

Example 1

Undergraduate Degree in Global Studies

PROGRAM EGs	COMPONENTS/ DEFINITIONS OF EGs	DATA SOURCE (COURSE NUMBER)	DIRECT ASSESSMENT	INDIRECT ASSESSMENT	YEARS/SEMESTERS OF DATA COLLECTION	MAJOR FINDINGS	ACTIONS RESULTED FROM FINDINGS
At the end of this program students will be able to...							
...evaluate global systems, institutions, and/or relationships of power and resources in a historical and geographic context	<ul style="list-style-type: none"> Students can describe some of the contested assumptions and intellectual debates within global studies that are relevant to their major Students have a deeper knowledge of the historical, political, scientific, cultural, and socioeconomic connections between various countries studied Students can identify some of the processes through which civilizations, nations, or people are defined historically and in the present. 	GS 1XX GS 1XX GS 2XX	<ul style="list-style-type: none"> Essays requiring students to demonstrate mastery of the desired EG Exams Group discussions and debates in tutorial Documentation of classroom discussions 	<ul style="list-style-type: none"> Student surveys One minute paper 	Fall 2013 Fall 2014	<ul style="list-style-type: none"> Students can describe some of the intellectual debates in the field, but have trouble comparing across countries Large number of students have trouble identifying important material in the readings (GS 1XX) 	<ul style="list-style-type: none"> Introduce a cases study assignment to improve students' comparative analysis More examples in class of comparative nature For GS 1XX: it is recommended to provide weekly questions to guide readings
...engage in debates about practice of democracy	<ul style="list-style-type: none"> Students can speak knowledgeably about fundamental principles of democracy in Canada Students can compare features of democracy in other countries Students develop stronger skills to engage 	GS 3XX GS 4XX	<ul style="list-style-type: none"> Critical book review Semester-long group project Final exam Written assignment: 	<ul style="list-style-type: none"> Focus group discussion with students One minute paper 	Spring 2014 Summer 2014	<ul style="list-style-type: none"> Majority of students could not effectively compare different models of democracy in their final exams 	<ul style="list-style-type: none"> Reformulate exam questions to address any ambiguities Include a session on "Effective Group Work" to the weekly topics

	in deliberative dialogue		country profile			<ul style="list-style-type: none"> 45% of students struggled with solving disputes in their groups 	
...think critically about theories, concepts and arguments in the field	<ul style="list-style-type: none"> Students can formulate a position based on valid premises Students can gather and present supporting evidence to argue their case Students can challenge underlying assumptions held by others Students can reflect on their conclusions and make their own judgment about their values 	GS 3XX GS 4XX	<ul style="list-style-type: none"> Term paper Final exam Reflective journals Oral presentation Critical article analysis 	<ul style="list-style-type: none"> Student survey Monitoring group discussions 	Fall 2013 Spring 2014	<ul style="list-style-type: none"> Majority of students were able to formulate propositions, but struggled with linking them back to the literature Students were able to provide evidence for their own propositions, but remained dismissive of other scholars' arguments without providing a valid argument 	<ul style="list-style-type: none"> Students will be required to submit a 1 page term paper proposal in order to receive feedback on their critical engagement with existing arguments in the field

Adopted from:

McTighe Musil, Caryn (2006). *Assessing Global Learning*. Washington, D.C.: Association of American Colleges and Universities. Retrieved from http://www.aacu.org/SharedFutures/documents/Global_Learning.pdf

Crebert, G., Patrick, C.-J., Cragnolini, V., Smith, C., Worsfold, K., & Webb, F. (2011). *Critical Evaluation Skills Toolkit*. Retrieved from <http://www.griffith.edu.au/gihe/resources-support/graduate-attributes>

Example 2

Undergraduate Degree in Theatre

PROGRAM EGs	COMPONENTS/ DEFINITIONS OF EGs	DATA SOURCE (COURSE NUMBER)	DIRECT ASSESSMENT	INDIRECT ASSESSMENT	YEARS/SEMESTERS OF DATA COLLECTION	MAJOR FINDINGS	ACTIONS RESULTED FROM FINDINGS
Skills of Ensemble	<ul style="list-style-type: none"> Contribute effectively to the collective accomplishment of a production and/ or performance Operate effectively through a common professional vocabulary while also being aware of the specificity of that vocabulary and the ways in which this enables the transdisciplinarity of the individual disciplines involved Understand theatre, in a broad sense, as a transcendent reality where the techniques, expressions and individual creativity, are revealed within a production. 	THEA 2XX THEA 3XX	<ul style="list-style-type: none"> Final scene presentations Final directing scene Final project 	<ul style="list-style-type: none"> Peer reviews 	Spring 2014	<ul style="list-style-type: none"> Majority of students were able to process and retain a significant amount of textual and academic information relevant to theatre, and to contextualize with ease. 	<ul style="list-style-type: none"> None
Preparatory and rehearsal Skills	<ul style="list-style-type: none"> Manage their personal tasks, of accomplishing pre-established goals, and also to define and set out collective objectives. Demonstrate their awareness of the techniques of rehearsal and production. 	THEA 4XX	<ul style="list-style-type: none"> Final Dramaturgical protocol/ Casebook Senior project Final performance 	<ul style="list-style-type: none"> Focus group discussion 	Summer 2014	<ul style="list-style-type: none"> 55% percent of students experienced serious challenges with resolving major production 	<ul style="list-style-type: none"> A mentorship program is proposed to supervise students to overcome setbacks in production

	<ul style="list-style-type: none"> Evidence that they have participated in the construction and public presentation of different theatrical creations 					setbacks	
Contextual Knowledge & Understanding	<ul style="list-style-type: none"> Place dramatic literature within different historical, ethno-social and artistic contexts. Understand the value of technological progress and its potential to optimise production procedures and processes, and potentially open new approaches and developments within their field of intended practice. Evidence their awareness of the ethical considerations and implications that are appropriate to their intended field of practice. 	THEA 4XX	<ul style="list-style-type: none"> Portfolio Case study Final paper 	<ul style="list-style-type: none"> Survey 	Summer 2014	<ul style="list-style-type: none"> In personal exit surveys students reported strong emphasis on and improvement in their awareness of ethical issues in theatre production. However several students asked for more training in ethno-social competency. 	<ul style="list-style-type: none"> During the next review cycle, the department will explore ways to increase ethno-social awareness among students.

Adopted from:

Cornell University (2007). *Reference documents and toolkits*. Retrieved from http://www.cornell.edu/provost/assessment/docs/interartes_SLOs.pdf.

University of Florida (2012). *Undergraduate academic assessment plan (BA in Theatre)*. Retrieved from http://assessment.ua.ufl.edu/Data/Sites/22/media/2012_13uaap/2012-13uaap-fine-arts/2012-13-cfa-theatre-ba-aap.pdf

Example 3

Undergraduate Degree in Biology

PROGRAM EGs	COMPONENTS/ DEFINITIONS OF EGs	DATA SOURCE (COURSE NUMBER)	DIRECT ASSESSMENT	INDIRECT ASSESSMENT	YEARS/SEMESTERS OF DATA COLLECTION	MAJOR FINDINGS	ACTIONS RESULTED FROM FINDINGS
At the end of this program students will be able to...							
Know the language, facts, details, and significance of biology as a discipline	<ul style="list-style-type: none"> • Demonstrate knowledge of: <ul style="list-style-type: none"> ○ Evolution ○ Molecular biology ○ Cell biology ○ Plants ○ Animals ○ Cell biology & genetics 	BIOL 1XX BIOL 1XX	<ul style="list-style-type: none"> • Tests • Quiz • Lab reports 	<ul style="list-style-type: none"> • Student surveys 	Spring 2014	<ul style="list-style-type: none"> • Students had difficulty studying for the final exam given the broad scope of the course. Exam scores were significantly lower than quiz scores. • Lab reports were overall satisfactory, but needs to be improved 	<ul style="list-style-type: none"> • Consider more smaller exams or quizzes rather than a cumulative final exam • Provide examples of good lab reports from previous semesters
Understand how scientific knowledge is obtained and verified, importance of detail, accuracy, and honesty	<ul style="list-style-type: none"> • Retrieve information from databases • Determine the veracity and value of published information • Proper citation of references 	BIOL 2XX	<ul style="list-style-type: none"> • Presentations • Papers • Lab reports • Quiz 	<ul style="list-style-type: none"> • Student surveys 	Summer 2014	<ul style="list-style-type: none"> • Over 85% of students have solid pre-knowledge 	<ul style="list-style-type: none"> • Less emphasis in lecture on this particular outcome as most students have good pre-knowledge • Focus attention to those few with less prior knowledge in order to bring them up to speed

Accurately perform basic lab and field techniques and proper scientific documentation	<ul style="list-style-type: none"> • Design an carry out experiments • Record data and observations 	BIOL 3XX	<ul style="list-style-type: none"> • Course project • Portfolio 	<ul style="list-style-type: none"> • Focus group • One minute essays 	Fall 2014	<ul style="list-style-type: none"> • Students have difficulty sorting and discussing contradictory findings in their lab reports 	<ul style="list-style-type: none"> • Require multiple drafts of written work to refine analytical abilities • Provide opportunities to help students become better consumers of empirical research • Provide opportunities to help students become better producers of empirical research
--	---	----------	---	--	-----------	---	--

Adopted from:

Carnegie Mellon University (2011). *Whys and hows of assessment*. Eberly Centre for Teaching Excellence. Retrieved from <http://www.cmu.edu/teaching/assessment/assessprogram/examplecharts.html>

University of Wisconsin (2007). *Biology program assessment plan*. Retrieved from <http://www.uwrf.edu/Administration/upload/Biology.pdf>