

EXAMPLES OF EVALUATION AND LEARNING OUTCOMES ASSESSMENT PLANS

The Academic Issues Committee has selected four examples of Evaluation and Learning Outcomes Assessment Plans from approved program proposals. The examples were chosen to reflect diverse degree program levels, disciplines, and institutions as well as diverse ways of organizing evaluation and assessment processes. The examples are intended to model best practices, provide sample formats, demonstrate the ways in which student learning outcomes can be mapped to frameworks such as institutional goals and accreditation standards, and promote robust curriculum design. The examples are not meant to be prescriptive but instead should be adapted to best reflect institutional priorities.

The AIC thanks Hudson County Community College, The College of New Jersey, Kean University, and the New Jersey Institute of Technology for agreeing to share their work.

Example 1
Hudson County Community College
Associate in Science in Criminal Justice

II. Evaluation and Learning Outcomes Assessment Plan

Program Assessment Plan

HCCC Institutional Goals	Program Learning Outcomes	How Learning Outcomes are Assessed
<ul style="list-style-type: none"> ▶ To provide liberal arts and science courses and associate degree programs that will prepare students to transfer to four-year colleges and universities 	<p>Upon successful completion of the program graduates will be able to transfer seamlessly to a senior institution or participate in the work force at entry-level.</p>	<p>Retention/Graduate/Transfer rates Analysis (Cohort Study)</p> <p>Surveys of Recent Graduates, 3-Year Graduate Follow Up surveys</p>
<ul style="list-style-type: none"> ▶ To provide courses, certificates and associate degree programs that will prepare students for immediate employment or provide for career enhancement. 	<p>Graduates of AS Criminal Justice will be able to:</p> <p>Explain the interdependent operations of the major components of the criminal justice system (Police, Courts, Corrections)</p> <p>Describe the history, nature and purpose of the Juvenile Courts, Processing, and Adjudication of Juvenile Offenders in the Juvenile Justice System.</p> <p>Demonstrate knowledge of the major criminological theories.</p> <p>Analyze the major historical and contemporary issues affecting society with respect to diversity.</p>	<p>Survey of Employers (1 year after graduate cohort)</p> <p>Analysis of Transfer Student Performance with Native Peers at Senior Institutions</p> <p>Assessment of student learning outcomes at courses and program level</p> <p>Performance/Proficiency - Assessment of student learning outcomes at courses and program level through comprehensive exams and written research assignments.</p>
<ul style="list-style-type: none"> ▶ To provide general education course to ensure that students can think critically and analytically, communicate effectively, solve mathematical problems, participate as informed citizens, appreciate cultural diversity and global interdependence, and are information and computer literate. 	<p>Evaluate the nature, extent, causation, and prevention of crime.</p> <p>Demonstrate knowledge and competencies that reflect entry level professional readiness.</p> <p>Analyze the major historical and contemporary issues affecting society with respect to diversity.</p>	<p>Performance Analysis – Performance Surveys collected from employers/supervisors at Service Learning Site Placement.</p> <p>Performance Analysis will be presented to Criminal Justice Advisory Board annually for feedback to improve Programmatic Planning</p> <p>Part of on-going assessment of General Education courses - replicate the GE course assessment with cohort of AS-Criminal Justice</p> <p>Surveys of Employers/Service Learning Site Placement Supervisors will be reviewed by the Criminal Justice Advisory Board for on-going curriculum revision in GE courses.</p>

Assessment of Student Learning Outcomes at Course/Program Level

Upon successful completion of this program graduates will be able to:

1. Explain the inter-dependent operations of the major components of the criminal justice system (Police, Courts and Corrections)
2. Describe the history, nature and purpose of the Juvenile Courts, Processing, and Adjudication of Juvenile Offenders in the Juvenile Justice System.
3. Demonstrate knowledge of the major criminological theories.
4. Analyze the major historical and contemporary issues affecting society with respect to diversity
5. Evaluate the nature, extent, causation, and prevention of crime.

These program student learning outcomes will be met through coursework and experiential learning. Formative and summative assessment will be conducted throughout the course of studies to ensure students meet standards and competencies specified for the courses and program.

- Common/Department written exams (essay or case studies) and/or research projects in selected major courses are used to ensure the standard mastery of knowledge and analytical skills across sections of the program.
- These Common/Departmental assignments are graded using uniform rubrics and account for 25-30% of course grade.
- Students are encouraged to create an electronic portfolio to collect their written reports, position analysis papers and research projects. Selected completed portfolios will be presented to the Criminal Justice Advisory Board for review and feedback on annual basis.

The table below illustrates how program learning outcomes will be assessed.

Program Learning Outcomes	How Program Learning Outcomes are Assessed	
	Course	Method
1. Explain the interdependent operations of the major components of the Criminal Justice system.	CRJ 111 Intro to Criminal Justice	Weekly written assignments based on class discussions, reading sources and analyses of case studies.
Student Learning Outcomes 1.1: Delineate between the three major components of the criminal justices system Police, Courts, and Corrections.	CRJ 120 Intro to Criminal Law	Final Written projects: ➤ Describe the student's understanding of the topic and legal issues, ➤ Include a complete analysis of the issue, the history of the issue in the administration of justice, ➤ Critically analyze the significance and importance of the issues in the criminal justice system.
1.2: Define the concept of Criminal Justice	SOC 101 Principles of Sociology	
2. Describe the history, nature and purpose of the Juvenile Courts, Processing, and Adjudication of Juvenile Offenders in the Juvenile Justice System.	CRJ 111 Intro to Criminal Justice	Class presentation/Role-Play of selected contemporary case studies.
Student Learning Outcomes:	CRJ 120 Intro to Criminal Law	Final written Project on issues of criminal law, which will involve researching the issue using journals, texts and the internet, and analyzing the importance and relevance of the issue.
2.1: Demonstrate an understanding the various components of the juvenile intake system.	CRJ 215 The Juvenile Justice System	Research paper on a topic in the juvenile justice system. Students will be required to 1) describe the student's understanding of the topic, 2) include a complete analysis of the issue and the history of the issue in the administration of juvenile justice and 3) critically analyze the significance and importance of the issue in the juvenile justice system. Students will present their papers to the class.
2.2: Describe the nature and extent of delinquency	CRJ 220 General Police Organization & Administration	
3. Demonstrate knowledge of the major criminological theories.	CRJ 214 Corrections	Weekly journals (3-4 pages) summarizing the subject matter of each class in order to demonstrate their understanding of the topics covered.
Student Learning Outcomes 3.1: Identify and explain various law enforcement reforms and innovations and their effects on policing.	CRJ 220 General Police Organization & Administration	Essays of 3 to 5 pages describing, analyzing and evaluating three (3) different programs of community policing employed in the United States. Self-Assessment weekly reports – Service Learning site
3.2: Examine and Analyze the history of policing in America and the relationship that law enforcement has had with the public.	CRJ 290 Service Learning in Criminal Justice	
4. Analyze the major historical and contemporary issues affecting society with respect to diversity.	CRJ 220 General Police Organization and Administration	Analyses of selected court cases Essays of 3 to 5 pages pertaining to contemporary issues confronting police administrators.
Student Learning Outcomes 4.1: Demonstrate an understanding of police ethics and situations leading to deviance.	CRJ 230 Ethics & Justice	Final term paper of 10 to 15 pages applying and evaluating an existing or proposed policy in criminal justice in the context of traditional ethical theories or approaches. Self-Assessment weekly reports – Service Learning.
4.2: Evaluate the critical nature of expanding diversity in law enforcement and criminal justice administration as a whole.	CRJ 290 Service Learning in Criminal Justice	Competency Checklist assessed by Employer/Service Learning Site Supervisor

Program Learning Outcomes	How Program Learning Outcomes are Assessed
5. Evaluate the nature, extent, causation, and prevention of crime	CRJ 214 Corrections Departmental comprehensive exam – Analyses of selected case studies evaluated by using a uniform rubric (25-30%) of course grade.
Student Learning Outcomes 5.1: Demonstrate an understanding of sentencing and criminal sanctions.	CRJ 230 Ethics & Justice Essays (3 to 5 pages) relating to topics in the field of criminal investigations and crime prevention.
5.2: Examine the history of corrections in America.	CRJ 290 Service Learning in Criminal Justice Self-assessment weekly reports including analyses Competency Checklist assessed by Employer/Service Learning Site Supervisor
5.3 Employ appropriate investigative techniques in the handling of certain offenses, including homicide, white collar crime and organized crime.	

Curriculum Map

	List of Major Requirements & Electives									
	CRJ 111	CRJ 120	SOC 101	CRJ 200	CRJ 214	CRJ 215	CRJ 220	CRJ 221	CRJ 230	CRJ 290
Program Goal 1	üüü	üüü	ü	üü	üü	üü	üü	üü	üü	üü
Program Goal 2	üü	üüü	ü	üü	ü	üüü	üüü	üü	üü	ü
Program Goal 3	üü	üü	ü	üüü	üüü	ü	üüü	ü	üü	ü
Program Goal 4	üü	ü	üü	üüü	ü	ü	ü	ü	üüü	ü
Program Goal 5	üü	üüü	ü	üü	üüü	üü	üüü	üü	üüü	üü

Note: ü = Extent to which course helps students achieve program goals: ü= somewhat; üü=yes; üüü= very much

Example 2
The College of New Jersey
Bachelor of Arts in African American Studies

II. Evaluation and Learning Outcomes Assessment Plan

All major academic programs in the School of Humanities and Social Sciences (HSS) participate in a cycle of planning and assessment consisting of self-study and external review, revision of a strategic plan, development or revision of an assessment plan, and annual collection of and reflection on assessment data. The HSS Learning Outcomes Assessment Committee, assisted by the associate provost for institutional effectiveness, reviews, approves, and publishes assessment plans and annual reports. A self-study and external review of the African American Studies program were completed in 2013. The development of the proposed Bachelor of Arts program is in response to the self-study and review where a significant gap in TCNJ's departmental offerings of majors was noted. Both studies concluded that developing a Bachelor of Arts program in African American Studies at TCNJ will not only respond to a need among students, but it will also align us with the nation's finest liberal arts institutions and with many of our regional competitors. A strategic plan for the department of African American Studies was developed and approved in Spring 2015. The implementation of parts of this plan has already begun.

School and Department Learning Goals:

In accordance with the *learning goals of the School of Humanities and Social Sciences*, students who complete the African American Studies major will:

- Develop information literacy
- Learn how to read and think analytically
- Solve problems creatively
- Develop a cosmopolitan outlook premised upon an awareness of the interplay between their country and culture, and the broader world
- Work with diverse partners
- Communicate effectively in speech and writing
- Use technology wisely.

Additionally, and in accordance with the *learning goals of the Department of African American Studies*, students who complete the African American Studies major at TCNJ will have learned to use multidisciplinary perspectives to:

- Articulate how the construct of race has been developed and used in historical and contemporary contexts to define human beings and establish hierarchical relationships between them
- Explain global constructions of race
- Describe and critique theoretical and applied models for analyzing and dismantling racialized hierarchies
- Develop research-based analyses and/or initiatives that address problems resulting from these racialized hierarchies
- Demonstrate knowledge of the strengths and weakness of theoretical models related to African Diaspora courses, scholarship, and issues

- Articulate an enhanced awareness of the socioeconomic and political implications and consequences of a multiracial world
- Demonstrate an understanding of the diversity of Africa and its Diaspora
- Identify women and men central to the history, religious practices, literary traditions, artistic production, intellectual movements, institutional developments, and study of people of African descent.

The assessment plan of the department of African American Studies consists of direct and indirect measures of student achievement in relation to the major's learning outcomes.

Direct measures: These include the following: 1) course-based learning assessments based on graded course assignments for selected courses and 2) senior capstone assessments based on the extent to which the essays exemplify the kinds of knowledge and skills expected of African American Studies majors.

Indirect measures: This includes the following: 1) alumni surveys designed to determine the extent to which our graduates believe that their undergraduate major in African American Studies has helped to prepare them to pursue their career objectives.

Assessing the Program Learning Outcomes:

The bulk of assessment will occur at the beginning and end of a student's journey through the African American Studies major. Based on our Department Course Map, each student will pass through three steps in the major: Step One, Foundation Courses; Step Two, Elective courses; and Step Three, Seminar and Capstone courses. Because ALL students are required to take the Foundation courses at the beginning (Step One), and to take the Seminar and Capstone courses at the end (Step Three), we will assess these courses as opposed to the varied electives that students take in Step Two.

Step One: Foundation Courses (Student must complete all three)	Step Two: General Electives (Student can select five from this list)	Step Three: Co-requisite Methods and Capstone Courses (Student must complete both)
1) AAS 179/HIS 179: African American History to 1865 2) AAS 180/HIS 180: African American History 1865 to the 1950's and 1960's 3) AAS 378/LIT 378: African American Literature 1920-1980	Select from the list of 40 courses (dependent upon the course offerings) one course (1) must be on Africa and one course (1) must be in the Social Sciences. Students can double count three (3) courses that might be used in another major, two (2) courses in an interdisciplinary concentration, and one (1) course in the minor	1) Co-Requisite Methods/Statistics course 2) AAS 495 Senior Capstone-Independent Research Study

The matrix below includes four general sections: (1) **Learning Outcome(s)**, the learning outcome(s) which will be measured; (2) **Assessment Method(s)**, how each learning outcome will be measured, indicated as direct (D) or indirect (I); (3) **Where Assessed**, in what course/s each learning outcome will be measured; and (4) **Academic Cycle**, the academic cycle in which each learning outcome will be measured. The Learning Outcomes listed above have been collated into five categories: Critical Thinking; Concepts and Paradigms; Application; Communication; and Information Literacy.

Learning Outcomes	Assessment Methods	Assessed in	Cycle
<p>Critical Thinking: Students will be able to abstract general propositions from textual, observational, and quantitative evidence; identify logical relations among general propositions, and test the applicability of these propositions against new evidence.</p>	<p>*Team/group projects and presentations (D)</p> <p>*Course embedded assessments (i.e. response papers, final paper, tests, etc.) (D)</p> <p>*Portfolio analysis of research papers in AAS 303 & 495/6 (D)</p> <p>* Syllabus review in 179 (I)</p> <p>*Department and Alumni Surveys (I)</p> <p>*ongoing discussion with regard to the rubric development and revision for each level during planned year of assessment</p>	<p>AAS 179/HIS 179 (Introductory level/Foundation course)</p> <p>AAS 303 (Intermediate/Seminar)</p> <p>AAS 495/6 (Capstone)</p>	<p>Step One and Step Three</p>
<p>Concepts and Paradigms: Students will be able to articulate how the construct of race has been developed and used in historical and contemporary contexts to define human beings and establish hierarchical relationships between them. They will also be able to explain global constructions of race.</p>	<p>*Portfolio analysis of conceptual assignment in AAS 179, 303 & 495/6 (D)</p> <p>Department and Alumni Surveys (I)</p> <p>*ongoing discussion with regard to the rubric development and revision for each level during planned year of assessment</p>	<p>AAS 179/HIS 179 (Introductory level/Foundation course)</p> <p>AAS 303 (Intermediate/Seminar)</p> <p>AAS 495/6 (Capstone)</p>	<p>Step One and Step Three</p>
<p>Application: Students will also be able to describe and critique theoretical and applied models for analyzing and dismantling racialized hierarchies.</p> <p>They will also be able to develop research-based analyses and/or initiatives that address problems resulting from these racialized hierarchies (especially in AAS 303 & 495/6)</p> <p>Students will be able to demonstrate knowledge of the strengths and weakness of theoretical models related to African Diaspora courses, scholarship, and issues (especially in AAS 303 & 495/6)</p>	<p>*Course embedded assessments (i.e. response papers, final paper, tests, etc.) (D)</p> <p>*Portfolio analysis of application assignments in AAS 179, 303 & 495/6 (D)</p> <p>*Alumni Surveys (I)</p> <p>*ongoing discussion with regard to the rubric development and revision for each level during planned year of assessment</p>	<p>AAS 179/HIS 179 (Introductory level/Foundation course)</p> <p>AAS 303 (Intermediate/Seminar)</p> <p>AAS 495/6 (Capstone)</p>	<p>Step One and Step Three</p>

<p>Communication: Students will be able to demonstrate an ability to write and speak logically and cogently, to convey ideas and research findings to large and small groups, to listen to others and respond constructively and to demonstrate leadership skills and collaboration skills. They will be able to articulate an enhanced awareness of the socioeconomic and political implications and consequences of a multiracial world. Students will also be able to work with diverse partners and use technology wisely.</p>	<p>*Capstone—major project/paper/portfolio (D)</p> <p>*Oral Presentation—Individual and group presentations (D)</p> <p>*Portfolio evaluation (D)</p> <p>*Alumni Surveys (I)</p> <p>*ongoing discussion with regard to the rubric development and revision for each level during planned year of assessment</p>	<p>AAS 179/HIS 179 (Introductory level/Foundation course)</p> <p>AAS 303 (Intermediate/Seminar)</p> <p>AAS 495/6 (Capstone)</p>	<p>Step One and Step Three</p>
<p>Information Literacy: Students will be able to demonstrate an understanding of the diversity of Africa and its Diaspora. They will also be able to identify women and men central to the history, religious practices, literary traditions, artistic production, intellectual movements, institutional developments, and study of people of African descent.</p>	<p>*Course embedded assessments (i.e. response papers, final paper, tests, etc.) (D)</p> <p>*Alumni Surveys (I)</p> <p>*ongoing discussion with regard to the rubric development and revision for each level during planned year of assessment</p>	<p>AAS 179/HIS 179 (Introductory level/Foundation course)</p> <p>AAS 495/6 (Capstone)</p>	<p>Step One and Step Three</p>

Example 3
Kean University
Master of Arts in Hindi and Urdu Language Pedagogy

II. Evaluation and Learning Outcomes Assessment Plan

The M.A. Program in Hindi and Urdu Language Pedagogy aligns the seven program outcomes with course-embedded learning outcomes and assessment measures. Learning outcomes are congruent with the 2013 *ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers* (Initial Level- Undergraduate and Graduate) and the 2013 *InTASC Model Core Teaching Standards and Learning Progressions*. They are also aligned with Kean University's Learning Outcomes (KU1. Think critically, creatively and globally; KU2. Adapt to changing social, economic, and technological environments; KU3. Serve as active and contributing members of their communities; and KU4. Advance their knowledge in the traditional disciplines and enhance their skills in professional areas).

Alignment of Program Learning Outcomes to Course-Embedded Learning Outcomes Requirements and Assessments/Evidence of Learning

Program Learning Outcomes	Student Performance Criteria Corresponding Course-Embedded Learning Outcomes	Sample Direct Assessment Measures
<p>Outcome 1: Exhibit language proficiency in Hindi/Urdu at the Superior proficiency level or above in the interpersonal, interpretive and presentational modes of communication.</p> <p>Aligns with Language Proficiency (ACTFL 1): Content (CAEP B); and Content Knowledge and Application of Content (InTASC 4, 5)</p> <p>Aligns with KU2, 3 and 4.</p>	<p>HIND 5820</p> <ul style="list-style-type: none"> - Apply understanding of foundational concepts in linguistics to the phonology, lexicon, word formation and word forms, morphology, syntax and semantics of Hindi/Urdu. <p>HIND 5800</p> <ul style="list-style-type: none"> - Recognize and analyze distinctive cultural viewpoints in Hindi/Urdu texts, films, artworks, and documents from a range of disciplines. <p>HIND 5830/URDU 5840</p> <ul style="list-style-type: none"> - Interpret and synthesize ideas and critical issues contained in historical and contemporary literary and other cultural texts representing a broad range of authors and a variety of forms and media taking into account multiple perspectives. <p>GLOB 5920</p> <ul style="list-style-type: none"> - Demonstrate understanding of proficiency as the organizing principle of standards-based language instruction. <p>GLOB 5945</p> <ul style="list-style-type: none"> - Use Hindi/Urdu as the language of instruction in the classroom 90% of the time, provide meaningful language input and employ strategies to assist students in understanding input. - Be able to guide learners on how to negotiate meaning and take risks with language in order to express meaningful thoughts and ideas orally and in writing in a variety of communicative interactions. <p>GLOB 5910</p> <ul style="list-style-type: none"> - Conduct field-based observations of Hindi/Urdu language learners in classroom settings to assist in 	<ul style="list-style-type: none"> ✓ ACTFL Oral Proficiency Interview and ACTFL Writing Proficiency Test scores ✓ Analyses of videotaped or audio taped oral presentations ✓ Syntheses of interpretive tasks demonstrating figurative or symbolic comprehension of texts ✓ Performances demonstrating knowledge of various elements of linguistics ✓ Papers discussing language comparisons in the three modes of communication ✓ Microteaching segments demonstrating ability to conduct classes in Hindi/Urdu with the requisite degree of fluency and spontaneity to respond to student questions, provide explanations, and negotiate meaning on cultural and interdisciplinary content ✓ Microteaching segments demonstrating application of proficiency-oriented language learning strategies ✓ Evidence of a plan for continuous language and cultural growth leading to the Superior level or beyond

Program Learning Outcomes	Student Performance Criteria Corresponding Course- Embedded Learning Outcomes	Sample Direct Assessment Measures
	identifying action research topics for inquiry related to an issue of teaching/learning Hindi/Urdu in a real world/global context.	
<p>Outcome 2: Analyze the interrelatedness of the Hindi/Urdu language and culture and how language and culture shape the development of perspectives, products and practices of Hindi/Urdu language-speaking communities.</p> <p>Aligns with Cultures, Linguistics, Literatures, and Concepts from Other Disciplines (ACTFL 2); Content (CAEP B); Content Knowledge and Application of Content (InTASC 4, 5)</p> <p>Aligns with KU2, 3 and 4.</p>	<p>HIND 5800</p> <ul style="list-style-type: none"> - Demonstrate understanding of the development and evolution of language and the multiple content areas that comprise the field of Hindi-Urdu language studies. - Demonstrate understanding of the interrelatedness of perspectives, products and practices in South Asian Cultures. - Recognize and analyze distinctive cultural viewpoints in Hindi/Urdu texts, films, artworks, and documents from a range of disciplines. <p>HIND 5860</p> <ul style="list-style-type: none"> - Explain the importance of the study of the Hindi/Urdu languages in their social context and the relationship to communicative competence. <p>HIND 5820</p> <ul style="list-style-type: none"> - Apply understanding of foundational concepts in linguistics to the phonology, lexicon, word formation and word forms, morphology, syntax and semantics of Hindi/Urdu. <p>HIND 5830/URDU 5840</p> <ul style="list-style-type: none"> - Identify contributions of major Hindi writers, thinkers, artists and cultural icons in an historical and cultural context from the pre-modern period to A.D 2000 and compare literary traditions and methods of literary criticism. - Demonstrate understanding of the origin of the Urdu language and the development of Urdu literature in an historical and cultural context. - Analyze orally and in writing defining [Hindi and Urdu] cultural works in a variety of genres and show how they represent shifts in cultural perspectives over time. - Interpret and synthesize ideas and critical issues contained in historical and contemporary [Hindi and Urdu] literary and other cultural texts representing a broad range of authors and a variety of forms and media taking into account multiple perspectives. <p>GLOB 5910</p> <ul style="list-style-type: none"> - Conduct field-based observations of Hindi/Urdu language learners in classroom settings to assist in identifying action research topics for inquiry related to an issue of teaching/learning Hindi/Urdu in a real world/global context. 	<ul style="list-style-type: none"> ✓ Projects, technology-enhanced presentations on literary or cultural topics ✓ Performance on examinations demonstrating understanding of the cultural framework (interrelationship between perspectives, products and practices) ✓ Literary interpretations of a variety of texts ✓ Journal entries illustrating knowledge and understanding of the culture acquired through the study of Hindi/Urdu texts, films, artworks and documents from a range of disciplines ✓ Annotated list of websites that serve as sources for cultural, subject matter content and global issues ✓ Philosophy of teaching statement that addresses the role of culture, literature and cross disciplinary content ✓ Observations from clinical practice describing student acquisition of culture knowledge and perspectives ✓ Creation of communicative tasks that provide students opportunities for to engage in cultural observation and analysis ✓ Lesson plans demonstrating the use of cultural products and practices to contextualize language tasks ✓ Microteaching segments that utilize a variety of authentic resources to provide varying cultural perspectives to engage learners in critical thinking and collaborative problem-solving related to authentic local/global issues ✓ Student work samples illustrating acquisition of cultural perspectives and other learning related to culture ✓ Capstone action research project addressing a topic related to the teaching of culture and integration of cross-disciplinary content
<p>Outcome 3: Apply the key principles of language acquisition and child/adolescent development to create linguistically, culturally-rich and</p>	<p>GLOB 5945</p> <ul style="list-style-type: none"> - Demonstrate understanding of the key principles of language acquisition and how language acquisition occurs 	<ul style="list-style-type: none"> ✓ Performance on examinations demonstrating understanding of language acquisition theories

Program Learning Outcomes	Student Performance Criteria Corresponding Course- Embedded Learning Outcomes	Sample Direct Assessment Measures
<p>supportive learning environments to meet the needs of diverse learners.</p> <p>Aligns with Language Acquisition Theories and Knowledge of Students and Their Needs (ACTFL 3); The Learner and Learning and Instructional Practice (CAEP A, C); Learner Development, Learner Differences, Learning Environment and Instructional Strategies (InTASC 1, 2, 3,8)</p> <p>Aligns with KU2, 3 and 4</p>	<p>at various developmental levels within and outside of the formal classroom setting.</p> <ul style="list-style-type: none"> - Use Hindi/Urdu as the language of instruction in the classroom 90% of the time, provide meaningful language input and employ strategies to assist students in understanding input. - Be able to guide learners on how to negotiate meaning and take risks with language in order to express meaningful thoughts and ideas orally and in writing in a variety of communicative interactions. - Demonstrate understanding of the interrelationship between language acquisition theories and learners' physical, cognitive, emotional and social development on instructional planning, practice and assessment in order to address multiple ways of learning. <p>GLOB 5920</p> <ul style="list-style-type: none"> - Demonstrate understanding of Second Language Acquisition Theory and the relationship between SLA research and instructional best practices. <p>GLOB 5905</p> <ul style="list-style-type: none"> - Conduct field-based observations of Hindi/Urdu language learners in classroom settings in order to analyze the relationship between theory and learner-centered instructional/assessment practices and student outcomes. <p>HIND 5820</p> <ul style="list-style-type: none"> - Explain the challenges associated with teaching different types of Hindi/Urdu language learners and determine which instructional methods are most suited for each and why. - Recognize the types of language learners and explain how grammar shapes varying learner's ability to communicate for understanding orally and in writing. <p>HIND 5850</p> <ul style="list-style-type: none"> - Demonstrate understanding of the linguistic and cultural backgrounds of Hindi, Urdu and other South Asian language speakers and the relationship between teaching/assessing Hindi/Urdu as a heritage language or as a foreign language based on language background. - Design lessons with appropriate modifications that reflect understanding of child and adolescent development, heritage learners with a variety of linguistic backgrounds and mixed classes of heritage and non-heritage learners to meet individual learner needs. 	<p>and the relationship between theory and practice</p> <ul style="list-style-type: none"> ✓ Reflections/journals/papers on classroom observations and/or case studies that include discussion of the relationship between theory and practice ✓ Reflections on lesson plans illustrating the use of teaching strategies based on language acquisition theories ✓ Microteaching that effectively employs language learning strategies based on language acquisition theories ✓ Creation of language learning scenarios in which the candidate describes expected outcomes of micro teaching segments, instructional decisions made prior to and during lessons and an assessment of student learning and teaching performance ✓ Lesson plans illustrating modifications to meet specific learner needs and addressing multiple ways of learning ✓ Written synthesis of professional journal articles that address current research and/or teaching practices including a reflection on information gained ✓ Investigation and written analysis of language backgrounds, learning goals, characteristics and needs of individual students/groups of students ✓ Written analysis of formative and summative assessments in which the candidate describes expected outcomes and explains differentiated assessment options that address these outcomes ✓ Self evaluations/reflections on videotaped lessons in which candidates annotate their willingness to differentiate instruction in order to support a learner-centered classroom ✓ Analysis of teaching performance over time that addresses progress made in providing students with language input using negotiation of meaning, engaging students in interactions, serving as learning facilitator, providing feedback that focuses on meaning and accuracy and taking risks in using the language

Program Learning Outcomes	Student Performance Criteria Corresponding Course- Embedded Learning Outcomes	Sample Direct Assessment Measures
	<p>HIND 5860</p> <ul style="list-style-type: none"> - Demonstrate understanding of issues related to bilingualism, multilingualism and diglossia specific to the South Asian context. <p>GLOB 5910</p> <ul style="list-style-type: none"> - Conduct field-based observations of Hindi/Urdu language learners in classroom settings to assist in identifying action research topics for inquiry related to an issue of teaching/learning Hindi/Urdu in a real world/global context. 	
<p>Outcome 4: Design and implement curriculum and learning experiences that address the goal areas of the <i>World-Readiness Standards for Learning Languages</i>.</p> <p>Outcome 5: Analyze the dimensions of global competence and their relationship to instructional best practices for use in curricular planning.</p> <p>Aligns with Integration of Standards in Planning, Classroom Practice and Use of Instructional Resources (ACTFL 4); The Learner and Learning and Instructional Practice (CAEP A, C) Learning Environment ,Planning for Instruction, Instructional Strategies, Learning Environment (InTASC Standards 3, 7, 8)</p> <p>Aligns with KU1, 3 and 4</p>	<p>GLOB 5920</p> <ul style="list-style-type: none"> - Use the five goal areas of the <i>World-Readiness Standards for Learning Languages</i> and the modes of communication as the focus for instructional planning and lesson design. - Design lessons that reflect an understanding of child and adolescent development and address learner diversity in order to create a supportive learning environment to meet individual learner needs. - Use the principles contained in the <i>World-Readiness Standards for Learning Languages</i> to evaluate, select, design, and adapt instructional resources including technology to support instruction. <p>GLOB 5905</p> <ul style="list-style-type: none"> - Demonstrate understanding of the theoretical framework for Project-Based Learning (PBL) and the development of global competencies. - Analyze the extent to which Global PBL addresses the standards goal areas and modes of communication in an authentic cultural context. - Create age, interest and proficiency-level appropriate communicative tasks for micro lessons to be presented to peers for critique/feedback. - Use a range of technologies to facilitate G-PBL tasks and teacher work goals. <p>GLOB 5910</p> <ul style="list-style-type: none"> - Conduct field-based observations of Hindi /Urdu language learners in classroom settings to assist in identifying action research topics for inquiry related to an issue of teaching/learning Hindi/Urdu in a real world/global context. - Demonstrate an in-depth understanding of the principles for teaching for global competence and how they are inextricably connected to language learning and teaching goals. - Design language learning experiences through standards-driven units/lessons that connect themes/topics of visible global 	<ul style="list-style-type: none"> ✓ Written analysis of the four dimensions of global competence that drive lesson planning and design and how they relate to instructional best practices in standards-based classrooms. ✓ Lesson plans targeting specific goal areas in the <i>World-Readiness Standards for Learning Languages</i> that (a) use the Hindi/ Urdu language for interpersonal, interpretive and presentational purposes, including appropriate verbal and non-verbal behavior and strategies to communicate effectively about a meaningful, age- and level- appropriate topic(s) of local and global significance; b) use a variety of international sources, media, and experiences in Hindi and Urdu to assist students in identifying and weighing relevant evidence related to the issue(s) c) use appropriate technology and media to connect students with native speakers in order to present information, concepts or ideas related to the issue(s). ✓ Written rationale accompanying lesson plans for decisions made regarding selection of lesson content, instructional/assessment strategies, instructional modifications and selection of instructional materials and technology ✓ Journal entries describing how the candidate will create a classroom environment that values diversity and global engagement and integrates learning experiences that promote investigation of global issues that facilitate international and intercultural conversations ✓ Written critiques of self and peer microteaching segments clinical settings and relationship to research-based instructional best practices

Program Learning Outcomes	Student Performance Criteria Corresponding Course- Embedded Learning Outcomes	Sample Direct Assessment Measures
	<p>significance with expectations for global competence while taking into account learner proficiency levels, diverse needs and interests.</p> <ul style="list-style-type: none"> - Participate in the microteaching process with colleagues in the STARTALK Student Program in order to gain hands-on experience in facilitating learner-centered instruction within the Global PBL framework - Integrate the use of technology tools to facilitate and inspire student learning and creativity, to design and develop Global PBL collaborative learning experiences and assessments, to model digital age work and leaning and to foster professional growth. <p>GLOB 5930</p> <ul style="list-style-type: none"> - Become familiar with and apply appropriate strategies to assess the three modes of communication. - Use insights gained from assessing students performances to modify and improve instruction. <p>HIND 5820</p> <ul style="list-style-type: none"> - Evaluate, select and/or create instructional materials for the teaching of Hindi/Urdu in context while being mindful of strategies best suited for teaching Hindi/Urdu language structures in standards-based learning environments. <p>HIND 5850</p> <ul style="list-style-type: none"> - Use the five goal areas of the standards and modes of communication as the focus for instructional planning in teaching heritage language learners. - Evaluate, select, design and adapt authentic instructional materials, including technology resources, to support instruction of heritage learners. <p>HIND 5860</p> <ul style="list-style-type: none"> - Evaluate, select and adapt authentic resources representing language variation based on sociolinguistic variables. 	
<p>Outcome 6: Integrate the use of authentic performance assessments into instruction utilizing a variety of assessment tools to analyze and evaluate learner growth along the proficiency continuum.</p> <p>Aligns with Assessment of Languages and Cultures – Impact on Student Learning (ACTFL 5); The Learner and Learning, Instructional Practice (CAEP A, C); and Assessment (InTASC 6)</p> <p>Aligns with KU1 and 4</p>	<p>GLOB 5930</p> <ul style="list-style-type: none"> - Explain the distinction between traditional forms of language testing and <i>standards-driven</i> assessment, evaluation and grading - Explain the role of authentic assessment in language learning and the distinction between assessment <i>of learning, for learning</i> and <i>about learning</i>. - Use the <i>ACTFL Performance Descriptors for Language Learners</i> and the <i>Hindi Proficiency Guidelines</i> to identify the characteristics of language use that will inform the development of assessments based 	<ul style="list-style-type: none"> ✓ Performance on examinations demonstrating knowledge of assessment principles and models ✓ Samples of formative/summative assessment tasks and accompanying rubrics across the communicative modes and cultural framework ✓ Analyses of videotaped student performances on assessment tasks, corresponding rubrics and assessment results ✓ Samples and analyses of integrated performance assessments

Program Learning Outcomes	Student Performance Criteria Corresponding Course- Embedded Learning Outcomes	Sample Direct Assessment Measures
	<p>on linguistic and culture objectives aligned with the standards goal areas.</p> <ul style="list-style-type: none"> - Become familiar with and apply appropriate strategies to assess the three modes of communication (interpersonal, interpretive, and presentational). - Use existing performance assessment models, such as Integrated Performance Assessments (IPAs). - Design assessment rubrics containing clear descriptive language differentiating the quality of performances, for use with a variety of assessment tools. - Select and use appropriate technology tools and Web 2.0 applications to support and enhance learning and assessment. - Use insights gained from assessing student performances to modify and improve instruction. (K/S/D) - Recognize how teacher reflection (self-reflection, goal setting, and inquiry into practice) impacts the assessment/learning process. <p>GLOB 5910</p> <ul style="list-style-type: none"> - Integrate the use of technology tools to facilitate and inspire student learning and creativity, to design and develop global project-based collaborative learning experiences and assessments, to model digital work and learning and to foster professional growth. <p>HIND 5850</p> <ul style="list-style-type: none"> - Use a variety of assessment tools to evaluate heritage language learner skills for placement purposes and to assess their ongoing growth along the proficiency continuum in all skill areas. 	<ul style="list-style-type: none"> ✓ Samples and analyses of final assessments in Global PBL units, including growth of global competencies using the Global Competency Matrix ✓ Reports on how assessment results were used to modify/improve instruction ✓ Summaries, journal entries, and/or case studies of how student progress is reported ✓ Journal entries on the process of planning for instruction with performance targets in mind, strategies used for ongoing assessment, development of final authentic performances, adjusting instruction and reporting results
<p>Outcome 7: Contribute to the field of research in Hindi/Urdu language pedagogy and engage in language advocacy initiatives in a professional and ethical manner.</p> <p>Aligns with Professional Development and Inquiry, Advocacy, and Ethics (ACTFL 6); Professional Responsibility (CAEP D); and Professional Learning and Ethical Practice (InTASC 9)</p> <p>Aligns with KU1, 3 and 4</p>	<p>GLOB 5995</p> <ul style="list-style-type: none"> - Explore action research literature in the field of foreign language pedagogy through a broad range of readings in areas self-identified as research areas of interest. - Conduct an action research project using appropriate collection and analysis methods in accordance with the ethics of action research. - Participate in a community of practice to enhance understanding of their area of action research through sharing and dialog with peers, experts and the language community-at-large. <p>GLOB 5930</p> <ul style="list-style-type: none"> - Recognize how teacher reflection (self-reflection, goal setting, and inquiry into practice) impacts the assessment/learning process 	<ul style="list-style-type: none"> ✓ Summary report on current trends, research, issues, and innovations in foreign language pedagogy ✓ Selection of potential research topics for inquiry related to an issue of teaching/ learning Hindi and Urdu in a real world context ✓ Journal recording candidate engagement in action research inquiries and results of testing emerging claims with colleagues ✓ Action research project and conclusion ✓ Critiques of action research plans of peers, as well as their own research in progress ✓ Self evaluation of research findings and implications and that of colleagues ✓ Report on rationale for selection of a particular method of

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		<ul style="list-style-type: none"> ✓ disseminating action research and the efficacy of the method ✓ Written reflection on the extent to which the candidate's and colleagues' action research project has raised awareness of specific pedagogical issues related to the teaching of Hindi/Urdu ✓ Online evidence of participation in a Hindi and Urdu community of professional practice ✓ Professional learning plan indicating areas of potential growth ✓ Annotated reference list of key sources of accessing language-specific data and advocacy – oriented resources ✓ Position paper reflecting the candidate's insights regarding the roles, responsibilities and ethical expectations of a professional educator/researcher of Hindi/Urdu

Assessment measures consist of *course* **formative** and **summative assessments** that are specific and measurable requiring students to transfer/apply what they have learned through products and performances and a *program* **summative assessment** consisting of a research project and thesis. Task-specific rubrics will be used throughout the program to target specific knowledge, skills, and/or dispositions, and the program summative assessment will be assessed using a rubric aligned to program learning outcomes.

Data obtained through student learning outcome assessments will be trended and aggregated to determine areas of student strengths and weaknesses in order to inform curricular and pedagogical decisions thereby ensuring a 'Closing of the Loop' process. We will also use **indirect measures** as a secondary support to elucidate data where necessary.

Example 4
New Jersey Institute of Technology
PhD in Business Data Science

II. Evaluation and Learning Outcomes Assessment Plan

The School of Management (SoM) is accredited by the Association to Advance Collegiate Schools of Business (AACSB) and has an extensive Assurance of Learning (AoL) program in place covering all SoM programs. The new PhD program evaluation and learning outcomes assessment plan will be integrated into this existing AoL structure. There are four specific program level learning goals with associated learning outcomes, proposed assessment tools, and timetable for assessment as presented in Table 1.

Indirect measures of the program outcomes include surveys of students, alumni, and employers who hire the graduates of the proposed program. Students are expected to submit their research findings as manuscripts for peer-review in conferences and journals. The reviews provide indirect validation of the quality of research and written communication. Retention rate, job placement, salary levels, and career progression will also be utilized as measurements of the long-term effectiveness and impact of the proposed program.

Table 1. Learning Goals, Outcomes, and Assessment Plan

Student Learning Goals	Student Learning Outcomes	Measure	Timeline
LG 1 Ability to integrate interdisciplinary knowledge, advanced technology, and business principles	LO 1.1: Master data analytics and problem solving skills	Rubric will be developed to assess skills for developing descriptive, predictive, and prescriptive models	Measured in core courses throughout the first two years
	LO 1.2: Apply advanced data science skills for knowledge discovery and complex decision making in business	Qualifying exam, Dissertation research	Measured in qualifying exams by the end of year 2 and in dissertation research thereafter
LG 2 The ability to conduct innovative and independent research	LO 2.1: Understand the-state-of-the-art	Student publications in peer-reviewed conference proceedings and journals, dissertation proposal & dissertation.	Measured throughout the program and in the dissertation proposal by the end of year 3
	LO 2.2: Identify novel problems, propose and implement solutions, and evaluate the outcomes	Dissertation proposal and research	Measured in the dissertation proposal defense by the end of year 3, and in subsequent dissertation research
LG 3 Effective communication skills to collaborate with and disseminate knowledge to an interdisciplinary audience	LO 3.1: Master oral communication skills for effective teaching and presentations	Rubric measuring effectiveness of oral communication	Measured throughout the program in courses, seminars, research requirements, and dissertation requirements
	LO 3.2: Master writing communication skills for effective technical writing	Rubric measuring effectiveness of written communication	Measured in the dissertation proposal by the end of year 3 and final defense
LG 4 Ethical decision making	LO 4.1: Exhibit ethical behavior for conducting research	Embedded exercises in core courses, such as Business Research Methods (I) and (II). Data collection and analysis in dissertation research	Measured in the first year and in the dissertation proposal and defense
	LO 4.2: Exhibit professional behavior		
	LO 4.3: Identify ethical implications of decision making		

In compliance with the accreditation standards and guidelines of the Middle States Commission on Higher Education, NJIT maintains adherence to the following five Institutional Learning Goals:

1. Research-based inquiry: Students employ research methods appropriate to their discipline.
2. Collaboration: Students work effectively in teams, applying multidisciplinary and global perspectives.
3. Ethical conduct: Students demonstrate professional and civic responsibility, including respect for all individuals.
4. Professional readiness: Students exhibit knowledge and skills, and engage in experiences, necessary for professional and personal growth.
5. Creativity: Students use heuristics to evaluate, analyze, and synthesize innovative solutions to existing and emerging problems.

As shown in Table 2, the Program's Learning Goals directly encompass and support all five of NJIT's Institutional Learning Goals.

Table 2. Matrix: Relating PhD Program Learning Goals to Institutional Level Learning Goals

Institutional Learning Goals Program Learning Goals	1: Researched-based Inquiry	2: Collaboration	3: Ethical Conduct	4: Professional Readiness	5: Creativity
1: Ability to integrate interdisciplinary knowledge, advanced technology, and business principles	✓			✓	✓
2: Ability to conduct innovative and independent research	✓			✓	✓
3: Effective communication skills to collaborate with and disseminate knowledge to an interdisciplinary audience		✓		✓	
4: Ethical decision making			✓	✓	

The school has dedicated faculty committees to take responsibility for assurance of learning (AoL), including the committee of AACSB accreditation/Assurance of Quality, Assurance of Learning committee, Academic Programs committee, Graduate Program and Curriculum committee, and academic advisor of the PhD program, with the support from the Dean and Associate Dean. The program is committed to maintaining the academic standards for teaching and research excellence highlighted at NJIT, administered by the NJIT Committee for Graduate Education. Assessment is managed by the aforementioned committees to ensure consistency and sustainability.