Assessment of Learning Plan

Program:	**B.S. in Academic Program Assessment**	**Program Coordinator:**	**Scrappy Owl**
Department/School:	**Department of KSU**	**Chair/Director:**	**Natasha Romanoff**
College:	**College of Academic Excellence**	**Assessment Coordinator (if any):**	**T'Challa Boseman**

Table 1: Example of Program Information

CURRICULUM MAP: ***Click here for additional instructions and an example*.**

B.S. in Academic Assessment Curriculum & Assessment Map					
Program Student Learning Outcomes					
	Outcome 1: Recall key concepts in academic program assessment.	***Outcome 2:*** Identify and apply key theories in the field of academic program assessment.	***Outcome 3:*** Critically review the current Literature on program assessment methods and continuous improvement.	***Outcome 4:*** Design a research study to examine a contemporary issue in academic program assessment, incorporating appropriate sampling methods, research procedures, and ethical considerations.	***Outcome 5:*** Demonstrate effective oral and written communication skills, ensuring clarity in writing and adherence to proper APA format, suitable for academic program assessment.
Core/Required Courses					
KSU 1000	*I*	*I*			
KSU 2000	*R*	*R*	*I*	*I*	*I*
KSU 3001			*R*	*R*	*R*
KSU 3002	*R*	*R*			
KSU 4000	*R*	*R*	*R*		*R*
KSU 4001					*R*
KSU 4003	*R*				*R*
KSU 4499: Senior Seminar	*R, A*	*R, A*	*R, A*	*R, A*	*R, A*

Program Assessment Matrix & Schedule Only courses in which program assessments are administered					
KSU 4499: Senior Seminar	***A***	***A***	***A***	***A***	***A***
Assessment Schedule	*YEARLY*	*YEARLY*	*YEARLY*	*YEARLY*	*YEARLY*
Assessment Tools (Direct Measures)	KSU 4499: Senior Seminar Exit Exam	KSU 4499: Senior Seminar Project Rubric Item: Theory Application	KSU 4499: Senior Seminar Project Rubric Item: Literature Review	KSU 4499: Senior Seminar Project Rubric Items: Research Design; Sampling & Procedures; Ethics	KSU 4499: Senior Seminar Project Rubric Items: Writing Clarity; APA Style KSU 4499: Senior Seminar Project Rubric Item: Oral Presentation
Assessment Tools (Indirect Measures)	KSU 4499: Exit Survey, Item 1	KSU 4499: Exit Survey, Item 2	KSU 4499: Exit Survey, Item 3	KSU 4499: Exit Survey, Item 4	KSU 4499: Exit Survey, Item 5 KSU 4499: Exit Survey, Item 6

Table 2: Example curriculum map

YEARLY ASSESSMENT TIMELINE AND RESPONSIBILITIES:

	Data Collection	Data Analysis	Discuss Findings with Program Faculty
Timeline	**Calendar Year – Spring, Summer, Fall Semesters**	**Fall Semester**	**End of Spring Semester**
Person(s) Responsible	**T'Challa Boseman**	**T'Challa Boseman/Scrappy Owl**	**Scrappy Owl/T'Challa Boseman/Natasha Romanoff**

Table 3: Example of timeline & responsibilities

PSLO ASSESSMENT: METHODS and MEASURES

Learning Outcomes	*Description of Measures, Alignment with Outcomes, and Sampling	Description of How Results Will be Reported
PSLO1: Recall key concepts in academic program assessment.	**Direct Measure:** KSU 4499 Senior Seminar Exit Exam (all questions). **Alignment:** All exam questions are multiple choice items that assess terminology and foundational concepts in academic program assessment. Student performance on the exam therefore provides a direct measure of students' ability to recall key concepts addressed in PSLO 1. **Sampling**: Data collected from all students enrolled in all sections of KSU 4499 every semester (spring, summer, fall). **Indirect Measure:** KSU 4499 Program Exit Survey Item 1. **Alignment:** Using a 1 to 4 rating scale, students indicate the extent to which the program contributed to their ability to recall key concepts in academic program assessment. The item directly reflects the knowledge specified in PSLO 1. **Sampling:** Data collected from all students enrolled in all sections of KSU 4499 every semester (spring, summer, fall). ***For all PSLOs:** Instructors use OwlExpress to identify students enrolled in the program. Only results for students in the program are submitted to the program coordinator.	(**For all PSLOs**) For each semester the course is offered the following results will be reported: **Reporting Approach:** For each course section, instructors will report the number of program majors who earned an exit exam score of 75 or higher and the total number of program majors assessed. **Aggregation Method:** Each semester counts from all course sections will be combined. The program level percentage meeting the performance standard will be calculated as: **Number of students earning 75 or higher ÷ Total number of students assessed × 100** **Reporting Format:** Results will be reported as the total number of students assessed, the number earning a score of 75 or higher, and the percentage meeting the performance standard. **Performance Standard:** At least 80% of students assessed will earn a score of 75 or higher on the KSU 4499 Senior Seminar Exit Exam. **Indirect:** For Exit Survey Item 1, the percentage of responses at each rating level on the 1 to 4 scale will be reported.
PSLO2: Identify and apply key theories in the field of academic program assessment.	**Direct Measure:** KSU 4499 Project Theory Application Grading Rubric Item. **Alignment:** For this assignment, students explain relevant theories and apply them to their proposed research. Performance is evaluated using the Theory Application rubric item with four performance levels from 1 to 4. The rubric directly assesses students' ability to identify and appropriately apply key theories, as specified in PSLO 2. **Sampling**: Data collected from all students enrolled in all sections of KSU 4499 every semester (spring, summer, fall)	**Reporting Approach:** For each course section, instructors will report the total number of program students assessed and the number of students scoring at each rubric performance level: 1, 2, 3, and 4. **Aggregation Method:** Each semester counts from all course sections will be combined to determine the total number of students at each performance level. Program level percentages will

	Indirect Measure: KSU 4499 Program Exit Survey Item 2. **Alignment:** Using a 1 to 4 rating scale, students indicate the extent to which the program contributed to their ability to apply key theories in the field of academic program assessment. The item directly reflects the skill specified in PSLO 2. **Sampling:** Data are collected from all students enrolled in all sections of KSU 4499 each semester the course is offered (spring, summer, and fall).	then be calculated for each performance level by dividing the number of students at that level by the total number of students assessed and multiplying by 100. **Reporting Format:** Results will be reported in a program level table showing the total number of students assessed and the count and percentage of students at each rubric performance level. The percentage of students scoring Meeting (3) or Excelling (4) will also be reported as the primary indicator of PSLO attainment. Section level percentages meeting or exceeding the standard may also be reported to examine variation across course sections. **Performance Standard:** Individual student performance is considered acceptable when a student earns a rating of Meeting (3) or Excelling (4) on the Theory Application rubric item. **At the program level, the performance standard will be met when at least 80% of students assessed earn a rating of Meeting (3) or higher**. **Indirect:** For Exit Survey Item 2, the percentage of responses at each rating level on the 1 to 4 scale will be reported.
PSLO 3: Critically review the current literature on program assessment methods and continuous improvement.	**Direct Measure:** KSU 4499 Project Literature Review Grading Rubric Item. **Alignment:** For this assignment, students review relevant literature, summarize previous research, identify limitations, and explain how their proposed study addresses those limitations. Performance is evaluated using the Literature Review rubric item with four performance levels from 1 to 4. The rubric directly assesses students' ability to critically examine and synthesize current literature, as specified in PSLO 3. **Sampling:** Data collected from all students enrolled in all sections of KSU 4499 every semester (spring, summer, fall). **Indirect Measure:** KSU 4499 Program Exit Survey Item 3. **Alignment:** Using a scale of 1 to 4, students indicate the extent to which the program contributed to their ability to critically review the literature. The item directly reflects the	**Reporting Approach:** For each course section, instructors will report the total number of program students assessed and the number of students scoring at each rubric performance level: 1, 2, 3, and 4. **Aggregation Method:** Each semester counts from all course sections will be combined to determine the total number of students at each performance level. Program level percentages will then be calculated for each performance level by dividing the number of students at that level by the total number of students assessed and multiplying by 100.

	skill specified in PSLO 3. **Sampling:** Data collected from all students enrolled in all sections of KSU 4499 every semester (spring, summer, fall).	**Reporting Format:** Results will be reported in a program level table showing the total number of students assessed and the count and percentage of students at each rubric performance level. The percentage of students scoring Meeting (3) or Excelling (4) will also be reported as the primary indicator of PSLO attainment. Section level percentages meeting or exceeding the standard may also be reported to examine variation across course sections. **Performance Standard:** Individual student performance is considered acceptable when a student earns a rating of Meeting (3) or Excelling (4) on the Literature Review rubric item. At the program level, the performance standard will be met when at least 80% of students assessed earn a rating of Meeting (3) or higher. **Indirect:** For Exit Survey Item 3, the percentage of responses at each rating level on the 1 to 4 scale will be reported.
PSLO4: Design a research study to examine a contemporary issue in academic program assessment, incorporating appropriate sampling methods, research procedures, and ethical considerations."	**Direct Measure 1:** KSU 4499 Project Research Design Grading Rubric Item. **Alignment:** For this assignment, students select and explain a research design appropriate for addressing their research question. Performance is evaluated using the Research Design rubric item with four performance levels from 1 to 4. The rubric directly assesses students' ability to select and justify an appropriate research design, as specified in PSLO 4. **Sampling:** Data collected from all students enrolled in all sections of KSU 4499 every semester (spring, summer, fall). **Direct Measure 2:** KSU 4499 Sampling & Procedures Grading Rubric Item. **Alignment:** For this assignment, students describe a sampling method and data collection procedures appropriate for their research question and study design. Performance is evaluated using the Sampling and Procedures rubric item with four performance levels from 1 to 4. The rubric directly assesses students' ability to develop appropriate sampling and research procedures, as specified in PSLO 4. **Sampling:** Data collected from all students enrolled in all sections of KSU 4499 every semester (spring, summer, fall).	The following reporting procedures will be applied separately to each direct measure. **Reporting Approach:** For each course section, instructors will report the total number of program students assessed and the number of students scoring at each rubric performance level: 1, 2, 3, and 4, for each of the three rubric items. **Aggregation Method:** Each semester counts from all course sections will be combined separately for the Research Design, Sampling and Procedures, and Ethics rubric items. Program level percentages will then be calculated for each performance level by dividing the number of students at that level by the total number of students assessed and multiplying by 100.

	Direct Measure 3: KSU 4499 Ethics Grading Rubric Item. **Alignment:** For this assignment, students describe ethical procedures for the proposed study, including appropriate human subjects protections, potential benefits and risks, and informed consent. Performance is evaluated using the Ethics rubric item with four performance levels from 1 to 4. The rubric directly assesses students' ability to incorporate appropriate ethical considerations into the design of a research study, as specified in PSLO 4. **Sampling:** Data collected from all students enrolled in all sections of KSU 4499 every semester (spring, summer, fall). **Indirect Measure:** KSU 4499 Program Exit Survey Item 4. **Alignment:** Using a scale of 1 to 4, students indicate the extent to which the program contributed to their ability to design an assessment research study. The item directly reflects the skill specified in PSLO 4. **Sampling:** Data collected from all students enrolled in all sections of KSU 4499 every semester (spring, summer, fall).	**Reporting Format:** Results for each rubric item will be reported in a program level table showing the total number of students assessed, the count and percentage of students at each performance level, the standard and result (Met, Not Met). The percentage of students scoring Meeting (3) or Excelling (4) will be reported separately for Research Design, Sampling and Procedures, and Ethics as indicators of attainment for PSLO 4. Section level percentages meeting or exceeding the standard may also be reported to examine variation across course sections. **Performance Standard:** For each direct measure, individual student performance is considered acceptable when a student earns a rating of Meeting (3) or Excelling (4). At the program level, the performance standard will be met when at least 80% of students assessed earn a rating of Meeting (3) or higher on each of the three rubric items. **Indirect:** For Exit Survey Item 4, the percentage of responses at each rating level on the 1 to 4 scale will be reported.
PSLO5: Demonstrate effective oral and written communication skills, ensuring clarity in writing and adherence to proper APA format, suitable for academic program assessment.	**Direct Measure 1:** KSU 4499 Project Writing Clarity Grading Rubric Item. **Alignment:** In the KSU 4499 project, students prepare a written research proposal appropriate for the field of academic program assessment. Performance is evaluated using the Writing Clarity rubric item with four performance levels from 1 to 4. The rubric assesses organization, development and support of ideas, clarity of expression, grammar, and punctuation, providing a direct measure of students' written communication skills specified in PSLO 5. **Sampling:** Only students in the major are enrolled in the course. Data collected from all students enrolled in all sections of KSU 4499 every semester (spring, summer, fall). **Direct Measure 2:** KSU 4499 Project APA Style Grading Rubric Item. **Alignment:** In the KSU 4499 project, students prepare their research proposal using appropriate APA style for document organization, headings, in text citations, and references. Performance is evaluated using the APA Style rubric item with four performance levels from 1 to 4. The rubric directly assesses students' ability to apply APA conventions in written communication, as specified in PSLO 5. **Sampling:** Data	The following reporting procedures will be applied separately to each direct measure. **Reporting Approach:** For each course section, instructors will report the total number of program students assessed and the number of students scoring at each rubric performance level: 1, 2, 3, and 4, for each of the three rubric items. **Aggregation Method:** Each semester counts from all course sections will be combined separately for the Writing Clarity, APA Style, and Oral Presentation rubric items. Program level percentages will then be calculated for each performance level by

	collected from all students enrolled in all sections of KSU 4499 every semester (spring, summer, fall). **Direct Measure 3:** KSU 4499 Project Oral Presentation Grading Rubric Item. **Alignment:** Students deliver an oral presentation of their research study as part of the KSU 4499 project. Performance is evaluated using the Oral Presentation rubric item with four performance levels from 1 to 4. The rubric assesses clarity of delivery, appropriate pacing, and audience engagement through eye contact, providing a direct measure of students' oral communication skills specified in PSLO 5. **Sampling:** Data collected from all students enrolled in all sections of KSU 4499 every semester (spring, summer, fall). **Indirect Measure 1:** KSU 4499 Program Exit Survey Item 5. **Alignment:** Using a scale of 1 to 4, students indicate the extent to which the program contributed to their ability to engage in effective written communication. The item directly reflects the skill specified in PSLO 5. **Sampling:** Data collected from all students enrolled in all sections of KSU 4499 every semester (spring, summer, fall). **Indirect Measure2:** KSU 4499 Program Exit Survey Item 6. **Alignment:** Using a scale of 1 to 4, students indicate the extent to which the program contributed to their ability to engage in effective oral communication. The item directly reflects the skill specified in PSLO 5. **Sampling:** Data collected from all students enrolled in all sections of KSU 4499 every semester (spring, summer, fall).	dividing the number of students at that level by the total number of students assessed and multiplying by 100. **Reporting Format:** Results for each rubric item will be reported in a program level table showing the total number of students assessed, the count and percentage of students at each performance level, the standard and result (Met, Not Met). The percentage of students scoring Meeting (3) or Excelling (4) will be reported separately for Writing Clarity, APA Style, and Oral Presentation as indicators of attainment for PSLO 5. Section level percentages meeting or exceeding the standard may also be reported to examine variation across course sections. **Performance Standard:** For each direct measure, individual student performance is considered acceptable when a student earns a rating of Meeting (3) or Excelling (4). At the program level, the performance standard will be met when at least 80% of students assessed earn a rating of Meeting (3) or higher on each of the three rubric items. **Indirect:** For Exit Survey Items 5 and 6, the percentage of responses at each rating level on the 1 to 4 scale will be reported.

Table 4: Example of Methods & Measures

*All assignment descriptions, rubrics, and quiz/exam questions should be included below.

Appendix

	Page Numbers
Program Student Learning Outcome 1:	**5-8**
Direct Measure: Exit Exam KSU 4499	
Program Student Learning Outcome 2-5:	**9-10**
Direct Measure: Research Proposal Grading Rubric	
Program Student Learning Outcome 1-5:	**10**
Indirect Measure: Exit Survey	

KSU 4499: Program Assessment Exit Exam

1. _____ refers to an ongoing, coordinated, faculty-driven effort to ensure delivery of quality education to all students; it involves identifying student learning outcomes, assessing the extent to which students achieve those outcomes, and using the results to make improvements.
   A. Continuous improvement
   B. Assessment engagement
   C. Academic program review
   D. Curriculum review

2. _____ specify the knowledge, skills, and/or abilities students are expected to achieve after completing an academic program.
   A. Program missions
   B. Program visions
   C. Program student learning outcomes
   D. Program curricula

3. A _____ includes a list of all program student learning outcomes and shows which required courses in the program address and assess each outcome.
   A. Assessment plan
   B. Curriculum map
   C. Direct assessment
   D. Indirect assessment

4. _____ assessment is when measures of learning are based on student performance or demonstrations of the learning itself.
   A. Indirect
   B. Direct
   C. Formative
   D. Summative

5. _____ assessment is when measures of learning are based on student perceptions or reflections about student learning.
   A. Indirect
   B. Direct
   C. Formative
   D. Summative

6. _____ refers to the gathering of information or data about student learning *during* a course or program for the purpose of guiding improvements in teaching and learning during that course/program.
   A. Indirect
   B. Direct
   C. Formative
   D. Summative

7. _____ refers to the gathering of information or data about student learning at the end of a course or program to demonstrate achievement of student learning outcomes and identify areas for future course or program improvements.

A. Indirect
B. Direct
C. Formative
D. Summative

8. Which of the following is an example of a direct measure of student learning?

A. Exam/quiz.
B. Classroom assignment.
C. Oral presentation.
D. All the above.

9. According to SACSCOC Standard 8.2a, what is required from each academic program?

A. Measures of retention, progression, and graduation (RPG) for the past 5 years.
B. Tables showing DFWI rates for each required course.
C. A curriculum map and a plan for assessing student learning outcomes.
D. A list of all program student learning outcomes, documentation of the assessment of the extent to which students achieve these outcomes, and evidence that the program used the results to seek continuous improvement.

10. A _____ assessment is a test, assignment, and/or grading rubric that multiple instructors collaborate on to develop and use to measure the performance of all students across different course sections.

A. Borrowed
B. Common
C. Fundamental
D. General

11. A course exam consists of 20 multiple choice questions about basic definitions and facts in an area of study. Which of the following cannot be measured by questions from this exam?

A. Students' ability to recall key facts.
B. Students' ability to identify correct definitions of terms.
C. Students' ability to explain core concepts.
D. Students' ability to recognize correct examples of concepts.

12. A course exam includes 10 multiple-choice questions that require students to identify theories in the discipline and 5 short-answer questions that require students to explain a given situation using a specific theory. The program would like to use this exam to create a direct measure of their students' ability to apply key theories in the discipline. Which of the following statements about this measure is true?

A. This exam cannot create a direct measure; it can only be used to create an indirect measure.
B. The program can use the students' average grade on the exam to create a measure that is sufficiently granular and aligned with the theory application outcome.
C. The program would need to use the students' scores on the 5 short answer theory application questions only (excluding the 10 multiple choice items) to create a measure that is sufficiently granular and aligned with the theory application outcome.
D. None of the above.

13. The _____ of an assessment tool is the extent by which it measures the learning it was designed to measure.
    A. Accuracy
    B. Consistency
    C. Reliability
    D. Validity

14. The _____ of an assessment tool is the extent to which it consistently and accurately measures learning.
    A. Accuracy
    B. Consistency
    C. Reliability
    D. Validity

15. To measure students' ability to write effectively, a program uses multiple choice test questions about proper formatting and grammar. Since the program is evaluating students' knowledge of formatting and grammar rules and not evaluating students' written work, this measure lacks _____.
    A. Accuracy
    B. Consistency
    C. Reliability
    D. Validity

16. To measure students' ability to apply theories correctly, a program is using the following rating when evaluating the theory application section of a paper: 1-does not meet expectations, 2-meets expectations, 3-exceeds expectations. Although there are 3 performance levels on the rubric, the program does not describe each performance level. With 5 different course sections taught by 3 different instructors; this measure is likely to have weak _____.
    A. Accuracy
    B. Consistency
    C. Reliability
    D. Validity

17. A _____ is a clearly stated level at which a program considers their program student learning outcome to be met or achieved on a given measure.
    A. Rubric
    B. Criteria
    C. Target
    D. Standard deviation

18. After program assessment data is collected and analyzed, who is responsible for making data-informed decisions and developing and implementing improvement strategies?
    A. The program coordinator
    B. The assessment coordinator
    C. The full-time program faculty
    D. All the above

19. After programs collect assessment data it is important to _____, which refers to analyzing results from the outcome assessment, using the results to make changes to improve student learning, and re-assessing outcome to determine the effect those changes had on student learning.

A. Close the gap
B. Close the loop
C. Circle back
D. Conceptualize findings

20. If assessment results show improvements are needed, which of the following is a type of improvement strategy the program should consider?

A. Review the curriculum map to see which courses currently address the outcome, determine if the outcome is being addressed sufficiently in those courses, and determine if additional learning opportunities are needed in those courses.
B. Identify ways to improve pedagogy in existing courses that address the outcome (new/revised assignments, providing more/better formative feedback to students, revise course content to focus more on important outcomes, add more active learning strategies).
C. If other improvement strategies have failed to improve the outcome, consider making curriculum changes to create course sequencing to scaffold learning and/or add a new course to address the outcome.
D. All of the above.

Research Proposal Grading Rubric

PSLO		4 (Excelling)	3 (Meeting)	2 (Developing)	1 (Unacceptable)
2	**Theory Application**	Relevant theories are explained in sufficient detail. Previous research studies testing the theories are discussed. The theories are applied appropriately to the proposed research.	Relevant theories are explained in detail and the previous research studies testing the theories are discussed. While the theories are related to the proposed research, the application of the theories is underdeveloped and needs improvement.	Theories are explained in very little detail and/or are not explained correctly. Theories are not applied appropriately to the proposed research.	There is no discussion of relevant theories.
3	**Literature Review**	A detailed and clear summary of the previous literature is provided and the connection to the current study is clear. The previous studies are discussed in sufficient detail. Limitations of previous research are discussed, and it is clear how the current study will address these limitations.	A detailed and clear summary of the previous literature is provided and the connection to the current study is clear. There is a critique of previous research, but the limitations are vague and/or it is unclear how the current study will address these limitations.	Only a few relevant studies are discussed and/or it is unclear how the previous research relates to the research question. The critique of previous research is missing or weak.	There is no literature review.
4	**Research Design**	A specific quantitative, qualitative, or mixed methods design is explained in sufficient detail. The selected design is appropriate for answering the research question.	The selected design is appropriate for answering the research question, but it is not explained in sufficient detail.	The selected design is not appropriate for answering the research question.	The research design is not explained
4	**Sampling and Procedures**	The sampling method is clearly described and is appropriate for the research question. The data collection procedures are appropriate for the study and described in detail enough that others could replicate the study.	The sampling method and data collection procedures are appropriate for the study, but they are not described in sufficient detail.	The sampling method and/or data collection procedures are not clearly described and/or appropriate for the research question.	The sampling methods and/or data collection procedures are not explained.
4	**Ethics**	Human subjects' procedures are described in detail and are appropriate for the study. All benefits and risks are clearly described. The consent form is appropriate.	The human subject's procedures are appropriate and ethical, but some minor details are missing and/or could be explained more clearly.	The human subjects' procedures are described, but important details regarding ethical procedures are missing.	The human subjects' procedures are not described.
5	**Writing Clarity**	The paper is well-organized with smooth transitions. Topic sentences are appropriate and sufficient supporting information is provided. Ideas, concepts, and theories are explained in sufficient detail with the	Overall, the paper is organized with effective transitions. Ideas, concepts, and theories are explained correctly, but additional detail is needed to fully support the main ideas. Punctuation and	The organization of the paper makes it difficult for the reader to follow. The main ideas are not supported with sufficient details and/or ideas, concepts, theories are	The paper is unorganized, the writing is not clear, and/or there are numerous

Table 5: Example of Rubric

		minimal use of quotes. Punctuation and grammar are correct (with no or very little errors).	grammar is mostly correct with only a few errors.	not sufficiently explained. Punctuation and grammar are usually correct, but there are some mistakes.	grammar mistakes.
5	**APA Format**	The correct sections and headings are included and are in APA style. The in-text citations and references are in APA style with no errors.	Overall, the sections and headings are included and generally follow appropriate APA style. The in-text citations and references are in APA style with few errors.	Most of the information is included in the correct sections, but there are consistent APA style errors in citations, referencing, spacing, and headers.	Some information is not included in the correct sections. There are numerous APA formats and style errors in the paper.
5	**Oral Presentation**	Voice is loud and clear, pace of speech is appropriate, maintains eye contact.	Voice is loud and clear, and the pace of speech is appropriate, but the presenter does not maintain eye contact.	Voice is loud and clear, but the pace of speech is too fast, and the presenter does not maintain eye contact.	Presentation is difficult to follow because the presenter mumbles, talks too fast, and/or speaks too quietly.

Table 6: Example of Rubric

Exit Survey

Using a scale of 1 (not at all) to 4 (to a large extent), please indicate the extent to which KSU's BS in Academic Program Assessment has enabled you to do each of the following:

1. Recall key concepts in academic program assessment.
2. Apply key theories in the field of academic program assessment.
3. Critically review the current literature on program assessment methods and continuous improvement.
4. Design a research study to examine a contemporary issue in academic program assessment.
5. Engage in effective written communication appropriate for academic program assessment.
6. Engage in effective oral communication appropriate for academic program assessment.