2   *Create student learning outcomes.* Based on the objectives of the program, outcomes are created to capture the knowledge/skills that should be mastered by program completion. Each outcome should describe how a student will be different as a result of their learning experience; when possible, these outcomes should be industry specific.
     NOTE: 2 E M H F W L Y H V   D Q G   R X W F R P H V   V K R X O G   E H   P H D V X U Y°Y H V ëò ï

     Standardize Measurement with Rubrics. A rubric is a method for organizing and applying criteria to assessment student work products. This scoring tool is used to clearly outline performance expectations. These assessment rubrics will likely differ from grading rubrics is that they are solely based on student
      S U R I L F L H Q F \   D Q G   G R Q ¶ W   F R Q V L G H U   R W K H U   F U L W H U L D   V X F K

5.   *Establish Performance Criteria.* A threshold should be established that signifies an appropriate level of student learning. Some programs may have standards set by agency requirements; other may discuss with faculty and establish their own metric to support an appropriate achievement of student learning.
6.   *Submit a CCAP.* Completed CCAPs can be submitted to the Office of Academic Assessment for review. Feedback will be provided to the individual submitting. Once a CCAP is accepted, it will be maintained by the Office of Academic Assessment as an official record for that program. CCAPs can be revised at any time and re-submitted to the Office of Academic Affairs.
7.   *Collect and Store Data.* Data, including evidence of student learning, must be stored for reference.

1. Create program
objectives (What
graduates will
accomplish)

Figure 1: Process for CCAP Creation and Utilization