**LCC Discipline Rubric Development Project – Winter 2013**

**Background**

In fall 2012, Lane finalized and published [Core Learning Outcomes: Think – Engage – Create – Communicate – Apply](http://www2.lanecc.edu/sites/default/files/assessment/2012lanecoreoutcomes.pdf). These five core learning outcomes communicate to students what abilities they can expect to learn and develop while at Lane. Building on this work, our next effort is to provide frameworks and rubrics to further define these abilities and levels of learning.

Over the past three years, Lane faculty have engaged in assessment project work using rubrics for Critical Thinking and Communicate Effectively to systematically assess student core learning and identify methods to improve student outcomes. [A synthesis report of project outcomes](http://www2.lanecc.edu/sites/default/files/assessment/genedprojectsyn.10-11.pdf) concluded that implementing the Communicating Effectively rubric improved student learning outcomes, yet there are challenges in applying one rubric across disciplines (Bird, 2012).

**Project purpose**

* Develop rubrics to assess student learning outcomes that are meaningful to faculty within disciplines
* Promote part-time and full-time faculty professional development in assessment within disciplines
* Provide resources for faculty (part-time and full-time) within disciplines (funding, professional development) to reflect and collaborate on discipline practices for student learning assessment
* Facilitate interdisciplinary conversations about how the core learning outcomes are assessed within various disciplines
* Share project outcomes with faculty and the college

**Project outcomes:**

* Create a rubric for a core learning outcome which reflects the abilities and levels of learning in your discipline
* Align levels of learning with current descriptors (beginning, developing, proficient, accomplished)
* Briefly describe the team’s methods to complete the project
* Describe opportunities for future development of discipline-level core learning outcome assessment

**Who should apply**

* Part-time and full time faculty discipline teams of 2\*-5 members, (20-50 hours per team)

**Project guidelines**

* 10 hours of curriculum development is allotted to each faculty member
* Completed project proposals are reviewed for approval on a first-come, first-served basis
* Faculty lead completes the “CLO Rubric Development Project Acceptance Form” and submits it to Christina Howard, A-Team Chair, howardc@lanecc.edu
* Completed projects are due within 8 weeks of project acceptance
* Funding is released upon completing project outcomes (rubric and reports, parts 1 and 2)

**CLO Rubric Development Project Acceptance Form**

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| **Discipline** | **Faculty Members (2-5)** |
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| **Core Learning Outcome****(select one)** | **[ ]** Think[ ]  Engage[ ]  Create[ ]  Communicate[ ]  Apply |
| **Request for Added Support****(choose all that apply)** | **[ ]** Sample rubrics[ ]  Guides for rubric development[ ]  Assistance with setting up on-line collaborative workspace[ ]  Facilitated meeting or workshop with A-Team member[ ]  Other       |
| **Date Submitted**to Christina Howard, A-Team Chair, howardc@lanecc.edu |  |
| **Date Approved** (completed by A-Team) |  |

**CLO Rubric Development Project Report Form – Part 1**

**Core Learning Outcome:**

**Discipline and Faculty:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Dimension Assessed\*** | **Accomplished** | **Proficient** | **Developing** | **Beginning** |
|  | **4** | **3** | **2** | **1** |
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*\*Faculty teams should add dimensions to align with* [*core learning outcome statements*](http://www2.lanecc.edu/sites/default/files/assessment/2012lanecoreoutcomes.pdf)*.*

***Guide for Rubric Development***

*General Guidelines*

*Step # 1 - Brainstorming*

* What skills will students need to have or develop to successfully meet this outcome?
* What tasks or projects could be assigned to assess this CLO?
* What evidence can students provide that would show they have accomplished what you hoped they would accomplish?
* What would you expect of a student in order for them to be “accomplished” in this outcome?”
* What is the least acceptable evidence that a student is in the “beginning” stage?

*Step # 2 Grouping and Labeling*

* Anchor core learning outcome verbs as “Dimensions Assessed”
* Group similar performance expectations together
	+ For examples of grouping and labeling, refer to
		- [(AAC&U) VALUE Rubrics](http://www.rcampus.com/irubric_value_aacu.cfm)
		- [Problem-solving and critical thinking](http://www2.lanecc.edu/sites/default/files/assessment/ctrubric-w-12.pdf)

*Step # 3 Finalize Rubric*

Construct a scoring guide (Rubric) – see CLO Report Form 1 for a template

*Web Resources and Examples*

[iRubric](http://www.rcampus.com/indexrubric.cfm): A free interactive-tool for collaboration with faculty and students

Links directly to the American Association of Colleges and Universities [(AAC&U) VALUE Rubrics](http://www.rcampus.com/irubric_value_aacu.cfm)

[Rubistar](http://rubistar.4teachers.org/index.php): A free tool to create, reuse, and repurpose rubrics

Valencia College: [Rubrics for Program Assessment](http://valenciacollege.edu/instassess/LOA/RubricLibrary.cfm)

Includes sample rubrics by discipline

[Central Piedmont Community College](http://www.cpcc.edu/learningcollege/learning-outcomes/rubrics)

[Sinclair Community College GenEd Rubrics](http://www.sinclair.edu/about/learning/gened/genedrubrics/) **CLO Rubric Development Project Report Form – Part 2**

**Core Learning Outcome:**

**Discipline and Faculty:**

Describe the methods your team used to collaborate and develop the rubric.

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How effective was the project design and project support for facilitating development of a meaningful CLO rubric for your discipline?

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Did your involvement with this project inform you about the effectiveness of assessment within your discipline?

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Will the use of this rubric, or your involvement with this project, cause you to modify your curriculum for this class or your department/program?

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|  |

**DATE SUBMITTED**

**Core Learning Outcomes**

**THINK • ENGAGE • CREATE • COMMUNICATE • APPLY**

**Think** critically

*Definition:* Critical thinking is an evaluation process that involves questioning, gathering, and analyzing opinions and information relevant to the topic or problem under consideration. Critical thinking can be applied to all subject areas and modes of analysis (historical, mathematical, social, psychological, scientific, aesthetic, literary, etc.). Students who think critically:

* **Identify** and define key issues
* **Determine** information need, find and cite relevant information
* **Demonstrate** knowledge of the context and complexity of the issue
* **Integrate** other relevant points of view of the issue
* **Evaluate** supporting information and evidence
* **Construct** appropriate and defensible reasoning to draw conclusions

**Engage** diverse values with civic and ethical awareness

*Definition:* Engaged students actively participate as citizens of local, global and digital communities. Engaging requires recognizing and evaluating one’s own views and the views of others. Engaged students are alert to how views and values impact individuals, circumstances, environments and communities. Students who engage:

* **Recognize and clarify** personal values and perspectives
* **Evaluate** diverse values and perspectives of others
* **Describe** the impact of diverse values and perspectives on individuals, communities, and the world
* **Demonstrate** knowledge of democratic values and practices
* **Collaborate** with others to achieve shared goals

**Create** ideas and solutions

*Definition:* Creative thinking is the ability and capacity to create new ideas, images and solutions, and combine and recombine existing images and solutions. In this process, students use theory, embrace ambiguity, take risks, test for validity, generate new questions, and persist with the problem when faced with resistance, obstacles, errors, and the possibility of failure. Students who create:

* **Experiment** with possibilities that move beyond traditional ideas or solutions. Embrace ambiguity and risk mistakes
* **Explore** or resolve innovative and/or divergent ideas and directions, including contradictory ideas
* **Utilize** technology to adapt to and create new media
* **Invent** or hypothesize new variations on a theme, unique solutions or products; transform and revise solution or project to completion
* **Persist** when faced with difficulties, resistance, or errors; assess failures or mistakes and rework
* **Reflect** on successes, failures, and obstacles

**Communicate** effectively

*Definition:* To communicate effectively, students must be able to interact with diverse individuals and groups, and in many contexts of communication, from face-to-face to digital. Elements of effective communication vary by speaker, audience, purpose, language, culture, topic, and context. Effective communicators value and practice honesty and respect for others, exerting the effort required to listen and interact productively. Students who communicate effectively:

* **Select** an effective and appropriate medium (such as face-to-face, written, broadcast, or digital) for conveying the message
* **Create and express** messages with clear language and nonverbal forms appropriate to the audience and cultural context
* **Organize** the message to adapt to cultural norms, audience, purpose, and medium
* **Support** assertions with contextually appropriate and accurate examples, graphics, and quantitative information
* **Attend** tomessages, check for shared meaning, identifysources of misunderstanding, and signal comprehension or non-comprehension
* **Demonstrate** honesty, openness to alternative views, and respect for others’ freedom to dissent

**Apply** learning

*Definition:* Applied learning occurs when students use their knowledge and skills to solve problems, often in new contexts. When students also reflect on their experiences, they deepen their learning. By applying learning, students act on their knowledge. Students who apply learning:

* **Connect** theory and practice to develop skills, deepen understanding of fields of study and broaden perspectives
* **Apply** skills, abilities, theories or methodologies gained in one situation to new situations to solve problems or explore issues
* **Use mathematics and quantitative reasoning** to solve problems
* **Integrate and reflect** on experiences and learning from multiple and diverse contexts