

Geneseo's Academic Program Assessment Rubric*

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 measurable. 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.

*The rubric has been adapted from another that was created by the SUNY Council on Assessment.

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Program: _____

Sponsoring Department/School: _____

Directions: 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)	Written, measurable PLOs that are consistent with the department's/school's mission and the program's objectives	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 measurable.	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 PLOs are measurable and also transparently consistent with the sponsoring department's/school's mission and goals. The statement of PLOs is publicly available.
Curriculum Mapping	A comprehensive depiction (curriculum map) showing how PLOs are addressed by the program's curriculum	No curriculum map exists.	A curriculum map has been created, but it is incomplete. Some PLOs are not mapped to program requirements and/or all courses that contribute to a PLO are not shown.	A comprehensive curriculum map showing how all program learning outcomes are addressed by program requirements has been created. The map demonstrates how multiple courses/requirements contribute to achieving some or all of the PLOs.	A comprehensive curriculum map showing clear linkages between all PLOs and programmatic requirements has been created. The progression from introduction to mastery of each PLO is tied to sequencing of course requirements.
Alignment of PLOs with Institutional Learning Outcomes (ILOs)	A statement identifying the specific ILOs that the program contributes to achieving	No statement identifying the specific ILOs that the program contributes to achieving exists.	The program has a general statement identifying the specific ILOs that the program contributes to achieving.	The program has a clear and explicit depiction of the specific ILOs that the program contributes to achieving.	The program's mapping of its PLOs with ILOs also depicts how the PLOs articulate with other programs (such as General Education) to assure all ILOs are achieved by students.
Program Assessment Plan	A schedule for assessing each PLO	No assessment plan exists.	The program relies on short-term planning, such as selecting which PLO(s) to assess in the current year.	There is an established multi-year plan that ensures that the assessment of each PLO occurs regularly.	There is an assessment plan that is integrated with the program's curriculum map and that provides for multiple assessments of PLOs on a regular basis.
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.	Direct measures are used to assess some PLOs. Multiple measures are not used.	Direct measures of learning are used to assess each PLO. Multiple measures are used for some PLOs.	Direct measures of learning are used to assess each PLO and these are supplemented by indirect measures, as appropriate.
Dissemination and Examination of Outcomes Data	Assessment data are recorded, shared, and examined	Assessment data are not recorded and shared with program faculty or administrators.	Assessment data are collected and recorded in a place accessible by program faculty and administrators.	Assessment data are accessible and there is evidence that the implications of the program's assessment results are discussed regularly by the faculty.	Assessment data are accessible and examined by program faculty. Conclusions and recommendations are shared with administrators and/or in public forums.
Program Review and Renewal	Program review that consists of a comprehensive examination of the PLOs, their alignment with the curriculum and the ILOs, and the outcomes data is conducted on a regular cycle	Assessment data are not examined when considering how to improve the program.	Assessment data are examined when considering program revision, but program revision is not guided by the goal to improve learning outcomes.	Assessment results are regularly examined and there is evidence the results have served as the basis of program revisions designed to improve learning outcomes.	Assessment results are regularly used as the basis for improving the program. Follow-up assessments are performed to ensure that program revisions are effective.