Assessment: Assessment Plan

TEXAS TECH UNIVERSITY
Office of the Provost
Office *of* Planning & Assessment™

Degree Program - UP - University Studies (BA/BS)

CIP Code: 30.9999.31

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Program Purpose Statement: The University Studies degree program offers students a unique opportunity to build a degree plan that matches their academic interests.
Modality: Fully Online (86-99% Online), Electronic-to-Group, Off Campus Face-to-Face

Student Learning Outcome: SLO1 - Connections to Experience

Students will be able to synthesize connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.

Outcome Status: Active
Outcome Type: Program
Start Date: 09/01/2019

Assessment Methods

Portfolio Review - There is a PORTFOLIO ASSIGNMENT embedded in the Capstone course. This assignment is one way we assess student learning at the end of the degree program, including students ability to integrate the principles and perspectives of their chosen concentration areas. Faculty use a common rubric to assess this assignment. This rubric is customized to have a section that specifically assesses learning in this area. (Active)
Criterion: 70% of students will earn 16-20 points on the portion of this assignment that relates to this student learning outcome. Our expectation is students will achieve a B or better on the Portfolio Assignment. **Schedule:** INTS 4350 each Fall and Spring term **Related Documents:** AACU_LEAP_Integrative Learning_Rubric.pdf INTS 4350 Portfolio Rubric.pdf

Self-Assessments - Students will be encouraged to submit a self-assessment of their learning of the stated program learning outcomes through an anonymous end of course survey. (Active)
Criterion: 70% of students will self-assess as meeting the Capstone expectation on the AAC&U Integrative Learning LEAP VALUE rubric. **Schedule:** Each Fall/Spring term in INTS 2310, INTS 4300, and INTS 4350.

Student Learning Outcome: SLO2 - Connections to Disciplines

Students will be able to create wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.

Outcome Status: Active
Outcome Type: Program

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Start Date: 09/01/2019

Assessment Methods

Embedded Assessments - There is a FINAL PROJECT/SENIOR LEADERSHIP THESIS embedded in the Capstone course. This assignment is one way we assess student learning at the end of the degree program, including learning related to students ability to integrate the principles and perspectives of their chosen concentrations. Faculty use a common rubric to assess this assignment. This rubric is customized to have a section that specifically assesses learning in this area. Although we use grades in this rubric, we feel they are acceptable assessment data because they come from such a targeted assignment and assessment tool (the rubric). _copy (Active)

Criterion: 70% of students will earn a "C" on the portion of this assignment that relates to this student learning outcome. We have defined a "C" as "student learning that exhibits COMPETENT performance on this outcome".

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Schedule: INTS 4350 each Fall and Spring term
Related Documents:
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INTS 4350 Portfolio Rubric.pdf

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Schedule: Each Fall/Spring term in INTS 2310, INTS 4300, and INTS 4350.

Student Learning Outcome: SLO3 - Transfer of Knowledge

Students will be able to adapt and apply, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.

Outcome Status: Active
Outcome Type: Program
Start Date: 09/01/2019

Assessment Methods

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Schedule: INTS 4350 each Fall and Spring term
Related Documents:
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Criterion: 70% of students will self-assess as meeting the Capstone expectation on the AAC&U Integrative Learning LEAP VALUE rubric.
Schedule: Each Fall/Spring term in INTS 2310, INTS 4300, and INTS 4350.

Student Learning Outcome: SLO4 - Integrated Communication (CL)

Students will be able to fulfill the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.

Outcome Status: Active
Outcome Type: Program, Student Learning
Start Date: 09/01/2019
Additional Assessment Component: Communication Literacy

Assessment Methods

Embedded Assessments - There is a FINAL PROJECT/SENIOR LEADERSHIP THESIS embedded in the Capstone course. This assignment is one way we assess student learning at the end of the degree program, including learning related to students ability to integrate the principles and perspectives of their chosen concentrations. Faculty use a common rubric to assess this assignment. This rubric is customized to have a section that specifically assesses learning in this area. Although we use grades in this rubric, we feel they are acceptable assessment data because they come from such a targeted assignment and assessment tool (the rubric). _copy (Active)

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Schedule: Each Fall/Spring term in INTS 2310, INTS 4300, and INTS 4350.

Course Level Assessment - Faculty will report, using an online reporting tool, student performance of communication literacy. (Active)

Criterion: 70% of students will achieve the Acceptable rating on each of the CL Plan rubric.
Schedule: Each Fall/Spring term in INTS 2310, INTS 4300, and INTS 4350.
Related Documents:
Communication Literacy Rubric (CLR).docx

Student Learning Outcome: SLO5 - Reflection and Self-Assessment

Students will be able to envision a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.
Outcome Status: Active
Outcome Type: Program
Start Date: 09/01/2019

Assessment Methods

Embedded Assessments - There is a CAPSTONE REFLECTION ASSIGNMENT embedded in the Capstone course. This assignment is one way we assess student learning at the end of the degree program, including students' ability to discuss the importance of life-long learning as well as social and personal responsibility. Faculty use a common rubric to assess this assignment. This rubric is customized to have a section that specifically assesses learning in this area. Although we use grades in this rubric, we feel they are acceptable assessment data because they come from such a targeted assignment and assessment tool_copy (Active)

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