SLA Standing Requirements Rubric

Mission Statement, SLOs, Curriculum Map, & Three-year Assessment Plan

Mission Statement Rubric: All academic programs & co-curricular programs require a mission that align with the College and Division mission. The mission statement is concise statement outlining the purpose of the program, who it serves, in what ways, and with what result. Mission statements should be assessed ever three years by the SLA Departmental Coordinator.					
0 Not Submitted	1 Approaching	2 Meets	3 Exceeds	Score	Comments
• No mission statement.	• A mission statement that lacks ≥ 2 of the following: specificity, meaning, clarity.	• A mission statement that lacks one of the following: specificity, meaning, clarity.	• A mission statement that meets all three of the following: specificity, meaning, clarity.		
• No mission statement.	• Does not provide a purpose of the program.	• Purpose statement summarizes the program and identifies what it does that separates it from other programs.	• Describes the unique purpose of the program and identifies what it does that separates it from other programs. • Addresses the larger impact of the program and where it fits in the College.		
• No mission statement.	• Does not identify who is served by the program.	• Identifies who it serves (students, parents, high school counselors)	• Identifies who it serves and key stakeholders (students, parents, high school counselors, alumni, donors, accrediting agencies).		
• No mission statement.	• Does not demonstrate clear alignment with the college and division mission.	• Aligned with the college or division mission.	• Aligned with the college or division mission and with respective professional organization or industry best practices.		
• No mission statement.	• Does not clearly indicate the primary functions or activities of the program.	• Indicates the primary functions or activities of the program, but the statement is somewhat limited in description of activities.	• Clearly indicates the primary functions or activities of the program (what the unit does and how it does it) with examples.		

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Student Learning Outcomes Rubric: Student learning outcomes are a list of things that graduates of a department/program should be able to know or do. You should have no more than six learning outcomes. These outcomes should be derived from the mission and guide assessment strategy. Many departments/programs with discipline-specific accreditation may use accreditor standards as learning outcomes or student competency goals.					
0 **Not Submitted**	**1** **Approaching**	**2** **Meets**	**3** **Exceeds**	**Score**	**Comments**
• No SLOs submitted	• SLOs lack ≥ 2 of the following: observable, measurable, action verbs	• SLOs lack 1 of the following: observable, measurable, action verbs	• SLOs have all the following: observable, measurable, action verbs		
• No SLOs submitted	• SLOs do not encompass ≥ 2 of the following: the breadth of knowledge, skills, or services associated with the program.	• SLOs encompass all but 1 of the following: the breadth of knowledge, skills, or services associated with the program.	• SLOs encompass a discipline specific breadth of knowledge, skills, or services associated with the program.		
• No SLOs submitted	• Outcomes identified don't seem aligned with the program & college mission.	• Aligned with program & college mission.	• Aligned with program & college mission and with professional organizations, where applicable.		

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Curriculum Map Rubric: A curriculum map is a way to map student learning outcomes directly to the courses (or co-curricular programs) through which they are assessed. It is a simple tool that helps to clarify how and in what classes students are being prepared to master each student learning outcome. Curriculum maps are **only used** by academic units.					
0 Not Submitted	1 Approaching	2 Meets	3 Exceeds	Score	Comments
No curriculum map submitted.	A single curriculum map is used to describe where outcomes are achieved through courses/programs. An imbalance of Introduced, Practiced, or Reinforced (IPR) shows gaps or overlaps in the curriculum. Curriculum map is not up to date.	A single, current curriculum map is used to list specific courses/programs in alphanumeric order and describe an appropriate balance of IPR between and across courses. The curriculum map is up to date. When the curriculum changes, the same curriculum map is edited to reflect changes.	The current curriculum map organizes courses/programs to represent IPR in sequential progression, grouping by topic, or by academic year (unless there is no logical reason to provide such organization). When the curriculum changes, new maps are copied and edited (making multiple curriculum maps) to describe changes in curriculum.		

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Three-year Assessment Cycle Plan Rubric: The three-year assessment cycle plan is the way that departments/programs will assess their SLOs, within a given academic year.					
0 **Not Submitted**	**1** **Approaching**	**2** **Meets**	**3** **Exceeds**	**Score**	**Comments**
• No three-year assessment submitted	• Department/Program SLOs have not all been represented within the three-year cycle (lacking ≥ 1 SLOs).	• All Department/Program SLOs have been represented within the three-year cycle.	• Department/Program SLOs have been represented more than once within the three-year cycle.		
• No three-year assessment submitted	• Some SLOs are not identified and aligned to a specific measure.	• Each SLO is identified and aligned to a specific measure.	• Some SLO(s) are identified and aligned to more than 1 specific measure.		