Overview:

Please use this document as an organizer for your department or program as we move to generate our EER report. Copies can be found on your department’s portal page, as well as on the EER site. You will find below headings outlining the various tasks of the report, including deadlines, instructions, lists of needed documentation and evaluation rubrics.

Note that it is not expected that everyone will be at the ‘developed’ stage in each part of the rubrics by the due date. We are looking for an accurate starting point that will demonstrate to WASC our current status. We will re-do these rubrics at the end of the academic year and hope to find improvement.

Especially important are the resources listed. Here you will find links to other university’s and organizations suggestions and examples of effective practices regarding aspects of our review. Please review these resources as you update your work.

Contact Information:

Please email this completed document, along with any supporting documentation, to Will McConnell and Penny Collins, co-chairs of the Educational Planning Committee.

If you have any questions, please feel free to contact Doug Cremer, Paul Decker, Nathan Garrett, Will McConnell, or Penny Collins.

Authored by:

Douglas Cremer
Nathan Garrett

October 6, 2008
Fall 2008 Semester

1. **Program Student Learning Outcomes (PSLOs), due October 31**

   *Instructions:* Please review and update your PSLOs as needed and assess their quality according to the rubric below. Note are not the outcomes for each individual course, but the outcomes for the program as a whole.

   *Supporting Documentation:* Please attach your PSLOs and all relevant documentation.

   *Resources:* Resources on writing learning outcomes.

Learning outcomes are statements that specify what learners will know or be able to do as a result of a learning activity. Outcomes are usually expressed as knowledge, skills, or attitudes. Since the learner’s performance should be observable and measurable, the verb chosen for each outcome statement should be an action verb which results in overt behavior that can be observed and measured. Sample action verbs are: compile, create, plan, revise, analyze, design, select, utilize, apply, demonstrate, prepare, use, compute, discuss, explain, predict, assess, compare, rate, or critique.

   US Santa Barbara GIS department
   [http://www.ncgia.ucsb.edu/education/curricula/giscc/units/format/outcomes.html](http://www.ncgia.ucsb.edu/education/curricula/giscc/units/format/outcomes.html)

   American Association of Law Libraries

   Kansas State University (Ball State University)
   [http://www.k-state.edu/assessment/slo/resources.htm](http://www.k-state.edu/assessment/slo/resources.htm)
**Program Student Learning Outcomes (PSLOs)**

*Rubric:* Fill out the Program Student Learning Outcomes rubric by bolding the appropriate box of text. Please note that to claim developed or emerging status, you must write a brief reflective justification.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Initial</th>
<th>Emerging</th>
<th>Developed</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes are Comprehensive</td>
<td>List is incomplete, having only institutional, college, or departmental outcomes.</td>
<td>List includes outcomes related to institutional, college, and departmental goals.</td>
<td>List not only includes all necessary outcomes, but also considers national disciplinary standards.</td>
<td></td>
</tr>
<tr>
<td>Outcomes are Assessable</td>
<td>Outcomes are not directly observable. Example: “Students understand X.”</td>
<td>Most outcomes are directly observable and indicate how students demonstrate their learning.</td>
<td>All outcomes indicate how students demonstrate their learning. Example: “Students can write reports in APA style.”</td>
<td></td>
</tr>
<tr>
<td>Inclusive Process</td>
<td>Outcomes were created or reviewed by a single person.</td>
<td>Outcomes have been created by a single person, and have been subjected to review by departmental faculty.</td>
<td>Outcomes have been developed collaboratively and approved by departmental faculty and academic division’s head.</td>
<td></td>
</tr>
<tr>
<td>Aligned with Woodbury Principles</td>
<td>Outcomes are not aligned with the 6 Woodbury Principles.</td>
<td>Outcomes are somewhat aligned with the 6 Woodbury Principles.</td>
<td>Outcomes are fully aligned with the 6 Woodbury Principles.</td>
<td></td>
</tr>
</tbody>
</table>
2. Curriculum Map, due November 30

Instructions: Please review and update your curriculum map as needed and assess their quality according to the rubric below.

Supporting Documentation: Please upload your Curriculum Map and this completed document.

Resources: Creating a Curriculum Map

A curriculum is designed so that it provides a coherent set of experiences leading to the development of desired knowledge and skills – students show increasing levels of sophistication and integration of skills as they progress through the program An effective curriculum is one in which the various elements of the curriculum align. A curriculum map is a graphic representation of how the courses in a curriculum interface with its Student Learning Outcomes. More specifically, the map shows where and how Student Learning Outcomes are addressed by each course in the curriculum helping users to identify the courses in the curriculum where the learning outcomes are developed and take action on courses or outcomes without a match.

Indiana University Kokomo
http://www.iuk.edu/~koctla/assessment/curriculummap.shtml

Western Kentucky University
http://ie.westkentucky.kctcs.edu/currmap.shtml

University of Connecticut
http://assessment.uconn.edu/mapping1.htm
Rubric: Fill out the Curriculum Map rubric by bolding the appropriate box of text. Please note that to claim developed or emerging status, you must write a brief reflective justification.

<table>
<thead>
<tr>
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<th>Initial</th>
<th>Emerging</th>
<th>Developed</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alignment</td>
<td>There is no clear relationship between outcomes and curriculum.</td>
<td>Students appear to have reasonable opportunities to develop outcomes through the required curriculum.</td>
<td>Pedagogy, grading, and curriculum are explicitly aligned with each outcome.</td>
<td></td>
</tr>
<tr>
<td>Student communication</td>
<td>Students have little to no knowledge about their expected progress throughout the program.</td>
<td>Students have some knowledge of program structure. Communication is informal, left to advisers.</td>
<td>Students see outcomes in syllabi, as well as having access to curriculum maps.</td>
<td></td>
</tr>
<tr>
<td>Outcomes Integrated in Syllabi</td>
<td>PSLOs are not included on course syllabi</td>
<td>PSLOs are included on most course syllabi</td>
<td>PSLOs are included on all course syllabi, and are integrated into the course.</td>
<td></td>
</tr>
<tr>
<td>Map</td>
<td>There is no curriculum map.</td>
<td>A curriculum map has been created, but does not have all outcomes (institutional, college, and department) specified.</td>
<td>The curriculum map addresses all outcomes at least at the Introduced, Developed, and Mastered levels.</td>
<td></td>
</tr>
</tbody>
</table>