**CLO Rubric Development Project Report Form – Part 1 – 1st Basic Outline**

**Core Learning Outcomes:** **Think & Apply**

**Discipline and Faculty:** **Watershed Science Technician Program (WST)**

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| --- | --- | --- | --- | --- |
| **Dimension Assessed\*** | **Accomplished** | **Proficient** | **Developing** | **Beginning** |
|  | **4** | **3** | **2** | **1** |
| Student can take knowledge based on scientific principles, appropriate technology and ecological processes, and apply it in a professional, organized way, linking it by clearly communicating why you do what you do; this should be a reflection back to the scientific knowledge you've gained and should reasonably follow expected professional practice | Spring,  Year 2  WST 234  WST 280 | Fall/Winter,  Year 2  WST 230  WST 280 | Spring,  Year 1  ENVS 181  WST 205  WST 206  WATR 222 | Fall/Winter, Year 1  GS 102  ENVS 183 |
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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)*.*

*Note – we decided to adopt an initial approach of noting level of accomplishment by term. I’ve put courses in parentheses as well on this 1st draft. This idea was completely reworked through several meetings, and the next pages display our final draft, a result of our meetings in May.*

*New form, including narratives to instructor and WST program student will appear here on the next few pages.*

**CORE LEARNING OUTCOME: Watershed Science Technician Rubric,** including aspects of “think” and “apply”

| **Rubric** | **Dimension Assessed** | **Beginning**  **1** | **Developing**  **2** | **Proficient**  **3** | **Accomplished**  **4** |
| --- | --- | --- | --- | --- | --- |
| **Think Critically** | **Identify**  and define key watershed attributes, functions, and values, as well as the essential tools and technologies. | Identify observable and measurable characteristics and general attributes of a watershed. | Explain the classification of a watershed and its features. | Communicate a basic assessment of watershed classification.  Carry out a simple analysis of watershed properties in a few settings. | Fluently communicate using technical language of watershed classification.  Carry out a comprehensive analysis of watershed properties in many settings. |
| **Apply learning** | **Connect**  theory and practice, to choose the appropriate system of categorization or the proper survey method needed to achieve a goal. | Connect watershed functions and values with specific, measurable attributes. | Explain the systems of categorization used for watersheds and their attributes and link them to appropriate assessment and monitoring methods. | Compare and contrast various systems of categorization and the various linkages to assessment and monitoring methods appropriate to use with them. | Connect which systems of categorization, which methods of monitoring and which techniques of assessment are appropriate for specific sites. |
| **Apply learning** | **Use**  physical and quantitative assessment techniques to determine characteristics or attributes of a watershed. | Use basic assessment tools, following instructions from instructor, peers, and reference materials. | Select, use and care for a broad spectrum of appropriate assessment tools enabling one to carry out an assigned task, with appropriate assistance from instructor, peers, and reference materials. | Select, use and care for a broad spectrum of appropriate assessment tools for a given assessment type with up to 25% prompting from instructor, peers or reference material | Correctly select and use a broad spectrum of appropriate assessment tools for a given assessment type with no prompting from instructor, peers or reference material. Clean, care for and store tools safely and effectively. |
| **Apply learning** | **Apply**  skills and abilities gained in one situation or using one protocol or methodology to new situations or protocols, in order to effectively collect data using appropriate methodology. | Follow protocols exactly, and consistently to get accurate and precise data as requested. | Demonstrate the use of a repertoire of methodologies and protocols for gathering/measuring data. List examples of constrains such as time, labor, or finances one might experience in a project. | Choose and accurately perform appropriate protocol or survey methodology for specific sites. Recognize the opportunities or constraints of a given project, such as time, labor, or finances. | Adapt to achieve goals within the opportunities and constraints presented, including choice of tools for given filed conditions, or monitoring the system for the right time or opportunity to go do measurements. |
| **Apply learning** | **Integrate and reflect**  on experiences and learning from multiple and diverse contexts. | Demonstrate familiarity with field data and processes.  Describe/journal/record multiple ecosystem experiences and list appropriate data collection protocols for each. | Define a variety of ecotypes and utilize appropriate data collection protocol for each. | Analyze potential issues for a given ecotype using appropriate terminology.  Discuss how issues within one ecotype may impact another using proper terminology. | Explain the rationale for a field monitoring program using appropriate terminology and processes, based on a variety of field experiences. |