

A. Individual Program Outcome Scoring Rubric (Individual Course & Section)
(Data Collection Process)

PO Outcome (List): PO 2: Upon completion of the program, the student will identify theoretical perspectives to individual and social behavior.

Course & Section (from curriculum map): PSY 2113 Introduction to Behavior and Adjustment

Delivery Method (circle one): Traditional Online

Assignment: Verbal Capstone Presentation Exam

Performance Indicator	Beginning (1)	Developing (2)	Competent (3)	Advanced (4)	Score
<p>A. Define the 5 main theoretical perspectives in psychology</p> <p><u>Measure Used*:</u></p>	<ul style="list-style-type: none"> The student is unable to define the 5 main theoretical perspectives (2 or fewer) Requires excessive verbal cuing to define the theoretical perspectives The student displays ineffective learning or careless errors 	<ul style="list-style-type: none"> The student can define at least 3 of the main theoretical perspectives in psychology The student requires moderate verbal cuing to define the theoretical perspectives The student displays effective learning with errors 	<ul style="list-style-type: none"> The student defines 4 of the main theoretical perspectives in psychology The student is needs minimal verbal cuing to define the theoretical perspectives The student displays effective learning with minimal errors 	<ul style="list-style-type: none"> The student can define all 5 of the main theoretical perspectives in psychology The student does not need cuing they can define the theoretical perspectives The student displays competent knowledge 	
<p>B. Identify key components/ attributes</p> <p><u>Measure Used*:</u></p>	<ul style="list-style-type: none"> The student can identify two or fewer of the founding theorists with the 5 main perspectives Requires excessive verbal cuing to name the theorists and their perspectives The student displays ineffective learning or careless errors 	<ul style="list-style-type: none"> The student can identify 3 or more of the founding theorist and which perspective they developed. The student requires moderate verbal cuing to name the theorists and their perspectives The student displays effective learning with errors 	<ul style="list-style-type: none"> The student can identify 4 of the founding theorists and which perspective they developed The student is needs minimal verbal cuing to name the theorists and their perspectives The student displays effective learning with minimal errors 	<ul style="list-style-type: none"> The student can identify all 5 of the founding theorists and which perspective they developed The student does not need cuing they can name the theorists and their perspectives The student displays competent knowledge 	
<p>C. Relate the concept to a specific aspect of behavior</p> <p><u>Measure Used*:</u></p>	<ul style="list-style-type: none"> The student is unable to relate the perspective to real life situations (2 or fewer) Requires excessive verbal cuing to complete performance indicator 	<ul style="list-style-type: none"> The student can relate 3 or more perspectives to real life situations The student requires moderate verbal cuing to complete performance indicator 	<ul style="list-style-type: none"> The student can relate 4 or more perspectives to real life situations The student is needs minimal verbal cuing to name the theorists and their perspectives 	<ul style="list-style-type: none"> The student can relate all 5 perspectives to real life situations The student displays competent knowledge 	
					Total

Perspectives	Theorist	Real Life
Biological		
Psychodynamic		
Behavioral		
Cognitive		
Humanistic		

Program Name: General Education Date _____

Outcome: Upon completion of any program, the student will demonstrate technological and information literacy

Artifact _____

CARL ALBERT STATE COLLEGE ASSESSMENT RUBRIC

Performance Indicator	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (2)	Score
Utilize technology to create and convey information	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved	Communicates and organizes information from sources. The information is not yet synthesized so the intended purpose is not fully achieved	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc), so the intended purpose is not achieved	
Employ appropriate technology for completing a task	Uses four or more different technologies (Devices or Software) for completing a task	Uses three technologies (Devices or Software) for completing a task	Uses two technologies (Devices or Software) for completing a task	Use one technology (Device or Software) for completing a task	
Apply and evaluate technology as a resource to conduct research.	Use of professional and scholarly journals or online resource databases	Perform an Internet search and recognize credible results	Perform an Internet search and return topic related to research	Perform an Internet search	
Use technology ethically and responsibly	Demonstrate exemplary skill in ethical and responsible communication (including formal citation and professionalism)	Demonstrate proficiency skill in ethical and responsible communication (including formal citation and professionalism)	Demonstrate developing skill in ethical and responsible communication (including formal citation and professionalism)	Demonstrate novice skill in ethical and responsible communication (including formal citation and professionalism)	

Total _____

CARL ALBERT STATE COLLEGE

Assessment Rubric

Program Name: Biological and Pre-Professional Sciences

Date Fall 2020

Outcome: Relate structure to function of cell membranes.

Artifact: _____

Performance Indicator	Mastering (4)	Accomplished (3)	Developing (2)	Beginning (1)	Score
Identify the structure and nature of the plasma membrane.	<ul style="list-style-type: none"> -Identifies that the fluid mosaic model describes the nature of the membrane and identifies the correct description of the model. - Identifies why the phospholipids arrange to form a membrane 	<ul style="list-style-type: none"> - Identifies that the membrane is flexible and fluid-like and is constantly changing. -Identifies the additional molecules that contribute to the membrane structure 	<ul style="list-style-type: none"> - Connects the fluid mosaic model to the nature of the membrane - Identifies the arrangement of the phospholipids in the bilayer 	<ul style="list-style-type: none"> - Identifies that the membrane is selectively permeable. - Identifies the phospholipid bilayer as the major structural makeup of the membrane 	
Define mechanisms of transport of materials across membranes.	-Is able to <u>define</u> all mechanisms of transport of materials across membranes.	-Is able to <u>define</u> the mechanisms of transport of materials across membranes, but makes some mistakes or leaves out some crucial aspects.	-Is able to <u>identify</u> all or most mechanisms of transport of materials across membranes.	-Is able to <u>identify</u> at least one mechanism of transport of materials across membranes.	
Describe the role of membranes in various biological processes.	-Correctly <u>describes</u> all aspects of how the membrane functions in a specified process.	-Is able <u>describe</u> aspects of how the membrane functions in a specified process, but some parts of the descriptions are missing or incorrect.	-Is able to <u>identify</u> all aspects of how the membrane functions in specified processes.	-Is able to <u>identify</u> some aspects of how the membrane functions in specified processes.	

Total _____

CARL ALBERT STATE COLLEGE ASSESSMENT RUBRIC

Program Name: Computer Technology (CT) **Date** _____

Outcome: Upon completion of the program, the student will build a program in an industry-standard programming language

Artifact Semester Project in course number, course name.

Performance Indicator	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)	Score
Identify common programming nomenclature	Describe the concepts of object-oriented programming terminology (Classes objects encapsulation)	Describe the concepts of procedural programming terminology (Loops, variables, arrays, collections)	recognize programming languages, resources, and file extensions	Identify basic computer terminology	
Demonstrate efficient programming structure	In addition to (1,2,3) Students will utilize arrays and collections to abridged programs	In addition to (1,2) Students will utilize iterations techniques to abridged programs	In addition to (1) Students will use Methods to organize and abridged programs	Create a program using top-down flow for program execution and use place holders to display variable content.	
Troubleshoot syntax errors	Utilize “ try, catch, finally” with exception within a program	Utilize “ try, catch” within a program	Find common program errors	Describe common program errors	

Total 0

CARL ALBERT STATE COLLEGE

Assessment Rubric

Program Name: Computer Information Systems (CIS) **Date** _____

Outcome: Upon completion of the program, the student will demonstrate the design of fundamental networks

Artifact: Semester Project in course number, course name.

Performance Indicator	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)	Score
Identify common components of a network	In addition to (1,2,3) Students will be able to design local area networks and properly assign the switch and router in the appropriate locations.	In addition to (1,2) Students will be able to describe the Physical, Network, and Transport layers and the components that work at those levels of the OSI Model.	In addition to (1) Describe the physical aspects of a network and the logical and physical attributes of a network.	Students will be able to describe topologies and basic network components.	
Recognize and correct networking faults	In addition to (1,2,3) Troubleshoot common networking issues and restore the network to functioning status.	In addition to (1,2) Recognize network issues in a timely manner and recommend corrective action.	In addition to (1) Describe the logical sequential approach to solving networking faults.	Describe common networking faults unique to Local Area Networks	
Define IP address structure	In addition to (1,2,3) Can calculate ranges of IP Address for a network. Calculate Subnets for a network.	In addition to (1,2) determine which IP addresses are private and which are public.	In addition to (1) Recognize IPv4 and IPv6 address numerical values and format.	Describe Binary and Hexadecimal number structure and calculations.	

Total 0

CARL ALBERT STATE COLLEGE

Assessment Rubric

Program Name: Computer Information Systems (CIS) **Date** _____

Outcome: Upon completion of the program, the student will identify security practices that apply to computing and demonstrate graphic processing

Artifact: Semester Project in course number, course name.

Performance Indicator	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (2)	Score
List security practices and select appropriate security measures	In addition to (1,2,3) Develop a security policy for a network.	In addition to (1,2) describe the process of a security audit.	In addition to (1) identify appropriate security measures to secure a personal PC	Identify security vulnerabilities and threats.	
Demonstrate different file types	In addition to (1,2,3) apply the most relevant file type for a given task.	In addition to (1,2) describe the most relevant file type for a task.	In addition to (1) identify program for manipulating file type	identify file types by extension	
Construct a graphic using standard design software	In addition to (1,2,3) Use masks, shapes, layers, and filters to produce a graphic design	In addition to (1,2) Use photo enhancements tools to modify an image.	In addition to (1) Import and modify raw image files.	Open and save different image types.	

Total 0

CARL ALBERT STATE COLLEGE

Assessment Rubric

Program Name: Computer Technology (CT) **Date** _____

Outcome: Upon completion of the program, the student will recognize appropriate workplace conduct

Artifact: _____

Performance Indicator	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (2)	Score
Give examples of appropriate customer service practices	In addition to (1,2,3) Demonstrate action plans to convey personality and project professionalism	In addition to (1,2) describe what behaviors engage people/customers	In addition to (1) explain the relationship between listening and hearing	Identify why service matters	
Employ effective workplace communication	In addition to (1,2,3) Assess situations that cause conflict and how to effectively navigate those situations to a positive conclusion.	In addition to (1,2) construct processes which tie rewards to appropriate actions	In addition to (1) identify strategies to deal with conflict.	Identify customer turnoffs.	
Practice strategies to manage time and reduce stress	In addition to (1,2,3) Apply strategies to influence others to change in the workplace.	In addition to (1,2) Distinguish human relations skills that convey appropriate tone	In addition to (1) Determine organizational processes, people, and resources to lead and motivate employees	Identify issues that commonly cause stress in the workplace.	

Total 0

CARL ALBERT STATE COLLEGE ASSESSMENT RUBRIC

Program Name: Business Administration

Date Sept 17, 2020

Outcome: Upon completion of the program, the student will identify the impact of business transactions on organizational accounts.

Artifact Semester project in *course number, course name*

Performance Indicator	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)	Score
Identify accounts and account classifications.	(1, 2, 3) Demonstrates account development and ability to classify each account.	(1, 2) Classifies each presented account.	(1) Creates fundamental accounting equation and creation of accounts.	Identifies the five basic classifications of accounts.	
Demonstrate the application of double entry accounting systems utilizing debits and credits.	(1, 2, 3) Displays the balancing result of multiple transactions in a double entry system.	(1, 2) Models proper use of the debit and credit system per transaction.	(1) Correctly increases and decreases appropriate accounts in a transaction.	Identifies multiple accounts used in recording a transaction.	
Compose the three main financial statements.	(1, 2, 3) Creates generally acceptable financial statements in working order.	(1, 2) Organizes accounts according to functionality within three main financial statements.	(1) Exhibits required formatting of three main financial statements.	List the three main financial statements in developmental order.	

Total _____

CARL ALBERT STATE COLLEGE

Assessment Rubric

Program Name: Mathematics, Physical Science and Pre-Engineering AS DegreeDate 9/17/20Outcome: PO 3 Perform safe and appropriate laboratory techniques.Artifact: Semester Project in CHEM 1215, PHYS 1214 & PHYS 2114

Performance Indicator	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (2)	Score
<u>PO 3 PI 1</u> Apply Appropriate Personal Protective Equipment (PPE)	Never had to remind students to use PPE	Had to remind students only 1 time to use PPE	Had to remind students 2-3 times to use PPE	Had to remind students 4 or more times to use PPE	
<u>PO 3 PI 2</u> Demonstrate Proper Laboratory Hygiene	Never had to remind students to use good lab hygiene	Had to remind students only 1 time to use good lab hygiene	Had to remind students 2-3 times to use good lab hygiene	Had to remind students 4 or more times to use good lab hygiene	
<u>PO 3 PI 3</u> Demonstrate Proper Laboratory Safety	Never had to students to use proper lab safety	Had to remind students only 1 time to use proper lab safety	Had to remind students 2-3 times to use proper lab safety	Had to remind students 4 or more times to use proper lab safety	

Total _____