council of Chief State School Officers

Those addressed for this assessment are:

InTASC Standard #1- The teacher understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

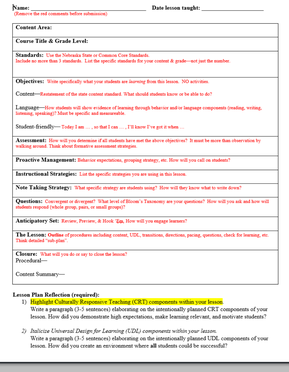
InTASC Standard #2- The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

InTASC Standard #3- The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Standard #7- The teacher plans instruction that supports every student in meting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Description of the Assessment

The lesson plan assessment has two related purposes. First, this assessment serves to document the candidate's ability to plan effective lessons. While seemingly straight-forward, the ability to plan includes, but is not limited to, (a) having a clear learning goal and expected student outcome of instruction, (b) considering the individual and diverse needs of students, (c) providing a range of evidence-based instructional strategies to meet diverse learners' needs, (d) considering how and when to assess student learning through evidence-based assessment, and (e) creating an environment that encourages motivation, engagement, and productivity. The second purpose of the lesson plan assessment is to expose candidates to the instructional cycle of planning, implementing, assessing, and reflecting as a professional practice of successful educators.



Name: _____ **Date lesson taught:** _____
(Remove the red comments before submission)

Content Area:

Course Title & Grade Level:

Standards: Use the Nebraska State or Common Core Standards
Include no more than 1 standards. List the specific standards for your content & grade—not just the number.

Objectives: Write specifically what your students are learning from this lesson. NO activities.

Content—Restatement of the state content standard. What should students know or be able to do?

Language—How students will show evidence of learning through behavior and/or language components (reading, writing, listening, speaking)? Must be specific and measurable.

Student-friendly— Today I am ….so that I can ….I'll know I've got it when…

Assessment: How will you determine if all students have met the above objectives? It must be more than observation by walking around. Think about formative assessment strategies.

Proactive Management: Behavior expectations, grouping strategy, etc. How will you call on students?

Instructional Strategies: List the specific strategies you are using in this lesson.

Note Taking Strategy: What specific strategy are students using? How will they know what to write down?

Questions: Concrete or divergent? What level of Bloom's Taxonomy are your questions? How will you ask and how will students respond (whole group, pairs, or small groups)?

Anticipatory Set: Review, Preview, & Hook/ **Tie.** How will you engage learners?

The Lesson: **Outline** of procedures including content, UDL, transitions, directions, pacing, questions, check for learning, etc. Think detailed "sub-plan"

Closure: What will you do or say to close the lesson?
Procedural—

Content Summary—

Lesson Plan Reflection (required):
1) **Highlight Culturally Responsive Teaching (CRT) components within your lesson.**
Write a paragraph (3-5 sentences) elaborating on the intentionally planned CRT components of your lesson. How did you demonstrate high expectations, make learnings relevant, and motivate students?

2) *Italicize Universal Design for Learning (UDL) components within your lesson.*
Write a paragraph (3-5 sentences) elaborating on the intentionally planned UDL components of your lesson. How did you create an environment where **all** students could be successful?

Proficiency Target

Based on the Lesson Plan Rubric, candidates must meet the criteria for "Target" on 9 out of 12 indicators measuring InTASC Standards #1, 2, 3, and 7 in the rubric. Other performance based indicators may also be included in the overall evaluation of student proficiency based on the Field Experience rubric. Decisions on overall scope of proficiency are tentatively planned for fall 2018.

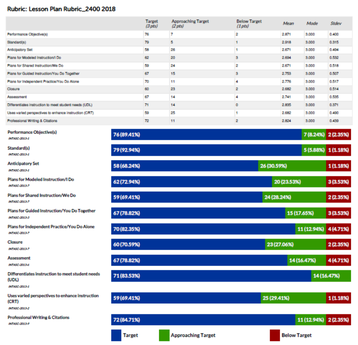
Rubric

Lesson Plan Rubric_2400 2018

	Target (3 pts)	Approaching Target (2 pts)	Below Target (1 pts)
Performance Objective(s) (1.000, 8%) INTASC-2013.1	Objective is attainable and states what students should know and be able to do as a result of the lesson.	Objective states what students should know and be able to do as a result of the lesson.	Objective does not state what students should know and be able to do as a result of the lesson.
Standard(s) (1.000, 8%) INTASC-2013.1	Standard(s) aligns(s) to the objective.	Standards do not align with the objective or lesson.	Standards do not align to the objective and lesson.
Anticipatory Set (1.000, 8%) INTASC-2013.1	Focuses attention on the lesson and engages students. Builds upon prior knowledge. Explains the objective in student-friendly language.	Focuses attention on and introduces the lesson.	Minimal attempt to engage students or focus attention on lesson.
Plans for Modeled Instruction/I Do (1.000, 8%) INTASC-2013.7	Purpose for learning is established. Direct instruction includes instructional strategies (e.g. modeling, think alouds, note-taking) that demonstrate knowledge of content.	Purpose for learning is established. Direct instruction demonstrates knowledge of content. Lesson is absent of identified instructional strategies.	Purpose for learning is not established. Demonstration and modeling of content knowledge is not evident.
Plans for Shared Instruction/We Do (1.000, 8%) INTASC-2013.7	Candidate incorporates students through interactive tasks. Candidate checks for understanding at least one time.	Candidate gives limited opportunity for student involvement in the learning task.	Candidate does not offer the opportunity for student involvement in a task or check for understanding.
Plans for Guided Instruction/You Do Together (1.000, 8%) INTASC-2013.3	Environment exists for students to collaborate and support each other in learning goals.	Environment limits opportunity for students to collaborate and support each other in learning goals.	Environment does not support collaboration towards learning goals.
Plans for Independent Practice/You Do Alone (1.000, 8%) INTASC-2013.7	Opportunity exists for students to independently showcase their learning which requires use of higher order thinking skills. Activity supports learning objective.	Opportunity exists for students to independently showcase their learning and requires use of higher order thinking skills. Activity does not support learning objective.	Opportunity does not exist for individuals to showcase their learning.
Closure (1.000, 8%) INTASC-2013.7	Candidate and students collaboratively reflect on key learning(s) based on the lesson and transition out of the lesson.	Attempts to summarize the lesson are made.	Closure is not evident.
Assessment (1.000, 8%) INTASC-2013.6	Formative assessment shows a relationship to learning objective and provides actionable evidence to inform learning. Specific measurement tool is provided.	Formative assessment has a relationship to learning objective, but does not provide actionable evidence of student learning. Specific measurement tool is not provided.	Formative assessment does not accurately measure learning objective.
Differentiates instruction to meet student needs (UDL) (1.000, 8%) INTASC-2013.1	Lesson plan states multiple instructional strategies used to meet the needs of all students and aligns with the learning objective. Components of UDL are identified and integrated.	Lesson plan states one instructional strategy used to meet the needs of all students and aligns to the learning objective. Components of UDL are identified but not integrated.	No differentiation of instruction is included in lesson plan.
Uses varied perspectives to enhance instruction (CRT) (1.000, 8%) INTASC-2013.2	Candidate designs instruction that is relevant to students. Consideration of culture and context are evident.	Candidate designs instruction that is relevant to students.	Culturally responsive teaching is not evident.
Professional Writing & Citations (1.000, 8%) INTASC-2013.9	Uses professional language that conveys meaning with clarity. Writing errors are minimal and do not impede meaning. Includes accurate citations using APA.	Uses language that conveys meaning in a general manner. At times, writing errors impede meaning. Some citations are missing or inadequate.	Uses language that hinders meaning. Writing errors impede meaning. Citations are missing.

Funding Supported by UNO Assessment Grants 2017-2018
C – Program Assessment Cohort
Option C assessment funding provides opportunities for two or more faculty members to collaborate and focus on key SLOs for their program. Cohorts are also engaged in assessment-related activities such as writing assessment descriptions, creating rubrics and protocols for scoring, proficiency level determination, and measurement validation.

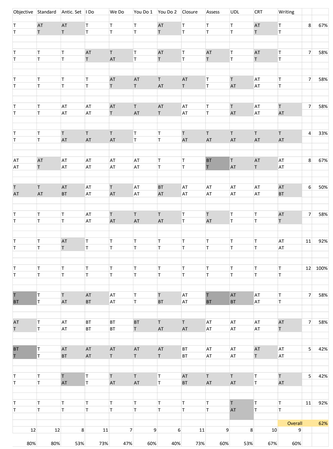
Data, Summary, and Conclusions



As a group of instructors, we analyzed results from TED 2400 teacher candidates (N=85) on their demonstration of lesson planning knowledge and skills. Both individual and group data results (see left) were analyzed by course instructors. Students' strengths were in aligning content standards to objectives and clearly stating the objective of the lesson. Identified areas of improvement were mainly found in the instructional input (I Do, We Do especially) and anticipatory set of the lesson. One area we analyzed more deeply was assessment. With a lower mean and higher standard deviation compared to the other indicators, our group made contextual comments about the data and the coursework implications.

Much of our analysis of the lesson planning rubric data was in our own assessment practices and instrumentation validity. After scoring our own classes, each instructor then double-scored three additional lesson plans from a like-level (elementary or secondary) instructor. Inter-rater reliability results (to the right) were telling. With aims of 80% reliability or higher, our varied results and lack of consistency (62%) in scoring practice from instructor to instructor was concerning. In examining the results, we developed two action steps in moving our program assessment development forward:

1) Analyze rubric indicators and descriptions for overly broad criteria, overlapping or gaps in performance descriptors, or subjective language.
2) Organize double-scoring meetings to break down instructor and course content expectations and perspectives which informed scoring practices per indicator



Objective	Standard	Antic. Set	I Do	We Do	You Do 1	You Do 2	Closure	Assess	UDL	CRT	Writing		
T / T	AT / T	AT / T	T / T	T / T	T / T	AT / T	T / T	T / T	T / T	AT / T	T / T	8	67%
T / T	T / T	T / T	AT / T	T / T	T / T	AT / T	AT / T	T / T	T / T	AT / T	T / T	7	58%
T / T	T / T	T / T	T / T	AT / T	AT / T	AT / T	AT / T	T / T	AT / T	AT / T	T / T	7	58%
T / T	T / AT	AT / AT	AT / T	AT / T	T / AT	AT / T	AT / T	T / AT	T / AT	AT / AT	T / T	7	58%
T / T	T / AT	T / AT	T / T	T / T	T / T	T / AT	T / AT	T / T	T / T	T / T	T / T	4	33%
AT / AT	AT / T	AT / AT	AT / AT	AT / AT	AT / AT	T / T	T / T	BT / T	T / AT	AT / T	AT / AT	8	67%
T / AT	T / AT	AT / BT	AT / AT	T / AT	AT / AT	BT / AT	AT / AT	AT / AT	AT / AT	AT / AT	AT / BT	6	50%
T / T	T / T	T / T	AT / AT	T / AT	T / AT	T / T	T / T	T / T	T / T	T / T	AT / T	7	58%
T / T	T / T	AT / T	T / T	T / T	T / T	T / T	T / T	T / T	T / T	T / T	AT / AT	11	92%
T / T	T / T	T / T	T / T	T / T	T / T	T / T	T / T	T / T	T / T	T / T	T / T	12	100%
T / BT	T / T	T / AT	AT / BT	AT / AT	T / T	T / BT	AT / AT	T / BT	AT / BT	AT / AT	T / T	7	58%
AT / T	T / T	AT / AT	BT / BT	BT / BT	T / T	T / AT	AT / AT	AT / AT	AT / AT	AT / AT	AT / T	7	58%
BT / T	T / T	AT / BT	AT / AT	T / T	AT / T	AT / T	BT / BT	AT / AT	AT / AT	AT / T	AT / AT	5	42%
T / T	T / T	T / AT	T / T	AT / AT	T / T	AT / T	T / BT	AT / AT	T / AT	T / T	T / AT	5	42%
T / T	T / T	T / T	T / T	T / T	T / T	T / T	T / T	T / T	T / AT	T / T	T / T	11	92%
	12	12	8	11	7	9	6	11	9	8	10	Overall 9	62%
	80%	80%	53%	73%	47%	60%	40%	73%	60%	53%	67%	60%	

Future Direction

Based on student assessment results and our analysis of inter-rater reliability of scoring, our group has committed to the following next steps:

1) Continue collaborations as instructors to analyze scoring practices to determine possible rubric modifications and/or align instructional/assessment expectations.
2) Review course-level outcomes to determine if plethora of indicators measured on the lesson plan rubric are appropriate for entry level teacher preparation.
3) Re-pilot lesson planning rubric and norm instructors' lesson plan scoring practices prior to fall 2018 lesson plan evaluation.
4) Collect outside stakeholder input from K-12 partners, etc. on lesson planning assignment description, rubric, and course expectations.

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