**UT Martin**

**Assessment Guidebook**

Name of Program (major, minor, or concentration)

**Last updated:** date

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**University of Tennessee at Martin Mission Statement**

The University of Tennessee at Martin educates and engages responsible citizens to lead and serve in a diverse world.

**Core Values**

We value

* Academic Program Excellence
* Student Experience and Success
* Inclusion
* Advocacy and Service

**Program Mission**

Please insert your departmental, program, or concentration mission statement here.

**Student Learning Outcomes**

These are the Student Learning Outcomes (SLOs) for Name of Program. These are the things that graduates of this program are expected to know and be able to do upon completion of a (Major, Minor, certification) in \_\_\_\_\_. These are the things this program will assess. These SLOs should be prominently displayed on your website.

**Outcome 1:**

**Outcome 2:**

**Outcome 3:**

**Outcome 4:**

Brief descriptions of outcomes, rationale for the outcome, assessment tools, and benchmarks.

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| --- | --- | --- | --- |
| Program Outcome | Description and rationale with links to University Mission and Core Values | Assessment tools | Benchmarks |
| 1 |  |  |  |
| 2 |  |  |  |
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**Curriculum Map**

The following map depicts the required courses for (Name of Program) and the SLOs associated with those courses. “I” indicates the course where an outcome is first introduced. “D” indicates the courses where the outcome is further developed. “A” indicates the course in which the outcome is assessed.

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| --- | --- | --- | --- | --- | --- |
|  | | Outcomes | | | |
| Required courses | Course | 1 | 2 | 3 | 4 |
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**Description of Assessment for Capstone or Senior Project**

Purpose of the Capstone or Senior Project

Assessment Tools

Person(s) responsible for assessment reporting

Benchmarks

**Description of Assessment for Internship or Field Experience**

Purpose of the Internship or Field Experience

Assessment Tools

Person(s) responsible for assessment reporting

Benchmarks

**Alignment to the DQP**

**Broad, Integrative Knowledge:** This area “should involve students in the practices of core fields ranging from science to social sciences through the humanities and arts, and in developing global, cultural, and democratic perspectives” (Lumina Foundation, 2018)

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| **Associate Level Student Learning Objective** | **Similar Program SLO** | **Program Courses that address this SLO** | **Assessment** |
| **A1:** Describes how existing knowledge or practice is advanced, tested and revised in each core field studied — e.g., disciplinary and interdisciplinary courses in the sciences, social sciences, humanities and arts. |  |  |  |
| **A2:** Describes a key debate or problem relevant to each core field studied, explains the significance of the debate or problem to the wider society and shows how concepts from the core field can be used to address the selected debates or problems. |  |  |  |
| **A3:** Uses recognized methods of each core field studied, including the gathering and evaluation of evidence, in the execution of analytical, practical or creative tasks. |  |  |  |
| **A4:** Describes and evaluates the ways in which at least two fields of study define, address and interpret the importance for society of a problem in science, the arts, society, human services, economic life or technology. |  |  |  |
| **Baccalaureate Level Student Learning Objective** | **Similar Program SLO** | **Program Courses that address this SLO** | **Assessment** |
| **B1:** Describes and evaluates the ways in which at least two fields of study define, address, and interpret the importance for society of a problem in science, the arts, society, human services, economic life or technology. Explains how the methods of inquiry in these fields can address the challenge and proposes an approach to the problem that draws on these fields. |  |  |  |
| **B2:** Produces an investigative, creative or practical work that draws on specific theories, tools and methods from at least two core fields of study. |  |  |  |
| **B3:** Defines and frames a problem important to the major field of study, justifies the significance of the challenge or problem in a wider societal context, explains how methods from the primary field of study and one or more core fields of study can be used to address the problem, and develops an approach that draws on both the major and core fields. |  |  |  |
| **Master’s Level Student Learning**  **Objective** | **Similar Program SLO** | **Program Courses that address this SLO** | **Assessment** |
| **M1:** Articulates how the field of study has developed in relation to other major domains of inquiry and practice. |  |  |  |
| **M2:** Designs and executes an applied, investigative or creative work that draws on the perspectives and methods of other fields of study and assesses the resulting advantages and challenges of including these perspectives and methods. |  |  |  |
| **M3:** Articulates and defends the significance and implications of the work in the primary field of study in terms of challenges and trends in a social or global context. |  |  |  |

**Specialized Knowledge:**  Eachdiscipline or major field of study defines specific requirements and/or field-specific outcomes. But across all of these fields there are common learning outcomes involving terminology, theory, tools, methodologies, literature, complex problems or applications, and some understanding of the limits of the field.

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| **Associate Level Student Learning**  **Objective** | **Similar Program SLO** | **Program Courses that address this SLO** | **Assessment** |
| **A1:** Describes the scope of the field of study, its core theories and practices, using field-related terminology, and offers a similar description of at least one related field. |  |  |  |
| **A2:** Applies tools, technologies and methods common to the field of study to selected questions or problems. |  |  |  |
| **A3:** Generates substantially error-free products, reconstructions, data, juried exhibits or performances appropriate to the field of study. |  |  |  |
| **Baccalaureate Level Student Learning Objective** | **Similar Program SLO** | **Program Courses that address this SLO** | **Assessment** |
| **B1:** Defines and explains the structure, styles and practices of the field of study using its tools, technologies, methods and specialized terms. |  |  |  |
| **B2:** Investigates a familiar but complex problem in the field of study by assembling, arranging and reformulating ideas, concepts, designs and techniques. |  |  |  |
| **B3:** Frames, clarifies and evaluates a complex challenge that bridges the field of study and one other field, using theories, tools, methods and scholarship from those fields to produce independently or collaboratively an investigative, creative or practical work illuminating that challenge. |  |  |  |
| **B4:** Constructs a summative project, paper, performance or application that draws on current research, scholarship and techniques in the field of study. |  |  |  |
| **Master’s Level Student Learning**  **Objective** | **Similar Program SLO** | **Program Courses that address this SLO** | **Assessment** |
| **M1:** Elucidates the major theories, research methods and approaches to inquiry and schools of practice in the field of study, articulates their sources and illustrates both their applications and their relationships to allied fields of study. |  |  |  |
| **M2:** Assesses the contributions of major figures and organizations in the field of study, describes its major methodologies and practices and illustrates them through projects, papers, exhibits or performances. |  |  |  |
| **M3:** Articulates significant challenges involved in practicing the field of study, elucidates its leading edges and explores the current limits of theory, knowledge and practice through a project that lies outside conventional boundaries. |  |  |  |

**Applied and Collaborative Learning:** Beyond what a graduate may know, the ultimate benchmark of learning is what that graduate can *do* with what he/she knows. This section “underscores the interaction of academic and non-academic settings and the corresponding integration of theory and practice. Research of different kinds and intensities and ‘field-based’ experiences (internships, practicums, community and other service learning) … are examples of applied learning” (Lumina Foundation, 2018).

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| **Associate Student Learning Objective** | **Similar Program SLO** | **Program Courses that address this SLO** | **Assessment** |
| **A1:** Describes in writing at least one case in which knowledge and skills acquired in academic settings may be applied to a field-based challenge, and evaluates the learning gained from the application. |  |  |  |
| **A2:** Analyzes at least one significant concept or method in the field of study in light of learning outside the classroom. |  |  |  |
| **A3:** Locates, gathers and organizes evidence regarding a question in a field-based venue beyond formal academic study and offers alternate approaches to answering it. |  |  |  |
| **A4:** Demonstrates the exercise of any practical skills crucial to the application of expertise. |  |  |  |
| **Baccalaureate Student Learning Objective** | **Similar Program SLO** | **Program Courses that address this SLO** | **Assessment** |
| **B1:** Prepares and presents a project, paper, exhibit, performance or other appropriate demonstration linking knowledge or skills acquired in work, community or research activities with knowledge acquired in one or more fields of study, explains how those elements are structured, and employs appropriate citations to demonstrate the relationship of the product to literature in the field. |  |  |  |
| **B2:** Negotiates a strategy for group research or performance, documents the strategy so that others may understand it, implements the strategy, and communicates the results. |  |  |  |
| **B3:** Writes a design, review or illustrative application for an analysis or case study in a scientific, technical, economic, business, health, education or communications context. |  |  |  |
| **B4:** Completes a substantial project that evaluates a significant question in the student’s field of study, including an analytic narrative of the effects of learning outside the classroom on the research or practical skills employed in executing the project. |  |  |  |
| **Master’s Level Student Learning**  **Objective** | **Similar Program SLO** | **Program Courses that address this SLO** | **Assessment** |
| **M1:** Creates a project, paper, exhibit, performance or other appropriate demonstration reflecting the integration of knowledge acquired in practicum, work, community or research activities with knowledge and skills gleaned from at least two fields of study in different segments of the curriculum. Articulates the ways in which the two sources of knowledge influenced the result. |  |  |  |
| **M2:** Designs and implements a project or performance in an out-of-class setting that requires the application of advanced knowledge gained in the field of study to a practical challenge, articulates in writing or another medium the insights gained from this experience, and assesses (with appropriate citations) approaches, scholarly debates or standards for professional performance applicable to the challenge. |  |  |  |

**Intellectual Skills:** The six crosscutting Intellectual Skills presented below define proficiencies that transcend the boundaries of particular fields of study. They overlap, interact with and enable the other major areas of learning described in the DQP. (Lumina Foundation, 2018).

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| **Analytic inquiry:** The synthesizing cognitive operations of assembling, combining, formulating, evaluatingand reconstructing information, foundational to all learning, are addressed throughout the DQP. But analytic inquiry, though it is involved in such synthesis, requires separate treatment as the core intellectual skill that enables a student to examine, probe and grasp the assumptions and conventions of different areas of study, as well as to address complex questions, problems, materials and texts of all types. | | | |
| **Associate Level Student Learning Objective** | **Similar Program SLO** | **Program Courses that address this SLO** | **Assessment** |
| **A1:** Identifies and frames a problem or question in selected areas of study and distinguishes among elements of ideas, concepts, theories or practical approaches to the problem   or question. |  |  |  |
| **Baccalaureate Level Student Learning Objective** | **Similar Program SLO** | **Program Courses that address this SLO** | **Assessment** |
| **B1:** Differentiates and evaluates theories and approaches to selected complex problems within the chosen field of study and at least one other field. |  |  |  |
| **Master’s Level Student Learning**  **Objective** | **Similar Program SLO** | **Program Courses that address this SLO** | **Assessment** |
| **M1:** Disaggregates, reformulates and adapts principal ideas, techniques or methods at the forefront of the field of study in carrying out an essay or project. |  |  |  |
| **Use of informational resources:** There is no learning without information, and students must learn how to find, organize and evaluate information in order to work with it and perhaps contribute to it. At each degree level, these tasks become more complicated — by language, by media, by ambiguity and contradictions — and the proficiencies offered below reflect that ladder of challenge. | | | |
| **Associate Level Student Learning Objective** | **Similar Program SLO** | **Program Courses that address this SLO** | **Assessment** |
| A1: Identifies, categorizes, evaluates and cites multiple information resources so as to create projects, papers or performances in either a specialized field of study or with respect to a general theme within the arts and sciences. |  |  |  |
| **Baccalaureate Level Student Learning Objective** | **Similar Program SLO** | **Program Courses that address this SLO** | **Assessment** |
| **B1:** Locates, evaluates, incorporates, and properly cites multiple information resources in different media or different languages in projects, papers or performances. |  |  |  |
| **B2:** Generates information through independent or collaborative inquiry and uses that information in a project, paper or performance. |  |  |  |
| **Master’s Level Student Learning**  **Objective** | **Similar Program SLO** | **Program Courses that address this SLO** | **Assessment** |
| **M1:** Provides evidence (through papers, projects, notebooks, computer files or catalogues) of contributing to, expanding, evaluating or refining the information base within the field of study. |  |  |  |
| **Engaging diverse perspectives:** Every student should develop the intellectual flexibility and broad knowledge that enables perception of the world through the eyes of others, i.e., from the perspectives of diverse cultures, personalities, places, times and technologies. This proficiency is essential to intellectual development and to both Applied and Collaborative Learning and Civic and Global Learning. | | | |
| **Associate Level Student Learning Objective** | **Similar Program SLO** | **Program Courses that address this SLO** | **Assessment** |
| **A1:** Describes how knowledge from different cultural perspectives might affect interpretations of prominent problems in politics, society, the arts and global relations. |  |  |  |
| **A2:** Describes, explains and evaluates the sources of his/her own perspective on selected issues in culture, society, politics, the arts or global relations and compares that perspective with other views. |  |  |  |
| **Baccalaureate Level Student Learning Objective** | **Similar Program SLO** | **Program Courses that address this SLO** | **Assessment** |
| **B1:** Constructs a written project, laboratory report, exhibit, performance or community service design expressing an alternate cultural, political or technological vision and explains how this vision differs from current realities. |  |  |  |
| **B2:** Frames a controversy or problem within the field of study in terms of at least two political, cultural, historical or technological forces, explores and evaluates competing perspectives on the controversy or problem, and presents a reasoned analysis of the issue, either orally or in writing, that demonstrates consideration of the competing views. |  |  |  |
| **Master’s Level Student Learning**  **Objective** | **Similar Program SLO** | **Program Courses that address this SLO** | **Assessment** |
| M1: Investigates through a project, paper or performance a core issue in the field of study from the perspective of a different point in time or a different culture, language, political order or technological context and explains how this perspective yields results that depart from current norms, dominant cultural assumptions or technologies. |  |  |  |
| **Ethical reasoning:** Ethical reasoning thus refers to the judicious and self-reflective application of ethical principles and codes of conduct resident in cultures, professions, occupations, economic behavior and social relationships to making decisions and taking action. | | | |
| **Associate Level Student Learning Objective** | **Similar Program SLO** | **Program Courses that address this SLO** | **Assessment** |
| **A1:** Describes the ethical issues present in prominent problems in politics, economics, health care, technology or the arts and shows how ethical principles or frameworks help to inform decision making with respect to such problems. |  |  |  |
| **Baccalaureate Level Student Learning Objective** | **Similar Program SLO** | **Program Courses that address this SLO** | **Assessment** |
| **B1:** Analyzes competing claims from a recent discovery, scientific contention or technical practice with respect to benefits and harms to those affected, articulates the ethical dilemmas inherent in the tension of benefits and harms, and either (a) arrives at a clearly expressed reconciliation of that tension that is informed by ethical principles or (b) explains why such a reconciliation cannot be accomplished. |  |  |  |
| **B2:** Identifies and elaborates key ethical issues present in at least one prominent social or cultural problem, articulates the ways in which at least two differing ethical perspectives influence decision making concerning those problems, and develops and defends an approach to address the ethical issue productively. |  |  |  |
| **Master’s Level Student Learning**  **Objective** | **Similar Program SLO** | **Program Courses that address this SLO** | **Assessment** |
| **M1:** Articulates and challenges a tradition, assumption or prevailing practice within the field of study by raising and examining relevant ethical perspectives through a project, paper or performance. |  |  |  |
| **M2:** Distinguishes human activities and judgments particularly subject to ethical reasoning from those less subject to ethical reasoning. |  |  |  |
| **Quantitative fluency:** Quantitative expressions and the issues they raise inform many tasks. In addition to essential arithmetic skills, the use of visualization, symbolic translation and algorithms has become critically important. | | |  |
| **Associate Level Student Learning Objective** | **Similar Program SLO** | **Program Courses that address this SLO** | **Assessment** |
| **A1:** Presents accurate interpretations of quantitative information on political, economic, health-related or technological topics and explains how both calculations and symbolic operations are used in those offerings. |  |  |  |
| **A2:** Creates and explains graphs or other visual depictions of trends, relationships or changes in status. |  |  |  |
| **Baccalaureate Level Student Learning Objective** | **Similar Program SLO** | **Program Courses that address this SLO** | **Assessment** |
| **B1:** Translates verbal problems into mathematical algorithms so as to construct valid arguments using the accepted symbolic system of mathematical reasoning and presents the resulting calculations, estimates, risk analyses or quantitative evaluations of public information in papers, projects or multimedia presentations. |  |  |  |
| **B2:** Constructs mathematical expressions where appropriate for issues initially described in non-quantitative terms. |  |  |  |
| **Master’s Level Student Learning**  **Objective** | **Similar Program SLO** | **Program Courses that address this SLO** | **Assessment** |
| **M1:** Uses logical, mathematical or statistical methods appropriate to addressing a topic or issue in a primary field that is not for the most part quantitatively based. **— or —** |  |  |  |
| **M2:** Articulates and undertakes multiple appropriate applications of quantitative methods, concepts and theories in a field of study that is quantitatively based. |  |  |  |
| **M3:** Identifies, chooses and defends the choice of a mathematical model appropriate to a problem in the social sciences or applied sciences |  |  |  |
| **Communication fluency:** The use of messages to achieve shared understanding of meaning depends on effective use of language, intentional engagement of audience, cogent and coherent iteration and negotiation with others, and skillful translation across multiple expressive modes and formulations, including digital strategies and platforms. | | | |
| **Associate Level Student Learning Objective** | **Similar Program SLO** | **Program Courses that address this SLO** | **Assessment** |
| **A1:** Develops and presents cogent, coherent and substantially error-free writing for communication to general and specialized audiences. |  |  |  |
| **A2:** Demonstrates effective interactive communication through discussion, i.e., by listening actively and responding constructively and through structured oral presentations to general and specialized audiences. |  |  |  |
| **A3:** Negotiates with peers an action plan for a practical task and communicates the results of the negotiation either orally or in writing. |  |  |  |
| **Baccalaureate Level Student Learning Objective** | **Similar Program SLO** | **Program Courses that address this SLO** | **Assessment** |
| **B1:** Constructs sustained, coherent arguments, narratives or explications of issues, problems or technical issues and processes, in writing and at least one other medium, to general and specific audiences. |  |  |  |
| **B2:** Conducts an inquiry concerning information, conditions, technologies or practices in the field of study that makes substantive use of non-English-language sources. |  |  |  |
| **B3:** Negotiates with one or more collaborators to advance an oral argument or articulate an approach to resolving a social, personal or ethical dilemma. |  |  |  |
| **Master’s Level Student Learning**  **Objective** | **Similar Program SLO** | **Program Courses that address this SLO** | **Assessment** |
| **M1:** Creates sustained, coherent arguments or explanations summarizing his/her work or that of collaborators in two or more media or languages for both general and specialized audiences. |  |  |  |

**Civic and Global Learning:** Civic and global learning proficiencies rely principally on the types of cognitive activities (describing, examining, elucidating, justifying) that are within the direct purview of institutions of higher education, but they also include evidence of civic activities and learning beyond collegiate settings. Such activities may of course take the form of service learning, in which community engagement prompts reflection and explication. These proficiencies also reflect the need for analytic inquiry and engagement with diverse perspectives. Together, they underscore the interplay of proficiencies from the major components of higher learning

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| **Associate Level Student Learning**  **Objective** | **Similar Program SLO** | **Program Courses that address this SLO** | **Assessment** |
| **A1:** Describes his/her own civic and cultural background, including its origins and development, assumptions and predispositions. |  |  |  |
| **A2:** Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved. |  |  |  |
| **A3:** Provides evidence of participation in a community project through either a spoken or written narrative that identifies the civic issues encountered and personal insights gained from this experience. |  |  |  |
| A4: Identifies an economic, environmental or public health challenge spanning countries, continents or cultures, presents evidence for the challenge, and takes a position on it. |  |  |  |
| **Baccalaureate Level Student Learning Objective** | **Similar Program SLO** | **Program Courses that address this SLO** | **Assessment** |
| **B1:** Explains diverse positions, including those representing different cultural, economic and geographic interests, on a contested public issue, and evaluates the issue in light of both those interests and evidence drawn from journalism and scholarship. |  |  |  |
| **B2:** Develops and justifies a position on a public issue and relates this position to alternate views held by the public or within the policy environment. |  |  |  |
| **B3:** Collaborates with others in developing and implementing an approach to a civic issue, evaluates the strengths and weaknesses of the process, and, where applicable, describes the result. |  |  |  |
| **B4:** Identifies a significant issue affecting countries, continents or cultures, presents quantitative evidence of that challenge through tables and graphs, and evaluates the activities of either non-governmental organizations or cooperative inter-governmental initiatives in addressing that issue. |  |  |  |
| **Master’s Level Student Learning**  **Objective** | **Similar Program SLO** | **Program Courses that address this SLO** | **Assessment** |
| **M1:** Assesses and develops a position on a public policy question with significance in the field of study, taking into account both scholarship and published or electronically posted positions and narratives of relevant interest groups. |  |  |  |
| **M2:** Develops a formal proposal, real or hypothetical, to a non-governmental organization addressing a global challenge in the field of study that the student believes has not been adequately addressed. |  |  |  |
| **M3:** Proposes a path to resolution of a problem in the field of study that is complicated by competing national interests or by rival interests within a nation other than the U.S. |  |  |  |

**High Impact Practices**

See the explanation of terms in the Appendices for descriptions of these HIPs. Please note that you are not necessarily expected to utilize every HIP in the list below.

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| --- | --- |
| **HIP** | **Description of how this HIP fits into this program** |
| First year Seminars |  |
| Common Intellectual Experiences |  |
| Learning Communities |  |
| Writing Intensive Courses |  |
| Active and Collaborative Learning |  |
| Undergraduate Research Experiences |  |
| Diversity/Global Learning (including Study Abroad) |  |
| Service or Community-based Learning |  |
| Internship or Field Experience |  |
| Capstone Courses and Projects |  |
| E-Portfolios |  |

**Appendices**

**Explanations of Terms**

**High-Impact Educational Practices**

**A Brief Overview**

*Excerpt from* [*High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*](http://secure.aacu.org/store/detail.aspx?id=E-HIGHIMP)*, by George D. Kuh (AAC&U, 2008*)

**High-Impact Educational Practices: A Brief Overview**

The following teaching and learning practices have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts.

On many campuses, assessment of student involvement in active learning practices such as these has made it possible to assess the practices’ contribution to students’ cumulative learning. However, on almost all campuses, utilization of active learning practices is unsystematic, to the detriment of student learning. Presented below are brief descriptions of high-impact practices that educational research suggests increase rates of student retention and student engagement. The rest of this publication will explore in more detail why these types of practices are effective, which students have access to them, and, finally, what effect they might have on different cohorts of students.

**First-Year Seminars and Experiences**  
Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students’ intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members’ own research.

**Common Intellectual Experiences**  
The older idea of a “core” curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community. These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and co-curricular options for students.

**Learning Communities**   
The key goals for learning communities are to encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link “liberal arts” and “professional courses”; others feature service learning.

**Writing-Intensive Courses**   
These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice “across the curriculum” has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

**Collaborative Assignments and Projects**   
Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one’s own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research. These may include projects that take a semester or longer to complete.

**Undergraduate Research**  
Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students’ early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

**Diversity/Global Learning**  
Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

**Service Learning, Community-Based Learning**   
In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

**Internships**  
Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

**Capstone Courses and Projects**  
Whether they’re called “senior capstones” or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they’ve learned. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

**E-Portfolios**

An e-Portfolio is a place for students to showcase their good work from a course or academic program. There is no additional cost associated with e-portfolios created in Canvas. E-Portfolios can be used for course projects, papers, and other materials. E-Portfolios help students by providing a place to archive, reflect upon, and share their best work with faculty, scholarship committees, prospective employers, or anyone else. E-Portfolios can be used to showcase the entirety of an academic career. In addition to building an education-related e-Portfolio, students may choose to create a second, career-specific e-Portfolio highlighting co-curricular experiences to help impress potential employers. E-Portfolios in Canvas are basic websites divided into sections. E-portfolios that students create in Canvas are private, but can be shared.

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**Benchmarks**

A Benchmark serves as a point of reference from which measurements may be made, a standard by which success may be measured or judged. Examples: 80% of students will correctly answer at least 75% of the test questions; 75% of students will score at least 3 out of 5 on the rubric for this writing assignment; Student participation will increase by 10% over the baseline established in 2018; 80% of students participating in this activity will rate it as satisfactory or better than satisfactory.

**Mission statement**

The mission statement should communicate the purpose of the program or unit in a short and simple fashion. The mission statement should make it clear what the unit intends to achieve, not only to those in the unit, but also to the University, and to the various other stakeholders (students, Board members, legislators, the public, etc.).

**Outcome**

An outcome is an end result or final product resulting from an action. Outcomes are the indicators of your unit’s effectiveness in accomplishing its mission and contributing to the overall mission of the University. Outcomes must be stated in measurable terms. The outcomes for your unit should be things over which your unit has some influence or control.

**Rubrics**

Please insert in this area any rubrics you have agreed to use for assessment of the SLOs associated with this program.

**Forms**

Reporting Templates

Department Assessment Reports

**Faculty Accomplishments are now reported through Digital Measures.**

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| --- | --- | --- | --- | --- | --- |
|  |  | **Year**: |  |  |  |
| **Program**: |  | **Dept. Chair**: |  | **Date**: |  |

**Program Mission Statement:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Learning Outcome 1** | **Assessment** | **Benchmark** | **Process (Who, How, When, Where)** |
|  |  |  |  |
| **DATA RESULTS AND ANALYSIS** | | | |
|  | | | |
| **HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION? (Close the loop)** | | | |
|  | | | |
| **Student Learning Outcome 2** | **Assessment** | **Benchmark** | **Process (Who, How, When, Where)** |
|  |  |  |  |
| **DATA RESULTS AND ANALYSIS** | | | |
|  | | | |
| **HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION? (Close the loop)** | | | |
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| **Student Learning Outcome 3** | **Assessment** | **Benchmark** | **Process (Who, How, When, Where)** |
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| **DATA RESULTS AND ANALYSIS** | | | |
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| **HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION? (Close the loop)** | | | |
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| **Student Learning Outcome 4** | **Assessment** | **Benchmark** | **Process (Who, How, When, Where)** |
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| **DATA RESULTS AND ANALYSIS** | | | |
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| **HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION? (Close the loop)** | | | |
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