

Rubric for Course Map

0= This core learning outcome is not addressed at all in this course.

1= Light emphasis on this CLO. This outcome is addressed through 1 learning activity.

2= Moderate emphasis on this CLO. This outcome is addressed through 2-3 learning activities.

3= Substantial emphasis on this CLO. This outcome is addressed through more than 3 learning activities.

Explanation for Course Map

In filling out the rubric, please use the following definition of learning activity:

A learning activity is any activity that students perform that is intentionally addressing the skills articulated in the core learning outcome.

Example:

In English 101, there may be only one or two graded assignment(s) that pertain to the outcome of research. However, most professors offer at least 4-5 lectures and/or exercises in which students recognize the need for research, find reliable resources, and/or cite properly, etc. Each of these lectures/assignments is a learning activity. Since there are at least four of those, there is substantial emphasis on the outcome pertaining to research. A '3' would be placed in the rubric as a result.

Timeline for Course Map

Semester one:

Departments engage in discussion of their courses and how they meet the College's Core Learning Outcomes as well as their program outcomes; fill out the rubric. Is it possible to have each department post their rubrics to a blackboard site and email them to the new Assessment Coordinator?

Semester two:

One month: An individual ensures that each course is accounted for in departments' responses.

One month: An individual in each department fills out the rubric for all the courses students are required to take in each of their programs. A separate rubric for each program should be filled out.

Departments will identify at least two courses they will assess over and again. They will justify their use of those courses by showing how those courses are 1) heavily-enrolled or 2) offer data on general education outcomes or program outcomes.

Last two months of the semester: Departments will discuss any gaps of core learning outcomes that exist in their programs and make decisions about how to fill those gaps. They should also discuss whether or not the courses they offering in each program expose students to the program outcomes in satisfactory manner. Changes to curricula will be made by departments and in programs.

Simultaneously, the Assessment Coordinator and/or the Academic Council will examine the rubrics of all programs to see if there are any common CLOs that are not addressed in multiple programs.

College-wide initiatives will be suggested.

Semester 3:

The new AOAC policy of a six-semester process will be implemented.

Department

Please collaborate with all faculty members in your department to fill out the rubric below for each major and/or degree program you offer. To do this, you will have to engage faculty in a discussion of which assignments they offer that fulfill these outcomes.

Please list the courses students are *required* to take in order to complete the program across the top of the table. This includes courses offered by departments outside of your department. Then mark which of the Core Learning Outcomes are addressed in those courses.

Please indicate the emphasis on each of the core learning outcomes in a course using the following 4-point scale.

0 = This core learning outcome is not addressed at all in this course.

1 = Light emphasis on this CLO. This outcome is addressed through 1 learning activity.

2 = Moderate emphasis on this CLO. This outcome is addressed through 2-3 learning activities.

3 = Substantial emphasis on this CLO. This outcome is addressed through more than 3 learning activities.

Core Learning Outcomes				
Courses in Department	Write and speak in standard English at the college level (A)	Read, comprehend, and analyze college-level materials (A)	Comprehend mathematical concepts and methods and engage in qualitative and quantitative reasoning to interpret, analyze, and solve problems (A)	Reason abstractly and think critically (A)
Program Outcomes				

Explain natural processes and analyze issues using appropriate evidence, employing the principles of the biological, physical, and behavioral sciences	Apply the principles of the social sciences and compare and contrast the core values and traditions of various cultures within the global environment	Comprehend the nature and value of the fine, literary, and performing arts and relate them to human experiences	Recognize the need for information and locate, evaluate, and effectively synthesize this information