This rubric was designed to serve as a guide for academic departments in their efforts to assess program effectiveness and alignment with the college's mission. It is intended to be applied by faculty on a regular basis to monitor the process of assessment of academic programs offered by the department, including interdisciplinary majors and minors.

Glossary

A Learning Outcome identifies knowledge or skills learned in a way that is measureable. A learning outcome should be written using specific performance-based verbs, such as identify, create, recall, estimate, apply, outline, interpret, calculate, sketch, summarize, etc.

Course Learning Outcomes (CLOs) identify what students will know and be able to demonstrate upon successful completion of a course. A course syllabus should list learning outcomes.

Program Learning Outcomes (PLOs) are statements that describe what students will know and be able to demonstrate upon successful completion of a program, such as a major.

Program objectives or outcomes in contrast, identify the potential benefit to students who complete a program's PLOs, such as careers and areas of professional or graduate training the program is designed to prepare students to pursue.

A Curriculum Map is a table or chart that shows the connection between courses and learning outcomes. Each major program should have a map that illustrates how the course requirements for the program connect to its stated learning outcomes.

Institutional Learning Outcomes (ILOs) identify what students will know and be able to demonstrate upon successful completion of the college's graduation requirements. PLOs should be aligned with ILOs.

The intended meanings of the terms attached to the four levels of the scale also warrant comment. These labels were chosen to convey degrees of progress toward assessment-related goals, and the labels are approximations at best. **Not evident** suggests the program is not doing this aspect of assessment. **Emerging** implies work on this aspect of assessment is underway in the program, possibly newly created, but still largely piecemeal in its manifestation. **Proficient** means the program is doing a competent job with this aspect of assessment, but there are still slight gaps/deficiencies. **Mature** indicates the program has a thorough and accomplished process in place for this aspect of assessment.

Academic-Program-Assessment Assessment Rubric

Program:_____   Sponsoring Department/School:_____

<u>Directions</u>: For each row in the rubric, select the level (0, 1, 2, or 3) that most accurately describes the current state of your academic program.

Aspect	Goal	Level 0: Not Evident	Level 1: Emerging	Level 2: Proficient	Level 3: Mature
Program Learning Outcomes (PLOs)	There are written, measureable 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.	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 measureable.	Measureable 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.	The PLOs are measureable 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.
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.	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.	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.	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.
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.	The program has a general statement of how its PLOs relate to the college's statement of ILOs.	A clear and specific depiction of how the PLOs contribute to fulfillment of ILOs exists.	The program's mapping of its PLOs with ILOs also depicts how the PLOs articulate with General Education outcomes.
Program Assessment Plan	The program has a schedule for assessing each PLO.	No assessment plan exists.	There is an established cycle for assessing PLOs.	A plan has been determined that ensures that the assessment of each PLO occurs on an established schedule.	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.

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SCOA Academic Program
Assessment Rubric

Aspect	Goal	Level 0: Not Evident	Level 1: Emerging	Level 2: Proficient	Level 3: Mature
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.	Some of the PLOs are assessed but there is no established schedule to ensure systematic assessment of all the outcomes.	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.	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.
Dissemination and Consideration of results	Assessment data are recorded, shared, and examined.	Assessment data are collected, but not shared with and/or discussed by program faculty or administration.	Assessment results are collected and recorded in a place accessible by program faculty and administrators, but there is no evidence that faculty are considering the results for the purpose of program modification and improvement.	Assessment results are accessible and there is evidence that the implications of program assessment results are consistently considered by the faculty.	Assessment results are accessible and consistently considered by program faculty. In addition, conclusions and recommendations based on consideration of assessment results are regularly shared with administrators and/or in public forums.
Program Improvement	Assessment results are regularly used as the basis for program modification and continuous improvement.	Assessment data are not examined when considering how to improve the program.	Assessment data are examined when considering program improvements. But, program modification is not guided by the goal to improve learning assessment results.	Assessment results are regularly examined and there is evidence the results have served as the basis of program modifications designed to improve learning assessment results.	Assessment results, along with other program outcome data, are regularly used as the basis for improving the program. Follow-up assessments are performed to ensure that program modifications are effective in improving learning assessment results.
Program Review	Program review is conducted on an established schedule and when conducted a comprehensive self-study is prepared, including an examination of the extent to which the program is achieving its stated learning and other program outcomes.	The program does not conduct a systematic review on an established schedule, or one that includes a comprehensive self-study.	The program conducts a review that includes a comprehensive self-study on an established schedule. PLO assessment results and other program outcome data are reported, but are not the primary consideration in the examination of how well the program is performing.	Program conducts a review that includes a comprehensive self-study on an established schedule. PLO assessment results and other program outcome data are reported and are consistently used as the primary basis of a determination of how well the program is performing.	Program conducts a reviews on an established schedule, and the review is based in a thorough examination of PLO assessment results and other program outcome data. These findings are the basis of program improvement recommendations generated by the review process, ensuring recommendations are based on assessment results.

SCOA Academic Program
Assessment Rubric