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Background Questions:
Program Overview (Open-ended items):
Program Satisfaction (Likert scale rating 1 – 5):
Program Learning Outcomes (Likert scale rating 1 – 5):

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Background Questions:
Program Overview (Open-ended items):
Program Satisfaction (Likert scale rating 1 – 5):

Drawing on assignments completed in the classes they have tallen, students select work that addresses each of the program earning outcomes. Any one assignment may address multiple outcomes and in a single assignment any sub-component could address one or more program earning outcomes. For each outcome the student must write a narrative that explains how the work selected demonstrates the achievement of the identified program outcome.					

the ab; ity to critica y app y, ana yze and ma e decisions based on sound evidence the range of evidence to draw on to male decisions but with no understanding shown of how to critically analyze that evidence understanding of the range of evidence to use to male decisions and how to critically analyze that evidence to male sound decisions Using one or more appropriate assignments or an element of an assignment from the core cognate classes on a rotating basis the rubric below \mathbf{w}_i be applied.

	dec;s;ons based on sound ev;dence	but w _i th no understanding shown of how to cr _i t _i ca y ana yze that ev _i dence	dec;sons and how to cr;t;ca y ana yze that ev;dence to ma e sound dec;sons
Commun; cate persuas; ve y us; ng a contextua y-grounded approach	L;m;ted ev;dence of now edge of effect;ve commun;cat;on strateg;es or an understand;ng or a contextua y-grounded approach	Ev;dence that shows an understanding of effect; ve communication strategies, but imited evidence of an understanding of a contextual y-grounded approach	C ear ev;dence of the ab; ity to commun;cate persuas,ve y through now edge of effect;ve strateg;es and the c ear app;cat;on of a contextua y-grounded approach

 $Depend_{i}ng \ on \ whether \ an \ or a \ , \ wr_{i}tten \ or \ some \ other \ mode \ of \ commun_{i}cat_{i}on \ (e.g., \ soc_{i}a \ med_{i}a) \ some \ areas \ may \ not \ be \ used.$

Commun _i cate persuas _i ve y us _i ng a contextua y- grounded approach			
CONTENT			
Ana ys _i s	Ma;n y descr;pt;ve w;th;tt e ana ys;s or pred;ct;on	Good descr _i pt _i on but _i m _i ted ana ys _i s or pred _i ct _i on	Strong evidence of description, and ysis, and prediction
Cons _i stent Thread	No read; y ;dent;f;ab e thread or theme	L _i m _i ted ev _i dence of a coherent thread or theme	C ear and consistent presentation of a thread or theme
Theoret _i ca Ba s _i s	No c ear theoret; ca bas; s	L _i m _i ted ev _i dence of a theoret _i ca framewor	Strong conceptua bas s to presentat on
Support _i ng Ev _i dence: Contextua y grounded	No use of ether research evtence or data from group interactions	L _i m _i ted use of research ev _i dence or data from group interactions	Extens ve use of ether research evidence or data from group interactions
Recommendat; ons	No recommendat; ons made based on evidence	Recommendat; ons made were wea and ac ed ev; dence	Compe ing recommendations made based on data
NON-VERBAL SKILLS			
Eye Contact	Limited eye contact with audience during presentations or responding to audience questions	Some eye contact with audience during presentations or responding to audience questions	Ma es continuous eye contact with audience during presentations and responding to audience questions

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