Rubric for General Education Learning Outcome (GELO) Presentations

Gen Ed Area: <u>Click or tap here to enter text.</u>

PIC Group: ☐ Maddox-Fisher ☐ Proctor ☐ Black ☐ Tilghman

<mark>If "Developing" or "Unsatisfactory" is selected, committee feedback is required.</mark>

	Satisfactory		Unsatisfactory
Overview	The overarching GELO identifies a college-level competency that is mapped to <u>two or more</u> general education courses.		The overarching GELO <u>either</u>… • Fails to identify a college-level competency or • Does not map to two or more general education courses.
	<u>All</u> course-level outcomes align with the depth of knowledge identified in the overarching GELO.		<u>One or more</u> of the course-level outcomes does not align with the depth of knowledge identified in the overarching GELO (e.g., Students will be able to *create* vs. Students will be able to *list*).

	Satisfactory	Developing	Unsatisfactory
Closing the Loop	<u>All</u> course-level outcomes provide an update on the "Plans for Continual Improvement" submitted during the previous assessment cycle.	<u>Some</u> course-level outcomes provide an update on the "Plans for Continual Improvement" submitted during the previous assessment cycle.	<u>None</u> of the course-level outcomes provide an update on the "Plans for Continual Improvement" submitted during the previous assessment cycle.
Mapped Course-Level Outcomes	<u>All</u> course-level outcomes identify <u>one</u> expected skill (e.g., Students will be able to measure…).	<u>Some</u> course-level outcomes identify <u>more than one</u> expected skill (e.g., Students will be able to measure and calculate…).	<u>All</u> course-level outcomes identify <u>more than one</u> expected skill.
	<u>All</u> course-level outcomes include a <u>detailed</u> "Assessment Description" that describes the assessment used to assess the target outcome.	<u>Some</u> "Assessment Description" narratives are <u>unclear</u> or <u>vaguely</u> describe how the target outcome will be assessed.	<u>All</u> "Assessment Description" narratives are <u>unclear</u> or <u>vaguely</u> describe how the target outcome will be assessed.
	<u>All</u> course-level outcomes are supported by an attached assessment and/or rubric.	<u>Some</u> course-level outcomes are supported by an attached assessment and/or rubric.	<u>None</u> of the course-level outcomes are supported by attached assessments and/or rubrics.
	<u>All</u> assessments and/or rubrics are appropriate measures of the course-level outcomes skill.	<u>Some</u> assessments and/or rubrics are appropriate measures of the course-level outcomes skill.	<u>None</u> of the assessments and/or rubrics are appropriate measures of the course-level outcomes skill.
	<u>3</u> of the following are complete for all course-level outcomes: ☐Assessment Methods ☐Mastery Score	<u>2</u> of the following are complete for all course-level outcomes: ☐Assessment Methods ☐Mastery Score	<u>1 or less</u> of the following are complete for all course-level outcomes: ☐Assessment Methods ☐Mastery Score

	☐Target Student Success Percentage	☐ ☐Target Student Success Percentage	☐ ☐Target Student Success Percentage
Analysis & Interpretation of Results	All course-level outcomes include the following: ☐Course Modalities Assessed ☐Term Collection ☐Observed Student Success Percentage ☐Number of Students Assessed ☐Outcome Result	Some course-level outcomes include the following: ☐Course Modalities Assessed ☐Term Collection ☐Observed Student Success Percentage ☐Number of Students Assessed ☐Outcome Result	None of the course-level outcomes include the following: ☐Course Modalities Assessed ☐Term Collection ☐Observed Student Success Percentage ☐Number of Students Assessed ☐Outcome Result
	All course-level outcomes include a detailed analysis of the final outcome (i.e., what went well, what needs to be improved upon, what factors impacted the outcomes, etc.).	Some course-level outcomes include a detailed analysis of the final outcome (i.e., what went well, what needs to be improved upon, what factors impacted the outcomes, etc.). OR All course-level outcomes include an incomplete analysis of the final outcome.	One or more course-level outcomes is missing a response in the "Analysis & Interpretation of Results" section.
Plans for Continual Improvement: Next Assessment Cycle	All course-level outcomes include a narrative describing how the results of this year's assessment cycle will be used for continual improvement.	Some course-level outcomes include a narrative describing how the results of this year's assessment cycle will be used for continual improvement.	None of the course-level outcomes include a narrative describing how the results of this year's assessment cycle will be used for continual improvement.
If applicable	A Plan of Action is required if a target outcome has not been met for two consecutive years; however, general education areas can choose to implement a Plan of Action for other reasons. Will a Plan of Action be implemented? ☐ Yes ☐ No *If yes, review the Plan of Action prompts in Anthology.*		

Performance Improvement Committee feedback: Click or tap here to enter text.

Next steps:

1. Click or tap here to enter text.   **Deadline** Click or tap to enter a date.

2. Click or tap here to enter text.   **Deadline** Click or tap to enter a date.

3. Click or tap here to enter text.   **Deadline** Click or tap to enter a date.