JPCATHOLIC
UNIVERSITY

Signature Assignment Information Packet

Updated November 2013

Signature Assignment Information Packet
Assessment of Student Learning Outcomes

This packet provides information on the collection and reporting of student scores on the Signature Assignment (SA) for each course. SA score data provides information on student achievement of the Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs). This first page summarizes the purpose and method of data collection as well as the basic reporting requirements. The following pages provide additional details on the process.

Purpose
The purpose of collecting scores on the SA for each class is to determine how well students are achieving the PLOs and ILOs. SA scores for all the courses in a degree program will provide data on how well students are learning throughout the program.

Description
There is a relationship between the learning expected in individual courses and the overall learning students are expected to accomplish through a degree program. Each course should have specific Course Learning Outcomes (CLOs) that help students to work towards achieving one or more PLOs. Each course should also have a SA that assesses how well students have achieved the PLOs addressed by that course. The PLOs for each program have been mapped to the ILOs, so data on the achievement of PLOs will also provide information on the achievement of ILOs. At the end of every quarter, all professors are expected to turn in a Quarterly Signature Assignment Package (see below) with data on the SA for their course(s). Professors are also expected to reflect on the data they are reporting and make changes to improve student learning outcomes in their classes.

Quarterly Signature Assignment Schedule

Date	Person	Action
Weeks 1 - 2	Institutional Research (IR) Analyst	IR Analyst will remind professor about Quarterly Signature Assignment Package requirement, and confirm that professor has a SA to measure the PLOs for their course(s).
Week 6	IR Analyst	IR Analyst will prepare SA Score Reporting Form for each course and send to professor.
Weeks 7 - 10	Faculty	Professor will complete a SA Score Reporting Form and prepare a Quarterly Signature Assignment Package (see below) for their course(s).
Break Week 1 **DUE DATE**	Faculty	Quarterly Signature Assignment Package due by end of week to IR Analyst (can be submitted on paper or electronically).
Break Week 2	IR Analyst	IR Analyst will compile all data received and prepare report to be shared with administration and faculty.

Quarterly Signature Assignment Package
The Quarterly Signature Assignment Package should include the following for each course:
1. SA Score Reporting Form
2. Rubric or scoring guide used for SA, along with SA description if needed
3. Student work samples (2 – 3 samples from low to high scores)

Background

Faculty teach and guide student learning in the achievement of skills and dispositions daily. The assessment of student learning outcomes is our responsibility. There are already mechanisms in place to assess student achievement of learning in a specific course. A method is also needed to measure whether students are achieving individual expertise towards the JPCU mission. This means measuring how well students have learned the Program Learning Outcomes (PLOs) for their course of study and the Institutional Learning Outcomes (ILOs) set for all students.

There is a relationship between the learning expected in individual courses and the overall learning students are expected to accomplish through a degree program. Each course should have specific Course Learning Outcomes (CLOs) that help students to work towards achieving one or more PLOs. Each course should also have a Signature Assignment (SA) that assesses how well students have achieved the PLOs addressed by that course. The PLOs for each program have been mapped to the ILOs, so data on the achievement of PLOs will also provide information on the achievement of ILOs.

As discussed above, each course should have a SA. The SA should assess student achievement of the PLOs that are related to the CLOs for the course. The SA could be a presentation, final exam, group project, or other assessment appropriate to the class. The SA may be given midway through a course, as a final assignment, or as part of a final assignment. The SA for a course should be the same each time a course is taught, even when taught by a different professor. When looking at a degree program as a whole, the courses and SAs should address and measure all the PLOs for that program.

A listing of all the PLOs and ILOs is included at the end of this document.

Planning Assessment for a Course

The first step in determining assessment and a SA for a course is to set the CLOs. This answers the question: What will students know and be able to do by the end of this course?

Then, the CLOs need to be matched with one or more PLOs from the program the course is a part of. The individual professor may do this, or the department chair may determine the PLOs. PLOs have been set for most required courses in order to ensure that all PLOs are covered in at least one course.

There are also three levels that a PLO can be assessed at: Introduced, Developed, and Mastery. Generally at the undergraduate level, 100 level classes will Introduce PLOs, 200 and 300 level classes will Develop PLOs, and 400 level classes will Master PLOs. However, this rule does not always apply. PLO maps for each degree program show whether a PLO is Introduced, Developed, or Mastered for a particular course. The Institutional Research (IR) Analyst keeps updated PLO maps for each degree program.

Once the CLOs and PLOs have been set for a course, a SA is chosen to measure student achievement of those learning outcomes. For courses that have been given in the past, the SA is already set, and should only be changed after consulting with the department chair.

A rubric is the ideal method for grading the SA. Resources for developing rubrics can be found at: http://rubistar.4teachers.org. JPCU has developed rubrics for each of the ILOs that can be adapted for use in grading SAs. Also, some rubrics are available for various PLOs. Finally, rubrics for SAs are collected from each professor every quarter, so these rubrics can be reused for the same course. All rubrics are collected and stored by Institutional Research (IR), and are available from that office.

Signature Assignment Score Reporting Form
The SA Score Reporting Form is the method that each professor will use to report data on the SA for their course to IR. These forms will be sent to each professor every quarter, usually during the sixth week of the quarter.

A blank copy of the SA Score Reporting Form is included at the end of this document. Instructions are provided on the form. These instructions are copied below, along with more detailed instructions to help with filling out the form.

1. *Complete course and signature assignment information.*
   The IR Analyst may fill in some of this information, such as Program, Instructor, Quarter, and Course, before the form is sent. Each professor should verify the information and add any missing information such as PLO Assessed, SA Title, and SA Description.

2. *List criteria used to assess Program Learning Outcome (PLO). Criteria can be found on PLO rubrics, or rubric used to assess Signature Assignment.*
   If only one PLO is being assessed, list up to five different criteria that make up the overall assessment. These criteria will most likely be the same criteria used on the rubric. If more than one PLO is assessed, list the PLOs in this space, or one or two specific criteria per PLO.

3. *Indicate if GPA scores were used in place of rubric, or if alternate descriptions were used.*
   SAs may be graded using a rubric, in which case scores will be reported from 1.0 – 4.0. If different rubric scoring descriptions are used than the ones given on the SA Score Reporting Form, indicate the alternate descriptions. A SA can also be graded on a point or percentage scale. In this case, the percentage scores will be converted to GPA scores (1.0 – 4.0 scale) using the GPA conversion chart included with the SA Score Reporting Form. Professors can convert the SA scores and report them as GPA scores, or percentage scores can be reported and they will be converted before being included in the quarterly score report summary. Mark the appropriate box to indicate if percentage scores were converted to GPA scores.

4. *Record each student's name.*
   The IR Analyst may pre-fill student names when sending out the SA Score Reporting Forms, but professors should check the list for accuracy.

5. *Record each student's score for each PLO criteria.*

Make sure the scores in each numbered column correspond to the PLO Criteria listed in Step 2.

6. *After reviewing data summary, record a summary of your reflections and actions.* Reflect on student performance on the SA, and on any lessons learned as a result of giving the SA. Record any changes that should be made or actions to be taken. The following questions can also help guide reflection:
   - Overall, how well did students achieve the PLOs?
   - Was the SA an accurate measure of student achievement?
   - Were there any unexpected results?
   - What would you do differently next time?

7. *Choose 2 or 3 student work samples from low to high scores to include with this completed form. Also include rubric used to assess work. Completed form, student work samples, and rubric should be turned in to Clare Oven or submitted electronically to coven@jpcatholic.com.*
   Student work samples will be used as documentation to show student achievement of PLOs. This documentation will help support accreditation efforts. Student work samples can also be used as reference material for future classes. Remove student names from all work, if possible. IR will remove student names from all work before filing. If a final exam is used as a SA, work samples do not need to be turned in to protect the integrity of the exam. SA rubrics are collected in order to be able to compare how PLOs are measured in different classes. IR also keeps a file of all rubrics for reference use by all faculty.

Sample SA Score Reporting Forms are also included at the end of this document for reference.

Summary of Required Documentation
Each professor is expected to turn in a Quarterly Signature Assignment Package to IR within one week of the end of quarter (the same day grades are due). The Quarterly Signature Assignment Package should include the following for each course:
1. SA Score Reporting Form
2. Rubric or scoring guide used for SA, along with SA description if needed
3. Student work samples (2 – 3 samples from low to high scores)

As indicated in Step 7 on the SA Score Reporting Form, the Quarterly Signature Assignment Package materials can be turned in to IR in either electronic or paper format. It is not necessary to include the entire Quarterly Signature Assignment Package in one format. For example, the SA Score Reporting Form and rubric can be sent in electronically, and hard copies of the student work samples sent to IR.

Contact Information
Institutional Research Analyst
Clare Oven
coven@jpcatholic.com
858-653-6740

Program Learning Outcomes

	General Education Program Learning Outcomes
GE1	Describe strategies and demonstrate a desire to learn independently.
GE2	Use critical thinking and logical reasoning to sift truth from falsehood.
GE3	Communicate and evangelize using empathetic listening and applying reason in a logical form.
GE4	Analyze the causes of culture and evaluate culture's impact on the individual, family and society.
GE5	Demonstrate a friendship with Jesus Christ through an understanding of prayer and virtue.
GE6	Demonstrate intimacy with the Sacred Page through academic work.
GE7	Demonstrate an understanding of the teaching of the Catholic Church.
GE8	Articulate an individual code of ethics and apply it to predict and assess probable life situations.

	BS Communications Media Program Learning Outcomes
CM1	Students articulate a response to an ethical dilemma they are likely to encounter while working in media, based on a personal code of ethics informed by the teachings of Jesus Christ
CM2	Students apply the concepts of storytelling, as practiced by the commercial entertainment industry, to create forward-thinking projects that communicate meaning and benefit their audience.
CM3	Students demonstrate a knowledge of media production from concept through end use.
CM4	Students analyze media products at all stages of development from multiple points of view for technical and artistic excellence, effectiveness and meaning.
CM5	Students analyze the commercial prospects for media products and use their understanding of the business of media to recognize and take advantage of business opportunities in both traditional and new media.
CM6	Students identify their specialized interest and value within media and use the specialized knowledge, skills and experience necessary to be hired by media companies, and promote themselves to such industry.

BS Business Program Learning Outcomes	
BUS1	Students articulate how business impacts the spiritual life of all stakeholders (customers, employees, community, etc.).
BUS2	Students describe and respond to ethical dilemmas that they are likely to encounter while working in business, based on a personal code of ethics informed by the teachings of Jesus Christ.
BUS3	Students can apply the approach of business storytelling to communicate effectively in oral and written communications.
BUS4	Students can explain the principles and basic practices in the following core business disciplines including: accounting, economics, finance, management, leadership, information systems, marketing, risk management, strategy and law.
BUS5	Students can identify core business problems and develop concrete proposals as solutions to those problems.
BUS6	Graduates will be able to describe the process of developing business opportunities and how to develop and synthesize the knowledge of the program into a viable business plan.

MA Biblical Theology Program Learning Outcomes	
MA1	Analyze and interpret the literary, historical and theological dimensions of the books of the Old Testament, critiquing contemporary scholarship from a Catholic perspective.
MA2	Analyze and interpret the literary, historical and theological dimensions of the books of the New Testament, critiquing contemporary scholarship from a Catholic perspective.
MA3	Analyze and compare the various branches of Catholic theology, synthesizing their relationship to one another with particular attention to how the "study of the sacred page" informs each field.
MA4	Use at least two ancient languages to interpret and clarify exegetical issues in Scripture and other critical theological sources.
MA5	Develop ways to effectively evaluate their ability to communicate and/or teach their understanding of Scripture and Theology to others and to find ways to improve it.

MBA Film Producing Program Learning Outcomes	
MBA1	**Production Theory**: Graduates will design a systematic and in-depth production plan, for execution within a typical production environment, from idea to distribution that analyzes, identifies and addresses the ethical challenges and dilemmas based on a personal code of ethics informed by the teachings of Jesus Christ.
MBA2	**Production Analysis**: Graduates will evaluate the potentials and limitations of each medium and select the most effective medium based upon the financial return and the overall benefit to their audience.
MBA3	**Synthesis of Theory and Practice**: Graduates will successfully plan, create and distribute a significant (greater than 30 minutes) media project.
MBA4	**Critical Evaluation:** Graduates will evaluate, critique and discuss literary and other works that serve as a basis for a compelling visual story, with a view to generate, develop, refine and package, scripts and projects for the screen.
MBA5	**Research Skills:** Graduates, using their media market and finance research skills, will contrast and compare through careful analysis the commercial prospects for select media ideas and justify their chosen media endeavor.

Institutional Learning Outcomes

Institutional Learning Outcomes	
VKJC	Values and knowledge based on the teachings of Jesus Christ as articulated by the Catholic Church
CFWC	Communication Fluency - Written Communication
CFOC	Communication Fluency - Oral Communication
CFAV	Communication Fluency - Audio Visual Communication
QQA	Quantitative and Qualitative Assessment
LDM	Leadership and Decision-making
IL	Information Literacy
CCT	Critical and Creative Thinking

Signature Assignment Score Reporting Form
Data Summary, Reflections, and Actions

The purpose of this form is for faculty to summarize data collected from the course Signature Assignment each quarter.

1 Complete course and signature assignment information.

Major/Program:	**Instructor:**	**Quarter:**
Course:	**Program Learning Outcome Assessed (See Reference List in tab below)**	
Signature Assignment Title:	**Signature Assignment Description:**	

2 List Criteria used to assess Program Learning Outcome (PLO).
Criteria can be found on PLO rubrics, or rubric used to assess Signature Assignment.

3 Indicate if GPA scores were used in place of rubric, or if alternate descriptions were used.

Program Learning Outcome (PLO) Criteria

#1	
#2	
#3	
#4	
#5	

Rubric Scoring Description

1	Needs Improvement (poor)
2	Developing (low satisfactory)
3	Proficient (high satisfactory)
4	Outstanding (exceeds expectations)

	Mark "x" if GPA scores were used.

4 Record each student's name.
5 Record each student's score for each PLO criteria.

6 After reviewing data summary, record a summary of your reflections and actions.

	Student's Name		LO Criteria					Average Score
			#1	#2	#3	#4	#5	
1								
2								
3								
4								
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7								
8								
9								
10								
11								
12								
13								
14								
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30								

Reflections and Actions:

7 Choose 2 or 3 student work samples from low to high scores to include with this completed form. Also include rubric used to assess work. Completed form, student work samples, and rubric should be turned in to Clare Oven or submitted electronically to coven@jpcatholic.com.

Signature Assignment Score Reporting Form
Data Summary, Reflections, and Actions

The purpose of this form is for faculty to summarize data collected from the course Signature Assignment each quarter.

1 Complete course and signature assignment information.

Major/Program:	Instructor:	Quarter:
General Education	Clare Oven	Spring 2014
Course:	**Program Learning Outcome Assessed (See Reference List in tab below)**	
MATH115 Algebra and Statistics	GE 2	
Signature Assignment Title:	**Signature Assignment Description:**	
Final Exam	Final exam will cover all topics from the class.	

2 List Criteria used to assess Program Learning Outcome (PLO).
Criteria can be found on PLO rubrics, or rubric used to assess Signature Assignment.

3 Indicate if GPA scores were used in place of rubric, or if alternate descriptions were used.

Program Learning Outcome (PLO) Criteria

#1	Students can use basic algebra to solve word problems.
#2	Students can use critical thinking to determine the best solution method for a problem.
#3	Students can calculate and interpret statistical information.
#4	
#5	

Rubric Scoring Description

1	Needs Improvement (poor)
2	Developing (low satisfactory)
3	Proficient (high satisfactory)
4	Outstanding (exceeds expectations)

Mark "x" if GPA scores were used.

4 Record each student's name.
5 Record each student's score for each PLO criteria.

6 After reviewing data summary, record a summary of your reflections and actions.

	Student's Name	#1	#2	#3	#4	#5	Average Score
				LO Criteria			Average Score
1	Aaron Arnold	3.0	2.5	3.5			3.0
2	Bob Blaine	3.1	2.3	3.5			3.0
3	Carla Costas	3.1	2.6	3.5			3.1
4	Declan Donner	3.2	3.8	3.4			3.5
5	Elizabeth Engelbert	3.2	3.2	3.6			3.3
6	Francis Fromme	3.2	3.0	3.2			3.1
7	George Gatsby	3.3	3.1	3.8			3.4
8	Helen Horner	3.3	3.1	3.9			3.4
9	Isabel Illias	4.0	3.1	4.0			3.7
10	Joseph Johnson	3.5	3.2	3.4			3.4
11	Kelly Korban	3.6	3.4	3.8			3.6
12	Lisa Limmer	3.1	3.3	3.7			3.4
13	Mark McDonald	3.2	3.6	3.3			3.4
14	Nancy Norrison	3.5	3.8	3.3			3.5
15	Oliver Overby	3.9	4.0	3.3			3.7
16	Peter Parker	3.8	3.8	3.2			3.6
17	Quimby Qu	3.8	3.2	3.1			3.4
18	Robert Robertson	3.8	3.5	2.5			3.3
19	Sally Springfield	3.7	3.5	2.6			3.3
20	Thomas Torridon	3.6	2.4	2.7			2.9
21	Ursula Unida	3.8	2.8	2.8			3.1
22	Veronica Vallos	3.6	2.9	2.9			3.1
23	William Warner	3.3	2.7	3.0			3.0
24	Xerxes Xang	3.5	2.8	3.2			3.2
25	Yolanda Yu	3.2	3.0	3.2			3.1
26	Zander Zarn	3.6	3.2	3.2			3.3
27							
28							
29							
30							
		3.5	3.1	3.3			3.3

Reflections and Actions:
Overall averages for each LO criteria show that students had the most difficulty with choosing a solution method for an open ended problem. More class time should be spent discussing how to determine a solution method. Overall, scores were good.

7 Choose 2 or 3 student work samples from low to high scores to include with this completed form. Also include rubric used to assess work. Completed form, student work samples, and rubric should be turned in to Clare Oven or submitted electronically to coven@jpcatholic.com.

The purpose of this form is for faculty to summarize data collected from the course Signature Assignment each quarter.

1 Complete course and signature assignment information.

Major/Program:	Instructor:	Quarter:
BS Communications Media	Tom Dunn	Fall 2013
Course:	**Program Learning Outcome Assessed (See Reference List in tab below)**	
ENTM103 Fundamentals of Post Produ	CM2, CM3, CM4, CM5, CM7	
Signature Assignment Title:	**Signature Assignment Description:**	
"Brotherly Advice" editing assignment	Students provide feedback on others' work	

2 List Criteria used to assess Program Learning Outcome (PLO).
Criteria can be found on PLO rubrics, or rubric used to assess Signature Assignment.

3 Indicate if GPA scores were used in place of rubric, or if alternate descriptions were used.

Program Learning Outcome (PLO) Criteria

#1	CM2: storytelling
#2	CM3: explaining and working with different forms of media
#3	CM4: demonstrate knowledge of media production
#4	CM5: analyze media products at all stages of development
#5	CM7: identify specialized interest

Rubric Scoring Description

1	Needs Improvement (poor)
2	Developing (low satisfactory)
3	Proficient (high satisfactory)
4	Outstanding (exceeds expectations)

Mark "x" if GPA scores were used.

4 Record each student's name.
5 Record each student's score for each PLO criteria.

6 After reviewing data summary, record a summary of your reflections and actions.

	Student's Name	#1	#2	#3	#4	#5	Average Score
		LO Criteria					
1	Aaron Arnold	3.0	2.0	4.0	4.0	4.0	3.4
2	Bob Blaine	4.0	2.0	4.0	4.0	4.0	3.6
3	Carla Costas	3.0	2.0	4.0	4.0	4.0	3.4
4	Declan Donner	3.0	2.0	4.0	4.0	4.0	3.4
5	Elizabeth Engelbert	3.0	3.0	2.0	4.0	4.0	3.2
6	Francis Fromme	3.0	3.0	3.0	3.0	4.0	3.2
7	George Gatsby	3.0	3.0	3.0	3.0	4.0	3.2
8	Helen Horner	4.0	3.0	3.0	2.0	4.0	3.2
9	Isabel Illias	4.0	4.0	3.0	4.0	4.0	3.8
10	Joseph Johnson	4.0	4.0	2.0	3.0	4.0	3.4
11	Kelly Korban	2.0	1.0	2.0	2.0	3.0	2.0
12	Lisa Limmer	2.0	2.0	3.0	4.0	3.0	2.8
13	Mark McDonald	1.0	2.0	3.0	4.0	2.0	2.4
14	Nancy Norrison	2.0	2.0	4.0	3.0	1.0	2.4
15	Oliver Overby	3.0	2.0	4.0	2.0	3.0	2.8
16	Peter Parker	4.0	3.0	4.0	3.0	3.0	3.4
17	Quimby Qu	3.0	3.0	4.0	3.0	4.0	3.4
18	Robert Robertson	3.0	3.0	4.0	3.0	4.0	3.4
19	Sally Springfield	3.0	2.0	4.0	4.0	4.0	3.4
20	Thomas Torridon	4.0	2.0	4.0	4.0	4.0	3.6
21	Ursula Unida	4.0	3.0	3.0	3.0	4.0	3.4
22	Veronica Vallos	3.0	3.0	3.0	2.0	3.0	2.8
23	William Warner	3.0	3.0	3.0	3.0	3.0	3.0
24	Xerxes Xang	3.0	2.0	2.0	3.0	4.0	2.8
25	Yolanda Yu	3.0	4.0	3.0	3.0	4.0	3.4
26	Zander Zarn	3.0	3.0	2.0	3.0	4.0	3.0
27							
28							
29							
30							
		3.1	2.6	3.2	3.2	3.6	3.1

Reflections and Actions:
Since this is an introductory class, the overall scores are expected to be lower as students are just beginning to make progress towards achieving the learning outcomes. More work is needed to help students achieve CM3 on explaining and working with different forms of media.

7 Choose 2 or 3 student work samples from low to high scores to include with this completed form. Also include rubric used to assess work. Completed form, student work samples, and rubric should be turned in to Clare Oven or submitted electronically to coven@jpcatholic.com.

Signature Assignment Score Reporting Form
Data Summary, Reflections, and Actions

The purpose of this form is for faculty to summarize data collected from the course Signature Assignment each quarter.

1 Complete course and signature assignment information.

Major/Program:	Instructor:	Quarter:
BS Business	Dr. Jerry Jackson	Fall 2013
Course:	**Program Learning Outcome Assessed (See Reference List in tab below)**	
BUSI222 Project Execution I	BUS3, BUS5	
Signature Assignment Title:	**Signature Assignment Description:**	
Presentation	Students present a plan for completing a major business project.	

2 List Criteria used to assess Program Learning Outcome (PLO).
   Criteria can be found on PLO rubrics, or rubric used to assess Signature Assignment.

3 Indicate if GPA scores were used in place of rubric, or if alternate descriptions were used.

Program Learning Outcome (PLO) Criteria

#1	All presentation materials are well written.
#2	Oral presenation is delivered well.
#3	Student identifies and explains core business problem.
#4	Student develops and explains a solution to that problem.
#5	

Rubric Scoring Description

1	Needs Improvement (poor)
2	Developing (low satisfactory)
3	Proficient (high satisfactory)
4	Outstanding (exceeds expectations)

	Mark "x" if GPA scores were used.

4 Record each student's name.
5 Record each student's score for each PLO criteria.

	Student's Name	#1	#2	#3	#4	#5	Average Score
1	Aaron Arnold	2.5	3.5	3.0	3.5		3.1
2	Bob Blaine	3.5	3.5	3.0	3.5		3.4
3	Carla Costas	2.0	3.5	3.0	4.0		3.1
4	Declan Donner	3.0	4.0	3.0	4.0		3.5
5	Elizabeth Engelbert	4.0	4.0	3.0	4.0		3.8
6	Francis Fromme	3.0	4.0	3.0	3.5		3.4
7	George Gatsby	2.5	4.0	4.0	4.0		3.6
8	Helen Horner	3.5	3.0	4.0	3.0		3.4
9	Isabel Illias	2.0	3.0	4.0	3.0		3.0
10	Joseph Johnson	2.0	3.0	4.0	3.5		3.1
11	Kelly Korban	3.0	2.5	3.0	3.5		3.0
12	Lisa Limmer	3.0	2.5	4.0	3.5		3.3
13	Mark McDonald	3.0	3.0	3.0	4.0		3.3
14	Nancy Norrison	3.0	3.0	4.0	4.0		3.5
15	Oliver Overby	3.5	3.0	3.0	4.0		3.4
16	Peter Parker	3.5	4.0	3.0	4.0		3.6
17	Quimby Qu	3.5	4.0	4.0	3.0		3.6
18	Robert Robertson	3.5	3.0	3.0	3.0		3.1
19	Sally Springfield	4.0	3.0	3.0	3.5		3.4
20	Thomas Torridon	4.0	4.0	4.0	3.5		3.9
21	Ursula Unida	4.0	3.0	4.0	3.5		3.6
22	Veronica Vallos	2.0	3.5	4.0	3.5		3.3
23	William Warner	2.5	3.5	4.0	4.0		3.5
24	Xerxes Xang	2.5	3.5	3.0	4.0		3.3
25	Yolanda Yu	3.0	3.5	3.0	4.0		3.4
26	Zander Zarn	3.5	3.0	4.0	4.0		3.6
27							
28							
29							
30							
		3.1	3.4	3.5	3.7		3.4

The header row of the data table is labeled **LO Criteria** spanning #1–#5.

6 After reviewing data summary, record a summary of your reflections and actions.

Reflections and Actions:
The average scores for the LO criteria show that students were able to meet the content requirments for the signature assignment, but need some work on presenation aspects. All students were able to come up with a good solution to their business problem, but some struggled with their written communcation (on the slides) or with their oral presenation of the information. More practice in class with doing presentations might be helpful.

7 Choose 2 or 3 student work samples from low to high scores to include with this completed form. Also include rubric used to assess work. Completed form, student work samples, and rubric should be turned in to Clare Oven or submitted electronically to coven@jpcatholic.com.

The purpose of this form is for faculty to summarize data collected from the course Signature Assignment each quarter.

1 Complete course and signature assignment information.

Major/Program:	**Instructor:**	**Quarter:**
MA Biblical Theology	Dr. Michael Barber	Fall 2013
Course:	**Program Learning Outcome Assessed (See Reference List in tab below)**	
BIBL514 Psalms and Wisdom Literatur	MA1, MA5	
Signature Assignment Title:	**Signature Assignment Description:**	
Paper Presentation	Students write a research paper and present their findings to the class.	

2 List Criteria used to assess Program Learning Outcome (PLO).
   Criteria can be found on PLO rubrics, or rubric used to assess Signature Assignment.

3 Indicate if GPA scores were used in place of rubric, or if alternate descriptions were used.

Program Learning Outcome (PLO) Criteria

#1	MA1: Student research paper is complete and thorough.
#2	MA5: Student presentation is well done.
#3	
#4	
#5	

Rubric Scoring Description

1	Needs Improvement (poor)
2	Developing (low satisfactory)
3	Proficient (high satisfactory)
4	Outstanding (exceeds expectations)

	Mark "x" if GPA scores were used.

4 Record each student's name.
5 Record each student's score for each PLO criteria.

	Student's Name	#1	#2	#3	#4	#5	Average Score
1	Aaron Arnold	4.0	3.0				3.5
2	Bob Blaine	4.0	3.0				3.5
3	Carla Costas	4.0	3.0				3.5
4	Declan Donner	4.0	2.5				3.3
5	Elizabeth Engelbert	3.0	2.5				2.8
6	Francis Fromme	3.0	3.0				3.0
7	George Gatsby	3.0	3.0				3.0
8	Helen Horner	3.0	3.0				3.0
9	Isabel Illias	3.5	3.0				3.3
10	Joseph Johnson	3.0	4.0				3.5
11	Kelly Korban	3.0	4.0				3.5
12	Lisa Limmer	4.0	3.5				3.8
13	Mark McDonald	4.0	3.5				3.8
14	Nancy Norrison	3.5	3.0				3.3
15	Oliver Overby	3.5	3.0				3.3
16	Peter Parker	3.5	3.0				3.3
17	Quimby Qu	3.0	2.5				2.8
18	Robert Robertson	3.0	2.5				2.8
19	Sally Springfield	3.0	3.0				3.0
20	Thomas Torridon	3.0	2.5				2.8
21	Ursula Unida	4.0	3.0				3.5
22	Veronica Vallos	4.0	2.5				3.3
23	William Warner	4.0	2.5				3.3
24	Xerxes Xang	4.0	3.0				3.5
25	Yolanda Yu	4.0	3.0				3.5
26	Zander Zarn	4.0	3.0				3.5
27							
28							
29							
30							
		3.5	3.0				3.3

6 After reviewing data summary, record a summary of your reflections and actions.

Reflections and Actions:
Student research papers were good overall, but some presentations were not as good as expected. Providing some time for students to practice presenting in class could help prepare them for their final presenation.

7 Choose 2 or 3 student work samples from low to high scores to include with this completed form. Also include rubric used to assess work. Completed form, student work samples, and rubric should be turned in to Clare Oven or submitted electronically to coven@jpcatholic.com.

The purpose of this form is for faculty to summarize data collected from the course Signature Assignment each quarter.

1 Complete course and signature assignment information.

Major/Program:	Instructor:	Quarter:
MBA Producing	Chris Riley	Fall 2013
Course:	**Program Learning Outcome Assessed (See Reference List in tab below)**	
ENTM509 Adaptation	MBA4: Critical Evaluation	
Signature Assignment Title:	**Signature Assignment Description:**	
Final Pitch	A 10 minute pitch of a feature film project based on previously published material or real life.	

2 List Criteria used to assess Program Learning Outcome (PLO).
Criteria can be found on PLO rubrics, or rubric used to assess Signature Assignment.

3 Indicate if GPA scores were used in place of rubric, or if alternate descriptions were used.

Program Learning Outcome (PLO) Criteria

#1	Technical and aesthetic quality
#2	Structure and clarity
#3	Audience engagement
#4	Content, theme, and purpose
#5	Style, format, and length requirements

Rubric Scoring Description

1	Needs Improvement (poor)
2	Developing (low satisfactory)
3	Proficient (high satisfactory)
4	Outstanding (exceeds expectations)

	Mark "x" if GPA scores were used.

4 Record each student's name.
5 Record each student's score for each PLO criteria.

	Student's Name	#1	#2	#3	#4	#5	Average Score
1	Aaron Arnold	1.0	3.0	3.0	4.0	4.0	3.0
2	Bob Blaine	2.0	3.0	3.0	4.0	4.0	3.2
3	Carla Costas	3.0	3.0	3.0	4.0	4.0	3.4
4	Declan Donner	4.0	3.0	3.0	4.0	4.0	3.6
5	Elizabeth Engelbert	4.0	3.0	2.0	4.0	3.0	3.2
6	Francis Fromme	4.0	4.0	2.0	2.0	3.0	3.0
7	George Gatsby	4.0	4.0	4.0	3.0	4.0	3.8
8	Helen Horner	3.0	2.0	4.0	3.0	4.0	3.2
9	Isabel Illias	3.0	2.0	4.0	2.0	4.0	3.0
10	Joseph Johnson	3.0	3.0	3.0	4.0	3.0	3.2
11	Kelly Korban	2.0	3.0	3.0	3.0	3.0	2.8
12	Lisa Limmer	2.0	2.0	4.0	3.0	3.0	2.8
13	Mark McDonald	3.0	1.0	3.0	2.0	4.0	2.6
14	Nancy Norrison	3.0	3.0	4.0	4.0	4.0	3.6
15	Oliver Overby	3.0	4.0	3.0	1.0	4.0	3.0
16	Peter Parker	4.0	4.0	4.0	3.0	4.0	3.8
17	Quimby Qu	4.0	3.0	4.0	3.0	4.0	3.6
18	Robert Robertson	3.0	3.0	4.0	2.0	3.0	3.0
19	Sally Springfield	3.0	2.0	3.0	3.0	3.0	2.8
20	Thomas Torridon	3.0	4.0	3.0	4.0	3.0	3.4
21	Ursula Unida	4.0	4.0	2.0	4.0	4.0	3.6
22	Veronica Vallos	2.0	3.0	3.0	4.0	4.0	3.2
23	William Warner	1.0	3.0	3.0	3.0	4.0	2.8
24	Xerxes Xang	2.0	4.0	3.0	3.0	3.0	3.0
25	Yolanda Yu	3.0	2.0	2.0	4.0	4.0	3.0
26	Zander Zarn	3.0	1.0	3.0	4.0	4.0	3.0
27							
28							
29							
30							
		2.9	2.9	3.2	3.2	3.7	3.2

6 After reviewing data summary, record a summary of your reflections and actions.

Reflections and Actions:
Students scored lowest on technical content and structure. More guidance in this are would be helpful. The students who lost points on LO Criteria #5 did so because they went for too long. Need to emphasize the importance of keeping to your time limit when in industry situations.

7 Choose 2 or 3 student work samples from low to high scores to include with this completed form. Also include rubric used to assess work. Completed form, student work samples, and rubric should be turned in to Clare Oven or submitted electronically to coven@jpcatholic.com.