



Academic Year 2024-25

ANNUAL RUBRIC AND FEEDBACK REPORT:  
Student Learning Outcomes (SLO)

GRADUATE/PROFESSIONAL CERTIFICATE PROGRAMS

PROGRAM NAME:

.: GENERAL FEEDBACK AND OBSERVATIONS :.

.: ALIGNMENT TO NEW CERTIFICATE PROTOCOL .:		
CONDITION	DOES THE CERT MEET NEW PERIMETERS?	NOTES
Graduate-/professional-level certificate is coherent, distinct course of study below baccalaureate degree-level.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> PARTIALLY	
Graduate-/professional-level certificate leads to mastery in a more narrowly defined set of program-learning outcomes than those obtained in a bachelor's degree program.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> PARTIALLY	
Graduate-/professional-level certificate is at 9 credit hours at the 500-level or above.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> PARTIALLY	
Graduate-/professional-level certificate includes at least 3 core-credits.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> PARTIALLY	
Graduate-/professional-level certificate features a culminating experience (e.g., exit exam, capstone project, capstone course, seminar paper).	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> PARTIALLY	
No more than 30% of credits are shared between programs. Distinction and integrity of credentials is clear.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> PARTIALLY	
Graduate-/professional-level certificate includes independent and appropriately-leveled SLOs for credential.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> PARTIALLY	
Graduate-/professional-level certificate is a stand-alone SLO report.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> PARTIALLY	
Graduate-/professional-level certificate has a stand-alone curriculum map.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> PARTIALLY	

## .: CURRICULUM MAP :.

CATEGORY	NO FURTHER ACTION NEEDED	MEETS EXPECTATIONS	IMPROVING	INCOMPLETE
<b>CORE COURSES</b>	<input type="checkbox"/> Met or Exceeded Expectations in previous cycle(s).	<input type="checkbox"/> Identifies all common core courses that all students must take in order to complete program.	<input type="checkbox"/> Some common core courses that all students must take in order to complete program are identified, but list is incomplete.	<input type="checkbox"/> Does <b>not</b> identify any common core courses that all students must take in order to complete program.
<b>ALIGNMENT TO SLOs</b>	<input type="checkbox"/> Met or Exceeded Expectations in previous cycle(s).	<input type="checkbox"/> Map explicitly aligns with student learning outcomes (SLOs) identified throughout annual SLO report.	<input type="checkbox"/> Map aligns with some, but not all, student learning outcomes (SLOs) identified throughout annual SLO report.	<input type="checkbox"/> Map does <b>not</b> explicitly align with any student learning outcomes (SLOs) identified throughout annual SLO report.
<b>ALIGNMET TO DIRECT MEASURES</b>	<input type="checkbox"/> Met or Exceeded Expectations in previous cycle(s).	<input type="checkbox"/> Map explicitly aligns with SLOs' Measures/Learning Activities identified throughout annual SLO report.	<input type="checkbox"/> Map aligns with some, but not all, SLOs' Measures/Learning Activities identified throughout annual SLO report.	<input type="checkbox"/> Map does <b>not</b> align with any SLOs' Measures/Learning Activities identified throughout annual SLO report.
<b>STYLE, CRAFT, CLARITY</b>	<input type="checkbox"/> Met or Exceeded Expectations in previous cycle(s).	<input type="checkbox"/> Clear and concise to the outside reviewer.	<input type="checkbox"/> Lacks clear and concise writing.	<input type="checkbox"/> <b>No</b> map provided.

## .: PROGRAM MISSION STATEMENT .:

CATEGORY	"EXTRA CREDIT" EXEMPLAR	MEETS EXPECTATIONS	IMPROVING	DEVELOPING	INCOMPLETE
<b>ALIGNMENT TO UNIVERSITY'S MISSION</b>	<input type="checkbox"/> It is clear where the program aligns with the university's strategic plan, Cardinal Principles, and/or other institutional values or initiatives.	<input type="checkbox"/> Explicitly aligns with the university's mission statement.	<input type="checkbox"/> Aligns with most—but not all—tenets of the university's mission statement.	<input type="checkbox"/> Needs refinement to better align with the University's mission statement.	<input type="checkbox"/> Not aligned with the University's mission statement.
<b>PROGRAM SPECIFICITY</b>	<input type="checkbox"/> Unique purpose of the program is clearly discernable from any related or associated disciplines.	<input type="checkbox"/> Describes the unique purpose of the program.	<input type="checkbox"/> Additional information provided since previous cycle -OR- unique purpose not fully distinguished.	<input type="checkbox"/> Too general to distinguish the unique purpose of the program.	<input type="checkbox"/> Does not provide the purpose of the program.
<b>POPULATIONS</b>	<input type="checkbox"/> Identified population(s) touch upon those the program looks forward to serving.	<input type="checkbox"/> Identifies specific population(s) served by the program (beyond students).	<input type="checkbox"/> Identifies student population(s) served.	<input type="checkbox"/> Population(s) served by the program not clearly communicated.	<input type="checkbox"/> Does not identify population(s) served by the program.
<b>STYLE, CRAFT, CLARITY</b>	<input type="checkbox"/> Writing craft (syntax, grammar, tone, etc.) are strong and language is accessible to outside reader.	<input type="checkbox"/> Clear and concise writing.	<input type="checkbox"/> Writing improved since previous cycle, but additional refinement is needed.	<input type="checkbox"/> Lacks clear and concise writing.	<input type="checkbox"/> Incomplete information is provided.
<b>PROGRAM-LEVEL LANGUAGE</b>	<input type="checkbox"/> Statement explicitly names and writes into the program's degree-type/level.	<input type="checkbox"/> Statement identifies degree-level program, and includes details specific to that program.	<input type="checkbox"/> Statement not discernable from other programs affiliated with department, and statement is mostly crafted at the departmental-level.	<input type="checkbox"/> Departmental-level only statement provided.	<input type="checkbox"/> No statement is provided.

## .: PROGRAM GOALS .:

CATEGORY	"EXTRA CREDIT" EXEMPLAR	MEETS EXPECTATIONS	IMPROVING	DEVELOPING	INCOMPLETE
<b>ALL COMPETENCIES UNIQUELY ADDRESSED</b>	<input type="checkbox"/> All 2-3 competencies are aligned with the end-of-program and could not be mistaken for occurring at the beginning, middle, or course-level.	<input type="checkbox"/> Identifies the 2-3 required competencies.	<input type="checkbox"/> 2-3 required competencies identified, but overlap with one another (e.g., one goal for one competency is nearly duplicated for another).	<input type="checkbox"/> Missing the following required competencies related to: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> <b>No</b> program goals identified.
<b>STYLE, CRAFT, CLARITY</b>	<input type="checkbox"/> Goal's structure is written from the perspective of the program rather than the student, and does not include language and terminology better-suited for a student learning outcome.	<input type="checkbox"/> <b>All</b> program goals have broad statements that address the 2-3 key competency areas that students will acquire and demonstrate upon graduation.	<input type="checkbox"/> Some improvements made to language; however, refinement is needed to distinguish all goals from one another.	<input type="checkbox"/> <b>Some</b> (but not all) program goals need refinement to include broad statements that address the 2-3 key competency areas that students will acquire and demonstrate upon graduation. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> <b>No</b> program goals have broad statements that address the 2-3 key competency areas that students will acquire and demonstrate upon graduation.
<b>ALIGNMENT TO MISSION STATEMENT</b>	<input type="checkbox"/> It is clear how the program goals align to or support the university's mission.	<input type="checkbox"/> <b>All</b> program goals are clearly aligned to the program's mission statement.	<input type="checkbox"/> Some improvements have been made to goals since the previous cycle, however, additional refinement is still needed in order to align with program's mission statement: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> <b>Some</b> (but not all) program goals need refinement to more clearly align with the program's mission statement. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> <b>No</b> program goals align to the program's mission statement.

.: STUDENT LEARNING OUTCOMES .:					
CATEGORY	"EXTRA CREDIT" EXEMPLAR	MEETS EXPECTATIONS	IMPROVING	DEVELOPING	INCOMPLETE
ALL COMPETENCIES UNIQUELY ADDRESSED	<input type="checkbox"/> All 2-3 outcomes are aligned with the end-of-program and could not be mistaken for occurring at the beginning, middle, or course-level.	<input type="checkbox"/> Identifies at least 1 outcome for each of the 2-3 corresponding competencies.	<input type="checkbox"/> 2-3 required competencies are identified, but overlap with one another (e.g., one outcome for one competency is nearly duplicated for another): <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Missing outcomes for competencies related to: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> No outcomes are identified.
STYLE, CRAFT, CLARITY	<input type="checkbox"/> Outcomes' structure and style have been significantly revised on a granular-level by integrating precise language. Extraneous language and detail have been excised or moved to Additional Notes component.	<input type="checkbox"/> All outcomes describe the specific knowledge, skill, or perception to be gained or improved upon graduation through participation in the program.	<input type="checkbox"/> Some improvements made to language; however, refinement is needed to distinguish some outcomes from one another: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Some (but not all) outcomes need refinement to better describe the specific knowledge, skill or perception to be gained or improved upon graduation through participation in the program. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> No outcomes describe the specific knowledge, skill or perception to be gained or improved upon graduation through participation in the program.
MEASURABILITY OF LEARNING ACTIVITIES	<input type="checkbox"/> Terminology used in learning outcomes is clearly derived from resources such as Bloom's Taxonomy.	<input type="checkbox"/> All outcomes are measurable learning activities.	<input type="checkbox"/> Some improvements have been made to outcomes, but additional refinement is still needed in order for outcomes to be measurable: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Some (but not all) outcomes need refinement to better identify measurable learning activities. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> No outcomes identify measurable learning activities.

## .: MEASURES :.

CATEGORY	"EXTRA CREDIT" EXEMPLAR	MEETS EXPECTATIONS	IMPROVING	DEVELOPING	INCOMPLETE
<b>LEARNING ACTIVITIES ARE <u>DIRECT</u> ASSESSMENT MEASURES</b>	<input type="checkbox"/> Direct assessment measures provide strong detail of learning activities' assignment perimeters and expectations.	<input type="checkbox"/> Identifies at least 1 <b>direct</b> assessment measure for <b>each</b> learning outcome.	<input type="checkbox"/> Direct measure(s) identified since previous cycle, but does not align to associated SLO: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Missing direct assessment measure(s) for outcomes related to: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> <b>No</b> direct assessment measures are identified.
<b>DESCRIPTION OF EVALUATION TOOLS/CRITERIA</b>	<input type="checkbox"/> Direct assessment measures provide strong detail of evaluation tools/criteria, and/or copies of these tools/criteria accompany the annual SLO report.	<input type="checkbox"/> <b>All</b> direct assessment measures describe how students' work will be evaluated to determine their level of competency.	<input type="checkbox"/> Direct measure(s) updated since previous cycle, but additional information is still needed: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> <b>Some</b> (but not all) direct assessment measures need refinement to better describe how students' work will be evaluated to determine their level of competency: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> <b>No</b> direct assessment measures describe how students' work will be evaluated to determine their level of competency.
<b>ALIGNMENT TO LEARNING OUTCOMES</b>	<input type="checkbox"/> Direct assessment measures' level of rigor is appropriate to an end-of-program outcome (e.g., direct measures are from culminating courses or activities rather than introductory or other courses offered at the start of program.)	<input type="checkbox"/> <b>All</b> direct assessment measures are clearly aligned to a specific outcome, and all referenced documentation in all measures is provided.	<input type="checkbox"/> Some refinement is needed to better-align rubrics and supplemental material to learning activity and overarching SLO/competency: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> <b>Some</b> (but not all) rubrics or supplemental materials identified in report are not included: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> <b>No</b> direct assessment measures are aligned with specific outcomes.

## .: TARGETS .:

CATEGORY	"EXTRA CREDIT" EXEMPLAR	MEETS EXPECTATIONS	IMPROVING	DEVELOPING	INCOMPLETE
<b>EACH MEASURE HAS A TARGET</b>	<input type="checkbox"/> Targets are expressed in a clear and concise manner, and are easy to read. <input type="checkbox"/> Criteria is N/A to program.	<input type="checkbox"/> Identifies at least 1 target for each direct assessment measure.	<input type="checkbox"/> Improvements have been made, but additional refinement or clarification is needed: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Missing targets for direct assessment measures related to: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> <b>No</b> targets are identified.
<b>EXPRESSION</b>	<input type="checkbox"/> All targets have been adjusted appropriately so as to reinforce the integrity of the program's rigor.	<input type="checkbox"/> <b>All</b> targets indicate the applicable expression (e.g. %, #, rating) and appropriate threshold for achievement of each learning outcome assessed.	<input type="checkbox"/> Improvements have been made, but some information is still missing (e.g., performance threshold has been improved, but the sampling methodology is still unclear): <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> <b>Some</b> (but not all) targets need refinement to clearly indicate the applicable expression (e.g. %, #, rating) and appropriate threshold for achievement of each learning outcome assessed. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> <b>No</b> targets indicate the applicable expression (e.g. %, #, rating) or appropriate threshold for achievement of learning outcomes assessed.
<b>ALIGNMENT TO MEASURE</b>	<input type="checkbox"/> Language in targets' performance threshold is explicitly aligned with evaluation tools associated with learning activities.	<input type="checkbox"/> <b>All</b> targets are clearly aligned to a specific measure.	<input type="checkbox"/> Improvements have been made, but additional refinement is needed or not all direct measures have an associated established target: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> <b>Some</b> (but not all) targets need refinement to better align to a specific measure. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> <b>No</b> targets align with specific measures.
<b>DELINEATION OF TARGETS' N BASED ON PROGRAM MODE OF DELIVERY (FACE-TO-FACE, ONLINE, OFF-SITE)</b>	<input type="checkbox"/> Targets across all modes of delivery are discussed comparatively to the previous cycle's Targets. (E.g., the author notes whether enrollment numbers fluctuate or remain consistent.) <input type="checkbox"/> Criteria is N/A to program.	<input type="checkbox"/> <b>All</b> targets identify # of students being assessed based on program mode-of-delivery. <input type="checkbox"/> Criteria is N/A to program.	<input type="checkbox"/> Improvements have been made since the previous cycle, but the delineation of students based on program mode-of-delivery is still not precise or clear to the outside reader: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> Criteria is N/A to program.	<input type="checkbox"/> <b>Some</b> (but not all) targets identify # of students being assessed based on program mode-of-delivery: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> Criteria is N/A to program.	<input type="checkbox"/> <b>No</b> targets identify # of students being assessed based on program mode-of-delivery. <input type="checkbox"/> Criteria is N/A to program.



## .: FINDINGS .:

CATEGORY	"EXTRA CREDIT" EXEMPLAR	MEETS EXPECTATIONS	IMPROVING	DEVELOPING	INCOMPLETE
<b>IDENTIFICATION OF FINDINGS</b>	<input type="checkbox"/> A discussion or response to each finding is provided alongside indicating whether its associated Target was met or not met.	<input type="checkbox"/> Identifies at least 1 finding for <b>each</b> direct assessment measure.	<input type="checkbox"/> Findings are provided, but there are discrepancies between the data provided and the numbers identified in the associated target: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Missing findings for direct assessment measures related to: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> <b>No</b> findings are identified.
<b>INDICATION OF TARGETS' MET/UNMET/PARTIALLY MET STATUS</b>	<input type="checkbox"/> Findings are discussed comparatively to the previous cycle's findings. (E.g., the author notes where previously unmet targets are now met, or where targets are consistently met.)	<input type="checkbox"/> <b>All</b> findings clearly indicate whether the target was met.	<input type="checkbox"/> Findings are indicated as met, but the numbers or percentages are inconsistent: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> <b>Some</b> (but not all) findings need refinement to better indicate whether the target was met: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> <b>No</b> findings indicate whether the targets were met.
<b>DELINEATION OF FINDINGS BASED ON PROGRAM MODE OF DELIVERY (FACE-TO-FACE, ONLINE, OFF-SITE)</b>	<input type="checkbox"/> Findings across all modes of delivery are discussed comparatively to the previous cycle's findings. (E.g., the author notes where previously unmet targets have now been met, or the author notes where targets are consistently met.)	<input type="checkbox"/> <b>All</b> findings are clearly delineated based on program mode-of-delivery.	<input type="checkbox"/> Improvements have been made since the previous cycle, but the delineation of findings based on program mode-of-delivery is still not precise or clear to the outside reader: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> <b>Some</b> (but not all) findings are delineated based on program mode-of-delivery: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> <b>No</b> findings are delineated based on program mode-of-delivery.
	<input type="checkbox"/> Criteria is N/A to program.	<input type="checkbox"/> Criteria is N/A to program.	<input type="checkbox"/> Criteria is N/A to program.	<input type="checkbox"/> Criteria is N/A to program.	<input type="checkbox"/> Criteria is N/A to program.

## .: ACTION PLAN/STEP .:

CATEGORY	“EXTRA CREDIT” EXEMPLAR	MEETS EXPECTATIONS	IMPROVING	DEVELOPING	INCOMPLETE
<b>ALL FINDINGS (WHETHER MET/UNMET/PARTIALLY MET) ARE IDENTIFIED</b>	<input type="checkbox"/> A discussion or response to each finding is provided alongside indicating whether its associated Target was met or not met.	<input type="checkbox"/> Identifies each unmet performance target or indicates that all current targets were met.	<input type="checkbox"/> Some, but not all, targets are indicated as met or not met: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Does not identify the following unmet performance targets. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Does not identify unmet performance targets or indicate that all current targets were met.
<b>ALL FINDINGS (WHETHER MET/UNMET/PARTIALLY MET) ARE ADDRESSED WITH A PLAN THAT INDICATES HOW ASSESSMENT RESULTS ARE UTILIZED TO FACILITATE CONTINUOUS IMPROVEMENT</b>	<input type="checkbox"/> Narrative goes a step further and addresses barriers to implementation; offers a timeline of planning and implementation; identifies those who need to become involved in order to implement plan (e.g., additional faculty, support staff).	<input type="checkbox"/> Describes changes to improve functions, services and processes based on unmet targets or, if all targets were met, describes how the expected level of performance will be increased to facilitate continuous program improvement.	<input type="checkbox"/> Only unmet targets are addressed.	<input type="checkbox"/> Does not describe changes to improve functions, services and processes based on the following unmet targets. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Does not describe changes to improve functions, services or processes based on the unmet targets, or, if all targets were met, does not describe how the expected level of performance will be increased to facilitate continuous program improvement.
<b>PREVIOUS CYCLE’S ACTION PLAN/STEPS PROVIDED</b>	<input type="checkbox"/> Action Plan from the previous cycle is clearly presented so that it is clear to the reader which SLO each part addresses.	<input type="checkbox"/> Action Plan from the previous year is included.	<input type="checkbox"/> Some—but not all—information or Action Plan/Steps are included from the previous cycle.	<input type="checkbox"/> Information included in ‘Previous Action Plan’ component, but is not Action Plan from previous cycle (copy and paste as written).	<input type="checkbox"/> Action Plan from the previous year is not included.
<b>CLOSING LOOP, or, ENGAGEMENT WITH PREVIOUS CYCLE’S ACTION PLAN/STEPS</b>	<input type="checkbox"/> The action plan from the previous cycle is referenced in the new action plan (e.g., items that were not addressed or you were able to implement are being carried over into the new plan).	<input type="checkbox"/> All action plans/steps from the previous reporting cycle are addressed in detail based on how they were implemented.	<input type="checkbox"/> All action plans/steps from previous cycle note whether or not they were implemented (but include no detail).	<input type="checkbox"/> Some, but not all, components of the previous action plan are addressed based on how these facets were implemented: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> No response provided based on how previous year’s action plan was implemented.