

Hyoka Rubric

Review SLO

SLO Coverage

- (item not reviewed)
- SLOs need work (not comprehensive (too narrow, significant areas of the program overlooked)
- SLOs are acceptable (covers most of the program)
- SLOs are outstanding (comprehensive, well organized, serves as a roadmap to the purpose of the program, realistic of what students gain from the program)

SLO Definition

- (item not reviewed)
- Not measurable: verbs are vague, SLOs do not state what students know and can do, unclear how to determine if the outcomes have or have not been met
- Most outcomes use action verbs while others are unclear
- SLOs use action verbs, are time-bound and it is easy to see how they might be assessed. The data are well connected to the outcomes and it is clear how these data will determine if the SLOs have been met

SLO Focus

- (item not reviewed)
- Not student centered: aspirational statement, learning process, goal for teaching
- SLOs are student centered
- Students centered: what students know, can do and believe is clear

Level Connection

- (item not reviewed)
- Not degree level appropriate: no identifiable difference in outcomes between degree programs (BS/BA, MS, PhD)
- Some differences in outcomes between degree programs but not entirely distinguishable
- Clear distinction between course learning outcomes for different degree levels and increasing complexity in learning with higher degree levels

Program Mission

- (item not reviewed)
- Not related to the program mission and curriculum
- Generally relates to the program mission and curriculum
- Explicitly and intentionally related and aligned to the program mission and curriculum (e.g. curriculum map used)

Review Measures

Outcome Measures

- (item not reviewed)
- Outcomes do not have accompanying measures
- Outcomes have associated measures, but they are vaguely described. Exams and papers are used generically—there is not a clear connection between the measure and learning outcome
- All outcomes have associated measures, which are clearly explained

Direct Measures

- (item not reviewed)
- Few or no direct measures used
- Each learning outcome has at least one direct measure used
- Both direct and indirect measures used. Each learning outcome has more than one direct measure. Triangulation of data is present

Metrics

- (item not reviewed)
- Only grades used as metrics
- Other metrics besides grades are used
- Appropriate metrics; grades not used as metrics

Measure Definition

- (item not reviewed)
- Assessments/measures are not explained, so what students know and can do is not clear
- What students know and can do and how the metrics show could use more clarity
- What students know and can do is clear (e.g. test questions are given, essay prompts provided)

Review Results

Outcome Alignment

- (item not reviewed)
- No connection made between measures/assessments and the SLOs they are meant to assess
- Evidence of an attempt to connect measures/assessments to the SLOs they address
- Measures/assessments are clearly explained, make sensible connections with learning outcomes, and are not generic

Benchmarks

- (item not reviewed)
- Benchmarks are not clearly identified and not meaningful. Why they are chosen is not explained
- Benchmarks are identified, but why they are meaningful is not clearly demonstrated
- Benchmarks are clearly identified and justified

Data Collection

- (item not reviewed)
- No evidence of systematic collection of data and the dissemination of data to faculty
- Evidence of data collection, but no indication that it is being shared with faculty
- Data is being collected and shared with and reviewed by faculty; this process is consistent and systematic

Data Analysis

- (item not reviewed)
- No evidence of the analysis, interpretation and summarization of the data
- Data is being summarized but not interpreted and linked to potential changes at the program level
- Substantial evidence of systematic analysis, interpretation and summarization of the data

Results Findings

- (item not reviewed)
- No link between course level findings and potential changes at the program level
- Findings from course level data weak linked to potential changes at the program level
- Clear and Effective link between course level findings and potential changes at the program level

Review Plan

Plan Definition

- (item not reviewed)
- No evidence of actionable items/plans at the program level (e.g. changes proposed only at the course level)
- Some form of action plan in place, but incomplete or lacking definition
- Clear evidence of logical action plan for improvement in a particular area within the program ('next steps')

Supported with Results

- (item not reviewed)
- Proposed plan not clearly related to assessment results and findings
- Vague/weak connection between plan and assessment results and findings
- Action plan clearly derives from assessment results and directly indicates which finding(s) was used to develop the plan

Impact on Student Learning

- (item not reviewed)
- No discussion of improvement in the context of student learning
- Vague/weak connection between plan and student learning improvement
- Action plan is clearly linked to improvement in student learning

Impact on Program

- (item not reviewed)
- No discussion of improvement at the program level
- Vague/weak connection between plan and program improvement
- Action plan illustrates meaningful change at the program level