

Solano Community College Course Learning Outcomes
Rubric for Assessing Quality

	Less than Expected	Expected	More/Better than Expected*
Comprehensive List of Assessable Outcomes	<p>The list of outcomes is problematic (e.g., incomplete, overly detailed, inappropriate, disorganized).</p> <p>Outcomes not assessable (e.g., “students understand scientific method” vs. “students can analyze or design an experiment and draw conclusions from data.”).</p>	<p>Outcomes specify knowledge and/or skills to be mastered by students; state, federal, and/or industrial standards are met where appropriate.</p> <p>Outcomes can be measured qualitatively or quantitatively.</p>	<p>Discipline faculty have agreed on common assessments and rubrics.</p>
Success Criteria	<p>Based on grades, e.g., students passing an assignment with 70 percent or a grade of “C” or better.</p>	<p>More direct measures of knowledge or skills are used.</p>	<p>Multiple assignments are used that focus on knowledge/skills that students are expected to master</p>
Outcomes Measured	<p>Student success not measured (faculty confuse assessment methods with measuring success).</p> <p>Outcomes measured superficially (e.g., with a few multiple choice or matching questions).</p>	<p>Outcomes measured in substantial way, e.g., essay questions, paper, final project, 10-20 multiple choice questions.</p> <p>Areas where students are not successful are noted.</p>	<p>Outcomes measured by multiple methods.</p> <p>Assessment results have been used to modify pedagogy.</p>
Results/Applications	<p>No action or cursory analysis.</p>	<p>Alteration of curriculum, pedagogy, or assessment method.</p>	<p>Results used for strategic proposals or program modification.</p>

*Headings taken from “Instructional Faculty Performance Evaluation” form of Collective Bargaining Agreement.