

Rubric for iWiki Rapid Review of Program Revision or New Program Proposal

	<i>Incipient – Modification Suggested</i>	<i>Appropriate – Clarification needed</i>	<i>Competent – No Revision Needed</i>	<i>Proficient – No Revision Needed</i>
How Clearly are the Learning Outcomes Described?	Outcome statements do not identify specific learning goals. Statements may start with weaker verbs such "Understand," "Value," or "Appreciate" which are aspirational goals that cannot be measured directly.	Outcome statements all begin with the same verb or use weak verbs or general language to identify student learning goals, for example, "Know how to find resources in the library."	Outcome statements begin with a range of strong verbs and clearly describe learning mastery, for example, "Perform compositions in many different musical styles."	Outcome statements begin with strong verbs from different levels of Bloom's Taxonomy and describe learning in detail, for example, "Model stream flow to estimate flood risk."
Are the Program Learning Outcomes Comprehensive and Appropriate in Number?	The list of outcomes is either too short (less than 4), too long (more than 6*) or incomplete. The list is disorganized and/or does not seem to capture the main academic goals of the program. <i>*waived if accredited/certified program</i>	The list of outcomes is appropriate in number (4 to 6*) and reflects the main academic goals of the program. Learning outcomes may be confused with learning processes such as internships. <i>*waived if accredited/certified program</i>	The program outcomes match the program's academic goals and focus on measurable student achievement. When applicable, national standards or licensing requirements have been considered.	The list of program outcomes captures the program's academic goals and clearly measures student achievement. When applicable, national standards or licensing requirements have been followed.
Are the Learning Outcomes Mapped to Relevant Courses?	The listed learning outcomes do not clearly connect to the proposed program's curriculum. Relationships of outcomes to individual courses are not shown.	The curriculum and course sequence give students reasonable opportunities to achieve the desired program learning outcomes. Linked courses are noted for at least some outcomes.	The mapped course sequence gives students many opportunities to learn and master each outcome. Each outcome is linked to at least one course in the curriculum.	The curriculum is well designed to allow students to achieve the desired learning outcomes from many courses. All outcomes are linked to relevant courses in a clear order.
How will the Program Learning Outcomes be Assessed?	The list of assessment strategies is vague or seems inappropriate in level or methodology for the actual program. No information is given about which courses or activities will be used for assessment.	The list of assessment strategies is specific but may not be appropriate to the program. No information is given about which courses or non-course activities will be used for assessment.	The list of assessment strategies is detailed, specific and appropriate for the program. Assessments are embedded in appropriate courses or non-course activities for most learning outcomes.	Assessment strategies flow naturally from the curriculum and reinforce its educational goals. Assessments occur both within and outside courses, as appropriate for each learning outcome.
Are the Assessment Strategies¹ Varied and Appropriate for Each Program Outcome?	Either the same assessment strategy is used for every learning outcome in the program OR the type of assessment chosen does not seem feasible for some learning outcomes.	At least two different strategies have been identified in the assessment plan. Most assessments seem feasible and should yield usable data on student learning outcomes.	Assessment strategies are varied and seem to have been chosen with some thought given to their feasibility and for the value of the data they will provide on each learning outcome.	Assessment strategies are diverse and thoughtfully designed to yield the most useful data for each outcome by using a combination of assessment types appropriate for each learning outcome.

SPECIFIC REVIEWER RECOMMENDATIONS (IF ANY):

- 1.

- 2.

- 3.

¹ Direct assessments rely on student work (example: grade on paper). Indirect assessments rely on student or faculty feedback (example: Qualtrics survey). Summative assessments are given at the end of learning (example: final project grades). Formative assessments are given repeatedly during learning (example: peer feedback). Objective assessments measure what students know (example: multiple-choice exams). Performance-based assessments measure what students can do (example: lab report or music recital). Authentic assessments allow student to demonstrate real-world skills and capabilities (example: student teaching or internship observation).

Three Steps for Writing Good Program-Level Student Learning Outcomes (PSLOs)

1 - Begin each outcome with a strong key verb. Do not use the same verb for all of your outcomes.

2 - Capture different knowledge areas and different levels of learning using words from Bloom's taxonomy.²

Learning Level	Typical Verbs Used to Describe Learning	Sample PSLO's from Actual IUP Academic Degree Programs (They all implicitly begin with the phrase "Graduates will be able to")
Create	design, formulate, build, invent, create, deliver, plan, hypothesize, compose, generate, derive, modify, develop, construct, implement	Deliver and implement goal-oriented communication campaigns in writing, in person and online. (MS, Strategic Communications)
Evaluate	choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate.	Measure and evaluate the effectiveness of hazard controls and hazard control programs. (BS, Safety Science)
Analyze	classify, break down, categorize, analyze, diagram, illustrate, criticize, simplify, associate, organize, prioritize, subdivide, distinguish	Analyze diverse texts (including those written by women and minorities) with attention to historical context and appropriate theories. (BA, English)
Apply	calculate, predict, apply, solve, illustrate, use, demonstrate, organize, determine, model, perform, present, prepare, choose, develop	Apply epidemiologic concepts and methods to public health policy and practice concerning the determinants, occurrence, distribution, prevention, and control of human diseases. (BS, Public Health, Epidemiology and Biostatistics Concentration)
Understand	describe, distinguish, explain, paraphrase, restate, give original examples of, summarize, contrast, interpret, discuss.	Describe the impact of engineering solutions on society and explain why life-long learning and licensure are needed to solve contemporary environmental issues. (BS, Environmental Engineering)
Remember	list, recite, outline, define, name, match, quote, recall, identify, label, recognize, state	Recognize the interrelationships of cultural products, practices, and perspectives in the Spanish-speaking world through the study and research of Hispanic literature, cultural products, history, politics, and social movements. (BA, Spanish)
3 – Try to Avoid Using Weaker Words and Phrases Such As:	appreciate believe improve value approach become know about learn about be aware of grasp the significance of become familiar with gain knowledge of gain the ability to understand the importance of	

² **References:**

Anderson, Lorin W.; Krathwohl, David R., eds. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Allyn and Bacon. ISBN 978-0-8013-1903-7.

Bloom, B. S.; Engelhart, M. D.; Furst, E. J.; Hill, W. H.; Krathwohl, D. R. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. New York: David McKay Company.