

Pittsburg State University
Rubric for Evaluating General Education Courses

<u>Question</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>
<p>1. Do student learning outcomes (SLOs), which are linked to PSU general education objectives, drive course assessment plan? <i>--May be written as goals with objectives, goals only, competencies, or outcomes</i> <i>--Start with "Students will..."</i></p>	<p>Explicit, clear, relevant SLOs for the course with consistency across all sections AND appropriate, substantive knowledge, skills, and/or values are addressed sufficiently in measureable SLOs AND SLOs clearly linked to PSU general education objectives</p>	<p>SLOs do not lend themselves to measurement OR focus on process rather than outcome OR focus on course, not student OR no connection to PSU general education objectives</p>
<p>2. Does the assessment plan describe specific direct measures for the SLOs in the course? <i>--Includes an achievement level (e.g., % students to score 70% or higher or % students to score Proficient or higher on measure)</i></p>	<p>Clear, specific description of at least <u>one</u> direct measure for <u>each</u> SLO AND measurement for each SLO was sufficient with good likelihood to yield valid, reliable, useful data AND there was a specified targeted level of achievement</p>	<p>No direct measures were identified OR links between SLOs and their measures were vague OR questionable likelihood of measure yielding quality data</p>
<p>3. Does assessment report present results for all the SLOs? <i>--May use figures, graphs, and/or tables instead of narrative</i></p>	<p>Clear, concise, objective presentation of results, each measure linked to its SLO for the academic year of the report AND for at least a three-year trend (or state why unable to trend) AND differentiated traditional from online results</p>	<p>Results for some or all SLOs missing for academic year of report OR trending of results missing without explanation OR there was no attention to online versus traditional results</p>
<p>4. Does the assessment report present the faculty's analysis and interpretation of the results for the SLOs and use those results to direct their plan for improving student learning in the course?</p>	<p>Clear, concise narrative of the faculty's analysis and interpretation of the results of all the SLOs AND of faculty's evaluation of traditional versus online learning AND of faculty's decision making about the results AND of faculty's detailed plan to improve student learning in the course (if decision was improvement was needed based on the results)</p>	<p>Unclear or no faculty analysis and interpretation of results for all SLOs OR unclear or no faculty decision OR unclear or no improvement plan when results indicate needed action</p>