

Department of Meteorology & Climate Science

College of Science

WASC Program Outcomes Rubric, Fall 2011

[Slightly revised, Spring 2012 \(edits in blue\)](#)

2. BS Meteorology, concentration in Climate Science Program

A: Comprehensive List

The department's *Comprehensive List* is mostly *Developed*, with some characteristics still in the *Emerging* category.

The *Comprehensive List* of PLOs is a well-organized set of reasonable outcomes and specific expectations for the program. These focus on key knowledge and skills that students will learn in the program. The list is mostly *developed*, and contains outcomes that are relevant to institutional outcomes pertaining to communication (PLO-5). However, outcomes pertaining to critical thinking are currently *emerging*. More generally, [For the Comprehensive List to move completely into the *Developed* category, the campus will need to develop its Institutional Learning Outcomes, and communicate them to us. This will happen on an unknown timeline.](#)

Outcomes are appropriate for the undergraduate level. Faculty enforce the criterion that students must achieve a "C-" grade or better in each major class in order to advance (similar criteria apply in various support classes such as MATH).

B: Assessable Outcomes

The department's *Assessable Outcomes* are *Developed*.

All PLOs are written so as to make clear how students can demonstrate learning. For example, PLO-2 states: "Be able to explain the mechanisms responsible for climate change." Students demonstrate their learning through their performance on midterms, quizzes, in class discussions and oral presentations, and writing exercises. In order to become 'Highly Developed' the department will develop criteria statements in the form of rubrics for written and oral assignments. The rubrics will have explicit criteria for "does not meet," "meets," and "exceeds expectations." Since this is a very new concentration, faculty are just beginning to collect student work samples that reflect grades of "A", "B", "C", and "does not meet

expectations” related to specific teaching assignments. The department plans to review and analyze student samples collected to further assess expected department-wide learning results and explicit assessment criteria.

C: Alignment

The department’s *Alignment is Emerging, with some characteristics of the Developed category.*

The PLOs for this program need to be mapped into curricular offerings in order to become “Developed”. Additionally, PLOs are not yet shown on the department’s website, and thus they are not readily available to students. The Department will place the curriculum map online, and include a clear explanation of how the curriculum map relates to the PLOs.

D: Assessment Planning

The department’s *Assessment Planning is Initial.*

The department Assessment Planning for this program is “Initial” since the concentration just started last year. At present we only have a handful of students in the program, and none have yet graduated. The department does have a general plan for student assessment in that all students are required to achieve a grade of “C-” or better in all majors classes. A multi-year assessment plan will be developed for the PLOs, and will be posted online.

E: The Student Experience

The department’s *Student Experience is Initial with some characteristics of Emerging.*

Learning outcomes in individual classes are included on all greensheets, are discussed with students at the start of the semester, and are assessed throughout the semester. PLOs are not yet posted on the campus website or on the department website. Students are not explicitly shown the PLOs. Therefore we are “Initial” in this category, with some characteristics of “Emerging.” The Department plans to post the PLOs on the department web site, and faculty will incorporate discussion of PLOs at the start of each semester.