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# ASSESSMENT HANDBOOK

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First Edition 2009

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**Assessment  
Committee**

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# INTRODUCTION

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Assessment is a cyclic process for educational improvement. An effective assessment program can be used to improve student learning, facilitate institutional improvements, and validate institutional effectiveness. ACCC's commitment to assessment enables the college to realize its core value of learning.

Atlantic Cape Community College is committed to quality evaluation of academic effectiveness and student learning through the use of valid, reliable assessment tools. Atlantic Cape's commitment to assessment enables the college to realize its core value of assessment tools. Consequently, the assessment process is guided by these principles:

- Assessment efforts will assist the college to accomplish its mission and goals.
- Assessment efforts will focus on improving student learning through high quality instruction, curriculum, and support services.
- Assessment will involve and seek input from the college community, especially faculty who take the primary responsibility for academic assessment.
- Assessment efforts will bring about quality improvement based on planning, data collection, analyses, and appropriate allocation of resources.

According to the Middle States Commission on Higher Education, "Assessment of student learning may be characterized as the third element of a four-step teaching-learning-assessment cycle that parallels the planning-assessment cycle". The steps involved in this process are:

- Developing clearly articulated *learning outcomes*: the knowledge, skills and competencies that students are expected to exhibit upon successful completion of a course, academic program, or curricular program, general education requirement, or other specific set of experiences
- Offering courses, programs, and experiences that provide purposeful *opportunities for students to achieve those learning outcomes*
- *Assessing* student achievement of those learning outcomes; and
- *Using the results* of those assessments to improve teaching and learning and inform planning and resource allocation decisions (63).

Middle States shows how the assessment of student learning is integrated within the total assessment of institutional effectiveness. "Because student learning is a fundamental component of the mission of most institutions of higher education, the assessment of student learning is an essential component of the assessment of institutional effectiveness (Standard 7) and is the focus of Standard 14" (63).

## Standard 14

- **Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.**

The systematic assessment of student learning is essential to monitoring quality and providing the information that leads to improvement. Implemented effectively, the assessment of student learning will involve the shared commitment of students, administrators, and academic professionals. The assessment of student learning has the student as its primary focus of inquiry. It is related to the assessment of institutional effectiveness, which is important as a means to monitor and improve the environment provided for teaching and learning. Because the purpose for assessing student learning is to help students improve and to maintain academic quality, the assessment measures chosen should be those that provide the students, faculty, and others with information about student learning that is specific; address questions that faculty and the institution care about; and are useful for assessing and enhancing academic quality (MSCHE: Characteristics of Excellence in Higher Education, Eligibility Requirements and Standards for Accreditation, 2002).

Initial activities intended to introduce the college community to the process of assessment of learning outcomes began in 2001. Since that time, Atlantic Cape Community College has continued with the efforts to educate all the constituencies across the campus, students, faculty, staff, and administrators, concerning assessment. This was essential in helping develop the culture of assessment on campus.

Several major initiatives have contributed to the continuation of the assessment culture. The first was the continuation of professional development activities for faculty and staff on assessment. Another has been the creation of an ongoing Assessment Committee, representative of the academic departments and the administrative staff to direct the planning and development of academic assessment activities. The next was the hiring of the Outcomes Assessment Program Coordinator to work directly with the faculty on outcomes assessment on both the course and program level.

In order for the College to accelerate its efforts to bring assessment of student learning to the point where it becomes an integral part of the institution, Atlantic Cape has made a concerted effort to:

- Streamline the academic program review process
- Streamline the reporting process
- Review the assessment of general education courses
- Expand the model used for the Critical Thinking pilot
- Continue classroom assessment techniques such as course embedded assessments

As we collect clear and credible evidence of performance, the results will help us monitor how we are doing. This process will strengthen the College's yearly and long-term commitment to integration of planning, budgeting and assessment.

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# OVERVIEW OF ASSESSMENT

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## GENERAL EDUCATION FOUNDATION

### GENERAL EDUCATION

for Associate in Arts, Associate in Science, Specialized Associate, and Certificate Programs in New Jersey's Community Colleges  
(1997 Adoption, August 15, 2007 Revision)

General Education Goal(s) addressed									Course Categories (Goal Categories)	AA credits	AS credits	AAS AFA AS Nursing credits	Certificate credits
1								9	Communication (Written and Oral Com.)	9	6	6	3
	2	3	4					9	Mathematics – Science – Technology Mathematics 3-8 cr. (Quant. Knlg. & Skills) Science 3-8 cr. (Sci. Knlg. & Rsng.) Technological Competency or Information Literacy 0-4 cr.	12	9	3	3
				5				9	Social Science (Society and Human Behavior)	6	3	3	
					6			9	Humanities (Humanistic Perspective)	9	3		
						7		9	History (Historical Perspective)	6			
							8	9	Diversity courses (Global & Cult. Awns.)	3			
									Unassigned general education credit		6	8	
									<i>General education foundation total</i>	<i>45</i>	<i>30</i>	<i>20</i>	<i>6</i>

Category	Gen. Ed. Foundation Course Categories	NJCC Goal Categories*	Course Criteria: Below are brief descriptions of the course criteria for satisfying the requirements. For fuller description see the NJCC GE Course Criteria (August 15, 2007).
1	Communication	Written and Oral Communication	An array of courses which prepare students to speak, read, and write effectively. At least two of these must be composition courses for A.A. and A.S. degrees. At least one of these must be a composition course for specialized degree programs and certificates.
2	Mathematics	Quantitative Knowledge and Skills	Any college level mathematics course including statistics, algebra, or calculus course(s). These courses should build upon a demonstrated proficiency in basic algebra.
3	Science	Scientific Knowledge and Reasoning	Any course(s) in the biological or physical sciences – or non-majors survey course. At least one of these courses must have a laboratory component.
4	Technology	Technological Competency or Information Literacy	Any course that emphasizes common computer technology skills (e.g. computer science, information technology) that helps students to access, process, and present information. This component is not required for students who can demonstrate competency.
5	Social Science	Society and Human Behavior	Any introductory course(s) from among anthropology, economics, geography, political science, psychology, or sociology.
6	Humanities	Humanistic Perspective	Any broad-based course(s) in the appreciation of art, music, or theater; literature; foreign language; history; philosophy and/or religious studies.
7	History	Historical Perspective	Any broad-based course(s) or sequence of courses in World, Western, non-Western, or American History.
8	Diversity courses	Global and Cultural Awareness	Any course whose primary purpose is to expose students to a multicultural society or people possibly within the context of non-introductory study of a foreign language. If this goal is integrated into one or more general education course(s), the three credits may be moved from this category to another general education category.
9		Ethical Reasoning and Action	This ethical reasoning and action goal may be infused in any of the above categories. These courses should include the ethical implications of issues and situations.
<b>Note:</b> This document should be used in conjunction with the NJCC GE Learning Goals & Suggested Individual College-wide Learning Obj. (8- 15-2007).			

Programs	Allocation Notes: The credit allocation below is consistent with the 1997 NJCC Gen. Ed. Foundation grid.
AA	The Associate in Arts (AA) program requires 45 semester credits hours of general education coursework from among the indicated categories. A
AS	The Associate in Science (AS) program requires a minimum of 30 semester credits hours from among the indicated categories, with minimum distributions as shown. Beyond these minimums, any 30 credit subset of the AA program credit distribution will be accepted. General education coursework in excess of the 24 credits listed should follow the AA distribution limits.
Specialized Associate AAS, AFA, & AS Nursing	The specialized associate degrees shall include Applied Associate in Science (AAS), Associate in Fine Arts (AFA) and AS in Nursing. These programs shall require no fewer than 20 semester credit hours of General Education. Notwithstanding any articulation agreements, the general education courses should support career preparation. General education coursework in excess of the 12 credits listed should follow the AS distribution limits.
Certificate	The Certificate (or Academic Certificate) shall prepare students to read and write effectively. At least one other general education course is required. The Certificate of Achievement (COA) requires no general education courses beyond those, which support career education. The Certificate of Completion (COC) is a noncredit certification program, which is not applicable.

**NJCC GENERAL EDUCATION**  
**Learning Goals and Suggested Individual College-wide Learning Objectives**  
(1997 Adopted, October 5, 2007 Revision)

<b>New Jersey Community College General Educational Philosophy:</b> Students are empowered to meet twenty-first century challenges through learning processes that lead to knowledge acquisition, skills mastery, critical thinking, and the exercise of personal, social, and civic responsibilities.			
The Colleges maintain responsibility for offering a general education program, whose learning objectives facilitate attainment of all <b>NJCC Gen Ed Learning Goals</b> . Course-level learning objectives must be consistent with the <b>Individual College-wide Learning Objectives</b> that fulfill the <b>NJCC Gen Ed Learning Goals</b> . (Local general education courses must also be consistent with <b>NJCC GE Course Criteria</b> for satisfying requirements.)			
<b>Category</b>	<b>NJCC Goal Categories</b> (Course Category)	<b>NJCC Gen. Ed. Learning Goals</b> Critical thinking is embedded	<b>Suggested Individual College-wide Learning Objectives:</b> Colleges have discretion in the established of <b>Individual College-wide Learning Objectives</b> that support the achievement of the <b>NJCC Learning Goals</b> . The following is a list of examples.
1	<b>Written and Oral Communication</b> (Communication)	Students will communicate effectively in both speech and writing.	a. Students will explain and evaluate what they read, hear, and see. b. Students will state and evaluate the views and findings of others. c. Students will logically and persuasively state and support orally and in writing their points of view or findings. d. Students will evaluate, revise, and edit their communication.
2	<b>Quantitative Knowledge and Skills</b> (Mathematics)	Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.	a. Students will translate quantifiable problems into mathematical terms and solve these problems using mathematical or statistical operations. b. Students will construct graphs and charts, interpret them, and draw appropriate conclusions.
3	<b>Scientific Knowledge and Reasoning</b> (Science)	Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.	a. Applying the scientific method, students will analyze a problem and draw conclusions from data and evidence. b. Students will distinguish between scientific theory and scientific discovery, and between science and its scientific technological applications, and they will explain the impact of each on society.
4	<b>Technological Competency or Information Literacy</b> (Technology)	Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.	a. Students will use computer systems and/or other appropriate forms of technology to present information. b. Students will use appropriate forms of technology to identify, collect, and process info. c. Students will use appropriate library/learning resource tools such as cataloging systems to access information in reference publications, periodicals, bibliographies, and data bases. d. Students will recognize when information is needed and be able to locate, evaluate, and use information.
5	<b>Society and Human Behavior</b> (Social Science)	Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.	a. Students will analyze and discuss behavioral or societal issues using theories and concepts from a social science perspective. b. Students will explain how social institutions and organizations influence individual behavior. c. Students will describe and demonstrate how social scientists gather and analyze data and draw conclusions. d. Students will apply civic knowledge both locally and globally and engage in activities that exercise personal, social, and civic responsibility.
6	<b>Humanistic Perspective</b> (Humanities)	Students will analyze works in the fields of art, history (See note in goal 7), music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.	a. Students will describe commonly used approaches and criteria for analyzing works*. b. Students will analyze works* and applying commonly used approaches and criteria. c. Students will demonstrate a value added competence in the production and comprehension of a foreign language. * in the fields of art, music, or theater; literature; philosophy and/or religious studies and possibly within the context of studying and using a language other than English.
7	<b>Historical Perspective</b> (History)	Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance. [Note: May be included in Goal 6]	a. Students will state the causes of a major historical event and analyze the impact of that event on a nation or civilization. b. Students will discuss a major idea, movement, invention or discovery, and how it affected the world or American society. c. Students will demonstrate how writers' interpretations of historical events are influenced by their time, culture, and perspective.
8	<b>Global and Cultural Awareness</b> (Diversity courses)	Students will understand the importance of a global perspective and culturally diverse peoples.	a. Students will link cultural practices and perspectives with geographic and/or historical conditions from which they arose. b. Students will explain why an understanding of differences in people's backgrounds is particularly important to American society. c. Students will recognize and explain the possible consequences of prejudicial attitudes and discriminatory actions. d. Students will recognize and assess the contributions and impact of people from various nations and/or cultures.
9	<b>Ethical Reasoning and Action</b>	Students will understand ethical issues and situations.	a. Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation. b. Students will take a position on an ethical issue or a situation and defend it.

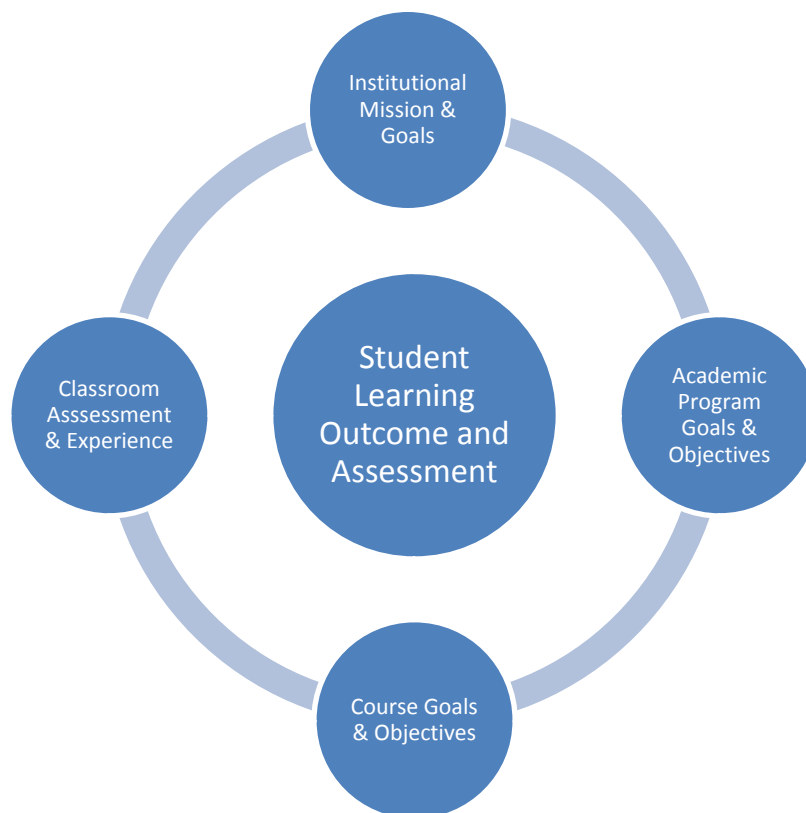
**Note:** This document should be used in conjunction with the **General Education Foundation** (8- 15- 2007) and the **NJCC GE Course Criteria** (8-15- 2007).

**NJCC GENERAL EDUCATION**  
Course Criteria for Satisfying the NJCC Gen Ed Foundation  
(August 15, 2007 Edition)

<b>New Jersey Community College Educational Philosophy:</b> Students are empowered to meet twenty-first century challenges by achieving learning that involves knowledge acquisition, skills mastery, critical thinking, and the exercise of personal, social, and civic responsibilities.			
<b>Category</b>	<b>NJCC Goal Categories (Course Category)</b>	<b>NJCC Learning Goals*</b>	<b>Course Criteria:</b> These criteria for satisfying requirements are consistent with 1997 NJCC Gen. Ed. Foundation. Neither this nor preceding updates have modified the NJCC Gen. Ed. Foundation and their course criteria.**
1	<b>Written and Oral Communication</b> (Communication)	Students will communicate effectively in both speech and writing.	An array of courses which prepare students to speak, read, and write effectively. At least two of these must be composition courses for A.A. and A.S. degrees. At least one of these must be a composition course for other programs and certificates. This category is typically limited to courses such as English Composition I, English Composition II, and a Speech / Human Communications course.
2	<b>Quantitative Knowledge and Skills</b> (Mathematics)	Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.	Any college level mathematics course including statistics, algebra, or calculus course(s). These courses should build upon a demonstrated proficiency in basic algebra. Students are expected to demonstrate proficiency in basic algebra as part of the AA and AS degrees. Institutions are free to determine a basic algebra proficiency requirement for specialized associate degrees and certificates on an individual basis.
3	<b>Scientific Knowledge and Reasoning</b> (Science)	Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.	Any course[s] in the biological or physical sciences for science majors. Survey courses in biology, chemistry, and physics fulfill this requirement for non-science majors. At least one of the courses taken must have a laboratory component.
4	<b>Technological Competency or Information Literacy</b> (Technology)	Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.	Any course that emphasizes common computer technology skills (e.g. computer science, information technology) that helps students access, process, and present information. This component is not required for students who can demonstrate competency.
5	<b>Society and Human Behavior</b> (Social Science)	Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.	Any introductory*** course(s) from among anthropology, economics, geography, political science, psychology, or sociology. Typically this category is limited to broad-based**** courses.
6	<b>Humanistic Perspective</b> (Humanities)	Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.	Any broad-based**** course[s] in the appreciation of art, music, or theater; literature; foreign language; history; philosophy and/or religious studies. This category may include any broad-based course which is fundamentally the appreciation of a performing or a creative art. Typically studio arts courses, both performing and creative, involve predominately performance and creation, and therefore do not satisfy this requirement. This category also includes any broad-based**** course which is fundamentally a literature course. Typically journalism, creative writing, and other specialized writing courses involve predominately writing, and therefore do not satisfy this requirement.
7	<b>Historical Perspective</b> (History)	Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.	Any broad-based****course(s) or sequence of courses in World, Western, non-Western, or American History.
8	<b>Global and Cultural Awareness</b> (Diversity courses)	Students will understand the importance of a global perspective and cultural diverse peoples.	Any course whose primary purpose is to expose students to a multicultural society or people possibly within the context of non-introductory study of a foreign language. If this goal is integrated into one or more general education course(s), the three credits may be moved from this category to another general education category.
9	<b>Ethical Reasoning and Action</b>	Students will understand ethical issues and situations.	These courses include the ethical implications of issues and situations. This ethical reasoning and action goal may be infused in any of the above categories.
* The Colleges maintain responsibility for offering a general education program, whose learning objectives facilitate attainment of all <b>NJCC Learning Goals</b> . Local general education courses must be consistent with <b>Course Criteria</b> for satisfying requirements. (Course-level learning objectives must also be consistent with the <b>Individual College-wide Learning Objectives</b> that fulfill the <b>NJCC Gen Ed Learning Goals</b> .)			
** The NJ Academic Officers Association has the responsibility of affirming individual course classification approved by institutions based upon the <b>NJCC General Education Learning Goals</b> and the <b>NJCC General Education Course Criteria for Satisfying the NJCC Gen Ed Foundation</b> .			
*** <b>Introductory</b> is defined as general, i.e., not focused on “majors” or academic and vocational specializations. Its object is “common learning,” based on those realities, experiences, and concerns which all humans share. Its subject matter is part of what all educated people have (and should have) in common.			
**** <b>Broad based</b> is defined as having a foundation or basis that is wide in range; comprehensive or extensive.			
<b>Note:</b> This document should be used in conjunction with the <b>General Education Foundation</b> (August 15, 2007) and the <b>NJCC GE Learning Goal &amp; Suggested Individual College-wide Learning Objective</b> (August 15, 2007).			

## LINKING STUDENT LEARNING OUTCOMES BETWEEN THE LEVELS OF ASSESSMENT

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The August 2007 Monitoring Report states that “The college should ensure that expectations of student learning are clearly articulated at various levels: institution, degree/program, and course and for the relevant disciplines”. The Assessment Committee responds to this through the college’s strategic priority which states, 4) “Evolve to a progressive, collegial, and collaborative learning community committed to systematic improvement and operational effectiveness”. Moreover, Atlantic Cape’s strategic goals and objectives include Institutional Objective 1.3 Instructional Quality Assurance: Continuously improve the clarity and consistency of instructional standards, quality of the College’s curriculum (program courses) and instructional delivery systems through College-wide implementation of a systemized process of student learning outcomes assessment; Objective 4.5: Institutional Integrity: Commit to a system of continuous quality improvement and performance accountability in which all College units establish performance benchmarks, assess effectiveness, and strive to improve. The collective effort of the Assessment Committee ensures the logical relationship and integration of assessment at every level.

## WHAT IS REQUIRED BY FACULTY

### Identifying and writing outcomes and competencies

#### The Competencies at Atlantic Cape

On a departmental basis, faculty participated in the review, update, and/or creation of department/program/course goals and objectives. Input received from all departments resulted in an inventory of “core” competencies (indicators of essential knowledge/skill proficiency). Detailed analysis determined commonalities of course competencies found within each department and were aligned with program or general education goals. There was a direct relationship between these competencies and the Atlantic Cape’s mission standards.

As a result of research and input from faculty through the Assessment Committee, the following General Education Competencies were selected: communication skills, mathematical skills, critical thinking skills, information literacy skills, computer literacy skills and ethics.

#### The Difference between a Competency and an Outcome

An outcome is "what" students are expected to achieve, whereas a competency demonstrates "how" students can achieve that outcome. An outcome is the end, and a competency is the means to that end. The outcome reflects an ability or skill gained as a result of the course or program.

Examples	
Outcomes	Competencies
<ul style="list-style-type: none"> <li>➤ Student will be able to give a speech that is designed to persuade the audience to a certain point of view</li> <li>➤ Student will be able to evaluate a novel using an analytical approach</li> <li>➤ Student will be able to demonstrate a basic knowledge of calculus, statistics, and other mathematical tools to solve real world problems</li> <li>➤ Student will be able to evaluate the critical debates that circulate around a controversial film</li> <li>➤ Student will be able to analyze a range of biological data using appropriate statistics</li> </ul>	<p>Communication</p> <p>Mathematical Reasoning</p> <p>Critical thinking</p> <p>Information literacy</p> <p>Judgment</p> <p>Computer literacy</p> <p>Ethics &amp; Integrity</p> <p>Accountability</p> <p>Adaptability</p> <p>Analysis</p> <p>Decisiveness</p>

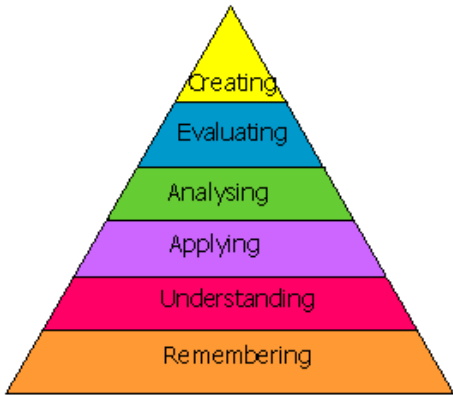
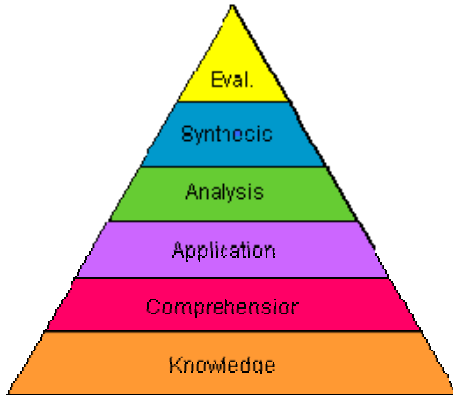
## LEARNING OUTCOMES

1. Think if what you expect students to be able to do at the end of the lesson/course/program.
2. Always try to use active words. See Bloom's Taxonomy below.
3. Try writing them, and then ask a colleague who is not in your field if they know what is expected of them.

### Bloom's Taxonomy

In 1956, Benjamin Bloom headed a group of educational psychologist's who developed a classification of levels of intellectual behavior important in learning. During the 1990's a new group of cognitive psychologist, lead by Lorin Anderson (a former student of Bloom's), updated the taxonomy reflecting relevance to 21<sup>st</sup> century work. The graphic is a representation of the new verbage associated with the long familiar Bloom's taxonomy. Note the change from Nouns to Verbs to describe the different levels of the taxonomy.

From [http://www.odu.edu/educ/llschult/blooms taxonomy.htm](http://www.odu.edu/educ/llschult/blooms%20taxonomy.htm)

 <p>The NEW Version pyramid has six levels from top to bottom: Creating (yellow), Evaluating (blue), Analysing (green), Applying (purple), Understanding (pink), and Remembering (orange).</p> <p style="text-align: center;"><b>NEW Version</b></p>	 <p>The OLD Version pyramid has six levels from top to bottom: Eval. (yellow), Synthesis (blue), Analysis (green), Application (purple), Comprehension (pink), and Knowledge (orange).</p> <p style="text-align: center;"><b>OLD Version</b></p>
<p>Remembering: can the student recall or remember the information?</p>	<p>define, duplicate, list, memorize, recall, repeat, reproduce, state</p>
<p>Understanding: can the student explain ideas or concepts?</p>	<p>classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase</p>
<p>Applying: can the student use the information in a new way?</p>	<p>choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write</p>
<p>Analysing: can the student distinguish between the different parts?</p>	<p>appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, and test</p>
<p>Evaluating: can the student justify a stand or decision?</p>	<p>appraise, argue, defend, judge, select, support, value, evaluate</p>
<p>Creating: can the student create a new product or point of view?</p>	<p>assemble, construct, create, design, develop, formulate, and write</p>

## AN INTERPRETATION OF BLOOM'S TAXONOMY

Benjamin Bloom (1956) identified three domains of educational activities. The one most appropriate to the college classroom is the cognitive domain which involves knowledge and the development of intellectual skills.

When writing learning outcomes, using action verbs that are measurable, observable and done by the learner are important. Bloom's taxonomy provides some verbs that are useful for writing specific outcomes.

Because the purpose of writing objectives is to define what the instructor wants the student to learn, using detailed objectives will help students to better understand the purpose of each activity by clarifying the student's activity.

Verbs such as  
know  
appreciate  
internalizing  
valuing

do not define an explicit performance to be carried out by the learner. (Mager, 1997).

For more information on Bloom's taxonomy and assessment, research the Internet or go to the Student Learning and Assessment page on the Institutional Research, Planning and Assessment webpage at:

<http://www.atlantic.edu/about/research/studentLearningAssessment.html>

Anderson & Krathwohl (2001) have refined the six levels of Bloom's taxonomy. The bold identifies the new level while the old labels are in parenthesis.

**Remembering** (knowledge) *lowest level*  
Retrieving, recognizing and recalling relevant knowledge from long term memory.

**Understanding** (comprehension)  
Constructing meaning from oral, written and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing and explaining.

**Applying** (application)  
Carrying out or using a procedure through executing or implementing.

**Analyzing** (analysis)  
Breaking material into constituent parts, determining how the parts relate to one another or to an overall structure or purpose through differentiating organizing or attributing.

**Evaluating** (synthesis)  
Making judgment based on criteria and standards based on critiquing and checking.

**Creating** (evaluating) *highest level*  
Putting elements together to form a coherent or functioning whole; reorganizing elements into a new pattern or structure through generating planning or producing.

(Anderson & Krathwohl, 2001, pp. 66-67).

## STUDENT LEARNING OUTCOMES AND ASSESSMENT

## WRITING MEASURABLE LEARNING OBJECTIVES



USING BLOOM'S TAXONOMY

## Behavioral Verbs Appropriate for Each Level of Blooms' Taxonomy (Cognitive Domain)

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Define	Choose	Apply	Analyze	Arrange	Appraise
Identify	Cite Examples of	Demonstrate	Appraise	Assemble	Assess
List	Demonstrate use of	Dramatize	Calculate	Collect	Choose
Name	Describe	Employ	Categorize	Compose	Compare
Recall	Determine	Generalize	Compare	Construct	Critique
Recognize	Differentiate between	Illustrate	Conclude	Create	Estimate
Record	Discriminate	Initiate	Contrast	Design	Evaluate
Relate	Discuss	Interpret	Correlate	Develop	Judge
Repeat	Explain	Operate	Criticize	Devise	Measure
Underline	Express	Operationalize	Deduce	Formulate	Rate
	Give in own words	Practice	Debate	Manage	Revise
	Identify	Relate	Detect	Modify	Score
	Interpret	Schedule	Determine	Organize	Select
	Locate	Shop	Develop	Plan	Test
	Pick	Use	Diagnose	Prepare	Validate
	Report	Utilize	Diagram	Produce	Value
	Restate		Differentiate	Propose	
	Review		Distinguish	Predict	
	Recognize		Draw Conclusions	Reconstruct	
	Select		Estimate	Set-up	
	Tell		Evaluate	Synthesize	
	Translate		Examine	Systematize	
	Respond		Experiment		
	Practice		Identify		
	Simulates		Infer		
			Inspect		
			Inventory		
			Predict		
			Question		
			Relate		
			Solve		
			Test		

Retrieved October 12, 2009 from <http://www.personal.psu.edu/bxb11/Objectives/bloom.htm>

## A RUBRIC TO ASSESS A STUDENT LEARNING OUTCOMES

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This is taken from Nancy Kegelman's Assessment presentation at the Atlantic Cape Faculty Development day on September 9, 2007:

Learning Outcome Statement: \_\_\_\_\_

**1 – Absent 2-Fair 3-Proficient 4-Well Developed**

Criteria	1	2	3	4	Suggestion
Begins with an action verb					
Stresses higher-order thinking skills					
Is a learner oriented essential ability or skill					
Identifies what a student is able to do with the content					
Is measurable					
Leads to the identification of assessment tasks					
Is consistent with standards, practice and real world expectations for performance					
Is sufficiently explicit for all stakeholders to have a common understanding of their meaning					
Contributes to the cluster of abilities or skills needed by the student to fulfill the outcomes of the course/program/degree					

## LEARNING OUTCOMES ASSESSMENT FORM

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The completed assessment results should be e-mailed to [proberso@atlantic.edu](mailto:proberso@atlantic.edu) at the completion of the assessment activity.

**Date of Assessment:** \_\_\_\_\_

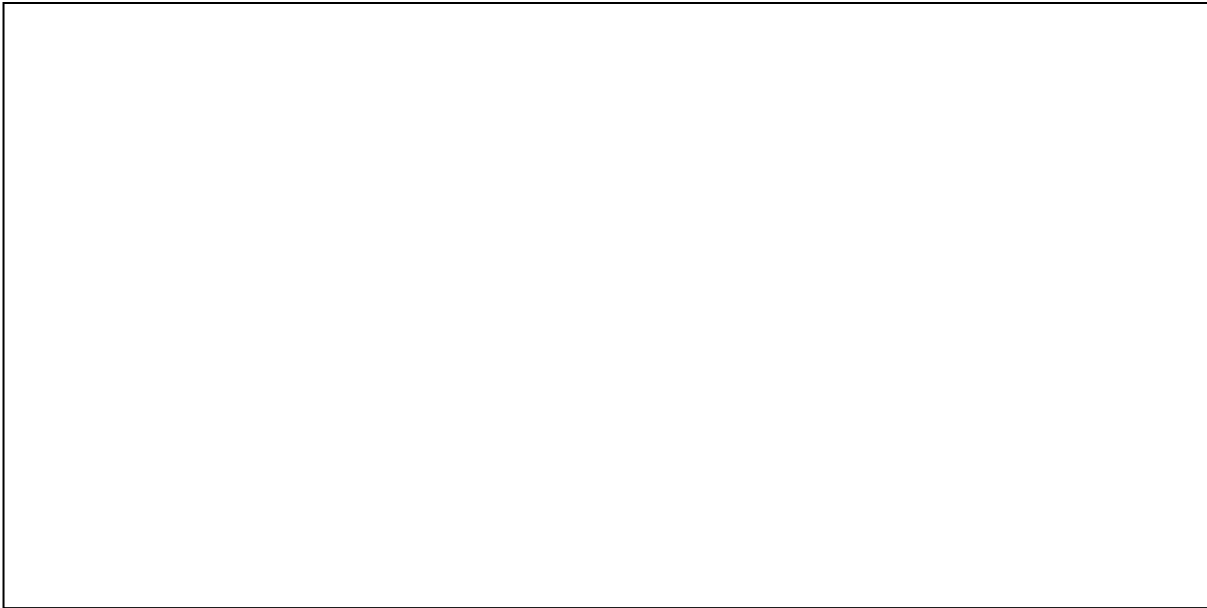
**Course Assessed:** \_\_\_\_\_

### Student Learning Outcome (s)

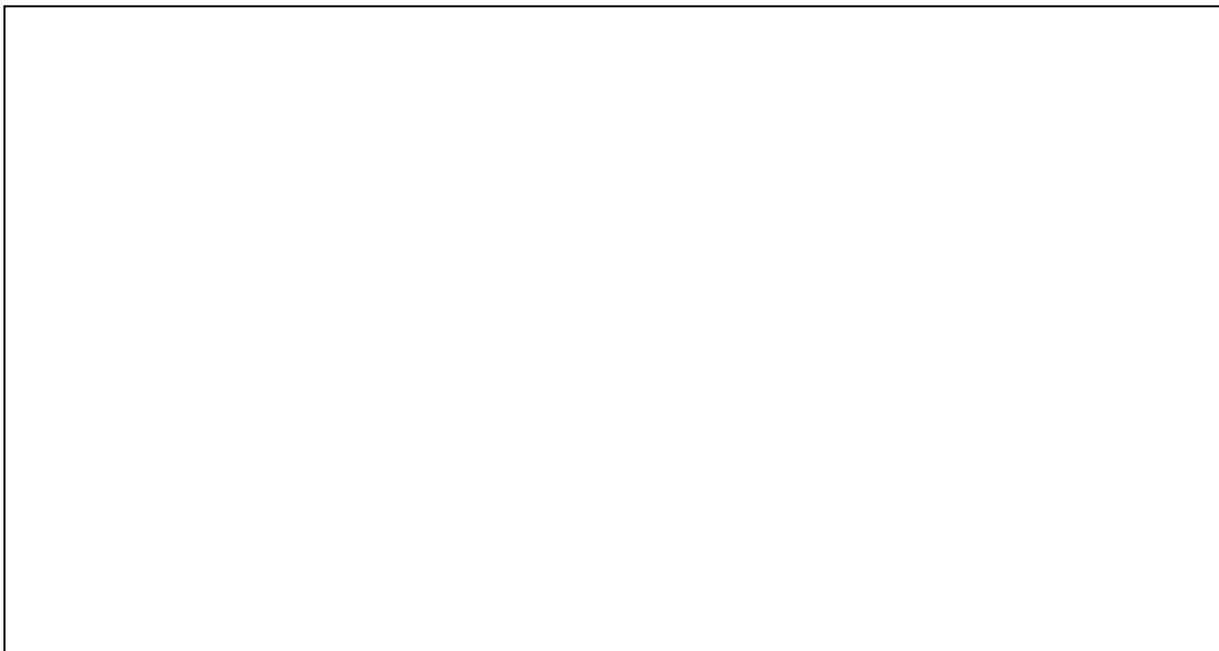
What will students know or be able to do? Be specific.

**Means of Assessment:** Describe the procedures, teaching strategies, or assessment instruments that were used to collect information on student learning. How did you collect this information? Attach assignment.

**Criteria for Success:** Describe the criteria that was used to measure student assessment. Attach rubric.



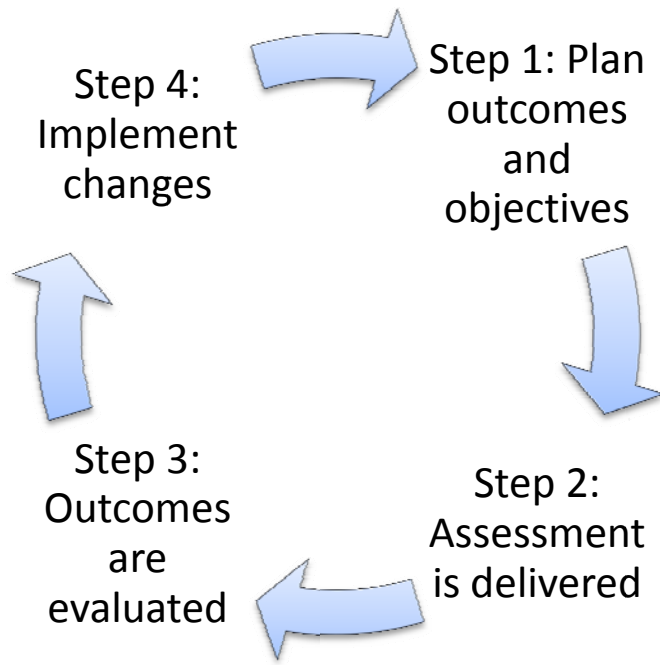
**SUMMARY REPORT** – To be completed after assessment activity: Specify number of students assessed. State quantitative and/or qualitative findings resulting from assessment activities.



**Use of Results:** What changes, if any, will be made in response to the findings? What changes will be made in terms of curriculum, teaching strategies and/or assessment techniques?

PROCESS OF ASSESSMENT

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1.	Determine learning outcomes/objectives
2.	Assessment tools – embedded question, pre and post test, et cetera linked with rubric.
3.	Collect data from assessment tool.
4.	Implement changes based on results of data.

When evidence of improvement from changes is implemented at step 1 of the cycle, the process begins again.

## TYPES OF ASSESSMENT

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### Direct Indicators of Learning

**Course embedded assessment** make use of the actual assessments that students use in their courses. The assessment may simply select work that students do in various courses or may be designed overtly for assessment purposes and then incorporated into the courses. The work selected for assessment is evaluated with program goals in mind (Skidmore College).

**Pre/Post test evaluation-** A pretest is used to determine whether a student has the necessary qualifications to begin a course of study. Also used to determine the level of knowledge a student has in relation to the material that will be presented in the course. A post test evaluation or measurement is taken after services or activities have ended. It is compared with the results of a pretest to show evidence of the effects or changes resulting from the services or activities being evaluated.

**Portfolio Evaluations** are selected collections of a variety of performance-based work. A portfolio might include a student's "best pieces" and the student's evaluation of the strengths and weaknesses of several pieces. The portfolio may also contain some "works in progress" that illustrate the improvements the student has made over time.

**Faculty tests** and examinations are those which are designed by the instructors who set the education goals and teach the course. Cost benefits, interpretation advantages, and quick turnaround time all make using locally designed tests and attractive method for assessing student learning (Caspar College, 2006).

**Commercially Designed / Standardized Tests** are constructed under detailed specifications, administered under specified conditions and scored according to specific rules.

### Indirect Indicators of Learning

**Surveys and interviews** are an indirect assessment of student learning since they measure satisfaction and impressions of education experiences rather than knowledge and skills acquired.

**External Reviewers** are representatives of the discipline used for their knowledge, expertise and objectivity in determining the strengths and weaknesses in Program Reviews. They may follow discipline based standards.

**Student Surveys** track what students are saying. Once analyzed the outcomes are utilized to make improvements in surveyed areas. Student surveys include but are not limited to teacher evaluation, facilities, and lighting, temperature and student services.

**Alumni/Graduate Exit Surveys** are valuable for institutional accountability.

**Employer Surveys** are instrumental in obtaining feedback on graduates who are newly employed, working with coops, internship information, and to validate how we meet industry standards.

## ASSESSMENT PLAN

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The Assessment Plan is on a cyclical basis. Faculty is involved in a three step process – planning, implementing, and evaluating an assessment activity connected with a course.

### Measuring Student Learning Outcomes

The General Education goals will be included in the Assessment Plan. The information contained in these documents was obtained from various sources including, but not limited to, the college catalog and the academic departments in response to various assignments handled by the Assessment Committee during its first two years.

General Education Goals
General Education Learning Outcomes
Communications Skills
▪ Written Communications
▪ Oral Communications
Critical Thinking Skills
Information Literacy Skills
Computer Literacy Skills
Ethics
Mathematical Skills
Diversity

### GENERAL EDUCATION LEARNING OUTCOMES

Upon receipt of an associate degree community college students should have the ability to:

- Express themselves clearly and logically in Standard English both written and oral form.
- Solve quantitative problems through proper means of analysis.
- Understand our complex world and social interactions.
- Understand the role and application of computers in today's society.
- Describe forms of pollution, their causes and effects and analyze contemporary solutions for them.
- Demonstrate knowledge of current health issues.
- Apply the scientific method to a given problem.
- Demonstrate skill in the visual arts and be able to critique examples of artistic expression.

The general education competencies selected were the result of extensive research in the literature, a review of other community college models, plus feedback from the Assessment Committee. These include: communication skills, mathematical skills, critical thinking skills, information literacy skills, computer skills, and ethics.

## COMMUNICATION SKILLS

### Goals

- To read and understand information in a variety of forms.
- To write a well organized essay free from grammatical errors.
- To share information using a range of communication technologies.
- To deliver a speech that is well prepared, unified, coherent, and adequately developed.

### Learning Outcomes-Written Communications

Students will:

- Write a well organized, developed essay essentially free from sentence errors.
- Demonstrate in writing the ability to draft and revise work with a sense of purpose.

Assessment Tools:

- Portfolio
  - Will provide a longitudinal evaluation of the students' general writing abilities.
  - Will assess change and growth for intellectual growth, and critical thinking skills.
  - Should impose guidelines on content and form for consistency.
- Pre/post test of basic communication skills.
- Standardized test of English usage.
- Capstone course.

### Learning Outcomes- Oral Communications

Students will:

- Demonstrate competence in use of language through Standard English, concrete words, and effective imagery which are appropriate to topic, occasion, and audience.
- Demonstrate competence in voice control through, appropriate volume, diversity in pitch, effective pauses, and proper pronunciation.
- Demonstrate preparation in nonverbal communication of the message through: appropriate attitude, control over posture, eye contact, gestures, use of visual aids such as charts or videos.

Assessment Tools:

- Prepare and deliver a one minute introductory speech.
- Prepare and deliver a three minute speech demonstrating a process.
- Prepare and deliver a five-minute speech that shows an analysis of a current issue that demonstrates research skills.

## CRITICAL THINKING SKILLS

### Goals

- To demonstrate an ability to think critically (organizing, interpreting, synthesizing, and evaluating ideas).

### Learning Outcomes

Students will:

- Compare various points of view, raise fundamental questions, and identify a general problem and formulate alternative solutions.
- Identify reliable sources of evidence.
- Distinguish among fact, opinion and inference.
- Compare similarities and differences.
- Analyze specific information and communicate conclusions drawn.

Assessment Tools:

- Case studies, hypothetical situations, research assignment that involves problem solving and data collection.
- Essay questions which provide students with the opportunity to describe and explain a solution to a common everyday situation.

## INFORMATION LITERACY SKILLS

### Goals

- To assist students to explore and refine their understanding of information literacy.
- To teach students to collect and interpret information as a way to sustain research skills.

### Learning Outcomes

Students will:

- Define information literacy and link it to elements of critical thinking.
- Identify and use general sources of information as well as those in specialized fields.
- Collect and organize information about a topic through observation and library research.
- Acquire and evaluate information on the basis of its origin, accuracy and completeness.
- Analyze, interpret, and classify information about a research topic.
- Use computers to process information.

Assessment Tools:

- Pre/post assessment following library instruction (either in person or online).
- Course embedded research assignments; students will demonstrate ability to use online databases as well as print material.
- Assignments require identification of a problem, collection of information, and application of appropriate resources.
- Portfolio
  - Done over several weeks or semester
  - Review of assignments and critique should be included
  - Explanation of information literacy skills used to complete assignment

## COMPUTER LITERACY SKILLS

### Goals

- To assist student to have a basic working knowledge of the operation and application of computer technology.

### Learning Outcomes:

Students will:

- Demonstrate an understanding of computer hardware terminology and the functions of various hardware components.
- Demonstrate understanding of computer software terminology.
- Demonstrate use of the computer to access the Internet sufficient to perform a basic search and use e-mail as a form of communication.
- Explain and summarize copyright laws.
- Analyze the impact of technology on education, the workplace and personal lives.

Assessment Tools:

- Digital portfolios
- Pre/post test instruments
- Classroom assessment techniques
- Internships/cooperative experience
- Graduate survey feedback
- Capstone course/experience

## ETHICS

### Goals

- To assist students to demonstrate an understanding of major ethical concerns.

### Learning Outcomes

Students will:

- Demonstrate knowledge of professional standards and practices in technologies.
- Demonstrate a rational argument for an ethical position.
- Analyze an ethical issue (death penalty, abortion).
- Select an ethical issue and present pro and con positions and their consequences.
- Compare and contrast possible solutions to a workplace issue.

Assessment Tools:

- Oral presentations (use of rubric for grading criteria).
- Present hypothetical situations for group activity- each student will analyze a part of an issue.
- Library research on a national issue with an ethical base; students will need to take a position and provide written evidence of their choice.
- Embedded assessments into course (i.e., “one minute paper”).
- Journal on assigned ethical issues.

## **MATHEMATICAL SKILLS**

### **Goals**

- Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

### **Learning Outcomes**

Students will:

- Translate quantifiable problems into mathematical terms and solve problems using mathematical, quantitative or statistical operations.
- Construct graphs and charts, interpret them, and draw appropriate conclusions.

Assessment Tools:

- Rubrics, research papers, embedded problems, individual and group projects.

## **GLOBAL & CULTURAL AWARENESS (DIVERSITY)**

### **Goals**

- Students will understand the importance of a global perspective and culturally diverse peoples.

### **Learning Outcomes**

- Students will link cultural practices and perspectives with geographic and/or historical conditions from which they arose.
- Students will explain why an understanding of differences in people's backgrounds is particularly important to American society.
- Students will recognize and explain the possible consequences of prejudicial attitudes and discriminatory actions.
- Students will recognize and assess the contributions and impact of people from various nations and/or cultures.

### **Assessment Tools**

- Rubrics, presentations, essays, embedded questions, individual and group projects.

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## APPENDICES

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## GLOSSARY OF ASSESSMENT TERMS

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**Accountability** - The demand by external stakeholders to prove that money spent has led to measurable learning; an obligation or willingness to accept responsibility or to account for one's actions.

**Accreditation** - Accreditation is both a status and a process. As a status, accreditation provides public notification that an institution or program meets standards of quality set forth by an accrediting agency. As a process, accreditation reflects the fact that in achieving recognition by the accrediting agency, the institution or program is committed to self-study and external review by one's peers in seeking not only to meet standards but to continuously seek ways in which to enhance the quality of education and training provided.

**Assessment** - An ongoing process of: establishing clear, measurable expected outcomes of student learning, ensuring that students have sufficient opportunities to achieve those outcomes and systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations (Suskie, 2004).

**Capstone Courses** - Courses at the program completion level where course outcomes, in part or entirely, are the comprehensive major program outcomes. In these courses, instructors reinforce and integrate a combination of previously learned course outcomes or competencies and ask students to apply them in work related tasks (Baltimore CC, 2002).

**Competencies** - Individually competencies are a set of behaviors that encompasses skills, knowledge, and abilities and personal attributes that taken together are critical to successful work accomplishment.

**Criteria** - A rule or principle for evaluating or testing. A standard on which a judgment or decision may be placed.

**Direct measures** - A way of assessing student learning by measuring student performance directly (i.e. papers, projects, exams).

**Goal** - What an instructor aims to achieve. Goals refer to the destination rather than the path.

**Student Learning Outcome (SLOs)** - Describes what a student is expected to learn as a result of participating in academic activities or experiences at the college. SLOs focus on knowledge gained, skills and abilities acquired or demonstrated, and attitudes or values changed (Montgomery College, 2007).

**Internship** - An experience based opportunity whereby a student gains practical experience and applies what has been learned to a professional experience.

**Middle States Commission on Higher Education** - A unit associated with the Middle States Commission of Colleges and Schools that accredits degree granting colleges and universities in the middle states region. It examines each institution as a whole, rather than specific programs within the institution.

**Mission statement** - A statement that describes the overall goals of the college. Programs and program goals should support the college's mission. Assessment of student learning should provide the evidence that the college is achieving its stated mission.

**Objective** - The task or tasks associated with achieving goals.

**Portfolio** - A collection of student work to reflect student competencies and skills in a course over several courses or within a program of study. A portfolio can be used by the student or instructor to illustrate competencies.

**Program** - A "program" for assessment purposes is any predefined set of courses leading to a certificate, license, or immediate job placement.

**Reliability** - The consistency or repeatability of an assessment result. For evaluation of student work, it can be measured by comparing the ratings of two or more independent raters using the same scoring metric on the same group of student work.

**Rubric** - A printed tool used for measuring particular student competencies (criteria) or learning goal. Rubrics are usually rating scales that define varying levels of student competency with descriptions to facilitate objective scoring by different raters. A scoring guide to evaluate student performance; the rubric contains standards related to the learning outcomes associated with the assignment the quality of student work is assessed using these standards.

**Tests** - Commonly used in association with cognitive goals to review student achievement with respect to a common body of knowledge associated with a discipline or practice (Ball State, 2009). **Faculty tests** and examinations are designed by the instructor who set the education goals and teach the course. Cost benefits, interpretation advantages, and quick turnaround time all make using locally designed tests and attractive method for assessing student learning (Caspar College, 2006).

**Validity** - Refers to the integrity of the instrument and to the extent to which an assessment measures what it is supposed to measure so that the assessment results are meaningful for the intended use.

## ASSESSMENT COMMITTEE BYLAWS

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### 1.4.13 Assessment

#### 1.4.13-1 Membership

- Voting - One full-time faculty member from each department
- One counselor/librarian advisory
- Other areas as required

#### 1.4.13-2 Functions

- To develop a college-wide assessment plan that reflects input from all academic departments.
- To review recent reports submitted to Middles States and determine areas of college needs in terms of assessment.
- Members shall periodically report to their respective departments about the committee's activities and progress and ask for comments and suggestions.
- To conduct a faculty workshop(s) on classroom assessment methods.
- To keep apprised of current materials on outcomes assessment.

#### 1.4.13-3 Reports

- This Committee shall prepare an Assessment Plan to the Senior Dean of Academic Affairs. This Committee shall report to the FAEC, the Senior Dean of Academic Affairs, and the Dean of Instruction.

## WEB LINKS TO RESOURCES

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### ASSESSMENT BASICS

- **Assessment Resources, Association of American Colleges and Universities**  
<http://www.aacu.org/resources/assessment/index.cfm>
- **Assessment Tools and Methods, Sinclair Community College**  
<http://www.sinclair.edu/about/assessment/resources/atm/index.cfm>

### ASSESSMENT PLANS AND REPORTS

- **Assessment Handbooks, North Carolina State University**  
<http://www2.acs.ncsu.edu/UPA/assmt/resource.htm#hbooks>
- **21<sup>st</sup> Century Learning Outcomes Project, League for Innovation in the Community College**  
<http://www.league.org/league/projects/pew/>

### TIPS AND TECHNIQUES

- **Authentic Assessment Toolbox, North Central College**  
<http://jonathan.mueller.faculty.noctrl.edu/toolbox/>
- **Classroom Assessment Techniques, Sinclair Community College**  
<http://www.sinclair.edu/about/assessment/resources/atm/cat/index.cfm>
- **How to Use Assessment Strategies, Carleton College**  
<http://serc.carleton.edu/introgeo/assessment/strategies.html>
- **Teaching Tips Index, Honolulu Community College**  
<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachti.htm#assessment>

### RUBRICS

- **Creating A Rubric for a Given Task, San Diego State University**  
<http://webquest.sdsu.edu/rubrics/rubrics.html>
- **Rubrics for Assessment**  
<http://www.uwstout.edu/soe/profdev/rubrics.shtml>
- **Rubrics in the Age of Accountability, NJEdge**  
<http://web.njit.edu/~ronkowitz/teaching/rubrics/index.htm>
- **RubiStar: free interactive templates to help teachers create quality rubrics**  
<http://rubistar.4teachers.org/index.php>

#### DATABASES

- **EDUCAUSE Connect**  
<http://connect.educause.edu/search/advanced>
- **ERIC - Educational Resources Information Center**  
<http://www.eric.ed.gov/>
- **First Year Assessment Instrument Database, University of South Carolina**  
<http://nrc.fye.sc.edu/resources/survey/search/index.php>
- **MERLOT- Peer Reviewed Online Teaching and Learning Materials**  
<http://www.merlot.org/merlot/index.htm>
- **William Spangler Library Research Databases featuring Academic Search Premier, Atlantic Cape Community College (Off-campus access available, contact the library)**  
<http://www.atlantic.edu/library/researchDatabase.htm>

#### ELECTRONIC JOURNALS

- **Journal of Technology, Learning and Assessment (JTLA), Boston College**  
<http://escholarship.bc.edu/jtla/>

#### LISTSERVS

- **Assessment in Higher Education Discussion Lists, Central Queensland University**  
[http://ahc.cqu.edu.au/discussion\\_lists.htm](http://ahc.cqu.edu.au/discussion_lists.htm)

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# MATRICES

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ASSESSMENT MATRIX – KEY TO STANDARD LANGUAGE & PHRASES

GOALS	BEHAVIORS	MEASUREMENTS	EVALUATIONS	MODIFICATIONS
<p>Answer this question:</p> <p>What main concepts, skills and/or principles do you want your students to learn?</p> <p>Language:</p> <ul style="list-style-type: none"> <li>*to teach...</li> <li>*to involve...</li> <li>*to develop...</li> <li>*to understand...</li> <li>*to enhance...</li> <li>*to develop skills needed to...</li> <li>*to develop ability to conceptualize or to synthesize or to analyze...</li> <li>*to transfer information to...</li> </ul>	<p>Answer this question:</p> <p>What should students be expected to do to demonstrate that the learning intended by faculty has in fact occurred?</p> <p>Language: Students will</p> <ul style="list-style-type: none"> <li>*demonstrate...</li> <li>*apply...</li> <li>*differentiate...</li> <li>*explain...</li> <li>*distinguish...</li> <li>*relate...</li> <li>*determine...</li> <li>*list...</li> <li>*describe...</li> <li>*enumerate...</li> <li>*define...</li> <li>*find...</li> <li>*discuss...</li> <li>*formulate...</li> <li>*show...</li> <li>*use...</li> <li>*respond...</li> <li>*identify...</li> <li>*solve...</li> <li>*plot...</li> <li>*draw...</li> <li>*calculate...</li> </ul>	<p>Answer this question:</p> <p>What strategies (activities, tools, instruments, devices, techniques, will be used to elicit the behaviors?</p> <p>a. Formal (Summative): quizzes, tests, essays, true-false tests, pre and post tests, critique essays, term papers, lab reports, homework assignments, customized exercises or projects.</p> <p>b. Informal (Formative): pose questions, solicit comments, initiate discussions, elicit student feedback</p> <p>Language constructs to describe measurements:</p> <ul style="list-style-type: none"> <li>*When presented with..., students will be expected to....</li> <li>*When asked to perform..., students will achieve ____%</li> <li>*When asked to summarize..., students are expected to.....</li> <li>*Students will be able to ... when given...</li> <li>*Students will be able to..., when asked to...</li> <li>*When given a true-false quiz students are expected to achieve ____%</li> <li>*Students will be asked to explain orally three concepts that incorporate the vocabulary of...</li> </ul>	<p>To analyze and interpret the measurement results to determine whether the teaching goal is being achieved.</p> <p>Answer this question:</p> <p>How did the student do?</p> <p>Descriptive Language:</p> <ul style="list-style-type: none"> <li>*the measurements tended to show that...</li> <li>*faculty reviewed the results and found that...</li> <li>*students' responses demonstrated that...</li> <li>*the results indicated that....</li> </ul>	<p>To develop recommendations for actions to improve the achievement of teaching goals and student learning.</p> <p>Answer this question:</p> <p>What has the classroom assessment experience indicated about how students are responding to teaching strategies?</p> <p>Is there a need for change with respect to:</p> <ul style="list-style-type: none"> <li>*measurement instruments?</li> <li>*behavioral outcomes?</li> <li>*teaching goals?</li> </ul>

## ASSESSMENT MATRIX

### COURSE: Communications - General Education – Goal I

TEACHING GOAL	OUTCOME BEHAVIORS	MEASUREMENTS	EVALUATION	MODIFICATIONS
What it is faculty are trying to teach students in a particular lesson, unit or course	Observable behaviors or actions on the part of students that demonstrate that the learning intended in the teaching goal has occurred.	Design of strategies / techniques / instruments for collecting feedback data that evidences the extent to which the desired behaviors are demonstrated by students.	Results of analyses and interpretations of the measurement data that determine the effectiveness with which the teaching goal is being achieved.	Recommended actions for improving the achievement of teaching goals that respond to the measurement evaluation.
To improve listening skills.	Students will be able to evaluate their level of indulgence (from almost always to almost never) in effective and ineffective listening skills: "giving in to mental distractions; trying to recall everything a speaker says; rejecting a topic as uninteresting before hearing a speaker, faking paying attention; jumping to conclusions about a speaker's meaning; deciding a speaker is wrong before hearing everything she or he has to say; judging a speaker on personal appearance; not paying attention to a speaker's evidence; focusing on delivery rather than on what the speaker says."	Students will be given a pretest and posttest of listening skills to determine the extent to which listening behaviors are changed.  Performance proficiency is set at 71%.	This pretest and posttest format was administered by each faculty member at the start as well as the point of completion of the listening unit, as it was offered in his/her respective course syllabus.  Performance proficiency was set at 71%. Final group total was calculated to be 57%	A meeting of all faculty teaching the course was held. Discussion revealed the following: This Gen. Ed. Goal is an important one for life skills. Although a pretest/posttest format is a viable measurement instrument, sufficient time is needed to enable students to integrate new strategies (in this case, listening strategies) into their behavioral patterns and to show meaningful changes. It was decided that this listening pretest/posttest will be administered in the first and last session of the term. It was also suggested that further discussion will be needed to define common criteria/terms/behaviors of effective listening strategies as emphasized in course content.

## ASSESSMENT MATRIX

### COURSE: Economics and Finance

TEACHING GOAL	OUTCOME BEHAVIORS	MEASUREMENTS	EVALUATION	MODIFICATIONS
<p>What it is faculty are trying to teach students in a particular lesson, unit or course</p>	<p>Observable behaviors or actions on the part of students that demonstrate that the learning intended in the teaching goal has occurred.</p>	<p>Design of strategies / techniques / instruments for collecting feedback data that evidences the extent to which the desired behaviors are demonstrated by students.</p>	<p>Results of analyses and interpretations of the measurement data that determine the effectiveness with which the teaching goal is being achieved.</p>	<p>Recommended actions for improving the achievement of teaching goals that respond to the measurement evaluation.</p>
<p>To develop students' understanding of the meaning and measurement of inflation.</p>	<p>Students will distinguish different levels of inflation (normal inflation, hyperinflation, disinflation and deflation) by calculating a consumer price index using hypothetical data.</p>	<p>When presented with hypothetical data on consumer spending (prices paid and amounts purchased), students will compute a series of simple price index numbers and from them calculate inflation rates. 75% is the expected success rate for these tasks.</p>	<p>Students (78% of them) demonstrated appropriate learning of inflation concepts by their ability to correctly compute required inflation numbers from consumer price numbers on the assessment exam. When presented with the underlying raw data on consumer spending, however, students were less successful (52%) in deriving a price index number.</p>	<p>In light of the results, it is recommended that the course content be modified to include instruction and student experiences that deliberately focus on the sharpening of student's quantitative skills.</p>

## ASSESSMENT MATRIX

### COURSE: Mathematics and Statistics

TEACHING GOAL	OUTCOME BEHAVIORS	MEASUREMENTS	EVALUATION	MODIFICATIONS
<p>What it is faculty are trying to teach students in a particular lesson, unit or course</p>	<p>Observable behaviors or actions on the part of students that demonstrate that the learning intended in the teaching goal has occurred.</p>	<p>Design of strategies / techniques / instruments for collecting feedback data that evidences the extent to which the desired behaviors are demonstrated by students.</p>	<p>Results of analyses and interpretations of the measurement data that determine the effectiveness with which the teaching goal is being achieved.</p>	<p>Recommended actions for improving the achievement of teaching goals that respond to the measurement evaluation.</p>
<p>To teach students the statistical methods used to represent and describe large data sets.</p>	<p>Students will be able to reduce a set of statistical data to a frequency distribution, calculate the mean, mode and standard deviation of the distribution, and interpret these measures for samples and for populations.</p>	<p>Students will construct both manually and with a graphing calculator a scatter plot and histogram of sample data they are assigned to collect.</p> <p>Students will also calculate descriptive statistics for sample data presented to them on a written test using both the automated statistical functions of the calculator as well as through computational steps that document the protocols. Expected performance level is 75%.</p>	<p>The grade summary for the assessment of student's ability to construct statistical plots was above the minimum expectation (81% compared to 7%) for the assigned task. Feedback indicated however, that more than half the students obtained the subject data from other statistics textbooks rather than intended primary sources. Too many students (38%) who were capable of documenting manual calculations of descriptive statistics on the assessment exam were unable to perform same using the automated statistical functions of the calculator.</p>	<p>It is recommended that formal instruction on the use of the statistical functions of the calculator be a uniform practice in all sections of the course. Faculty should also consider a brief unit on sources of statistical data, incorporating the internet as a major data-finding tool that is applied to correlate course material to real life applications.</p>

**ASSESSMENT MATRIX**  
**COURSE: SCI 107 Elements of Meteorology**

TEACHING GOAL	OUTCOME BEHAVIORS	MEASUREMENTS	EVALUATION	MODIFICATIONS
What it is faculty are trying to teach students in a particular lesson, unit or course?	Observable behaviors or actions on the part of students that demonstrate that the learning intended in the teaching goal has occurred.	Strategies / techniques / instruments for collecting feedback data that evidence the extent to which the desired behaviors are demonstrated by students.	Analysis and interpretation of the measurement results to determine the effectiveness with which the teaching goal is being achieved.	Recommended actions that respond to the measurement results for improving the achievement of teaching goals.
<p><b>SURFACE STATION MODEL</b></p> <p>To teach the standard location of the 18 different weather elements found around a surface station model.</p> <p>To develop an understanding that the surface station model conveys voluminous weather data in a confined space. When this data is plotted for numerous cities on a map of the U.S., the state of the atmosphere near the surface becomes apparent.</p>	<ol style="list-style-type: none"> <li>Students will plot sample situation models using pre-recorded weather data, from 130 cities, found in the lab exercise. Students will plot only 12 of the 18 weather elements for each city.</li> <li>Students will devote various station models to determine the present weather at each of the given locations.</li> <li>Students will make a weather observation at Nassau Community College and plot this data around a station model.</li> </ol>	<ol style="list-style-type: none"> <li>Students will take a quiz which requires them to be able to decode a station model into its various weather elements.</li> <li>Students will take a quiz which requires them to plot data from a recent local weather observation around a station model circle.</li> <li>Students will be asked to answer the short question: What is the purpose of a station model?</li> </ol>	<p>80 students took this quiz.</p> <p>For the quiz (Measurements #2) students were asked to plot 10 current weather elements from LaGuardia Airport around a station model circle. One of these elements (pressure change) was taught but not utilized in the lab exercise.</p> <p>Analysis of students' efforts revealed that:            36.3% earned a grade of 100            23.8% earned a grade of 90            17.5% earned a grade of 80            12.5% earned a grade of 70            6.3% earned a grade of 60            3.8% earned a grade below 60</p> <p>The weather element on the quiz that was taught but not utilized in the lab exercise was pressure change. Student responses demonstrated that 46.25% of the students who took this quiz plotted this element incorrectly.</p> <p>This reveals that this lab exercise, which students often call busy work, does help them learn how and where the data is plotted on a weather map.</p>	<p>The learning intended in the laboratory exercise on plotting data around a surface station model has achieved its goal. More than half of the students earned an A on the quiz and 96.2% of the students passed this quiz.</p> <p>It is recommended that the lab exercise on plotting surface station models be modified to use more current weather data that is now available on the Internet. In light of the results, we will modify the quiz so that it contains only weather elements that were a part of the lab exercise.</p>

## ASSESSMENT MATRIX

### COURSE: Sociology

TEACHING GOAL	OUTCOME BEHAVIORS	MEASUREMENTS	EVALUATION	MODIFICATIONS
What it is faculty are trying to teach students in a particular lesson, unit or course.	Observable behaviors or actions on the part of students that demonstrate that the learning intended in the teaching goal has occurred.	Strategies / techniques / instruments for collecting feedback data that evidence the extent to which the desired behaviors are demonstrated by students.	Analysis and interpretation of the measurement results to determine the effectiveness with which the teaching goal is being achieved.	Recommended actions that respond to the measurement results for improving the achievement of teaching goals.
To develop student's understanding of the patterns, courses and functions of group structure, group dynamics and formal organization in society.	Students will define and describe the major sociological concepts governing the empirical findings on group structure and group dynamics	Students will summarize concrete examples of the major empirical concepts of group structure and group dynamics that are identified on a written test and will respond, in essay form, to analytical questions involving the application of these principles. Expected performance level is 75%	Students' ability to identify examples of empirical concepts on a first assessment exam was below the expectation level of 75%.  A significant gain in correct answers was, however, observed in a subsequent assessment that followed a detailed review of the responses on the first exam.  Student's ability to respond, in essay form, to analytical questions involving the application of principles was initially as expected (75%) and also showed a marked gain (82%) on the second exam.	In light of the assessment result, class time should be allocated to the discussion of specific examples that illustrate each of the major empirical concepts of group structure and group dynamics.

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## RUBRICS

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**PARTICIPATION FOR EDU 210 LEARNING CENTER PROJECT**

**Warren County Community College**

Score:	Excellent = 5	Good = 4	Average = 3	Poor = 2
A- equal work	Did a full share of the work- or more	Did an equal share of the work	Did almost as much work as others	Did less work than others
B- equal work	Took the initiative in helping the group get organized	Worked agreeably with partner (s) concerning times and places to meet	Could be coaxed into meeting with other partner (s)	Did not meet partner (s) at agreed times and places
C- equal work	Provided many ideas for the assignment	Participated in discussions about assignment	Listened to others; on some occasions, made suggestions	Seemed bored with conversations about the assignment
D- equal work	Assisted other partner(s)	Offered encouragement to other partner (s)	Seemed preoccupied with own lessons	Took little pride in own lesson
E- time	Work was ready on time or sometimes ahead of time	Work was ready very close to the agreed time	Work was usually late but was completed in time to be graded	Some work never got completed and others completed the assignment
F- communication	Clearly communicated desires, ideas, personal needs and feelings	usually shared feelings and thoughts with others	Rarely expressed feelings, preferences	Never spoke up to express excitement and/or frustration
G- communication	Expressed frequent appreciation for other group members	Often encouraged and appreciated others	Often encouraged and appreciated others. Seemed to take the work of others for granted	Group Members often wondered, "What is going on here?"
H- communication	Gave feedback to others with dignity	Gave feedback in ways that did not offend	Sometimes hurt feelings of others with feedback	Was openly rude when giving feedback
I- communication	Accepted feedback from others willingly	Reluctantly accepted feedback	Argued own point of view over feedback	Refused to listen to feedback

**PHILOSOPHY OF EDUCATION**

**Reflection paper**

Criterion	1	2	3	4	5	6	7	8	9	10	Weight	Score
Philosophical nature of work	Little of no philosophical perspective. Thoughts are widely scattered with little sense of 'flow' or interconnectedness		Displays a low level of philosophical perspective. Leaves several guideline issues unanswered.		Conveys a moderate philosophical perspective but leaves a few important guideline issues unanswered		Very good philosophical perspective that conveys a general understanding of philosophical principles.		Strong philosophical perspective that conveys a depth of understanding of philosophical principles.		X3	
Personal nature of work	No effort to personalize the material presented. Speaks mainly in impersonal abstractions with no real connection to self.		Analysis conveys some evidence of a personal response to the issues/concepts raised in the assignment, but limited application to self.		Analysis conveys some evidence of a personal response to the issues/concepts raised in the assignment and a moderate application to self.		Analysis conveys good evidence of a personal response to the issues raised in the assignment. Student demonstrates that he/she is beginning to develop new ways of reflecting on their world.		Analysis conveys extensive evidence of a personal response to the issues raised in the assignment. Student demonstrates personal growth and an educational awareness.		X2	
Grammar/Syntax	Uses incorrect grammar and syntax consistently		Demonstrates some evidence of correct spelling, grammar and punctuation etc.		Demonstrates few errors in spelling, grammar and punctuation etc.		Has a good command of English grammar and syntax.		Has a very good command of Standard English and writes with some flair and originality.		X2	
Level of self reflection	Does not reflect on own thoughts at all and no examples are provided.		Reflects on own thoughts and improvement on occasion but does not provide many examples at all.		Demonstrates an ability to reflect on own thoughts but examples provided are minimal.		Demonstrates an ability to reflect on own thoughts. Provides examples consistently. Begins to demonstrate good metacognition.		Reflects well on own work, demonstrates a range of meta-cognitive practices and provides many examples.		X2	
<b>Level of effort evidenced</b>	Very little effort was made to attempt all tasks set.		Little effort was made to attempt all tasks set.		Work demonstrates that some effort was made to attempt all tasks set.		Work demonstrates that good effort was made to attempt all tasks set.		Work demonstrates that much effort was made to attempt all tasks set, with some originality and extra initiative.		X1	

RAW SCORE \_\_\_\_\_/100

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GRADE:

**INFORMATION LITERACY RUBRIC**

<b>OUTCOME</b>	<b>NEEDS IMPROVEMENT</b>	<b>GOOD</b>	<b>EXCELLENT</b>
Demonstrates basic knowledge of how information is produced, organized and disseminated	Shows little evidence of differentiating between library catalogs, databases and other sources of information	Understands the basic difference between library catalogs and databases.	Understands advanced differences between library catalogs and databases.
Selects appropriate sources for a particular research task	Selects the same type of information source without regard to quality or relevance for the research topic.	Selects types and formats of information sources relevant to their topic.	Identifies the formats or types of information most likely to answer their research questions.
Understands how to search multiple information retrieval systems using keywords (and synonyms), subject terms and phrases	Uses unfocused or unmanageable research questions.	Formulates research questions that are focused and clear. Identifies concepts related to the topic.	Formulates focused, clear and complete research questions. Identifies key concepts of the topic.
Evaluates information based on the purpose of the information, accuracy, authority, authenticity, currency, appropriateness, and objectivity.	Uses inadequate criteria to judge information quality.	Uses adequate criteria to judge information quality.	Compares and evaluates multiple and diverse sources and viewpoints according to specific criteria appropriate for the discipline.
Demonstrates basic knowledge of plagiarism, copyright, and documentation as applied to the research process.	Inadequately cites ideas and information of others.	Cites ideas and information of others with few errors.	Consistently and accurately cites ideas and information of others.

Drafted by Birthe Nebeker, Raritan Valley Community College, Fall 2008

## EVALUATION OF STUDENT WRITING RUBRIC

### Burlington County College

	UNSATISFACTORY (0-4 points/category)	SATISFACTORY (5-6 points/category)	ABOVE AVERAGE (7-8 points/category)	EXCELLENT (9-10 points/category)
<b>A. CONTENT:</b> Includes thesis statement and both quantity and quality of supporting details.	Thesis is lacking or incorrect, and not supported with appropriate detail. Writing is thin, including generalizations with few or no illustrations.	Thesis is apparent but general or commonplace. Support may be sketchy or occasionally irrelevant. Generalizations are supported with examples, but content may be thin.	Thesis is explicit, appropriate, and well supported. Content is both adequate and appropriate, providing examples and illustrations to support all generalizations.	Thesis is explicit and significant, assertive, objectively worded, and supported with substantial and relevant information. The essay includes a wealth of relevant details, examples, or imagery.
<b>B. ORGANIZATION:</b> Includes paragraph development and arrangement of body paragraphs, as well as coherence (introduction, body conclusion)	The plan and purpose of the essay are not apparent. It is not developed or is developed with some irrelevancy or redundancy. Paragraphs are incoherent or undeveloped. Transitions are lacking.	The plan of development is apparent but not consistently followed. The writing lacks clarity or is repetitious. The paragraphs are generally effective, but transitions may be weak or mechanical.	The plan of development is clear and consistently followed. The writing is concise and clear, with a minimum of repetition. Paragraphs are generally well-developed and effective, with appropriate transitions.	It is planned logically and progresses in clearly ordered and necessary steps, and developed with originality and attention to proportion and emphasis. Paragraphs are logically and effectively developed with effective transitions.
<b>C. DICTION AND MECHANICS:</b> Includes conventions of grammar, usage, and punctuation, as well as appropriate diction.	Often, sentences are not grammatically correct. The vocabulary is elementary, not college level. Words are used incorrectly. There are persistent usage, spelling, or punctuation problems.	Sentences are generally correct but may lack distinction, creativity, or style. Vocabulary is generally used correctly. There are occasional lapses in grammar, punctuation, or spelling.	Sentences are correctly constructed and demonstrate variety. The vocabulary is effective and appropriate. Errors in grammar, punctuation or spelling are rare.	The sentences are skillfully constructed, effective and varied. Words used are vivid, accurate, and original. The writing is without flaw in grammar or mechanics. A personal style is evident.
<b>D. RESEARCH AND DOCUMENTATION:</b> Includes documentations and incorporation of appropriate college-level sources.	Sources are lacking or inappropriate. Information from sources is not adequately incorporated into the body of the essay. Documentation is missing, inadequate, or incorrect.	Sources are adequate, but may be too general. Information is occasionally weakly incorporated or is unconnected to the content of the essay. Documentation is generally correct, but may contain some minor errors.	Sources are generally relevant, authoritative, and appropriate. Information is relevant and is usually incorporated correctly. In-text citations and References or Works Cited page are generally correct.	Sources used are relevant, substantially and authoritative, demonstrating creativity and scholarly research. Information is introduced and incorporated smoothly and appropriately. Documentation is clear and free of errors.

For each category, A through D, essays will receive a score from 0-10:

Category Score:

0-4

5-6

7-8

9-10

Rating:

Unsatisfactory

Satisfactory

Above Average

Excellent

Category Scores are added to generate a final score and rating as follows:

Total Score:

Note: Students must score a minimum of 5 points in each category to earn a grade of "Satisfactory."

0-19

Unsatisfactory

If such minimums are not achieved, students will earn a grade of "Unsatisfactory"

20-27

Satisfactory

28-35

Above Average

36-40

Excellent



**RUBRIC FOR THE ASSESSMENT OF THE ARGUMENTATIVE ESSAY**

	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	Points Earned
<b>INTRODUCTION</b> Background/History Define the Problem Thesis Statement <b>CONCLUSION</b>	Well developed introductory paragraph contains detailed background information, a clear explanation or definition of the problem, and a thesis statement. Conclusion summarizes the main topics without repeating previous sentences; writer's opinions and suggestions for change are logical and well thought out.	Introductory paragraph contains some background information and states the problem, but does not explain using details. States the thesis of the paper. Conclusion summarizes main topics. Some suggestions for change are evident.	Introduction states the thesis but does not adequately explain the background of the problem. The problem is stated, but lacks detail. Conclusion summarizes main topics, but is repetitive. No suggestions for change and/or opinions are included.	Thesis and/or problem is vague or unclear. Background details are a seemingly random collection of information, unclear, or not related to the topic. Conclusion does not adequately summarize the main points. No suggestions for change or opinions are included.	
<b>MAIN POINTS</b> Body Paragraphs Refutation	Three or more main points are well developed with supporting details. Refutation paragraph acknowledges the opposing view, and summarizes their main points.	Three or more main points are present but may lack detail and development in one or two. Refutation paragraph acknowledges the opposing view, but doesn't summarize their main points.	Three or more main points, but all lack development. Refutation paragraph missing and/or vague.	Less than three main points, with poor development of ideas. Refutation missing or vague.	
<b>ORGANIZATION</b>	Logical, compelling progression of ideas in essay; clear structure which enhances and showcases the central idea or theme and moves the reader through the text. Organization flows so smoothly the reader hardly thinks about it. Effective, mature, graceful transitions exist throughout the essay	Overall, the paper is logically developed. Progression of ideas in essay makes sense and moves the reader easily through the text. Strong transitions exist throughout and add to the essay's coherence.	Progression of ideas in essay is awkward, yet moves the reader through the text without too much confusion. The writer sometimes lunges ahead too quickly or spends too much time on details that do not matter. Transitions appear sporadically, but not equally throughout the essay.	Arrangement of essay is unclear and illogical. The writing lacks a clear sense of direction. Ideas, details or events seem strung together in a loose or random fashion; there is no identifiable internal structure and readers have trouble following the writer's line of thought. Few, forced transitions in the essay or no transitions are present.	
<b>WORKS CITED</b>	Source material is smoothly integrated into the text. All sources are accurately documented in the desired format on the Works Cited page.	Source material is used. All sources are accurately document, but a few are not in the desired format.	Source material is used, but integration may be awkward. All sources are accurately documented, but many are not in the desired format.	Lacks sources and/or sources are not accurately documented. Format is incorrect for all sources.	
<b>MECHANICS</b> Sentence Structure Punctuation & Capitalization	Sentence structure is correct. Punctuation and capitalization are correct.	Sentence structure is generally correct. Some awkward sentences do appear. There are one or two errors in punctuation and/or capitalization.	Work contains structural weaknesses and grammatical errors. There are three or four errors in punctuation and/or capitalization	Work contains multiple incorrect sentence structures. There are four or more errors in punctuation and/or capitalization.	
				TOTAL →	

Teacher comments:

**Grade equivalent:**  
**A = 13-15 points**  
**B = 10-12 points**  
**C = 7-9 points**  
**D = 4-6 points**  
**F = 3 or less**

### GRADING RUBRIC FOR HIST 201 PAPERS

Name:

<b>Thesis 20%</b>	A	Strong thesis; clearly stated. Original, creative, thoughtful. Interesting (answers the "so what" question). Broad enough to convey importance of discussion to follow, narrow enough to support with available materials.	18-20	<b>17</b>
	B	Clearly Stated. Interesting (answers the "so what" question). Factually correct.	16-17	
	C	Ambiguous or unclear wording. Simply describes topic of the paper. Does not answer the so-what question. Factually correct.	14-15	
	D	Ambiguous or unclear wording. Topically unfocused. Does not answer so what question. Factually correct.	12-13	
	F	Missing, unrelated to topic, factually incorrect.	0-11	
<b>Argument 30%</b>	A	Persuasive, well-organized and balanced. Develops and supports thesis. Anticipates and answers counter-arguments. Factually correct and historically specific.	27-30	<b>25</b>
	B	Persuasive, well organized and supports thesis. Few to no factual errors. Ignores important counter arguments. Minor gaps in reasoning.	24-26	
	C	Ambiguous, poorly organized. Does not move logically from paragraph to paragraph in support of thesis. May contain minor factual errors or omissions of historical specifics. Ignores counter arguments.	21-23	
	D	Simply recounts chronology or series of events with little effort to form argument in support of thesis. May be factually correct, but lacks relevance and/or importance.	18-20	
	F	Simply recounts chronology or series of events with little effort to form an argument in support of thesis. Contains major factual errors, omissions, or both.	0-17	
<b>Documents/ Sources Length 30%</b>	A	Excellent choice of 2 or more documents relevant to thesis. Insightful analysis or interpretation of relevant positions of chosen documents that play an important role in the arguments. Does not neglect documents relevant to thesis.	27-30	<b>24</b>
	B	Accurate use of 2 or more documents relevant to thesis. May have neglected other relevant documents. Exhibits clear understanding of the meaning significance of the documents and attempts to integrate them into argument.	24-26	
	C	Makes reference to 2 or more documents but does not integrate them into argument in support of thesis. Overlooks important documents relevant to the thesis in favor of less relevant documents. Or, makes accurate use, as in B above, but with only one document.	21-23	
	D	Use of less than 2 document(s), out of historical context or contrary to their historical meaning.	18-20	
	F	Neglects documents all together.	0-17	
<b>Grammar/Style / Citations 20%</b>	A	Very well written in appropriate academic style. Few if any grammatical errors. Possesses a strong voice. Paper flows well from paragraph to paragraph.	18-20	<b>17</b>
	B	Generally well written in appropriate academic style. May exhibit minor lapses in style and grammar.	16-17	
	C	Readable, but with occasional lapses into first-person voice, use of passive voice, mixed verb tenses, and typos.	14-15	
	D	Readable, with some effort required to overlook poor grammar, improper word usage, awkward sentences, typos and misspelled words.	12-13	
	F	Numerous grammatical errors that frustrate the reader's attempt to understand the paper's argument.	0-11	
<b>100% Maximum</b>				<b>Total: 83</b>

**MATH / QUANTITATIVE RUBRIC**

	<b>0</b>	<b>1 Beginning or incomplete</b>	<b>2 Developing</b>	<b>3 Accomplished</b>	<b>4 Exemplary</b>	<b>Score</b>
Student demonstrated and <b>understanding of the problem</b>	Completely misunderstood the problem or did not understand enough to get started or make progress.	Misunderstood the problem enough to cause errors in processes used to solve the problem	Showed enough understanding to solve part of the problem.	Showed enough understanding to begin solving the problem in a logical manner.	Showed through drawing, graph, statements or other means a complete understanding of the problem. Identified important factors that influenced the approach taken to solve the problem.	
Student <b>chose an appropriate process</b> to use in solving the problem	No approach taken, or approach was unclear	Approach was inappropriate or would only lead to a partial solution	Approach could work for the problem	Approach was appropriate and systematic	Approach was efficient, sophisticated or creative and could lead to a solution	
Student <b>solved the problem</b> in a logical and correct manner	Solution was not attempted or steps were impossible to follow	Solution incomplete or incorrect due to major error or numerous minor errors	Solution incomplete or incorrect due to a few minor errors	Solution complete. Steps taken were logical and correct, but not very clear	Solution complete. Steps taken were logical, correct, and very clear	
Student <b>graphed the data</b> in a logical and correct manner	No graphs were presented	Graphs, tables contain errors or are poorly constructed, have missing titles, captions, or numbers, units missing or incorrect, etc.	Most graphs, tables, are satisfactory, some still missing some important or required features	All graphs, tables are correctly drawn, but some have minor problems or could still be improved	All graphs, tables are correctly drawn, are numbered and contain titles/captions	
Student <b>communicated the result(s)</b> in an appropriate manner	No results were presented	Results were very poorly communicated	Results were understood by the reader, but lacked complete sentences and correct units of measure	Results were coherent and logical, but lacked complete sentences or correct units of measure	Results are presented in a coherent and logical manner with complete sentences and correct units of measure.	

Total Score Possible = 20

### LAB REPORT RUBRIC FOR BIOLOGY 101

	<b>1 Beginning or incomplete</b>	<b>2 Developing</b>	<b>3 Accomplished</b>	<b>4 Exemplary</b>	<b>Score</b>
<b>Experimental Design</b>	Design of experiment is poorly constructed and has no clear link to relevant biological principles	Design of experiment is somewhat clear, however missing some important details and links to relevant biological principles	Design of experiment complete and mostly clear, however some minor details or links to relevant biological principles missing.	Design of experiment is well-thought out, constructed, and based on relevant biological principles.	
<b>Title, Purpose/Introduction &amp; Hypothesis</b>	Very little background information provided or information is incorrect	Some introductory information, but still missing some major points.	Introduction is nearly complete, missing some minor points.	Introduction complete and well-written; provides all necessary background principles for the experiment.	
<b>Materials and Procedure</b>	Missing several important experimental details	Missing some important experimental details	Important experimental details are covered, some minor details missing	Well-written, all experimental details are covered.	
<b>Results: data, figures, graphs, tables, etc.</b>	Figures, graphs, tables contain errors or are poorly constructed, have missing titles, captions or numbers, units missing or incorrect, etc.	Most figures, graphs, tables OK, some still missing some important or required features.	All figures, graphs, tables are correctly drawn, but some have minor problems or could still be improved.	All figures, graphs, tables are correctly drawn, are numbered and contain titles/captions	
<b>Conclusions</b>	Conclusions missing or missing important points	Conclusions regarding major points are drawn, but many are missed, indicating a lack of understanding.	All important conclusions have been drawn, could be better stated.	All important conclusions have been clearly made, student shows good understanding.	
<b>Spelling, grammar, sentence structure.</b>	Frequent grammar and/or spelling errors, writing style is rough and immature	Occasional grammar/spelling errors, generally readable with some rough spots in writing style	Less than 3 grammar/spelling errors, mature, readable style	All grammar/spelling correct and very well-written	
<b>Appearance and formatting</b>	Sections out of order, too much handwritten copy, sloppy formatting	Sections in order, contains the minimum allowable amount of handwritten copy, formatting is rough but readable.	All sections in order, formatting generally good but could still be improved	All sections in order, well-formatted, very readable	
<b>NOTE: it is assumed that all lab reports will be typed</b>				TOTAL SCORE (possible = 28)	

M. Cavanagh Dick - Salem Community College

**BIOETHICS PRESENTATION**  
BIO 200 Presentation Evaluation  
Individual

NAME: \_\_\_\_\_

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

	Points	2-3	0-1
Criteria		Meets/exceeds	Does not meet/part.
1. Maintains eye contact			
2. Keeps note reading to minimum			
3. Projects voice to an audible level			
4. Uses appropriate AV and props			
5. Presents accurate content			
6. Documents and/or cites sources			
7. Organizes presented material			
8. Summarizes and related material to topic			
9. Holds audience interest			
10. Presents appropriate appearance			

Comments:

Sum \_\_\_\_\_ + \_\_\_\_\_ = total score \_\_\_\_\_

T. Allen - Salem Community College - ©2008

**RUBRIC FOR ASSESSMENT OF ORGANIC CHEMISTRY II JOURNALS**  
Burlington County College

REVISION 1/10/06 TPS

	STUDENT NAME				DATE	
MAX POINTS POSSIBLE	POINTS PER CATEGORY					
15	11-15 POINTS	6-10 POINTS	1-5 POINTS	0 POINTS		
10	9-10 POINTS	5-8 POINTS	1-4 POINTS	0 POINTS		
5	4-5 POINTS	2-3 POINTS	1 POINT	0 POINTS		

MAX COMPONENT A: DESIGN OF EXPERIMENTS

SCORE

5	general procedure	complete element present in clear and neat format	complete element present but not clear or neat	element incomplete and unclear	element missing	
5	flowchart	all reactants, solvents, products, steps accounted for in neat format	minor steps missing or format not neat and clear	several major steps missing and format not neat and clear	element missing	
5	physical constants	all calculations and data present in clear and neat format	minor items missing or format not neat and clear	several major items missing and format not neat and clear	element missing	
5	preliminary calculations	all required calcs shown in proper units	some calcs incomplete	element incomplete and unclear	element missing	
DESIGN OF EXPERIMENTS SCORE						0%

COMPONENT B: LABORATORY SAFETY

5	hazards/precautions	all hazards, exposures, PPE, S/W codes present in clear and neat format	minor items missing or format not neat and clear	major items missing and format not neat and clear	element missing	
10	experimental technique	demonstrated mastery of technique wears appropriate PPE workspace kept clean and safe	any one of 3 elements missing	any two of 3 elements missing	careless tech and does not use PPE unsafe workspace	
LABORATORY SAFETY SCORE						0%

COMPONENT C: RECORDS AND REPORTS

10	experimental procedure	complete detailed procedure, clear/neat	minor parts missing or not clear	missing major parts and unclear	element missing	
5	diagrams	all required diagrams, clear and neat	minor parts missing or not clear	missing major parts and unclear	element missing	
5	spectra, chromatography	samples and references included and properly identified	minor parts missing or not clear	missing major parts and unclear	element missing	
5	experimental calcs	all calcs shown in proper units	some calcs incomplete	element incomplete and unclear	element missing	
RECORDS AND REPORTS SCORE						0%

COMPONENT D: ANALYSIS, CONCLUSION

10	data table, results	all results summarized in data table	minor parts missing or not clear	missing major parts and unclear	element missing	
15	conclusion/analysis	relevant conclusion. Detailed analysis or results using theory, error analysis.	minor parts missing or not clear	missing major parts and unclear	element missing	
15	abstract	complete, proper scope and depth	minor parts missing or not clear	missing major parts and unclear	element missing	
ANALYSIS COMMUNICATIONS SCORE						0%
MAX POSSIBLE SCORE	100	ACTUAL STUDENT SCORE =		0%		

**H M N S - 110 - I N T R O D U C T I O N T O D I S A B I L I T I E S**  
**HUMANITIES, SOCIAL SCIENCES, EDUCATION**  
**Assessment Plan**

Raritan Valley Community College

Fall 2008-Fall 2011  
(Assessment period)

November 2008  
(Date submitted)

Strategic Driver: N/A

Department/Program/Degree/Course Outcome:

**This course provides an overview of physical and developmental disabilities with a social diversity practice model. It will examine historical perspective, assessment, accommodations, social and emotional aspects, and relevant legislation impacting the lives of children and adults with disabilities. This role of direct support professionals in assisting individuals with disabilities and their families across the lifespan will be addressed, with an emphasis on schools and other community based settings.**

General Education Learning Outcome: (Gen Ed Goal)

Produce work that requires core subject knowledge and critical thought

**Course Level Learning Outcome: #6 Understand the commonalities and differences in values, perspectives, and behaviors of diverse people across time and the effects of their interactions**

Note: Not all of the above will apply to each activity

**Assessment Activity and Criteria for Success:**

**Direct Evidence: In class case study scored by rubric**

**Indirect Evidence: End of the semester grade**

**Summary of Data**

**Planned Changes:**

This form needs to be completed for each assessment activity and attached to your annual report.

5/08 Assessment Committee

**H M N S - 2 2 0 - I N T R O D U C T I O N T O G E R O N T O L O G Y**  
**HUMANITIES, SOCIAL SCIENCES, EDUCATION**  
**Assessment Plan**  
 Raritan Valley Community College

Fall 2008-Fall 2009 AY  
(Assessment period)

November 2008  
(Date submitted)

Strategic Driver: N/A

Department/Program/Degree/Course Outcome:

**This course provides an overview of the field of gerontology, focusing on the physiological, psychological, and socioeconomic aspects of aging. Among topics covered are health care, and costs, Alzheimer's disease, retirement policies, Social Security, pensions, and intergenerational conflict. Students will become familiar with community resources available to assist older adults, as well as the role of social work in supporting senior citizens and their families in a variety of settings.**

General Education Learning Outcome: (Gen Ed Goal)

Produce works that reflect critical and evaluative thought.

**Course Level Learning Outcome: Explore the role of ageism and its impact on individuals and society**

**Assessment Activity and Criteria for Success:** Students are required to complete and in class case study and out of class essay on the impact of ageism

**Direct Evidence:** Essays scored by a rubric

**Indirect Evidence:** End of the semester grade

**Summary of Data**

**Planned Changes:**

This form needs to be completed for each assessment activity and attached to your annual report.

5/08 Assessment Committee

## SCORING GUIDE FOR ARTS, HUMANITIES, AND ESL

### For Essays, Oral Presentations, Class Discussions

Submitted by Atlantic Cape Assessment Committee

	<b>OUTSTANDING</b> Beyond expectations	<b>PROFICIENT</b> Shows control and skill in this trait	<b>COMPETENT</b> Strengths outweigh weaknesses	<b>DEVELOPING</b> Strengths and weaknesses about equal	<b>EMERGING</b> Weaknesses outweigh strengths	<b>NON-APPARENT</b> Absence of this trait or understanding
Identifies and summarizes the problem/question at hand	<b>Consistently**</b> clearly identifies subsidiary, embedded or implicit aspects of the problem and addresses their relationship to each other. Identifies not only the basics of the issue, but recognizes the nuances of the issue.	<b>Does all** of the following at most*** times:</b> Clearly identifies subsidiary, embedded or implicit aspects of the problem and addresses their relationship to each other. Identifies not only the basics of the issue, but recognizes the nuances of the issue.	<b>Does most of the following at most times:</b> Clearly identifies subsidiary, embedded or implicit aspects of the problem and addresses their relationship to each other. Identifies not only the basics of the issue, but recognizes the nuances of the issue.	<b>Does some**** of the following at most times:</b> Clearly identifies subsidiary, embedded or implicit aspects of the problem and addresses their relationship to each other. Identifies not only the basics of the issue, but recognizes the nuances of the issue.	<b>Does very little***** of the following consistently:</b> Clearly identifies subsidiary, embedded or implicit aspects of the problem and addresses their relationship to each other. Identifies not only the basics of the issue, but recognizes the nuances of the issue.	Does <b>not</b> identify and summarize the problem, is <b>confused</b> or identifies a different and inappropriate problem. Does not identify or is confused by the issue, or represents the issue inaccurately.
Identifies and presents the student's own perspective and position as it is important to the analysis	<b>Consistently</b> identifies appropriately, one's own position on the issue, drawing support from experience and information not available from assigned sources.	<b>Does all of the following at most times:</b> identifies appropriately, one's own position on the issue, drawing support from experience and information not available from assigned sources.	<b>Does most of the following at most times:</b> identifies appropriately, one's own position on the issue, drawing support from experience and information not available from assigned sources.	<b>Does some of the following at most times:</b> identifies appropriately, one's own position on the issue, drawing support from experience and information not available from assigned sources.	<b>Does very little of the following consistently:</b> identifies appropriately, one's own position on the issue, drawing support from experience and information not available from assigned sources.	Addresses a <b>single</b> source or view of the argument and <b>fails to clarify</b> the established or presented position relative to one's own. <b>Fails to establish</b> other critical connections.
Identifies and considers other salient perspectives and positions that are important to the analysis of the issue	<b>Consistently</b> Addresses Perspectives noted previously, and additional diverse perspectives drawn from outside information.	<b>Does all of the following at most times:</b> Addresses Perspectives noted previously and additional diverse perspectives drawn from outside information.	<b>Does most of the following at most times:</b> Addresses Perspectives noted previously and additional diverse perspectives drawn from outside information.	<b>Does some of the following at most times:</b> Addresses Perspectives noted previously and additional diverse perspectives drawn from outside information.	<b>Does very little of the following consistently:</b> Addresses Perspectives noted previously and additional diverse perspectives drawn from outside information.	Deals with only a <b>single perspective</b> and <b>fails to discuss</b> other possible perspectives, especially those salient to the issue.

SCORING GUIDE FOR ARTS, HUMANITIES, AND ESL cont'd						
	<b>OUTSTANDING</b> Beyond expectations	<b>PROFICIENT</b> Shows control and skill in this trait	<b>COMPETENT</b> Strengths outweigh weaknesses	<b>DEVELOPING</b> Strengths and weaknesses about equal	<b>EMERGING</b> Weaknesses outweigh strengths	<b>NON-APPARENT</b> Absence of this trait or understanding
Identifies and assesses the key assumptions	<b>Consistently</b> identifies and questions the validity of the assumptions and addresses the ethical dimensions that underlie the issue.	<b>Does all of the following at most times:</b> identifies and questions the validity of the assumptions and addresses the ethical dimensions that underlie the issue.	<b>Does most of the following at most times:</b> identifies and questions the validity of the assumptions and addresses the ethical dimensions that underlie the issue.	<b>Does some of the following at most times:</b> identifies and questions the validity of the assumptions and addresses the ethical dimensions that underlie the issue.	<b>Does very little of the following consistently:</b> identifies and questions the validity of the assumptions and addresses the ethical dimensions that underlie the issue.	Does <b>not</b> surface the assumptions and ethical issues that underlie the issue, or does so <b>superficially</b> .
Identifies and assess the quality of supporting data/evidence and provides additional data/evidence related to the issue.	<b>Consistently</b> examines the evidence and the source of evidence; questions its accuracy, precision, relevance, and completeness. Observes cause and effect and addresses existing or potential consequences. Clearly distinguishes between facts, opinion, and acknowledges value judgments.	<b>Does all of the following at most times:</b> examines the evidence and the source of evidence; questions its accuracy, precision, relevance, and completeness. Observes cause and effect and addresses existing or potential consequences. Clearly distinguishes between facts, opinion, and acknowledges value judgments.	<b>Does most of the following at most times:</b> examines the evidence and the source of evidence; questions its accuracy, precision, relevance, and completeness. Observes cause and effect and addresses existing or potential consequences. Clearly distinguishes between facts, opinion, and acknowledges value judgments.	<b>Does some of the following at most times:</b> examines the evidence and the source of evidence; questions its accuracy, precision, relevance, and completeness. Observes cause and effect and addresses existing or potential consequences. Clearly distinguishes between facts, opinion, and acknowledges value judgments.	<b>Does very little of the following consistently:</b> examines the evidence and the source of evidence; questions its accuracy, precision, relevance, and completeness. Observes cause and effect and addresses existing or potential consequences. Clearly distinguishes between facts, opinion, and acknowledges value judgments.	Merely <b>repeats</b> information provided, taking it as truth, or denies evidence without adequate justification. <b>Confuses</b> associations and correlations with cause and effect. Does not distinguish between fact, opinion, and value judgments.
Identifies and considers the influence of context***** on the issue	<b>Consistently</b> Analyzes the issue with a clear sense of scope and context, including an assessment of the audience of the analysis. Considers other pertinent contexts.	<b>Does all of the following at most times:</b> Analyzes the issue with a clear sense of scope and context, including an assessment of the audience of the analysis. Considers other pertinent contexts.	<b>Does most of the following at most times:</b> Analyzes the issue with a clear sense of scope and context, including an assessment of the audience of the analysis. Considers other pertinent contexts.	<b>Does some of the following at most times:</b> Analyzes the issue with a clear sense of scope and context, including an assessment of the audience of the analysis. Considers other pertinent contexts.	<b>Does very little of the following consistently:</b> Analyzes the issue with a clear sense of scope and context, including an assessment of the audience of the analysis. Considers other pertinent contexts.	Discusses the problem <b>only</b> in the egocentric or sociocentric terms. Does <b>not</b> present the problem as having connections to other contexts-cultural, political, etc..

SCORING GUIDE FOR ARTS, HUMANITIES, AND ESL cont'd						
	<b>OUTSTANDING</b> Beyond expectations	<b>PROFICIENT</b> Shows control and skill in this trait	<b>COMPETENT</b> Strengths outweigh weaknesses	<b>DEVELOPING</b> Strengths and weaknesses about equal	<b>EMERGING</b> Weaknesses outweigh strengths	<b>NON-APPARENT</b> Absence of this trait or understanding
Identifies the conclusions, implications, and consequences	<b>Consistently</b> identifies and discusses conclusions, implications, and consequences considering context, assumptions, data, and evidence. Objectively reflects upon the veracity of their own assertions.	<b>Does all of the following at most times:</b> identifies and discusses conclusions, implications, and consequences considering context, assumptions, data, and evidence. Objectively reflects upon the veracity of their own assertions.	<b>Does most of the following at most times:</b> identifies and discusses conclusions, implications, and consequences considering context, assumptions, data, and evidence. Objectively reflects upon the veracity of their own assertions.	<b>Does some of the following at most times:</b> identifies and discusses conclusions, implications, and consequences considering context, assumptions, data, and evidence. Objectively reflects upon the veracity of their own assertions.	<b>Does very little of the following consistently:</b> identifies and discusses conclusions, implications, and consequences considering context, assumptions, data, and evidence. Objectively reflects upon the veracity of their own assertions.	<b>Fails to identify</b> conclusions, implications, and consequences of the issue or the key relationships between the other elements of the problem, such as context, implications, assumptions, or data and evidence.
Uses language, vocabulary, and technical terms appropriate to the discipline and problem.	<b>Consistently</b> uses language appropriate to the audience and problem. Uses technical terms of the discipline to achieve clarity and precision. Is acutely aware of possible ambiguous words and constructions.	<b>Does all of the following at most times:</b> language appropriate to the audience and problem. Uses technical terms of the discipline to achieve clarity and precision. Is acutely aware of possible ambiguous words and constructions.	<b>Does most of the following at most times:</b> language appropriate to the audience and problem. Uses technical terms of the discipline to achieve clarity and precision. Is acutely aware of possible ambiguous words and constructions.	<b>Does some of the following at most times:</b> language appropriate to the audience and problem. Uses technical terms of the discipline to achieve clarity and precision. Is acutely aware of possible ambiguous words and constructions.	<b>Does very little of the following consistently:</b> language appropriate to the audience and problem. Uses technical terms of the discipline to achieve clarity and precision. Is acutely aware of possible ambiguous words and constructions.	Uses <b>vague</b> and <b>ambiguous</b> terms and grammatical constructions. <b>Fails</b> to note changes from one idea or piece of evidence to the next. Assumes agreement with word meanings. Uses non-appropriate terminology for the problem or discipline.
<b>SCORING*</b>	<b>10</b>	<b>8 to 9</b>	<b>6 to 7</b>	<b>4 to 5</b>	<b>2 to 3</b>	<b>0 to 1</b>

For clarification and explanation of each of the listed criteria please refer to the following article in your assessment folder. "Critical Thinking About The Humanities," by Michael Delahoyde and Collin Hughes (under tab #2)

\*Scoring may be adjusted (in a course) to reflect percentage of grade determined by "Critical Thinking."

\*\* "Consistently" or "All" ~95% to 100%  
 \*\*\* "Most" ~80% to 94%  
 \*\*\*\* "Some" ~65% to 79%  
 \*\*\*\*\* "Very Little" ~30% to 64%  
 Non-Apparent <30%

\*\*\*\*\* CONTEXTS FOR CONSIDERATION:  
 Cultural/Social-Group, National, Ethnic, Behavior/Attitude  
 Scientific--- Conceptual, Basic Science, Scientific Method  
 Educational--- Schooling, Formal Training  
 Economic--- Trade, Business Concerns, Costs  
 Technological--- Applied Science, Engineering  
 Ethical--- Values  
 Political--- Organizational or Governmental  
 Personal Experience--- Personal Observation, Informal Character

Submitted by Atlantic Cape Assessment Committee

## ONLINE TEACHING RUBRIC

Category 1:	Developing=1	Accomplished=2	Exemplary=3
<p><b>Instructional Design</b></p>	<p>A. Lessons/modules have an organized format and include some basic events: e.g. objectives, information, and assessment.</p>	<p>A. Course design includes most or all elements in most or all lessons. Each element is mostly complete.</p>	<p>A. Course design includes for each lesson: - Motivational techniques, -objectives and overview, -demonstration or information, -practice or exploration and feedback; - a summary/transfer and assessment</p>
	<p>B. Course provides limited activities to help students develop critical thinking and/or problem solving skills.</p>	<p>B. Course provides some activities to help students develop critical thinking and/or problem-solving skills.</p>	<p>B. Course provides multiple activities that help students develop critical thinking and/or problem solving skills. BP</p>
	<p>C. Presentation of materials uses more than one method (e.g. print, visual, and experiential). Applications to real-life situations may be presented.</p>	<p>C. Course materials are presented in a variety of ways, and students are able to select methods to suit their abilities/preferences. Applications to real life situations are presented; student tasks sometimes require application.</p>	<p>C. Course uses powerful visuals and well organized print; direct, vicarious, and virtual experiences; and tasks requiring applications to real-life situations.</p>
	<p>D. Material is chunked (divided, organized) into appropriate sections for learning audience; includes basic recall exercises and practice.</p>	<p>D. Material is appropriately chunked, interspersed with activities that require both recall and some application (e.g. identifying examples, deriving examples, practice applications).</p>	<p>D. Material is appropriately chunked with frequent required practices and learning strategies that involve both recall and application.</p>

BP= Also listed in Best Practices for Distance Learning at Atlantic Cape  
Submitted by Atlantic Cape Assessment Committee Rev 052



## ONLINE COURSE DESIGN/TECHNOLOGY RUBRIC

Category 3:	Developing=1	Accomplished=2	Exemplary=3
<p style="text-align: center;"><b>Use of Student Feedback</b></p>	<p>A. Limited opportunity for students to give feedback to faculty on course content</p>	<p>A. Some opportunities for students to give feedback on course content and encourage use of student evaluations.</p>	<p>A. Multiple opportunities for students to give feedback on course content and encourage use of student evaluations. BP</p>
	<p>B. Limited opportunity for students to give feedback on ease of online technology in course</p>	<p>B. Some opportunities for students to give feedback on ease of online technology</p>	<p>B. Multiple opportunities for students to give feedback on ease of online technology in course.</p>
	<p>C. Limited opportunities for student feedback at the end of the semester to help plan instruction and assessment of student learning for the next semester</p>	<p>C. Some student feedback a couple times during the semester to help plan instruction and assessment of student learning for the rest of the semester</p>	<p>C. Formal and informal student feedback in an ongoing basis to help plan instruction and assessment of student learning throughout the semester</p>

BP= Also listed in Best Practices for Distance Learning at Atlantic Cape  
Submitted by Atlantic Cape Assessment Committee Rev 052

## SYLLABUS

### Policies, Student Requirements & Expectations

Component	Included? Yes/No	Comments
A. Objectives stated		
B. Initial Orientation and instructions		
C. Requirements and policies detailed and visible/easily accessible BP		
D. Academic Honesty Policy		
E. Grading scheme		
F. Assignment policy		
G. Assignment submission procedures BP		
H. Exam-specific Rules		
I. Discussion Board rules and procedures		

BP= Also listed in Best Practices for Distance Learning at Atlantic Cape  
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## ONLINE COURSE DESIGN/TECHNOLOGY RUBRIC

Category 5:	Developing=1	Accomplished=2	Exemplary=3
<b>Course Organization &amp; Design</b>	A. Course is under construction, with future units not yet available.	A. Course is organized and easily navigable. Students can understand the key components and structure of the course.	A. Course is well-organized and easy to navigate. Students can clearly understand all components and structure of the course.
	B. Course is unclear about what is expected of students.	B. Course is clear about what is expected of students.	B. Course identifies and delineates the role the online environment will play in the course.
	C. Aesthetic design ("look and feel," colors, fonts) distracts from presentation and communication of course information.	C. Aesthetic design ("look and feel," colors, fonts presents and communicates course information clearly.	C. Aesthetic design ("look and feel," colors fonts) enhances communication of course information and encourages student interest.
	D. Web pages are inconsistent both visually and functionally.	D. Most web pages are visually and functionally consistent.	D. All web pages are visually and functionally consistent throughout the course.
	E. Accessibility issues* are not addressed.	E. Accessibility issues* are minimally addressed. BP	E. Accessibility issues* are addressed throughout the course.

\* E.g., A link to textbook/publisher companion website, if available. Also links to tools or plug-ins if needed  
E.g. Americans with Disabilities Act (ADA) Compliancy: transcripts for audio and video, Alt-text tags, connectivity issues etc.

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Submitted by Atlantic Cape Assessment Committee Rev 052



## CRITICAL THINKING

Draft

Last Revised 2/15/2005

**Definition:** Critical thinking finds expression in all disciplines and everyday life. It is characterized by an ability to reflect upon thinking patterns, including the role of emotions on thoughts, and to rigorously assess the quality of thought through its work products. Critical thinkers routinely evaluate thinking processes and alter them, as necessary, to facilitate an improvement in their thinking and potentially foster certain dispositions or intellectual traits over time.

Competency	Emerging	Developing	Arriving	Mastering
2.1 Apply relevant criteria and standards when evaluating information, claims, and arguments.	When evaluating information, claims, and arguments, applies criteria and standards that are <ul style="list-style-type: none"> <li>• of inadequate number</li> <li>• seldom clear</li> <li>• poorly connected</li> </ul>	When evaluating information, claims, and arguments, applies criteria and standards that are <ul style="list-style-type: none"> <li>• of minimal number</li> <li>• sometimes clear</li> <li>• partially connected</li> </ul>	When evaluating information, claims, and arguments, applies criteria and standards that are <ul style="list-style-type: none"> <li>• of sufficient number</li> <li>• usually clear</li> <li>• well-connected</li> </ul>	When evaluating information, claims, and arguments, applies criteria and standards that are <ul style="list-style-type: none"> <li>• of substantial number</li> <li>• consistently clear</li> <li>• highly relevant</li> </ul>
2.2 Use appropriate reasoning to evaluate problems, make decisions, and formulate solutions.	When evaluating problems, making decisions, and formulating solutions, uses reasoning that is <ul style="list-style-type: none"> <li>• flawed</li> <li>• poorly connected</li> <li>• seldom follows professionally and academically accepted conventions</li> </ul>	When evaluating problems, making decisions, and formulating solutions, uses reasoning that is <ul style="list-style-type: none"> <li>• adequate</li> <li>• partially connected</li> <li>• sometimes follows professionally and academically accepted conventions</li> </ul>	When evaluating problems, making decisions, and formulating solutions, uses reasoning that is <ul style="list-style-type: none"> <li>• well developed</li> <li>• well connected</li> <li>• usually follows professionally and academically accepted conventions</li> </ul>	When evaluating problems, making decisions, and formulating solutions, uses reasoning that is <ul style="list-style-type: none"> <li>• flawless</li> <li>• highly relevant</li> <li>• always follows professionally and academically accepted conventions</li> </ul>
2.3 Give reasons for conclusions, assumptions, beliefs, and hypotheses	When supporting conclusions, assumptions, beliefs, and hypotheses, gives reasons that are <ul style="list-style-type: none"> <li>• skimpy</li> <li>• poorly developed</li> <li>• confused</li> <li>• poorly connected</li> </ul>	When supporting conclusions, assumptions, beliefs, and hypotheses, gives reasons that are <ul style="list-style-type: none"> <li>• adequate but incomplete</li> <li>• adequately developed</li> <li>• sometimes clear</li> <li>• partially connected</li> </ul>	When supporting conclusions, assumptions, beliefs, and hypotheses, gives reasons that are <ul style="list-style-type: none"> <li>• nearly complete</li> <li>• well developed</li> <li>• usually clear</li> <li>• well connected</li> </ul>	When supporting conclusions, assumptions, beliefs, and hypotheses, gives reasons that are <ul style="list-style-type: none"> <li>• complete</li> <li>• fully developed</li> <li>• highly relevant</li> </ul>

<b>CRITICAL THINKING cont'd</b>				
<b>Competency</b>	<b>Emerging</b>	<b>Developing</b>	<b>Arriving</b>	<b>Mastering</b>
2.4 Seek out new information to evaluate and re-evaluate conclusions, assumptions, beliefs, and hypotheses.	<p>When evaluating and re-evaluating conclusions, assumptions, beliefs, and hypotheses, seeks out with specific guidance and encouragement.</p> <ul style="list-style-type: none"> <li>• minimal new information</li> <li>• poorly connected information</li> <li>• information that is from sources that are not academically or professionally accepted</li> </ul>	<p>When evaluating and re-evaluating conclusions, assumptions, beliefs, and hypotheses, seeks out with general guidance</p> <ul style="list-style-type: none"> <li>• adequate new information</li> <li>• partially connected information</li> <li>• information that is from provisionally accepted or controversial sources</li> </ul>	<p>When evaluating and re-evaluating conclusions, assumptions, beliefs, and hypotheses, seeks out with minimal guidance</p> <ul style="list-style-type: none"> <li>• substantial new information</li> <li>• well connected information</li> <li>• information that is from widely accepted sources</li> </ul>	<p>When evaluating and re-evaluating conclusions, assumptions, beliefs, and hypotheses, independently and thoroughly seeks out</p> <ul style="list-style-type: none"> <li>• reliable and credible new information</li> <li>• relevant new information</li> <li>• information that is from academically or professionally accepted sources</li> </ul>
2.5 Exhibits traits evidencing the disposition to reflect, assess, and improve thinking or products of thinking.	Seldom exhibits a few traits evidencing the disposition to reflect, assess, and improve thinking or products of thinking	Sometimes exhibits several traits evidencing the disposition to reflect, assess, and improve thinking or products of thinking.	Frequently exhibits many traits evidencing the disposition to reflect, assess, and improve thinking, or products of thinking.	Almost always exhibits most traits evidencing the disposition to reflect, assess, and improve thinking or products of thinking.

Submitted by Atlantic Cape Assessment Committee

Learning Outcome Statement:

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<b>1-Absent</b>	<b>2-Fair</b>	<b>3-Proficient</b>	<b>4-Well Developed</b>
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**Factor: Student Learning Outcome Statement**

- Begins with an action verb
- Stresses higher-order thinking skills
- Is a *learner oriented* essential *ability* or *skill*
- Identifies what a student is able to do with the content
- Is measurable
- Leads to the identification of assessment tasks
- Is consistent with standards, practice, and real world expectations for performance
- Is sufficiently explicit for all stakeholders to have a common understanding of their meaning
- Contributes to the cluster or abilities or skills needed by the student to fulfill the outcomes of the course/program/degree

1	2	3	4	Suggestions

Submitted by Atlantic Cape Assessment Committee