

AWC Academic Program Learning Outcomes Rubric

Criterion	Initial	Emerging	Developed	Highly Developed
Comprehensive List	The list of outcomes is incomplete, overly detailed, inappropriate, and/or disorganized. List may include only discipline-specific learning, ignoring institution-wide learning outcomes. Outcomes (application of theory to real problems) are confused with learning processes (internship).	The list includes reasonable outcomes but does not specify expectations for the program as a whole. Institution-wide learning outcomes ignored. Distinction between certificates and degrees may be unclear.	The list is a well-organized set of reasonable outcomes that focus on key knowledge, skills, and values students learn in the program. Includes relevant institution-wide outcomes. Outcomes are appropriate for the level. When applicable, national standards have been considered.	The list is reasonable, appropriate, and comprehensive, with clear distinctions between certificate and program level expectations. Faculty have agreed on criteria for assessing students' level of mastery of each outcome.
Assessable Outcomes	Outcome statements do not identify what students can do to demonstrate learning. Statements may start with 'Students understand...', an unmeasurable outcome.	Most outcomes indicate how students can demonstrate learning.	Each outcomes describes how students can demonstrate learning, e.g., "Graduates can write reports in APA style" or "Graduates can make original contributions to biological knowledge."	Outcomes describe how students can demonstrate learning. Faculty have agreed on criteria statements, such as rubrics, and have identified examples of student performance at varying levels of each outcome.
Alignment	No clear relationship between the outcomes and the curriculum students experience.	Students appear to be given reasonable opportunities to develop the outcomes in the required curriculum.	Curriculum is designed to provide opportunities for students to learn and develop sophistication with respect to each outcome. Design may be summarized in a curriculum map.	Pedagogy, grading, curriculum, relevant support services, and co-curriculum are explicitly aligned with each outcome. Curriculum map indicates increasing level of proficiency.
Assessment Planning	No formal plan for assessing each outcome.	Program relies on short term planning, such as selecting which outcome(s) to assess in the current year.	Program has a multi-year assessment plan that identifies when each outcome will be assessed. Plan may include analysis and implementation of improvements.	Program has a fully-articulated, sustainable, multi-year assessment plan that describes when and how each outcome will be assessed and how improvements based on findings will be implemented. Plan is routinely examined and revised as needed.
The Student Experience	Students know little or nothing of the overall outcomes of the program. Communication of program outcomes to students in syllabi, catalog, and/or online, is spotty or nonexistent.	Students have some knowledge of program outcomes. Communication	Students have a good grasp of program outcomes. Outcomes are included in most syllabi, in the catalog, online, and in other program related documents.	Students are well-acquainted with program outcomes and may participate in creation and use of rubrics. They are skilled at self-assessing in relation to the outcomes and levels of performance. Program policy calls for inclusion of program outcomes in all course syllabi, online, in the catalog, and on other program documents.

Borrowed from Claremont McKenna College, 2014. Adapted and revised by Elaine Groggett, Assessment, Program Review, Curriculum and Articulation Office, AWC. 2014.