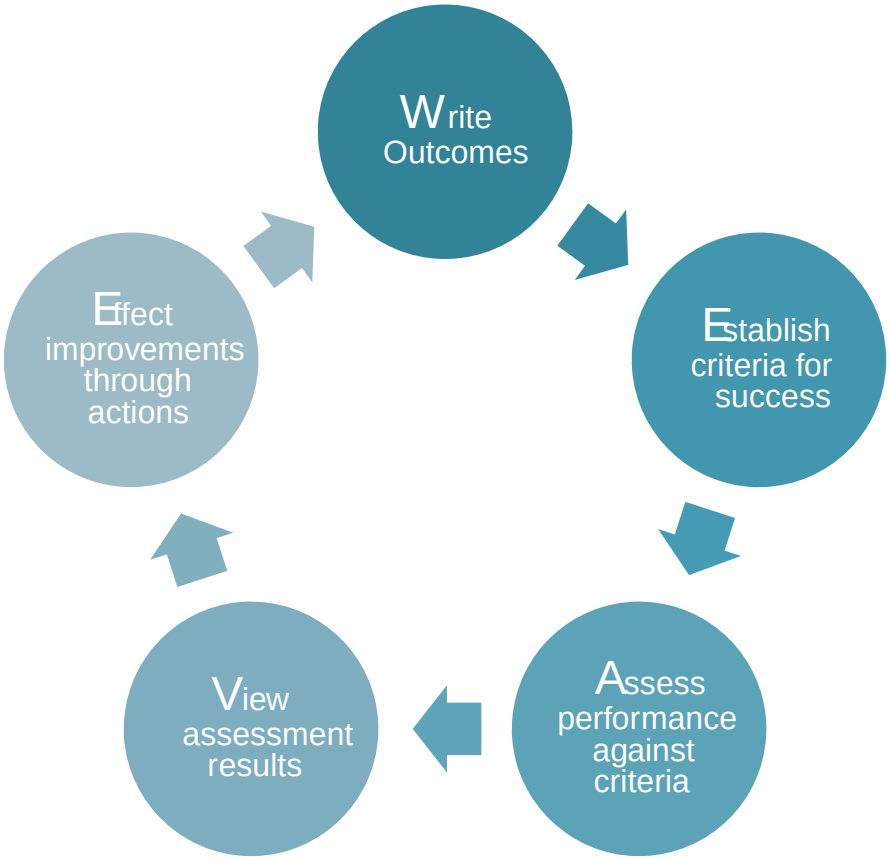
ASSESSMENT SHOWCASE



Spring 2017

Academic Program Assessment

THE UNIVERSITY OF SOUTHERN MISSISSIPPI
ACADEMIC PROGRAM ASSESSMENT SHOWCASE

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Notes

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS COMMISSION ON COLLEGES (SACSCOC)

The Southern Association of Colleges and Schools Commission on Colleges is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. The Commission's mission is the enhancement of educational quality throughout the region and it strives to improve the effectiveness of institutions by ensuring that institutions meet standards established by the higher education community that address the needs of society and students. It serves as the common denominator of shared values and practices among the diverse institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and Latin America and other international sites approved by the Commission on Colleges that award associate, baccalaureate, master's, or doctoral degrees. The Commission also accepts applications from other international institutions of higher education.

PRINCIPLES OF ACCREDITATION

FOUNDATIONS FOR QUALITY ENHANCEMENT

CORE REQUIREMENT 2.5

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement, and (b) demonstrates that the institution is effectively accomplishing its mission. (Institutional Effectiveness)

COMPREHENSIVE STANDARD 3.3.1 - INSTITUTIONAL EFFECTIVENESS

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

- 3.3.1.1 educational programs, to include student learning outcomes
- 3.3.1.2 administrative support services
- 3.3.1.3 educational support services
- 3.3.1.4 research within its educational mission, if appropriate
- 3.3.1.5 community/public service within its educational mission, if appropriate

MISSISSIPPI INSTITUTIONS OF HIGHER LEARNING (IHL)

The Mississippi Institutions of Higher Learning (IHL System), under the governance of its Board of Trustee will operate as a strong public university system with eight distinct, mission-driven universities, and will enhance the quality of life of Mississippians by effectively meeting their diverse educational needs. In so doing, the IHL system will be characterized by, and become nationally recognized for, its emphasis on student achievement and on preparing responsible citizens; its adherence to high academic standards and to quality in instruction, research, service and facilities; and its commitment to affordability, accessibility, and accountability.

INSTITUTIONAL STRATEGIC GOALS

1. Support student success to foster retention, progression and graduation
2. Promote teaching, research, and creative excellence
3. Strategically expand undergraduate and graduate enrollment
4. Strengthen economic and community partnerships
5. Invest in faculty and staff to maximize their potential
6. Promote a culture of inclusiveness of people and ideas
7. Enhance physical, technological, and financial infrastructure to support our mission, vision, and values
8. Improve efficiency and effectiveness of institutional processes and systems

Assessment Policies

ADOPTED BY THE UNIVERSITY ASSESSMENT COMMITTEE

Assessment of Student Learning Outcomes Participants:

A. Educational Programs – IHL maintains the official inventory of USM academic programs (http://www.mississippi.edu/research/stats.html). To be in compliance with SACSCOC policy, all degree programs in this inventory must assess program-level student learning outcomes in accordance with the Academic Program Assessment Plan and Report Guidelines. Programs that offer more than one degree option at the same level may combine assessments, provided appropriate distinctions are made within the report (e.g., BA/BS, MA/MS, or EdD/PhD). The UAC can recommend programs address multiple degrees within the same report by having several common student learning outcomes and at least one separate student learning outcome for each degree. Graduate programs that offer fallback degrees may combine assessments, provided appropriate explanation is provided within the report. A fallback degree is defined as a degree option for students pursuing, but not completing a doctoral degree (e.g. EdS/PhD, MS/PhD). This combined assessment should be explained in the assessment plan/report. UAC Approved 9.30.09; Modified 2.22.17

B. Certificate Programs – The Office of Institutional Research maintains the inventory of active USM certificate programs (http://www.usm.edu/institutional-research). To be in compliance with SACSCOC Principles of Accreditation policy, all stand-alone certificate programs in this inventory must assess program-level student learning outcomes in accordance with the Certificate Program Assessment Plan and Reporting Guidelines. A stand-alone certificate is defined as a program of study that does not have a “parent” degree. Certificates with parent degrees can be assessed within the parent degree assessment plan/report. If the assessment is embedded, it should be documented in the parent degree assessment plan/report. UAC Approved 9.30.09; Modified 2.29.12; 2.22.17

C. Emphasis Areas – All teacher licensure programs must assess separately. All other programs with emphasis areas determine whether they assess at the program-level or the emphasis-level. Many programs have elected to separate their assessments at the emphasis-level. The UAC encourages programs to consider emphasis-level assessment if plans of study vary greatly. The UAC can recommend emphasis-level assessment if program-level assessment reports are deemed inadequate. The UAC can also recommend programs address emphasis areas within the same report by having several common student learning outcomes for the program and at least one separate student learning outcome for each emphasis area.
UAC Approved 10.28.09

D. Stand-alone Minors – All stand-alone minors must assess minor-level student learning outcomes in accordance with the Certificate Program Assessment Plan and Report Guidelines. A stand-alone minor is defined as a program of study that does not have a "parent" degree.
UAC Approved 10.28.09; Modified 02.29.12

Assessment of Administrative Outcomes Participants:

E. Administrative Support Services – The Office of Institutional Research (IR) maintains the official USM Organization Chart annually submitted to IHL. To be in compliance with SACSCOC Principles of Accreditation, all units with primary administrative support functions identified on the Organization Chart must assess in accordance with the Administrative Unit Assessment Plan and Report Guidelines. Administrative Support Units include all Vice President for Finance and Administration units, all Vice President for Advancement units and other organizational chart units not identified as an Educational Support Service, Research Unit, or community/Public Service Unit.
UAC Approved 02.19.14; Modified 2.25.15

F. Educational Support Services – The Office of Institutional Research (IR) maintains the official USM Organization Chart annually submitted to IHL. To be in compliance with SACSCOC Principles of Accreditation, all professionally staffed units with primary educational support functions identified on the Organization Chart must assess in accordance with the Administrative Unit Assessment Plan and Report Guidelines. Student organizations identified on the Organization Chart are assessed by their advising unit. Educational Support Units include Provost and Vice President for Academic Affairs units (including similar Gulf Coast units), Vice President for Student Affairs units (including similar Gulf Coast units), and Special Assistant to the President for Military and Veterans Students

Plan and Report Guidelines

Academic Program Assessment Plan and Report Guidelines

programs to respond to this section with thought and detail. This section is where programs provide evidence of improvement based on analysis of the results.

8. Technology Use Narrative ~~-~~ Programs are to state/explain the role of technology in the discipline

In the spring semester of the second year of the cycle, departments are asked to gather faculty; review past assessment reports (including data from the current year); reevaluate learning outcomes, measures, and targets; and develop action plans for the next assessment cycle implementation. With the two-year cycle, departments should have more than a full year of data (including any summer semester data) to evaluate when developing new action plans for improvement and revising assessment plans if needed.

The University Assessment Committee (UAC) reviews assessment reports in the fall semester to determi if:

1) Assessment Plan and Report Guidelines were followed
2) The Assessment Report supports SACSCOC Comprehensive Standard 3.3.1 and Federal Requirement 4.1

These reviews are returned to the departments and presented to the deans and the provost in the spring semester.

Assessment Updates

Excerpts from REPORT OF THE SACSCOC REAFFIRMATION COMMITTEE

March 1-3, 2016

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcom and provides evidence of improvement based on analysis of the results in each of the following areas (Institutional Effectiveness):

*3.3.1.1 Educational programs, to include student learning outcomes

The Off-site Reaffirmation Committee noted that institution provided samples of Detailed Assessment Reports for all degree levels (including certificates), teaching sites, and modes of delivery for a variety of academic programs in its six colleges. The reports included the identification of expected learning outcomes for the students, how those outcomes are assessed, targets for successful outcomes achievem and discussion regarding how the collected data is used to make improvements.

Additionally, the institution described how the assessment cycle is directed, and by whom. Guidelines, policies, and administration were included in this description. Samples of the reviewers' reviews of reports were included as well.

The institution provided information regarding degree program accreditation by national agencies and information for those programs who do not have national accrediting bodies, as they are required to participate in program evaluation as well.

Following a review of the detailed assessment reports provided by the institution and conversations with University personnel, the On-site Reaffirmation Committee noted that is clear that the institution identifies student learning outcomes, assesses the achievement of those outcomes and makes improvements base on those assessments. The institution deploys assessment for program-level student learning outcomes

GUIDE TO ADDITIONAL ASSESSMENT REQUIREMENTS FOR GRADUATE PROGRAMS

I. To ensure continued compliance with SACSCOC Comprehensive Standard 3.6.1, the University Assessment Committee implemented Assessment Plan Guideline #7: Student learning outcomes must show progressive distinction between degree levels (BA, MA, PhD) in the same academic unit.

SACSCOC Comprehensive Standard 3.6.1 The institution's post-baccalaureate professional degree programs, master's and doctoral degree programs, are progressively more advanced in academic content than undergraduate programs. (Post-baccalaureate program rigor)

SACSCOC Resource Manual Rationale and Notes
Post-baccalaureate degree programs are progressively more complex and rigorous than undergraduate programs and are consistent with the expectation of higher education institutions.

SACSCOC Resource Manual Relevant Questions for Consideration
A. What process is used by the institution to clearly define the content and rigor of post-baccalaureate degree programs?

B. What evidence exists that the institution has post-baccalaureate professional degree programs and master's and doctoral programs that are progressively more advanced in academic content than undergraduate programs?

Graduate programs are asked to review the 2015 SACSCOC Compliance Certification response to this standard and example SLOs to ensure this standard is met in every graduate program assessment plan.

Student Learning Outcomes example:

- English BA – Students will demonstrate the ability to articulate a clear thesis and fully developed argument
- English MA - Students will demonstrate the ability to articulate a clear thesis and fully developed argument that is informed by scholarly research and an appropriate methodology
- English PhD - Students will demonstrate the ability to articulate a clear and original thesis and nuanced argument that makes a unique contribution to the field and is informed by scholarly research and an appropriate methodology.

- Students will be able to demonstrate functional knowledge of the business environment.

- The Doctoral Annual Review is conducted annually during the fall semester. All doctoral students and candidates participate and are given formative feedback regarding their professional development. Candidates develop a technology-based presentation which is given to doctoral faculty and fellow doctoral students/candidates. In addition to the curriculum vitae, students/candidates discuss their status in their doctoral program as well as timelines and goals for completion. The presentation must include evidence/artifacts demonstrating pedagogical knowledge and skill development, research and scholarly activity, and leadership and service activities. Ratings on the rubric are superior (4), acceptable (3), emerging (2), and unacceptable (1). Special Education PhD

Examples:

To meet this part of the standard, programs need to document that students have engaged in research and/or professional practice. Appropriate measures include research projects, thesis, dissertation, field work, internship, clinicals, colloquiums, conference presentations, and journal articles.

Sample {Research} Student Learning Outcomes:

- Students will demonstrate the ability to carry out original and independent primary and secondary research, use sources effectively to support an argument, and employ appropriate discipline-specific documentation. English PhD
- Master's degree candidates demonstrate an understanding of scientific research, its role in building a knowledge base in library and information science, and demonstrate knowledge about research methods applicable to library and information studies and the ability to identify and apply appropriate research methodology to specific problems in library and information science. Library and Information Science MLIS
- Master's students will learn how to conduct research in marine science in their chosen emphasis area. Marine Science MS

Sample {Professional Practice} Student Learning Outcomes:

- Students will gain experience in the practical aspects and skills of public history. Public History Graduate Certificate
- Students will demonstrate a mastery of practical skills necessary for successful (engagement) in their chosen sport. Sport Coaching Education MS
- Students will have the ability to teach effectively. Mathematics MS
- Students will demonstrate skills in assessment and intervention consistent with entry into the professional practice of counseling. Counseling Psychology MS

Sample {Research/Professional Practice} Measures:

- Students will earn an acceptable score on the Internship Evaluation Instrument in HIS 695 (required course), a supervised internship in a private, state, or federal facility dedicated to public history. Public History Graduate Certificate
- Practicum supervisor evaluations are comprised of written evaluation resulting from practicum instructors' rating on a 5-point scale of students' competencies in the following counseling-related domains: (list of domains). Counseling Psychology MS

- The Internship Clinical Performance Evaluation is an evaluation of competency based on the (National Organization) Competency Guidelines. The evaluation is an instrument consisting of 10 domains of competency, with a total of 37 items. The evaluation is completed by the intern's clinical preceptor validating the intern's ability to perform satisfactorily in a (discipline) role. Nursing (Family Nurse Practitioner) MSN
- Students who are GTAs are required to have one semester of MAT 500. This class is designed to prepare students for teaching, and involves several opportunities for observational assessment of teaching to a lesson plan. The student teaching evaluation instrument assesses the students' presentation skills, ability to cover the material in a timely well-paced fashion, and the ability to interact well with student questions. Mathematics MS

Student Learning Outcomes

A Student Learning Outcome (SLO) is a statement regarding knowledge, skills, and/or traits students should gain or enhance as a result of their engagement in an academic program. SLOs are the items tha complete the sentence, “When they complete our program, students will be able to…..” A program does not need to state all possible student learning outcomes, but it should try to articulate those that are fundamental. A program may choose to rotate SLOs. Student learning outcomes should show progressive distinction between degree levels (BA, MA, PhD) in the same academic unit.

Frameworks for Learning Outcomes

In Assessing Student Learning, A Common Sense Guide, Linda Suskie (2009) explains how understanding and using frameworks can assist with the task of identifying and articulating learning outcomes.

The learning outcomes in various frameworks could be summarized into three categories:

- Knowledge and conceptual understanding - remembering, replicating a simple procedure, and defining, summarizing, and explaining concepts or phenomena.
- Thinking and other skills:
  - Application – capacity to use knowledge and understanding in a new context
  - Analysis – ability to identify elements, relationships, and principles of a complex process
  - Evaluation, Problem-Solving, and Decision-Making Skills – skills in making informed judgments
  - Synthesis – capacity to put together what one has learned in a new, original way
  - Creativity – abilities to be flexible, take intellectual risks, and be open-minded to new ideas
  - Critical Thinking – capacities to seek truth, clarity, and accuracy; distinguish facts from opinions
  - Information Literacy – broad set of skills reflecting today’s reality of research practice
  - Performance Skills – physical skills
  - Interpersonal Skills – abilities to listen, participate as an effective team member
- Attitudes, values, dispositions, and habits of mind – “personal and social responsibility skills

(Suskie, 118 – 124)

Expressing Learning Outcomes

Student Learning Outcomes should be neither too broad nor too specific:

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2015-2016 BUSINESS ADMINISTRATION MBA

Student Learning Outcomes

SLO 1: Concepts and techniques in all functional areas
MBA graduates will demonstrate knowledge of business concepts and techniques in all relevant functional areas (e.g., managerial accounting, marketing, management, finance, and strategy).

SLO 2: Leadership and Team Building Skills
MBA graduates will demonstrate skills in leadership and team building.

SLO 3: Ethical and Cultural Awareness
MBA graduates will demonstrate the ability to identify and understand ethical and cultural perspectives.

SLO 4: Effective communication skills
MBA graduates will demonstrate the ability to communicate effectively.

SLO 5: Creative Critical Thinking Skills
MBA graduates will demonstrate creative critical thinking skills by integrating and applying appropriate concepts, technologies and decision making techniques to effectively evaluate and manage a business in a global environment.

Program Objective

O/O 6: International rankings of MBA program outcomes
International percentile rankings of MBA student knowledge at the conclusion of the MBA program will be used as the most externally valid Student Achievement Objective for the MBA program. MBA results on the MBA ETS Major Field Exam will be compared to the external results prepared by ETS to assess program achievement over time. This comparison for each year's MBA graduating cohort will show what our MBA students know at the conclusion of their program to more than 25,000 MBA students world-wide who take the same standardized exam at more than 260 institutions.

Measures

A measure identifies evidence and methods used to determine achievement of expected outcomes. Targets show criteria for success for each student learning outcome. The findings that result from these measures should be used to demonstrate student learning and provide direction for improving learning.

Measures and Targets should show progressive distinction between degree levels (BA, MA, PhD) in the same academic unit. Simple rates, frequencies, or percentages of activities are not true measures of student learning outcomes.

Direct Measures

The best measures for student learning are direct measures in which students demonstrate that they know

Action Plans & Analysis

An action is an organized activity undertaken to help programs more effectively achieve intended outcomes, or an activity developed by program faculty to improve and grow the program for the future.

Analysis is the reflection of the program's findings within/for the criteria set for success on the program's intended outcomes. The Analysis is a summary of strengths and areas in which improvement is needed.

The End of Assessment Is Action

In Assessment Clear and Simple, Barbara E. Walvoord (2010) states the goal of assessment is information-based decision making.

> "Assessment helps the program determine how well it is achieving its outcomes and suggest effective steps for improvement. That means you should conduct assessment for yourselves and your students, not just for compliance with accreditors. You don't need to collect data you don't use; it's much more important to collect a small amount of useful data than to proliferate data that sit in a drawer or on a computer file. If you are collecting information you are not using, either start using it or stop collecting it. Instead of focusing on compliance, focus on the information you need for wise action." (Walvoord, 2010, p. 5)

The Most Common Actions Resulting from Assessment

Three common actions that result from assessment in the department, in general education, and in the institution:

1) Changes to curriculum, requirements, programmatic structures, or other aspects of the students' course of study

2) Changes to the policies, funding, and planning that support learning

3) Faculty development

(Walvoord, 2010, p.5)

Are the Actions Working?

To close the loop, programs should not only use assessment information to inform action, but should com back and examine (and document) whether the action led to improvement of student learning.

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BIOLOGICAL SCIENCES (LICENSURE) BS
Action Plan

Recommend remediation of material through BSC Tutoring Center
The BSC Tutorial Center has been improved with the addition of tutors for BSC 380. Faculty will recommend students that are performing below expectations to meet with a tutor regularly during the semester.

Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Upper Division Assessment (Exam Questions) | Outcome/Objective: Broad-based knowledge of Biology

NUTRITION AND DIETETICS (DIDACTIC PROGRAM IN DIETETICS/ COMMUNITY NUTRITION/ NUTRITION AND FOOD SYSTEMS MANAGEMENT) BS
Action Plan

Knowledge and Skills in Food Systems
Findings were shared at the July 2016 faculty retreat. It was determined that graduates often perceive their knowledge and skills should be at higher levels for practice; however graduate mean scores in the Food Systems domain on the national registration exam are higher than the national average. Nevertheless, we added new experiential activities with Aramark in our Food Systems courses to provide students more preparation, and we will be updating and revising the course content in the Food Systems Management series of courses. An advisory board meeting to specifically discuss the food systems management practice area is scheduled for the Fall of 2016.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Comprehensive Exam Scores | Outcome/Objective: SLO 2: Adequate Knowledge and Skills in Food Systems
Measure: DI Director Survey | Outcome/Objective: SLO 2: Adequate Knowledge and Skills in Food Systems
Measure: Graduate Follow Up Survey | Outcome/Objective: SLO 2: Adequate Knowledge and Skills in Food Systems

Implementation Description: The program director will meet with Food Systems Management Course instructors to revise course series and conduct advisory board meeting.
Responsible Person/Group: Food Service Management course instructors, program director, and chair.

MUSIC BM
Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

Students in the BM degree met or surpassed the learning outcome benchmarks in all areas of the degree. Acceptable measures that were adopted in 2012-2013 have been met consistently since that time. Communication between and among faculty regarding concerns for individuals in this degree plan may attribute to the increase of student success in certain areas. The current administration with support of faculty has begun to work to identify student career planning sooner in each students' undergraduate experience. This may have resulted in the increase of student academic success in various areas. Curriculum delivery and assessment changes in theory, conducting, and some areas of applied instruction may also be attributed with the shown improvements in these areas of study. Specifically, all music students spend the most of their course work time with their applied instructors. Changes in personnel in several applied music studios seem to have resulted in improved student attitude and personal application to their degree studies as a whole. While correlation and causation may not be able to be scientifically measured in all regards of student achievement, the changes mentioned are fairly new to this degree and we are seeing positive increases in the addressed areas of student learning outcomes. It should also be noted that while all music students were negatively impacted by the tornado, destroyed instruments, a gross lack of suitable rehearsal space, and loss of

Annual Reporting

Annual Reporting Fields

The Assessment Report includes the following Annual Reporting data elements:

PROGRAM SUMMARY

Programs are asked to summarize highlights of the past year for that particular academic program. The summary field is needed to provide context to an outside reviewer. Program contributions, activities, and accomplishments should be included in this field. Any data collected outside of the student learning outcome measures could be showcased in this field as well.

CONTINUOUS IMPROVEMENT INITIATIVES (ADDITIONAL ACTION PLANS)

Any department-level or program-level action plans for improvement that are not necessarily tied to a specific student learning outcome or program objective should be described in this field. Efforts to improve enrollment and retention rates, graduation rate, job placement rate, licensing, and certification should be captured in this field.

CLOSING THE LOOP (ACTION PLAN TRACKING)

Programs are asked to summarize the results of previous action plan implementation. This is the opportunity for programs to close the assessment loop – to report on the success (or nonsuccess) of previously implemented action plans. It is very important for programs to respond to this section with thought and detail. This section is where programs provide evidence of improvement based on analysis of the results.

TECHNOLOGY USE NARRATIVE

Programs are to state/explain the role of technology in the discipline and outcomes related to technology. Programs then develop a narrative to support this statement by providing program assessment results (if applicable), examples of technology being used to enhance student learning, examples of technology being used to meet program objectives/outcomes, and examples of providing access to and training in the use of technology.

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INTERIOR DESIGN BS
Excerpts of Annual Reporting Fields

Program Summary
The Interior Design Program saw impressive results coming out of the graduating senior cohort in the spring of 2016. Of the 10 graduates, 90% were hired in the profession by June 20, 2016, and two students were accepted into graduate programs. This cohort excelled academically with a 3.51 average GPA with 70% graduating with Honors, Highest Honors or Latin designations. While the Interior Design Program accounts for only 8% of the enrollment numbers for the School of Construction (SoC), the interio design majors represented 26% of the SoC graduates during the spring 2016 semester. One spring graduate was ranked 1st in SoC, 3rd in the College of Science and Technology and 6th in the University. Lastly, the program placed one graduate at HOK in Houston, a top global architecture firm and also

NURSING BSN
Technology Use

A. How is the program using technology to enhance student learning?Computer technology use and competency are required in all nursing courses and an integral part of the nursing profession. Students are required to use laptops in and out of the classroom in a variety of ways (research, preparing essays, patient care plans, learning activities, and test-taking exercises). Other types of technology are utilized in the nursing courses in a variety of ways to enhance student learning, assist in meeting the course objectives, and prepare the graduate for practice. In nursing practice, students must be able to collect information and analyze data as well as document and order procedures, tests, supplies, etc. in caring for the patient. Students are trained in the classroom and clinical settings by using various computerized technology from electrical monitors to low and high-fidelity simulators.
B. What evidence documents that technology is appropriate for meeting the objectives of the program?Students are evaluated in the classroom and clinical setting on their ability to use technology through course assignment grading and clinical evaluation tools. Some of the technology used are online testing, documenting care electronically, and providing nursing care through IV virtual care, medication dispense systems, vital sign monitors, and patient simulators.
C. How does the program/department ensure student and faculty access to technology and to the training, use, and applications of technology?Faculty are responsible for attending training on technology equipment in the College of Nursing and in the clinical practice settings. Faculty and students attend clinical orientation at local health care settings to learn about the newest technology. Students have skill and simulation days assigned where faculty and/or peers work on the training, use, and application of the various technology

SPEECH AND HEARING SCIENCES (DEAF EDUCATION) BA
Technology Use

Examples of technology being used to enhance student learning
The Graduate program in Deaf Education uses several aspects of technology to enhance student learning and special knowledge and applications of technology required in the field of education of the deaf. Technology is used to make EOI course delivery more efficient as the graduate academic program is delivered off-campus and some courses are taught in a hybrid manner in a combination of SKYPE and face-to-face delivery. We have BlackBoard-supported courses and so students can access information when it is convenient for them. Skype is used by some USM faculty, by adjunct faculty in another state and by used guest lecturers, including international speakers (e.g., New Zealand). Each student is provided with a flash drive to keep all class notes, PowerPoint presentations, handouts, readings and assignments. Courses are also supported by commercially available educational DVDs and online source for curricula and information. An outstanding resource is the HOPE online workshop series[i].

Examples of technology being used to meet program objectives/outcomes
Graduate students demonstrate competencies in using technology in online research, website reviews, preparation of electronic materials for parents, and PowerPoint presentations for case studies and

the curriculum and in their practice they learn to utilize technology to support learning and teaching of young children.

Examples of providing access to and training in the use of technology
Videotaping of teaching, self-reflection and analysis and feedback sessions with faculty enhance the student learning experience and addresses key program goals. Students are required to routinely video their engagement and instruction in three areas: family-based auditory verbal sessions, home visiting sessions and pre-school classrooms. In addition, students may video parent-child interaction for analysis learning of a child with hearing loss or group interaction of children in a classroom. To support this activity, a variety of equipment purchased with grant funds supports our graduate scholars. Students are each loaned a digital video camera for the year in order to videotape their teaching and auditory verbal sessions. The students are trained how to do video transfer and three Macintosh laptop computers are available for video transfer. As well there is one Dell computer, an Epson projector for classroom use (e.g. PowerPoint Presentations, online and video), a television and a DVD/videotape player available. The laptop computers are available for students to transfer videos onto DVDs for our DVD library of instructional moments. These DVDs are essential for evaluation and self-evaluation. There is a locking filing cabinet for small equipment and DVDs at Magnolia House. The culminating student teaching

RECOMMENDED READING

General Assessment Resources

Connecting the Dots: Developing Student Learning Outcomes and Outcomes-Based Assessment: 2nd Edition
Ronald S. Carriveau
Stylus Publishing, LLC ©2016

The First-Year Seminar: Designing, Implementing, and Assessing Courses to Support Student Learning a
Success: Volume Five
Daniel B. Friedman
University of South Carolina, National Resource Center for the First-Year Experience and Students in Transition ©2012

Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning: 2nd Edition
Dannelle D. Stevens, Antonia J. Levi, and Foreword by Barbara E. Walvoord
Stylus Publishing, LLC ©2013

Real-Time Student Assessment: Meeting the Imperative for Improved Time to Degree, Closing the Opportunity Gap, and Assuring Student Competencies for 21st-Century Needs
Peggy L. Maki and Foreword by George D. Kuh
Stylus Publishing, LLC ©2017

High-Impact ePortfolio Practice: A Catalyst for Student, Faculty, and Institutional Learning
Bret Eynon, Laura M. Gambino, and Foreword by George D. Kuh
Stylus Publishing, LLC ©2017

Assessment Clear and Simple
Barbara E. Walvoord
John Wiley & Sons ©2010

Assessing Student Learning: A Common Sense Guide
Linda Suskie
John Wiley & Sons ©2010

Designing Effective Assessment: Principles and Profiles of Good Practice
Trudy W. Banta, Elizabeth A. Jones, Karen E. Black
John Wiley & Sons ©2009

Classroom Assessment Techniques: A Handbook for College Teachers
Thomas A. Angelo & K. Patricia Cross
John Wiley & Sons ©1993

The Course Syllabus: A Learning-Centered Approach
Judith Grunert O'Brien
John Wiley & Sons ©2008

Effective Grading: A Tool for Learning and Assessment in College
Barbara E. Walvoord
John Wiley & Sons ©2010

Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback and Promote Student Learning
Dannelle D. Stevens
Stylus Publishing ©2005

Discipline-Specific Assessment Resources

Assessment in Engineering Programs: Evolving Best Practices
Edited by William E. Kelly
© AIR

Assessment of Student Learning in College Mathematics: Towards Improved Programs and Courses