

PROGRAM ASSESSMENT REPORT
East Central University

Program Name: Library Media

College/School Name: College of Education and Psychology

Academic Year Assessed: 2020-2021

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.

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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):

To offer a Master’s degree in Library Media that will prepare candidates to be successful, highly qualified teacher librarians in P-12 school settings who demonstrate the knowledge, skills and dispositions necessary to be highly effective in the school library profession.

ASSESSMENT ACROSS THE PROGRAM STATEMENT:

This program does not have a specific start point. Students may begin their program during any semester and with most any course, therefore; it is not possible to gather true marking period data. Most assessments associated with the OSAT are at or near the end of their program study; however, one sub-area assessment (sub-area 5) is practiced during a mid-point practice which is included in LIBSC 5973 Curriculum and the Media Center, WebQuest.

EXTERNAL INSTRUMENT AVAILABILITY FOR PROGRAM:

OSAT certification test, 038 Library Media

STUDENT LEARNING OUTCOME 1: School Library Program

[For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Criterion 1.1: Leadership, Advocacy and Professional Responsibility

Candidates in school librarian preparation programs are actively engaged in leadership, collaboration, advocacy, and professional networking. Candidates participate in and lead ongoing professional learning. Candidates advocate for effective school libraries to benefit all learners. Candidates conduct themselves according to the ethical principles of the library and information profession.

Population/Course: Library Media program candidates or recent program completers.

Instrument/Measurement: OSAT Sub-Area 1

Standard: Candidate should score at 80% or exceed the state mean..

Data Table: [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Table 1

	ECU Examinees					State Examinees				
Year	# Total	Number	Percent	Avg	# Total	Number	Percent	Avg		

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	Examinees	Passing	Passing	Score	Examinees	Passing	Passing	Score
2016-17	11	10	91	255	78	64	82	251
2017-18	8	7	88	250	42	33	79	251
2018-19	10	8	80	253	46	37	80	251
2019-20	5	5	100	252	26	23	88	253
2020-21	13	12	92	254	48	39	82	254

Table 2

	ECU Examinees			SUBAREA 1	State Examinees			SUBAREA 1
Year	# Total Examinees	Number Passing	Percent Passing	Average Score	# Total Examinees	Number Passing	Percent Passing	Average Score
2016-17	11	10	91	263	78	n/a	n/a	264
2017-18	8	7	88	266	42	n/a	n/a	264
2018-19	10	10	100	261	46	n/a	n/a	264
2019-20	5	5	100	259	26	n/a	n/a	267
2020-21	12	12	100	269	48	n/a	n/a	268

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?	Yes
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).	This unit scored at 100%
3. Discuss possible reasons why the unit performed as it did this year.	Demonstration of course content adequately addressing the content of the sub-area questions.
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 5-year trends show that this area is consistently high for program candidates.
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 actions for change are needed. Candidates have consistently met the standard for all cycles of data.

STUDENT LEARNING OUTCOME 2: School Library Resources & Collections

Criterion 2.1: Knowledge and Application of Content

Candidates in school librarian preparation programs are knowledgeable in literature, digital and information literacies, and current instructional technologies. Candidates use their pedagogical skills to actively engage learners in the critical-thinking and inquiry process. Candidates use a variety of strategies to foster the development of ethical digital citizens and motivated readers.

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Population/Course: Library Media program candidates or recent program completers.

Instrument/Measurement: OSAT Sub-Area 2

Standard: Candidate should score at 80% or exceed the state mean.

Data Table: [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Table 1

Year	ECU Examinees				State Examinees			
	# Total Examinees	Number Passing	Percent Passing	Avg Score	# Total Examinees	Number Passing	Percent Passing	Avg Score
2016-17	11	10	91	255	78	64	82	251
2017-18	8	7	88	250	42	33	79	251
2018-19	10	8	80	253	46	37	80	251
2019-20	5	5	100	252	26	23	88	253
2020-21	12	11	92	254	48	39	82	254

Table 2

Year	ECU Examinees			SUBAREA 2	State Examinees			SUBAREA 2
	# Total Examinees	Number Passing	Percent Passing	Average Score	# Total Examinees	Number Passing	Percent Passing	Average Score
2016-17	11	10	91	258	78	n/a	n/a	250
2017-18	8	7	88	255	42	n/a	n/a	253
2018-19	10	8	80	256	46	n/a	n/a	250
2019-20	5	2	40	245	26	n/a	n/a	254
2020-21	12	10	83	259	48	n/a	n/a	257

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?	Yes
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).	This is a high scoring sub-area for most years. The previous year, 2019-2020, scored the lowest with only 2 of 5 candidates passing but it seems to be an anomaly as all other years demonstrate meeting the standard at 80% or above.
3. Discuss possible reasons why the unit performed as it did this year.	Demonstration of course content adequately addressing the content of the sub-area questions.
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.	See 2 above
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	No actions for change are needed. This area, for most years, has met the standard.

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#5 response to Current Actions and/or Changes (end of template)	
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STUDENT LEARNING OUTCOME 3: Information Literacy and Inquiry Skills

Criterion 3.1: Planning for Instruction

Candidates in school librarian preparation programs collaborate with the learning community to strategically plan, deliver, and assess instruction. Candidates design culturally responsive learning experiences using a variety of instructional strategies and assessments that measure ALA/AASL/CAEP School Librarian Preparation Standards (2019).

Population/Course: Library Media program candidates or recent program completers.

Instrument/Measurement: OSAT Sub-Area 3

Standard: Candidate should score at 80% or exceed the state mean.

Data Table: [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Table 1

Year	ECU Examinees				State Examinees			
	# Total Examinees	Number Passing	Percent Passing	Avg Score	# Total Examinees	Number Passing	Percent Passing	Avg Score
2016-17	11	10	91	255	78	64	82	251
2017-18	8	7	88	250	42	33	79	251
2018-19	10	8	80	253	46	37	80	251
2019-20	5	5	100	252	26	23	88	253
2020-21	12	11	92	254	48	39	82	254

Table 2

Year	ECU Examinees			SUBAREA 3	State Examinees			SUBAREA 3
	# Total Examinees	Number Passing	Percent Passing	Average Score	# Total Examinees	Number Passing	Percent Passing	Average Score
2016-17	11	11	100	275	78	n/a	n/a	269
2017-18	8	6	75	262	42	n/a	n/a	265
2018-19	10	10	100	279	46	n/a	n/a	269
2019-20	5	4	80	264	26	n/a	n/a	269
2020-21	12	11	92	274	48	n/a	n/a	269

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?	Yes

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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).	Candidates for 2020-21 scored well in this area with a pass rate of 92%.
3. Discuss possible reasons why the unit performed as it did this year.	Demonstration of course content adequately addressing the content of the sub-area questions.
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.	This is a high scoring sub-area for most years. The year, 2017-2018 at 75% with 6 of 8 candidates passing but it seems to be an anomaly as all other years demonstrate meeting the standard at 80% or above.
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 actions for change are needed. This area, for most years, has met the standard.

Criterion 3.2: Application of Information Literacy and Inquiry Skills

Candidates in school librarian preparation programs collaborate with the learning community to strategically plan, deliver, and assess instruction. Candidates design culturally responsive learning experiences using a variety of instructional strategies and assessments that measure ALA/AASL/CAEP School Librarian Preparation Standards (2019).

Population/Course: Library Media program candidates or recent program completers.

Instrument/Measurement: OSAT Sub-Area 5 Constructed Response

Standard: Candidate should score at 80% or exceed the state mean.

Data Table:

Table 1

Year	ECU Examinees				State Examinees			
	# Total Examinees	Number Passing	Percent Passing	Avg Score	# Total Examinees	Number Passing	Percent Passing	Avg Score
2016-17	11	10	91	255	78	64	82	251
2017-18	8	7	88	250	42	33	79	251
2018-19	10	8	80	253	46	37	80	251
2019-20	5	5	100	252	26	23	88	253
2020-21	12	11	92	254	48	39	82	254

Year	ECU Examinees			SUBAREA 5	State Examinees			SUBAREA 5
	# Total Examinees	Number Passing	Percent Passing	Average Score	# Total Examinees	Number Passing	Percent Passing	Average Score

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2016-17	11	4	36	210	78	n/a	n/a	229
2017-18	8	n/a	n/a	n/a	42	n/a	n/a	n/a
2018-19	10	5	50	225	46	n/a	n/a	225
2019-20	5	4	80	242	26	n/a	n/a	224
2020-21	12	5	42	208	48	n/a	n/a	214

This table was recreated to track sub-area 5 that has not been reported in the past. Data from 2017-18 could not be verified with CEOE report data on 09/18/21. Number of examinees was off by one (I could only find scores for 7 in this date range – of those 57 passed sub-area 5). This could be a candidate who did not report data to state agency but made a personal report to program coordinator. All other years matched numbers.

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?	No
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).	This sub-area is a low scoring and erratic scoring area for program candidates. Scores ranged from 184-242 with 7 candidates scoring 184 and 5 scoring 242.
3. Discuss possible reasons why the unit performed as it did this year.	It is uncertain how this area is scored at the state level and has been challenging for all candidates. ECU average is only 6 points lower than the state average.
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 avg scores for all 5 years have ranged from 210-242 with only one year meeting the standard for this assessment. The state avg has never been at or above passing with the highest avg score of 229 in 5 years. Program candidates in 2020-21 had the lowest avg of the 5 year cycle, which broke the rising trend that was seen prior to this cycle. The state average shows a slow decreasing trend. Unfortunately, there is no logical reason as to why. It is a subjectively scored area.
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)	2020-21 is the first year of tracking this data due to the nature of subjectivity that is involved in scoring the sub-area and that the content of the constructed response is unknown. There is an assignment in a course that helps prepare candidates for this sub-area but it may be that program candidates are taking the OSAT prior to taking this course in the program. Reporting this sub-area and emphasizing a practice exercise in coursework is an attempt to increase candidate scores.

STUDENT LEARNING OUTCOME 4: Program Administration

Criterion 4.1: Organization and Access

Candidates in school librarian preparation programs model, facilitate, and advocate for equitable access to and the ethical use of resources in a variety of formats. Candidates demonstrate their ability to develop, curate, organize, and manage a collection of resources to assert their

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commitment to the diverse needs and interests of the global society. Candidates make effective use of data and other forms of evidence to evaluate and inform decisions about library policies, resources, and services.

Population/Course: Library Media program candidates or recent program completers.

Instrument/Measurement: OSAT Sub-Area 4

Standard: Candidate should score at 80% or exceed the state mean.

Data Table: [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Table 1

Year	ECU Examinees				State Examinees			
	# Total Examinees	Number Passing	Percent Passing	Avg Score	# Total Examinees	Number Passing	Percent Passing	Avg Score
2016-17	11	10	91	255	78	64	82	251
2017-18	8	7	88	250	42	33	79	251
2018-19	10	8	80	253	46	37	80	251
2019-20	5	5	100	252	26	23	88	253
2020-21	12	11	92	254	48	39	82	254

Table 2

Year	ECU Examinees			SUBAREA 4	State Examinees			SUBAREA 4
	# Total Examinees	Number Passing	Percent Passing	Average Score	# Total Examinees	Number Passing	Percent Passing	Average Score
2016-17	11	6	55	242	78	n/a	n/a	237
2017-18	8	6	75	245	42	n/a	n/a	247
2018-19	10	4	40	233	46	n/a	n/a	236
2019-20	5	4	80	249	26	n/a	n/a	238
2020-21	12	4	33	239	48	n/a	n/a	238

NOTE: [Add explanation for missing data (ND) in the table]

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?	Yes, exceeds state mean
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).	Program candidates had a pass rate of 33% which falls well below the 80% standard but is above state mean.
3. Discuss possible reasons why the unit performed as it did this year.	Several program candidates who tested did so prior to their practicum semester in which the study materials for the OSAT are disbursed. This is a low-scoring area of the Library Media exam for all

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	candidates, regardless of university program affiliation.
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.	This is a low scoring sub-area across the program and the state. Program candidates have hovered around state averages each cycle in the 5-year period.
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)	The constructed response will continue to be an assignment during LIBSC 5973 Curriculum in the Media Center and program candidates will be encouraged to contact program coordinator prior to taking the OSAT exam.

STUDENT LEARNING OUTCOME 5: Knowledge and Application of Program

Criterion 5.1: Knowledge of Program Content

Candidates in school librarian preparation programs are knowledgeable of program content as evident by course grades.

Population/Course: Library Media program candidates or recent program completers.

Instrument/Measurement: GPAs

Standard: Candidate should score at 3.00 or above

Data Table: [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n above 3.5 GPA	n
2020-2021	3.63 – 4.00	3.93	94	17	17
2019-2020	3.25 – 4.00	3.82	100	11	13
2018-2019	3.57 – 4.00	3.87	100	12	12
2017-2018	3.09 – 4.00	3.77	100	7	8
2016-2017	2.92 – 4.00	3.86	95	18	19

NOTE: [Add explanation for missing data (ND) in the table]

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?	Yes
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 standard was met for all years reported. Most candidate perform above 3.5 GPA.
3. Discuss possible reasons why the unit performed as it did this year.	Graduate students tend to perform at a high level. Most students in the program are teachers, which typically strive to also be good students.

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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.	Graduate students tend to perform at a high level. Most students in the program are teachers, which typically strive to also be good students.
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 actions or changes needed.

Criterion 5.2: Application of Knowledge and Skills

Candidates in the Library Media program should be able to demonstrate program knowledge and skills.

Population/Course: Candidate in LIBSC 5952 Practicum and Capstone

Instrument/Measurement (copy/paste instrument in Appendix): Capstone Project

Standard: Students will score at 80% or above on all competencies assessed.

Data Table: [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	n/a	n/a	n/a	n/a

Data will not be available until 2022-23. This is a new assessment created for new professional standards (2019) and for the move from a portfolio to a capstone project. This assessment was placed in the report as a place holder for the next cycle of data.

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?	N/A
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).	
3. Discuss possible reasons why the unit performed as it did this year.	
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.	
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)	

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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:	1.1 OSAT Sub-Area 1	Direct	X	
SL02:	2.1 OSAT Sub-Area 2	Direct	X	
SLO3:	3.1: OSAT Sub-Area 3	Direct	X	
	3.2: OSAT Sub-Area 5	Indirect		X
SL04:	4.1: OSAT Sub-Area 4	Direct	X	
SLO5:	5.1: GPA	Indirect	X	
	5.2: Capstone	Direct	n/a	n/a

Student Information Chart for MEd (Library Media) 090

Student Information for this Academic Year	
Total, unduplicated number of students assessed this academic year	
Program census for Fall	61
Program census for Spring	49
Total number of Summer/Fall Program graduates	8
Total number of Spring graduates	9
Mean major GPA of Summer/Fall graduates	3.88
Mean major GPA of Spring graduates	3.99

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

APEC Meetings held 09/16, 09/11, 12/9, 03/03. Roster:

Mrs./Dr. LaDonna Autrey- School Counseling

Dr. Bill Caruthers, Educational Leadership- Superintendent

Mr. Kevin Flowers, Local Area Schools representative

Dr. Usha Fountain, School Counseling

Dr. Mark Jones, Instructional Design and Technology

Dr. Jessica Koch, Assessment Coordinator/Academic Discipline

Dr. Jerry Mihelic, Educational Leadership- Principal

Dr. Cathy Roring, School Psychology/School Psychometry

Dr. Jason Prather, Sports Administration

Dr. Shelli Sharber, Library Media + Education Department chair

Mrs. Jen Sparlin, Special Education

Dr. Nick Stowers, Sports Administration

Sharing with Stakeholders:

1. Stakeholders for this Program include: Education Department; Program Completers, Area PK-12 Schools

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2. Current program assessment reports are available on the website of the Office of Institutional Effectiveness:

https://myecu.ecok.edu/ICS/Institutional_Reporting/Assessment_Reporting_and_Outcomes.inz

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

For instructions see *Glossary of Terms Pgm Asmt* in Teams.

Academic Year	Summary of Actions/Changes from Report
2019-2020	LEARNING HOUSE PARTNERSHIP; COURSES CHANGED FROM 16WKS TO 8WKS; ADJUNCTS ADDED AS INSTRUCTORS; PROGRAM FULLY RECOGNIZED BY CAEP IN AUGUST 2019
2018-2019	RECOGNIZED WITH CONDITIONS 02/19
2017-2018	RECOGNIZED WITH CONDITIONS 02/18
2016-2017	ACCREDITATION REPORT RESUBMITTED DUE TO CHANGE IN ACCREDITATION AGENCY
2015-2016	PROGRAM CHANGES TO REQUIRE ADVANCED CHILDREN'S LITERATURE IF NOT TAKEN IN UNDERGRADUATE PROGRAM; RECEIVED FULL RECOGNITION THROUGH NACATE

Academic Year	Summary of Annual Reviews of Dean and/or UAC (Reviews found in Teams folder; UAC does not review annually)	Updates in Response to Reviews
2019-2020	NOT FOUND	
2018-2019	NOT FOUND	
2017-2018	NOT FOUND	
2016-2017	NOT FOUND	
2015-2016	CHECKLIST INDICATES ALL CRITERIA MET; SIGNED BY DEAN SHERBOURNE	

APPENDIX

Copy/paste screenshots or narrative of blank instruments (rubrics, surveys, data report requests, prepared spread sheets, etc) here.

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LINK TO OSAT FOR LIBRARY MEDIA 038
[HTTPS://WWW.CEOE.NESINC.COM/TESTVIEW.ASPX?F=HTML FRAG/OK038 TESTPAGE.HTML](https://www.ceoe.nesinc.com/testview.aspx?f=html_frag/ok038_testpage.html)

CAPSTONE RUBRIC (PILOT)

Capstone Final Presentation

- Rubric Detail

Criteria	Unacceptable 0 Points	Needs Improvement 7 Points	Approaches Expectations 8 Points	Meets Expectations 10 Points
Presentation-Professional Presence	Unacceptable "professional presence" as demonstrated through appropriate presentation format whether synchronous or asynchronous; ideas stand out, communication of ideas is clear, design is pleasing, images, graphics and/or fonts are logically sized and placed, color scheme is pleasing.	Limited "professional presence" as demonstrated through appropriate presentation format whether synchronous or asynchronous; ideas stand out, communication of ideas is clear, design is pleasing, images, graphics and/or fonts are logically sized and placed, color scheme is pleasing.	Adequate "professional presence" as demonstrated through appropriate presentation format whether synchronous or asynchronous; ideas stand out, communication of ideas is clear, design is pleasing, images, graphics and/or fonts are logically sized and placed, color scheme is pleasing.	Exceptional "professional presence" as demonstrated through appropriate presentation format whether synchronous or asynchronous; ideas stand out, communication of ideas is clear, design is pleasing, images, graphics and/or fonts are logically sized and placed, color scheme is pleasing.
Communication-Language Skills	Unacceptable oral communication language skills as demonstrated through: correct word usage appropriate vocabulary and grammar, understandable (rhythm, intonation, accent), projection	Limited oral communication language skills as demonstrated through: correct word usage appropriate vocabulary and grammar, understandable (rhythm, intonation, accent), projection	Adequate oral communication language skills as demonstrated through: correct word usage appropriate vocabulary and grammar, understandable (rhythm, intonation, accent), projection	Exceptional oral communication language skills as demonstrated through: correct word usage appropriate vocabulary and grammar, understandable (rhythm, intonation, accent), projection
Content Knowledge	8 Points	11 Points	12 Points	15 Points

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**Professional/
Pedagogical
Skills**

Unacceptable explanation of how portfolio artifacts demonstrate achievement of program standards; consistently inappropriate or incorrect use of program terminology and professional jargon.

8 Points

Unacceptable explanation of growth in professional and pedagogical skills through program experience.

Limited explanation of how portfolio artifacts demonstrate achievement of program standards; marginal use of program terminology and professional jargon.

11 Points

Limited explanation of growth in professional and pedagogical skills through program experience.

Adequately clear and detailed explanation of how portfolio artifacts demonstrate achievement of program standards; mostly appropriate and effective use of program terminology and professional jargon.

12 Points

Adequately clear and detailed explanation of growth in professional and pedagogical skills through program experience.

Very clear and detailed explanation of how capstone demonstrates achievement of program standards; appropriate and effective use of program terminology and professional jargon.

15 Points

Very clear and detailed explanation of growth in professional and pedagogical skills through capstone experience.