



### Academic Program Learning Outcomes Assessment Rubric

This rubric, adapted from the SUNY Council on Assessment (SCoA) Academic Program Assessment Rubric, is used by the University Assessment Council to share feedback to academic departments undergoing Comprehensive Program Review. This rubric can also be used within departments and by program coordinators/directors to review their own assessment activities.

Component	Goal	Level 0: Not Evident	Level 1: Emerging	Level 2: Proficient	Level 3: Mature
Program Learning Outcomes (PLOs)	There are written, measurable PLOs that are consistent with the department's/school's mission and the program's goals.	Student learning outcomes have not been written for this program.  <input type="checkbox"/>	Student learning outcomes have been written for this program. However, they are not written in terms of what students will know or be able to do as a result of successfully completing the program or they are not clearly measurable.  <input type="checkbox"/>	Measurable PLOs have been written in terms of what students will know or be able to do as a result of completing the program. The statement of PLOs is publicly available.  <input type="checkbox"/>	The PLOs are measurable and also transparently consistent with the sponsoring department's/school's mission and goals. The statement of PLOs is publicly available and incorporated into program- specific publications, including web-based and hard copy, for students.  <input type="checkbox"/>
	<b>Comments:</b>				
Program Curriculum Mapping	A comprehensive depiction (curriculum map) of how PLOs are covered by the program curriculum requirements has been created.	No curriculum map exists.  <input type="checkbox"/>	A curriculum map has been created, but it is incomplete. Some PLOs are not mapped to program requirements, and/or the mapping of PLOs to specific course requirements is incomplete, and/or all courses that contribute to a PLO are not shown.  <input type="checkbox"/>	A comprehensive curriculum map has been created showing how all program learning outcomes are addressed by program requirements. The map demonstrates how multiple courses/requirements contribute to achieving some or all of the PLOs.  <input type="checkbox"/>	A comprehensive curriculum map has been created showing clear linkages between all PLOs and programmatic requirements. The curriculum map also shows progressions, as appropriate to the program, from introduction to mastery of PLOs and ties these progressions to successive course requirements.  <input type="checkbox"/>
	<b>Comments:</b>				



Component	Goal	Level 0: Not Evident	Level 1: Emerging	Level 2: Proficient	Level 3: Mature
Alignment of PLOs with Institutional Learning Outcomes (ILOs)	There is clear documentation identifying the alignments between specific ILOs and PLOs.	No documentation showing alignment of PLOs to ILOs exists.  <input type="checkbox"/>	The program has a general statement of how its PLOs relate to the college's statement of ILOs.  <input type="checkbox"/>	A clear and specific depiction of how the PLOs contribute to fulfillment of ILOs exists.  <input type="checkbox"/>	The program's mapping of its PLOs with ILOs also depicts how the PLOs articulate with General Education outcomes.  <input type="checkbox"/>
	<b>Comments:</b>				
Program Assessment Plan	The program has a schedule for assessing each PLO.	No assessment plan exists.  <input type="checkbox"/>	There is an established cycle for assessing PLOs.  <input type="checkbox"/>	A plan has been determined that ensures that the assessment of each PLO occurs on an established schedule.  <input type="checkbox"/>	There is an assessment plan that is integrated with the program's curriculum map and that provides for multiple assessments of PLOs on an established schedule.  <input type="checkbox"/>
	<b>Comments:</b>				
Assessment of PLOs	Data from direct measures of student performance, supplemented by indirect measures, are collected regularly to assess all PLOs.	Systematic and sustained efforts to assess PLOs have not commenced.  <input type="checkbox"/>	Some of the PLOs are assessed but there is no established schedule to ensure systematic assessment of all the outcomes.  <input type="checkbox"/>	Assessment of student learning outcomes takes place on an established schedule, and all PLOs are assessed. Most of the outcomes incorporate the use of direct measures of learning and some may include indirect measures.  <input type="checkbox"/>	Direct measures of learning are used to assess each PLO and these are consistently supplemented by indirect measures, as appropriate. All PLOs are assessed on an established schedule.  <input type="checkbox"/>
	<b>Comments:</b>				

