

APPENDIX C:

RUBRIC FOR STUDENT LEARNING STANDARDS 1.C.1 – 1. C.9

Purpose:

The purpose of this rubric is to support institutions and peer review teams in assuring student learning as detailed in Standard 1.C.1 – 1.C.9 in NWCCU's 2020 Standards for Accreditation.

CRITERION	Initial	Emerging	Developed	Highly Developed
1.C.1 Program content is consistent with recognized fields of study.	No recognized processes for reviewing and updating program content or aligning with recognized fields of study.	Review and update of program content in line with recognized fields of study on a regular schedule in some programs.	Systematic review of all programs includes alignment with fields of study.	All program content is systematically reviewed for relevance and applicability in line with currently recognized fields of study.
1.C.1 Appropriate rigor in student learning outcomes leads to college-level degrees, certificates, or credentials in programs of study. ¹	Course sequencing is based on traditional course numbering; some conversations about appropriate levels within disciplines or among faculty teaching the same course.	Regular processes exist for ensuring comparability in assessment standards appropriate to course level and sequencing; conversations about appropriate levels of rigor in student learning outcomes occurs in some programs.	Definitions of rigor exist and are used to determine appropriate levels of learning for courses, sequences, of courses, and program requirements; rigor builds across an academic program.	Intentionally crafted and sequenced learning activities supported by research provide students the opportunities to create and demonstrate their understanding; students articulate rigor in terms of learning.
1.C.2 Awards of credit, degree, certificates, or credentials for programs are based on student learning. ²	Statements of student learning are available, but evidence of assessment of learning relies on course grades as proxy for learning.	Statements of student learning outcomes are available for all courses and most degrees. There is a trend towards authentic assessment practices.	Courses, programs, certificates and degrees have clearly stated learning outcomes and consistent assessment practices; there is some level of institutional measurement of learning outcomes.	Transcripts include learning outcomes not just courses taken; students articulate learning outcomes.

¹ Schwegler, A. F. (2019). Academic rigor: A comprehensive definition. Quality Matters. Retrieved from <https://www.qualitymatters.org/qa-resources/resource-center/articles-resources/academic-rigor-white-paper-part-one>

² Jankowski, N. A., Timmer, J. D., Kinzie, J., & Kuh, G. D. (2018). Assessment that matters: trending toward practices that document authentic student learning. NILOA. Retrieved from <https://www.learningoutcomesassessment.org/documents/NILOA2018SurveyReport.pdf>

CRITERION	Initial	Emerging	Developed	Highly Developed
1.C.2 Learning outcomes are of appropriate breadth, depth and sequencing. ³			Learning outcomes are used in creating course sequences and prerequisite requirements; learning outcomes are appropriate to courses and assessed based on student demonstration relative to expected performance targets.	Learning outcomes are mapped from the course to the program and institution levels, identifying increasing depth and level of student demonstration and multiple methods of assessment. ⁴
1.C.3 All program and degree learning outcomes are published.	Learning outcomes may exist for some programs and degrees, but are largely identified only to enrolled students.	Learning outcomes are identified for courses, programs, and services. They are made available to students and users of services.	Learning outcomes are available to students and the public via multiple methods: catalog, course outlines/ syllabi program websites, brochures, etc.	Learning outcomes are publicly available in language commonly understood at the entry level for the program/degree.
1.C.3 Enrolled students are provided expected learning outcomes for all courses.	All courses have learning outcomes; learning outcomes may be included in course materials, such as syllabi or outlines.	Student learning outcomes are published to all students enrolled in a course via course syllabi, outlines, or other means.	Learning outcomes form the framework of courses; course learning outcomes are available to students before they enroll via course catalogs or other means.	There is consistent commitment to teach to well-formulated learning outcomes, making them transparent to students and clearly linked to assessments.

³ Adelman, C., Ewell, P., Gaston, P., & Schneider, C. G. (2014). The degree qualifications profile 2.0. Lumina Foundation. Retrieved from <https://www.luminafoundation.org/files/resources/dqp.pdf>

⁴ Hutchings, P., Ewell, P., & Banta, T. (2012). Principles of good practice: Aging nicely. AAHE. Retrieved from <https://www.learningoutcomesassessment.org/wp-content/uploads/2019/08/Viewpoint-Hutchings-EwellBanta.pdf>

CRITERION	Initial	Emerging	Developed	Highly Developed
<p>1.C.4 Admission requirements are easily accessible to students and the public.</p>	<p>General admission requirements are available through centralized functions at the institution; confusion may exist about admission elements for programs, colleges, etc.</p>	<p>Admission requirements are available via multiple methods: website, catalog, program websites, brochures, etc. Program admission requirements are available through program websites or other means.</p>	<p>Admission requirements across the various elements of the institution are mapped such that the public can identify requirements for the institution and the various programs or colleges; checklists and timelines are available to assist with understanding processes.</p>	<p>Admission requirements are developed for readability and accessibility such that they are easily understood by the public; means of tracking applications and progress towards admission are readily accessible to applicants.</p>
<p>1.C.4 Graduation requirements are easily accessible to student and the public.</p>	<p>General graduation requirements are available through centralized functions at the institution; confusion may exist about graduation requirements for programs, colleges, etc.</p>	<p>Graduation requirements are identified for all programs and compatible with general graduation requirements for the institution; graduation requirements are shared with students in programs and available via the college catalog .</p>	<p>Graduation requirements are clearly spelled out to students in programs via planning guides or other documents and progress towards graduation is available to students via degree audits or other means; the public can access graduation requirements via websites, the catalog, or other public means.</p>	<p>Students are regularly apprised of their progress towards meeting graduation requirements; there are means of identifying the impacts of changing majors or programs on graduation requirements; graduation requirements are systematically monitored and updated.</p>

