Amarillo College PSLO Rubric

Based on James Madison University 2013 Assessment Progress Template Evaluation Rubric

**Target:** 3 – Good for Each Criterion

**Division: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Program(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

PHASE 1: CURRIUCLUM MAP EVALUATION

DATE EVALUATED: \_\_\_\_\_\_\_\_\_\_\_\_

**Evaluator Instructions:** Highlight the text yellow that aligns with the level met for each criteria. If anything below a “3” is earned, leave comments related to how the person who submitted the form can improve.

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| **I. Program Goals and Outcomes (Curriculum Map)** |
| **1 – Beginning** | **2 – Developing** | **3 – Good** |
| **A. Clarity and Specificity**e.g. Goal: To graduate students who demonstrate critical thinking skillse.g. Outcome: Students will apply major concepts and theories to describe or explain psychological phenomena |
| No goals or outcomes provided or no goals or outcomes stated in student-centered terms  | At least one goal or outcome stated in student-centered terms, but all other goals and outcomes (more than half) stated in program-centered terms or other terms | Most (over half) of all goals and outcomes stated in student-centered terms |
| **B. Verb Usage****e.g.** Outcome: Students will apply major concepts and theories to describe or explain psychological phenomena |
| No outcomes stated or only heading words (e.g. “Communication”) and no verbs provided in outcome area | Outcome statements contain verbs, but many (over half) of the verbs are not assessable (e.g. know, understand, appreciate) or the statement is otherwise vague  | Most of the outcomes have assessable verbs (i.e. Bloom’s taxonomy verbs) and clearly identify what is being assessed |
| **C. Verb Choice****e.g.** Example of higher-level verb: “Students will synthesize…. “ (If in doubt; View Bloom’s Verb sheet) |
| No Bloom’s verbs in outcomes stated or only heading words and no verbs provided in outcome area | Most learning outcomes (over 50%) focus on **lower-level** Bloom’s verbs (Knowledge or Comprehension), but at least one learning goal focuses on a higher-level domain (Application, Analysis, Synthesis, Evaluation)  | Most learning outcomes (over 50%) focus on the **higher-level** Bloom’s Cognitive Domain Categories (Application, Analysis, Synthesis, Evaluation) |
| **D. General Education Goal or Outcome Links****e.g. Communication; Critical Thinking; Empirical and Quantitative; Teamwork; Social Responsibility; Personal Responsibility)** |
| No goals/outcomes or it is evident that no goals/outcomes support general education goals | One goal or outcome supports at least one general education goal/outcome, but not enough information is provided to confirm this is the case | At least one goal/outcome clearly supports a general education competency |
| **E. High Impact Learning Practice Goal or Outcome Links****e.g. Learning communities; research; writing-intensive courses; collaborative assignments; global/service learning; internships; capstone course projects; integrative thought; intercultural competencies; FYS)** |
| No goals/outcomes or it is evident that no goals/outcomes relate to any high-impact learning practice or skills fostered by a high-impact learning practice | It is possible that one goal/outcome may support at least one high-impact learning practice or skills fostered by a high-impact learning practice, but not enough information is provided to confirm this is the case | At least one goal/outcome clearly supports a high-impact learning practice or skills fostered by a high-impact learning practice |

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| **Comments Related to Section I: Program Goals and Outcomes Section:** |

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| **II. Course Alignment and Sequencing (Curriculum Map)** |
| **1 – Beginning** | **2 – Developing** | **3 – Good** |
| **A. Curriculum Map Sequencing of Courses Evaluation of Courses**  |
| No courses are listed and/or no courses are evaluated  | A list of courses are provided, but the courses do not appear to be listed in order from the earliest taken by the student to the latest (e.g. 2000 level course listed before 1000 level courses) | Courses are listed in order (as best as the program is able) from earliest to capstone and/or highest-level course.  |
| **B. Curriculum Map Evaluation of Courses** |
| No courses are listed and/or no courses are evaluated as an “I”, “D”, or “M” | For the most part the course sequencing follows an I, D, M schema, but the evaluation is confusing (e.g. early courses assigned a “D” for an outcome before an “I” has been assigned for that same outcome) | An “I” is assigned for each outcome prior to a D or M being assigned. A student achieves “M” in one of the final courses unless the program is arranged in a way where no course builds upon another course and the program is essentially made up of repeated “I,D” courses due to a lack of pre-requisites. |

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| **Comments Related to Section II: Course Alignment and Sequencing Section:** |