PROGRAM OF STUDY _____

Learning Outcomes Rubric
Assessing the Completeness & Quality for Program of Study and Essential Learning Outcomes

Directions: This Program of Study Learning Outcomes Rubric is designed for use when reviewing Program of Study and Essential Learning Outcomes. Click the check box to indicate the appropriate rating. **Tips**: Not every course has to align to a Program of Study Learning Outcome. Assess at the highest level learning outcome verb(s) and highest level measurement type(s). Use liberal judgment.

	Criterion	Highly Developed	Developed	Emerging/ Underdeveloped	Reviewer Notes & Comments
COMPLETENESS	**A. Essential Learning Outcomes -** LCC's Institutional-level outcomes of graduating students	Essential learning outcomes are identified		No essential learning outcomes are identified	
	B. Program of Study Outcomes – Program of Study outcomes of graduating students	Program of study outcomes are identified		No program of study outcomes are identified	
	C. Mastery Level – A 2-year level of mastery (I, R, M) is provided for each course	At least one level of mastery is identified for every course	A level of mastery is not identified for one course	More than 1 course does not identify a level of mastery	
	D. Type of Assessment - A type of measurement is provided for each course	At least one type of measurement is identified for every course	A type of measurement is not identified for one course	More than 1 course does not identify a type of measurement	
QUALITY	**E. Outcome Statement -** The outcome is student-centered & measurable	All Program of Study outcomes are student-centered & measurable	Most Program of Study outcomes are student-centered & measurable	Few or none of the Program of Study outcomes are student-centered & measurable	
	F. Assessment Type Alignment - There is a match between the learning outcome & measurement type *(see Bloom's Taxonomy & Assessment table for reference)*	All of the types of measurement are appropriately aligned to all outcomes	Most of the types of measurement are appropriately aligned to all outcomes	Few or none of the types of measurement are appropriately aligned to all outcomes	

Program of Study Learning Outcomes Feedback Form

Program of Study: _____   **Date of Review**: _____

Overall Comments:

Recommendations for Improvement:

Next Steps/Follow-Up:

Reviewer 1 _____

Reviewer 2 _____

Bloom's Taxonomy and Assessment

Level	Definition	Some *Examples of Learning Outcome Verbs	Some *Examples of how it is Measured	
			Direct Measures	Indirect Measures
1	**Knowledge** The student can recognize and recall relevant knowledge from long-term memory	Remember; Understand; Identify; Select; List; Describe; Recall; Recognize; State; Define; Memorize; Repeat; Reproduce	Test; Quiz; Exam *Plus any direct measures listed in rows 2-6*	Course Grade Surveys Interview Course Evaluation Self-assessment
2	**Comprehension** The student can construct meaning from verbal, written, & graphic messages	Classify; Compare; Explain; Infer; Interpret, Summarize; Contrast; Illustrate; Match; Interpret; Paraphrase; Discuss	List; Outline; Demonstration; Outline; Story *Plus any direct measures listed in rows 3-6*	
3	**Application** The student can use information in a new way	Use; Apply; Implement; Diary; Interview; Journal; Perform; Present; Simulate; Calculate; Solve; Discover; Manipulate; Modify; Operate; Prepare	Demonstration; Journal; Diary; Illustration; Performance; Presentation; Simulation; Blog; Process; Project *Plus any direct measures listed in rows 4-6*	
4	**Analysis** The student can distinguish between parts, how they relate to each other, and to the overall structure and purpose	Analyze; Chart; Graph; Survey; Attribute; Deconstruct; Integrate; Organize; Outline; Structure; Examine; Break down; Separate	Chart; Checklist; Database; Report; Spreadsheet; Debate; Lab; Essay; Paper *Plus any direct measures listed in rows 5-6*	
5	**Synthesis** The student can solve a problem by putting information together that requires new, creative thinking	Construct; Design; Devise; Invent; Make; Plan; Produce; Propose; Manage; Create; Arrange	Media product; Painting; Plan; Song; Story; Debate; Portfolio; Capstone *Plus any direct measures listed in row 6*	
6	**Evaluation** The student can make judgments and justify decisions	Attribute; Deconstruct; Integrate; Organize; Outline; Structure; Evaluate; Judge; Appraise; Argue; Defend	Chart; Checklist; Database; Graph; Report; Spreadsheet; Debate; Project; Portfolio; Field Work; Internship; Lab; Critique; Capstone	

*The list of examples of outcome verbs and measures is not comprehensive.

Some additional resources for Bloom's verbs and matching measurement types can be found here:
http://www.moreheadstate.edu/uploadedFiles/Sites/Main_Sites/Academics/COE/Educational_Services_Unit/Blooms%20Verbs%20and%20Assessment%20Types.pdf

http://www.worwic.edu/Media/Documents/Assessment/Bloom's%20Taxonomy%20Breakdown.pdf

http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/BloomsTaxonomy/