Rubric: Program/Degree level assessment efforts at COCC

CTE (List CTE Program (*e.g., CJ AAS*) OR Discipline, if evaluation reflects all programs):

Transfer List General Education Group (*e.g., Arts and Letters*):

Name(s): DATE:

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|  | **Criterion** | **Initial** | **Emerging** | **Developed** | **Highly Developed** |
| Program Outcomes | Comprehensive list of SLOs  NOTE: current GEG SLOs were defined by JBAC (statewide group)  If GEGs can change these then we need to clarify – how?  Provide the outcomes as currently listed to each group | The list of SLOs is problematic:  Incomplete, overly detailed so too many SLOs, confuses learning process (doing an internship) with learning outcomes (application of theory to world of work); CTE discipline-level outcomes rather than unique to the program. | Reasonable SLOs but does not specify program as a whole. National standards may have been ignored. CTE SLOs are assigned to each program but are the same across the discipline. | Well-organized set of reasonable SLOs that focus on critical program-level learning. National standards are considered. Some variation between CTE program SLOs within the discipline but not comprehensive to each program (cert and degree SLOs are similar but have slight variations. | The list is reasonable, appropriate, and comprehensive. National standards have been considered. CTE SLOs are comprehensive and appropriate to each program within the discipline (cert SLOs are meaningful and discernable from degree SLOs). |
| Assessable SLOs | Outcome statements do not demonstrate what students can do to demonstrate learning. Statements such as “Students understand scientific method” do not specify how understanding can be demonstrated. | Most of the SLOs indicate how students can demonstrate their learning. | Each SLO describes how students can demonstrate learning, e.g., “write reports in APA style” | SLOs describe how students can demonstrate their learning. Faculty have agreed on criteria such as rubrics, and have identified examples of student performance at varying levels for each outcome. |
| Alignment | There is no clear relationship between the outcomes and the curriculum that students experience. It is not clear how course SLOs align with program SLOs. | Students appear to be given reasonable opportunities to develop the outcome in the required curriculum. It is not clear how course SLOs align with program SLOs. | The curriculum is designed to provide opportunities for students to learn and to develop increasing mastery of each SLO. The alignment between course SLOs and program SLOs is mostly clear. | Pedagogy, grading, curriculum and relevant support services are intentionally aligned with SLOs. The alignment between course SLOs and program SLOs is very clear. |

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| Cycle of Assessment | Assessment Planning  (put this first – give an outline and example of how to make a schedule) | There is no formal plan for assessing each outcome. | Program engages in periodic assessments of SLOs but process is not continuous nor coordinated. | Program assessment is continuous but relies on short-term planning, such as determining each year or determining at the conclusion of a project, which outcome will be assessed next. | Program has a documented multi-year assessment plan in which all SLOs are assessed over 3 years within a 5 year span. The plan is regularly examined and revised, as needed. |
| Assessment tasks as a measure of SLOs | Assessment tasks are all indirect measures of SLOs (analysis of perception of SLO achievement from a survey or focus group, or analysis of program/course design). Not all SLOs have assessment tasks. | Assessment tasks are a combination of direct and indirect measures. Not all SLOs can be mapped with an assessment task or not all assessment tasks are administered routinely. | Most assessment tasks are direct measures of SLOs. All SLO’s can be mapped with an assessment task but not all are administered routinely. | All assessment tasks are direct measures of SLOs; all SLOs can be mapped to an appropriate assessment task. Tasks are administered routinely. |
| Assessment tasks are measured across curriculum and instructor |  |  |  | Assessment tasks include a majority of courses within the program or GEG as well as a majority of instructors teaching those courses. Percent participation of course/instructors is over \_\_\_\_%. Or assessment tasks are capstone experiences, end of program exit exams or |
| Benchmarks for program success |  |  |  | Clear distinction between student success on the assessment and overall program success as defined by the percentage of students meeting proficiency. Rationale for the benchmark is logical. |
| Closing the loop | Assessment projects provide data about achievement of SLOs, but the process ends there. May or may not be reported. | Projects provide data about SLOs and identifies some next steps but does not include clear identification of improvement taken, final measurement to evaluate impact or reporting. | Project provides data/evidence about SLOs and identifies improvement taken. Final measurement of impact of improvement not made or not reported. | Focus is on improvement. Project provides data/evidence about SLOs and identifies improvement taken. Final measurement of impact of improvement is made and reported. |

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| Students | Student Experience | Students know little or nothing about the overall outcomes of the program. Communication of outcomes to students (in syllabus, during class) is spotty. | Students have some knowledge of program outcomes. Communication is informal, during office hours or advising. | Students have a solid understanding of program outcomes. They may use them in their learning. | Students have a solid understanding of program outcomes. They may use SLO rubrics during class or as a study aid. They connect assignments and grading to SLOs. |

I think the rubric needs to be evaluated across the program or GEG

Checklist of all programs/GEGs

1. Review of GLOs and Course SLOs outcomes and development of schedule (this should be a first step for programs/GEGs that are just starting out)
2. No project
3. Multiple projects – not coordinated – have program turn in a schedule
4. Not clearly defined which program or multiple programs on same assessment project
5. Not clearly defined which outcome(s)
6. Capstone project
7. Exit exam from program