

## PROGRAM ASSESSMENT REPORT

*East Central University*

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**Program Name:** M.Ed. Instructional Design and Technology

**College/School Name:** College of Education and Psychology

**Academic Year Assessed:** 2020-21

### Assessment Report Requirements:

- 1. Program Goals, Student Learning Outcomes (SLO), and Criteria:** At *minimum*, your Program Assessment Plan should have 2 overarching goals and 3 major outcomes derived from the goals that assess the core of your program. Each SLO must have at least 2 criteria and each criterion must have at least one instrument.
- 2. Assessment Across Program:** Your SLOs and criteria must assess a majority of your students each year and assess from early in the program to the end.
  - Assessing through the program gives you the ability to identify weak points for improvement.
- 3. Instruments:** Attach ALL Instruments listed in your assessment plan in the APPENDIX at the end of the Plan/Report.
- 4. Instruments Using Direct/Indirect Measures:** Your Program Assessment Plan should include both direct and indirect measures of learning, with direct measures in the majority.
- 5. Validation through External Instruments:** *If possible*, use an external instrument as a direct measure (e.g., ETS/MFT, ACAT, NCLEX, OSAT) to validate your local direct measures.
  - *The Office of Institutional Effectiveness pays for external testing.*
- 6. Analysis of Data by Faculty:** All faculty integral to the Program will meet to discuss and analyze the data at the end of the academic year to determine what the collected data says about the program's performance during the current year and how that new knowledge will translate into proposed actions/changes in the coming year(s).
- 7. Completion of Template:** *You are required to complete all sections of this report template.* Follow the directions as written. Contact the Assessment Coordinator before modifying the template to match the specific elements of your program assessment plan.
- 8. File Name:** Use the following format to name this file before uploading:
  - Program Name Degree Level Asmt Report AY XXXX-XX
  - e.g., Art BFA Asmt Report AY 2020-21
  - e.g., Ed Leadership MEd Asmt Report AY 2020-2021
- 9. Upload to Teams:** Complete your plan/report using the template and upload it to your Team channel. Email your Vice President and the Assessment Coordinator to let them know you have finished. *IF you make further changes to your report in Teams, notify your Vice President and the Assessment Coordinator via email.*

**See Glossary of Terms for further explanation:**

**UGRP\_ECU Unit Assessment Team >> General channel >> Files.**

## **Assessment Plan, Data, and Analysis**

### **Mission Statements & Goals**

#### **EAST CENTRAL UNIVERSITY MISSION STATEMENT:**

**We educate and empower students to understand and transform our world.**

#### **PROGRAM GOAL(S):**

The program has three goals:

- 1) to produce graduates who can use technology in their school or work environment to support learning.
- 2) to produce graduates who have a strong theoretical background to use for appropriate decision making concerning educational technology solutions.
- 3) to prepare graduates with the knowledge of how to design and implement instructional technology in a variety of settings.

#### **ASSESSMENT ACROSS THE PROGRAM STATEMENT:**

The M.Ed. in Instructional Design and Technology program is aligned to the AECT Standards (Association for Educational Communications and Technology). These standards are listed below, along with program courses that address each standard. There is a great amount of integration in the curriculum that cuts across multiple standards. The following summary highlights the key courses that specifically address each standard.

The program's coursework provides an in-depth and broad graduate-level foundation related to Standard 1. Educational theory, and current issues are addressed through EDUC 5133 Modern Philosophies of Education and EDUC 5183 Contemporary Issues in Education. This foundation enables the remaining curriculum to be rooted in relevant and current educational theory.

Standard 2 is addressed through PSYCH 5313 Advanced Educational Psychology and EDUC 5363 Principles of Instructional Design, which enable students with non-teaching backgrounds to develop instructional planning knowledge and skills, as well as reinforce the instructional planning skills of students from teaching backgrounds.

Standards 3 and 4 are addressed by courses that specifically develop and expand students' knowledge and skills in current and emerging educational technologies, including EDUC 5013 Advanced Educational Technology Strategies, EDUC 5003 Multimedia Technology, and EDUC 5933 Survey of Emerging Technologies. EDUC 5603 Survey of Intellectual Property focuses on various ethical issues related to educational technology, including copyright, fair use, etc. EDUC 5943 Educational Technology Leadership focuses on developing knowledge and skills for performing high-level planning, implementation, and evaluation of educational technology initiatives in schools or other educational environments.

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Standard 5 is primarily addressed in EDUC 5113 Techniques of Research, as well as additional research projects throughout the program curriculum. EDUC 5702 Educational Technology Capstone engages students in a comprehensive culminating project that draws from concepts throughout the program curriculum, as well as offers students with an opportunity to further research and gain experience in a focused topic of interest to the student.

AECT Standard 1 (Content Knowledge): Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes.

EDUC 5133 Modern Philosophies of Education  
EDUC 5183 Contemporary Issues in Education  
EDUC 5013 Advanced Educational Technology Strategies  
EDUC 5003 Multimedia Technology  
EDUC 5933 Survey of Emerging Technologies  
EDUC 5943 Educational Technology Leadership  
EDUC 5702 Instructional Design and Technology Capstone

AECT Standard 2 (Content Pedagogy): Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy.

PSYCH 5313 Advanced Educational Psychology  
EDUC 5363 Principles of Instructional Design  
EDUC 5013 Advanced Educational Technology Strategies  
EDUC 5003 Multimedia Technology  
EDUC 5943 Educational Technology Leadership  
EDUC 5702 Instructional Design and Technology Capstone

AECT Standard 3 (Learning Environments): Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments.

EDUC 5013 Advanced Educational Technology Strategies  
EDUC 5003 Multimedia Technology  
EDUC 5933 Survey of Emerging Technologies  
EDUC 5363 Principles of Instructional Design  
EDUC 5603 Survey of Intellectual Property  
EDUC 5702 Instructional Design and Technology Capstone

AECT Standard 4 (Professional Knowledge and Skills): Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.

EDUC 5013 Advanced Educational Technology Strategies  
EDUC 5003 Multimedia Technology  
EDUC 5363 Principles of Instructional Design  
EDUC 5603 Survey of Intellectual Property  
EDUC 5943 Educational Technology Leadership  
EDUC 5702 Educational Technology Capstone

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AECT Standard 5 (Research): Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance.

EDUC 5113 Techniques of Research

EDUC 5183 Contemporary Issues in Education

EDUC 5933 Survey of Emerging Technologies

EDUC 5943 Educational Technology Leadership

EDUC 5702 Instructional Design and Technology Capstone

#### **EXTERNAL INSTRUMENT AVAILABILITY FOR PROGRAM:**

No

**STUDENT LEARNING OUTCOME 1:** CANDIDATES WILL DEMONSTRATE KNOWLEDGE RELATED TO THEIR MAJOR FIELD OF STUDY.

**Criterion 1.1:** Candidates will demonstrate **research knowledge**.

**Population/Course:** All candidates in the M.Ed. Instructional Design and Technology program that take the EDUC 5113 Techniques of Research course during the reporting period

**Instrument/Measurement:** Course grade earned in EDUC 5113 Techniques of Research

**Standard:** 80% of candidates will earn a B or better in EDUC 5113 Techniques of Research

#### **Data Table:**

<b>Academic Year</b>	<b>Range of Scores</b>	<b>Mean of Scores</b>	<b>% earning B or better</b>	<b>n</b>
2020-2021	A's-8	-	100%	8
2019-2020	A's-7	-	100%	7
2018-2019*	ND*	ND*	ND*	ND*
2017-2018	ND	ND	ND	ND
2016-2017	ND	ND	ND	ND

NOTE: Data collection for this program began in 2018-19. In that year, an assignment score was used but then the course grade has been used since.

Year	N	Average Score on Research Literature Review Assignment
2018-19	5	88.2

**Analysis Table:** A response is required for each question in the table.

<b>Analysis Question</b>	<b>Analysis Response</b>
1. Was your standard met or not met for the year?	Met

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2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	The candidates in this year's report achieved the highest possible rating, 100% earning A's in EDUC 5113.
3. Discuss possible reasons why the unit performed as it did this year.	Candidates in this program seem to do very well in this course.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	The 100% level has been earned two years in a row. If this trend continues, it may be helpful to change to a more specific measure of this criterion.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No changes recommended.

**Criterion 1.2:** Candidates will demonstrate **content knowledge** related to Instructional Design and Technology.

**Population/Course:** All candidates in the M.Ed. Instructional Design and Technology program that take the EDUC 5702 Educational Technology Capstone course during the reporting period

**Instrument/Measurement** (copy/paste instrument in Appendix): Instructional Design and Technology Capstone Project Rubric – Content Knowledge Criterion

**Standard:** The average Instructional Design and Technology Capstone Project Rubric – Content Knowledge criterion score will be 2.5 or better.

### Data Table:

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	2's-3, 3's-5	2.63	63%	8
2019-2020	2's-1, 3's-1	2.5	50%	2
2018-2019	2's-1, 3's-6	2.86	86%	7
2017-2018	ND	ND	ND	ND
2016-2017	ND	ND	ND	ND

NOTE: Data collection for this program began in 2018-19.

**Analysis Table:** A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Met
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	The 2.63 average among the 8 candidates this year was close to the minimum standard of 2.5.

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3. Discuss possible reasons why the unit performed as it did this year.	While no students performed worse than a 2 on the rubric, this group was a near even mix of those doing excellent on the capstone project vs. those doing “good enough” to meet the capstone requirements.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	While this year’s average was an improvement over last year’s, the previous year included only 2 students. If a trend continues of averages being close to the minimum standard, there may be a need to implement more supports for candidates as they develop the capstone project, such as revising instructions to provide more clarity of expectations, or introducing more benchmarks through the capstone development process.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No changes recommended.

**STUDENT LEARNING OUTCOME 2: CANDIDATES WILL DEMONSTRATE PROFESSIONAL SKILLS RELATED TO THEIR MAJOR FIELD OF STUDY.**

**Criterion 2.1:** Candidates will demonstrate effective **instructional design skills**.

**Population/Course:** All candidates in the M.Ed. Instructional Design and Technology program that take the EDUC 5363 Principles of Instructional Design course during the reporting period

**Instrument/Measurement** (copy/paste instrument in Appendix): Course grade earned in EDUC 5363 Principles of Instructional Design

**Standard:** 80% of candidates will earn a B or better in EDUC 5363 Principles of Instructional Design

**Data Table:**

Academic Year	Range of Scores	Mean of Scores	% earning B or better	n
2020-2021	A's-7	-	100%	7
2019-2020	A's-3	-	100%	3
2018-2019*	ND*	ND*	ND*	ND*
2017-2018	ND	ND	ND	ND
2016-2017	ND	ND	ND	ND

NOTE: Data collection for this program began in 2018-19. In that year, an assignment score was used but the course grade has been used since that year.

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Year	N	Average Score on Instructional Design Project
2018-19	5	100

**Analysis Table:** A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Met
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	The candidates in this year's report achieved the highest possible rating, 100% earning A's in EDUC 5363.
3. Discuss possible reasons why the unit performed as it did this year.	Candidates in this program seem to do very well in this course. This is a key course in the degree content area so students tend to be interested and work hard to do well.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	The 100% level has been earned two years in a row. If this trend continues, it may be helpful to change to a more specific measure of this criterion.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No changes recommended.

**Criterion 2.2:** Candidates will demonstrate effective **educational technology project management skills**.

**Population/Course:** All candidates in the M.Ed. Instructional Design and Technology program that take the EDUC 5943 Educational Technology Leadership course during the reporting period

**Instrument/Measurement:** Course grade earned in EDUC 5943 Educational Technology Leadership

**Standard:** 80% of candidates will earn a B or better in EDUC 5943 Educational Technology Leadership

**Data Table:**

Academic Year	Range of Scores	Mean of Scores	% earning B or better	n
2020-2021	A's-2, F's-1	-	66%	3
2019-2020	A's-8	-	100%	8
2018-2019*	ND*	ND*	ND*	ND*



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2017-2018	ND	ND	ND	ND
2016-2017	ND	ND	ND	ND

NOTE: Data collection for this program began in 2018-19. In that year, an assignment score was used but then the course grade has been used since.

Year	N	Average Score on Technology Initiative Plan Assignment
2018-19	7	98.4

**Analysis Table:** A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Not Met
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	The low n makes this “not met” a false measure because of only 3 candidates, 2 earned an A and 1 earned an F.
3. Discuss possible reasons why the unit performed as it did this year.	Candidates in this program seem to do very well in this course. This is a key course in the degree content area so students tend to be interested and work hard to do well. The student earning an F has occasionally not completed the majority of work in courses.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	The 100% level has been earned by 10 of 11 candidates over the last two years. If this trend continues, it may be helpful to change to a more specific measure of this criterion.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No changes recommended.

### **STUDENT LEARNING OUTCOME 3: CANDIDATES WILL DEMONSTRATE COMMUNICATION SKILLS.**

**Criterion 3.1:** Candidates will demonstrate effective **written communication skills.**

**Population/Course:** All candidates in the M.Ed. Instructional Design and Technology program that take the EDUC 5702 Educational Technology Capstone course during the reporting period

**Instrument/Measurement** (copy/paste instrument in Appendix): Instructional Design and Technology Capstone Project Rubric – Written Communication Criterion



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**Standard:** The average Instructional Design and Technology Capstone Project Rubric – Written Communication criterion score will be 2.5 or better.

### Data Table:

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	2's-1, 3's-7	2.88	88%	8
2019-2020	2's-1, 3's-2	2.5	50%	2
2018-2019	2's-2, 3's-5	2.71	71%	7
2017-2018	ND	ND	ND	ND
2016-2017	ND	ND	ND	ND

NOTE: Data collection for this program began in 2018-19.

### Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Met
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	At 2.88, this year's candidates averaged close to the maximum level for the criterion, which is 3.
3. Discuss possible reasons why the unit performed as it did this year.	Nearly all of this year's candidates demonstrated strong writing skills through the products created in the capstone course.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	The trend is that scores are improving in written communication skills. With the recent growth of this program, this metric will be watched closely to see if the influx of new students continues this trend.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No changes recommended.

**Criterion 3.2:** Candidates will demonstrate effective **oral communication skills**.

**Population/Course:** All candidates in the M.Ed. Instructional Design and Technology program that take the EDUC 5702 Educational Technology Capstone course during the reporting period

**Instrument/Measurement** (copy/paste instrument in Appendix): Instructional Design and Technology Capstone Project Rubric – Oral Communication Criterion

**Standard:** The average Instructional Design and Technology Capstone Project Rubric – Oral Communication criterion score will be 2.5 or better.

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**Data Table:**

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	2's-1, 3's-7	2.88	88%	8
2019-2020	3's-2	3	100%	2
2018-2019	2's-2, 3's-5	2.71	71%	7
2017-2018	ND	ND	ND	ND
2016-2017	ND	ND	ND	ND

NOTE: Data collection for this program began in 2018-19.

**Analysis Table:** A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Met
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	At 2.88, this year's candidates averaged close to the maximum level for the criterion, which is 3.
3. Discuss possible reasons why the unit performed as it did this year.	Nearly all of this year's candidates demonstrated strong speaking skills through the capstone presentation meeting conducted at the end of the capstone course.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	The trend is that average scores continue to be high in oral communication skills. With the recent growth in this program, this metric will be watched closely to see if the influx of new students continues this trend.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No changes recommended.

**Summary Table of Student Learning Outcomes/Criteria/Instruments**

Student Learning Outcomes	Criteria/Instrument (modify table to fit your plan)	Direct/Indirect Measure	Met	Not Met
SL01: Candidates will demonstrate <b>knowledge</b> related to their major field of study.	1.1: Candidates will demonstrate <b>research knowledge</b> .	Indirect	X	
	1.2: Candidates will demonstrate <b>content knowledge</b> related to Instructional Design and Technology.	Direct	X	
SL02: Candidates will demonstrate	2.1: Candidates will demonstrate effective <b>instructional design skills</b> .	Indirect	X	

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<b>professional skills</b> related to their major field of study.	2.2: Candidates will demonstrate effective <b>educational technology project management skills.</b>	Indirect		X
SL03: Candidates will demonstrate <b>communication skills.</b>	3.1: Candidates will demonstrate effective <b>written communication skills.</b>	Direct	X	
	3.2: Candidates will demonstrate effective <b>oral communication skills.</b>	Direct	X	

<b>Student Information for this Academic Year</b>	
Total, <i>unduplicated</i> number of students assessed this academic year	14
Program census for Fall	19
Program census for Spring	12
Total number of Fall Program graduates	7
Total number of Spring graduates	1
Mean major GPA of Fall graduates	3.97
Mean major GPA of Spring graduates	4.0

NOTE: With the exception of the unduplicated number assessed (yellow), student information is provided by Office of Institutional Effectiveness and is made available in your Teams folder. For help with determining unduplicated number, contact the Assessment Coordinator.

**Faculty Meeting:** List meeting date(s) and a roster of those in attendance.

Advanced Professional Education Committee meeting September 8, 2021

Attending:

Jessica Koch

LaDonna Autrey

Usha Fountain

Mark Jones

Jerry Mihelic

Shelli Sharber

Jennifer Sparlin

Nick Stowers

**Sharing with Stakeholders:**

1. Stakeholders of university faculty meet on an annual basis to analyze data at the annual Education retreat. A committee of faculty has been formed to help steer program development and assessment. This committee, which began fall 2015, will also be the standing graduate committee for program candidates. An additional committee was formed in March 2017 to assess the effectiveness of program assessment. This committee is comprised of community stakeholders (program completers who are in both university programs and PK-12 and one community PK-12 superintendent).
2. Current program assessment reports are available on the website of the Office of Institutional Effectiveness:

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[https://myecu.ecok.edu/ICS/Institutional\\_Reporting/Assessment\\_Reporting\\_and\\_Outcomes.jnz](https://myecu.ecok.edu/ICS/Institutional_Reporting/Assessment_Reporting_and_Outcomes.jnz)

This link will change Fall 21 since MyECU is being phased out – I will let you know what to change it to.

**SUMMARY OF LAST 5 YEARS’ ACTIONS/CHANGES/REVIEWS & UPDATES**

<b>Academic Year</b>	<b>Summary of Actions/Changes from Report</b>
<b>2020-2021</b>	<ul style="list-style-type: none"> <li>No changes recommended</li> </ul>
<b>2019-2020</b>	<ul style="list-style-type: none"> <li>CHANGE: The Criterion 7.1 instrument and standard to measure research knowledge was changed to be the EDUC 5113 course grade instead of the Literature Review assignment.</li> <li>CHANGE: The Criterion 7.2 standard for the content knowledge performance was increased to 2.5 from 2.0.</li> <li>CHANGE: The Criterion 8.2 instrument and standard to measure educational technology project management skills was changed to be the EDUC 5943 course grade instead of the Technology Initiative Plan assignment.</li> <li>CHANGE: The Criterion 9.1 standard for the written communication performance was increased to 2.5 from 2.0.</li> <li>CHANGE: The Criterion 9.2 standard for the oral communication performance was increased to 2.5 from 2.0.</li> </ul>
<b>2018-2019</b>	<ul style="list-style-type: none"> <li>CHANGE: The Criterion 8.1 instrument and standard to measure instructional design skills criterion will be changed to the EDUC 5363 course grade instead of the Instructional Design Project final draft grade.</li> </ul>
<b>2017-2018</b>	ND
<b>2016-2017</b>	ND

<b>Academic Year</b>	<b>Summary of Annual Reviews of Dean and/or UAC (Reviews found in Teams folder; UAC does not review annually)</b>	<b>Updates in Response to Reviews</b>
<b>2019-2020</b>		
<b>2018-2019</b>		
<b>2017-2018</b>		
<b>2016-2017</b>		
<b>2015-2016</b>		

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**APPENDIX**

**EDUC 5702 INSTRUCTIONAL TECHNOLOGY AND DESIGN CAPSTONE PROJECT RUBRIC**

<b>Criteria</b>	<b>Does Not Meet Expectations</b>	<b>Approaches Expectations</b>	<b>Meets Expectations</b>
<b>Content Knowledge</b>	<p><b>1 Points</b> The student vaguely recalls some ideas, concepts or processes to construct explanations, with lack of depth and with inaccuracies.</p>	<p><b>2 Points</b> The student adequately describes ideas, concepts or processes to construct explanations, but with limited depth.</p>	<p><b>3 Points</b> The student very effectively uses ideas, concepts or processes correctly to construct explanations.</p>
<b>Written Communication Skills</b>	<p><b>1 Points</b> Content is marginally well-organized, clear and logical. Statements and/or thesis and conclusions are vaguely supported by evidence or narrative detail. Facts are frequently confused with opinions. Sources are mostly not credible and relevant. The style and use of language are marginally appropriate for the audience and the communication’s purpose. Grammar, pronunciation, vocabulary and language choic</p>	<p><b>2 Points</b> Content is mostly well-organized, clear and logical. Statements and/or thesis and conclusions are mostly supported by evidence or narrative detail. Facts are usually not confused with opinions. Sources are usually credible and relevant. The style and use of language are mostly appropriate for the audience and the communication’s purpose. Grammar, pronunciation, vocabulary and language choice are mostly appropriate to the audience and occasion.</p>	<p><b>3 Points</b> Content is well-organized, clear and logical. Statements and/or thesis and conclusions are supported by evidence or narrative detail. Facts are not confused with opinions. Sources are credible and relevant. The style and use of language are appropriate for the audience and the communication’s purpose. Grammar, pronunciation, vocabulary and language choice are appropriate to the audience and occasion.</p>
<b>Oral Communication Skills</b>	<p><b>1 Points</b> Articulation, tone, volume, pace, eye contact, and body language are marginally appropriate to the interaction. Speaker occasionally listens attentively as exhibited by body language and responses to audience and/or modifies approach to clarify, reinforce and/or summarize main ideas.</p>	<p><b>2 Points</b> Articulation, tone, volume, pace, eye contact, and body language are mostly appropriate to the interaction. Speaker mostly listens attentively as exhibited by body language and responses to audience and/or modifies approach to clarify, reinforce and/or summarize main ideas.</p>	<p><b>3 Points</b> Articulation, tone, volume, pace, eye contact, and body language are appropriate to the interaction. Speaker listens attentively as exhibited by body language and responses to audience and/or modifies approach to clarify, reinforce and/or summarize main ideas.</p>

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