### Student Learning Outcomes Assessment Development Rubric, 2021-2022

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| **Criterion** | **Absent or Initial** | **Emerging** | **Developed** | **Highly Developed** |
| **Course Learning Outcomes (CLOs)** | Course-level learning outcomes (CLOs) are absent from some or most course syllabi, or are too vague to be informative or useful. | CLOs are present in most syllabi, but many are still vague, or are not student-centered, observable, or aligned with assignments.  | All, or nearly all syllabi include CLOs; many are specific, informative, student-centered, observable, and aligned with assignments. | All syllabi include CLOs; all or nearly all are specific, informative, student-centered, observable, and aligned with assignments. |
| **Program Learning Outcomes****(PLOs)** | Program Learning Outcomes (PLOs) are absent or not stated clearly in student-centered terms. Few are appropriate for course or program level (upper or lower-division; UG or Grad), or measureable. All or most describe activities rather than learning, are too specific, or too general. | Some PLOs are stated clearly, are measureable, and appropriate for the course or program level. Some still tend to describe activities rather than learning, are too specific or too general. | Most PLOs are clearly stated using active verbs and are concretely measureable and appropriate for course & program level. | All or almost all PLOs are clearly stated using active verbs and are concretely measureable. They are appropriate for course & program level; tied to larger program goals, and form a cohesive set of learning goals appropriate to UG or Grad level as defined. |
| **Curriculum Map** | No curriculum map in place. As a result, there is over-assessment in some courses, especially at the lower level, and lack of relation between objectives & courses utilized. | The curriculum map doesn’t cover all core courses or PLOs, or uses out-of-date PLOs or curriculum. Map might show unaddressed over- or under-coverage of some outcomes.  | The curriculum map is up-to-date & covers all core courses & PLOs. Notation only shows coverage, without additional information. The map is reviewed regularly & used to ensure that balanced assessment takes place across the curriculum.  | The curriculum map is up-to-date & covers all core courses & PLOs. Notation shows information in addition to coverage.The map is reviewed regularly & used to ensure that balanced assessment takes place across the curriculum |
| **Course or Level of Assessment** | Few if any specific courses or exams are indicated as places for assessment; only general indications (e.g. 200-level courses) are present. | Over-assessment in some, esp. lower-level courses, & often lacking relation between objectives & courses utilized. Statements of where assessments will take place are missing or vague. | Assessment is generally conducted throughout the curriculum in a well-balanced way across course levels and substantive foci, with only a few areas of over- or under-assessment, with focus on upper level courses or gatekeeper exams or capstone projects as appropriate. | Assessment is conducted throughout the curriculum in a well-balanced way across course levels and substantive foci, with focus on upper-level courses or gatekeeper exams or capstone projects as appropriate. The assessment plan notes specific exams or assignments. |
| **How Assessed/** **Assessment Methods** | Few if any direct measures are indicated. No evident connection with the learning objectives. Course grades or grades on multi-purpose assignments or tests, or indirect measures, are used for most outcomes. | Some direct measures are indicated. Connection with the learning objectives may still be unclear. Course grades or grades on multi-purpose assignments or tests, or indirect measures, are still used for some outcomes. | Direct measures are indicated for most outcomes, with indirect assessments as supplemental. The measures are clearly focused & appropriate for the objectives. | Direct measures are indicated for all outcomes, with indirect assessments as supplemental. Measures are clearly focused & appropriate for the objectives & for the course or degree level. |
| **Assessment Plan/** **Timeline** | No timeline present, or few, if any, assessments are specified. If they are, activities are planned for one semester/year. Assessment of all the learning outcomes would require more than 5 years or are packed into 1 year. | Some incomplete or missing elements of the timeline. Assessment activity is distributed unevenly, with some lapses in activity. No clear plan for assessment all PLOs within 5 years. | Most elements of a workable timeline are included. There may be an uneven distribution of assessment activity, or an occasional lapse in activity or planned activity. The plan shows a clear path to assessing all PLOs with 5 years. | The timeline covers a reasonable time period within which all the objectives will be measured. There is an even distribution of assessment activity with no lapses in activity or planned activity. The plan includes assessment at all appropriate levels. |
| **Participation & Engagement** | No participation by faculty other than the Assessment Coordinator. Little or no engagement with assessment & ACERT meetings or events. | One or two others beyond the Assessment Coordinator participate in assessment; some engagement with assessment & ACERT events. | Widespread participation in assessment activities. Substantial participation in assessment & ACERT meetings & events. | Widespread participation in assessment activities, with coordinated efforts. Substantial participation & leadership in assessment & ACERT events, including presentations. |
| **Results of Assessments** | Few, if any, results are reported, with little or no narrative. It is not evident how reported levels of achievement (e.g. “The majority of students did well”) should be interpreted. Results are mostly overall grades or achievement levels, without elaboration. | Some results are reported, but don’t clearly indicate levels of learning. It is not always evident how reported levels of achievement (e.g. “The majority of students did well”) should be interpreted by the reader. Results include course grades, with little or no elaboration. | Results are reported for most assessments as numerical data or other clear indicators, with a brief narrative explanation. Levels of achievement are generally clearly reported for the external reader, although there may be some need for clarification. | Results are reported for all assessments as numerical data or other clear indicators, with detailed narrative explanation. Levels of achievement are clearly interpreted for the reader. External reader can be confident that valid assessment took place. |
| **Use of Results** | No changes are reported as a result of assessment or reported changes do not connect to assessment results or back to objectives. No follow-up on previous changes. | Some changes/planned changes are reported, but they do not necessarily connect to assessment results or back to objectives. No follow-up on previous changes. | Changes/planned changes are reported for most assessments. They relate to assessment results and to the objective assessed. Where no changes are planned, non-action is supported by reported results. Some follow-up on previous changes. | Changes/planned changes described are clearly based on assessment results and relate directly back to the objective. Where no changes are planned, non-action is supported by reported results. Assessment of the impact of previous changes is included. |