**A RUBRIC TO DETERMINE LEVELS OF *PROGRAM* OUTCOME CONTENT DELIVERY IN *COURSES* (I, E, R, A)**

| Levels of **Program** Outcomes Content Delivery | General factors defining course level of content delivery in the context of the program outcome content domain | **Course** focus in the context of the program outcome content domain (Plaza et al.) | Focal cognitive behaviors in the context of the program outcome content domain (Bloom/Anderson et al.) | Action verbs in the statements of **course** learning outcomes / assessment tasks related to the program outcomes (Biggs) | Student intellectual tasks in the context of the program outcome content domain (Knefelkamp) |
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| **Introduced** **(I)** | 1. Students are not expected to be familiar with the program outcome-related content or skill at the collegiate level. 2. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity. 3. Only one or a few aspects of a complex program outcome are addressed in the given course. | An indirect relationship exists between the course and the program outcome. In this case, the given program outcome itself is not the focus of the course, but at least one element of the course serves as a building block to the achievement of the given program outcome. | *Remembering*: Retrieve relevant knowledge from long-term memory by<br>o Recognizing<br>o Recalling | Understanding of the material related to the given program outcome is nominal<br>o Identify<br>o Recognize<br>o Define<br>o Paraphrase<br>o Choose<br>o Select<br>o Calculate<br>o Arrange<br>o Find<br>o Follow (simple) instructions | Learning basic information and definitions of terms and concepts. Learning to identify parts of the whole within the context of the program outcome. Beginning to be able to compare and contrast things. |
| **Emphasized** **(E)** | 1. Students are expected to possess a basic level of program outcome-related knowledge and familiarity with the content or skills at the collegiate level. 2. Instruction and learning activities concentrate on enhancing and strengthening knowledge, skills, and expanding complexity. 3. Several aspects of the program outcome are addressed in the given course, but these aspects are treated separately. | A more direct relationship exists between the course and the program outcome. A mixture of course elements supports the achievement of the given program outcome, but the final integration of the knowledge, skills, and attitudes necessary for its achievement is not accomplished in this course. | *Understanding*: Construct meaning from instructional messages, including oral, written, and graphic communication by<br>o Interpreting<br>o Exemplifying<br>o Classifying<br>o Comparing<br>o Inferring<br><br>*Applying*: Carry out or use a procedure in a given situation by<br>o Executing<br>o Implementing | Understanding of the material related to the given program outcome as *'knowing about'*<br>o Describe<br>o Account for<br>o Classify<br>o Structure<br>o Formulate<br>o Execute<br>o Solve<br>o Prove<br>o Do algorithm<br>o Apply method | Can do compare-and-contrast tasks. Can see multiples – perspectives, parts, opinions, and evaluations. Perform basic analytic tasks. Use supportive evidence. |
| | 1. Students are expected to possess | A direct relationship exists | *Analyzing*: Break material into its | Understanding of the material | Good at analysis. Able to |

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| **Reinforced** **(R)** | an advanced level of the program outcome-related knowledge, skill, or competency at the collegiate level. 2. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple levels of complexity. 3. Given program outcome is addressed in all of its complexity across multiple contexts or is turned reflexively on oneself. | between the course and the program outcome. At least one element of the course focuses specifically on the complex integration of knowledge, skills and attitudes necessary to perform the given program outcome. | constituent parts and determine how the parts relate to one another and to an overall structure or purpose by <br> o Differentiating <br> o Organizing <br> o Attributing | related to the given program outcome as *'appreciating relationships'* <br> o Analyze <br> o Explain <br> o Compare <br> o Contrast <br> o Integrate <br> o Summarize <br> o Design <br> o Relate <br> o Explain causes <br> o Apply theory (to its domain) | critique with positives and negatives. Use supportive evidence well. Can relate learning to other issues in other classes or to issues in "real life" – if they will apply themselves to that task. Learning to think in abstractions. |
| **Advanced** **(A)** | 1. Students are expected to possess an advanced level of program outcome-related knowledge, skill, or competency at the collegiate level. 2. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple levels of complexity. 3. Given program outcome is addressed in all of its complexity across multiple contexts or is turned reflexively on oneself. | A direct relationship exists between the course and the program outcome. The course primarily focuses on the complex integration of knowledge, skills and attitudes necessary to perform the given program outcome. | *Evaluating*: Make judgments based on criteria and standards by <br> o Checking <br> o Critiquing | Understanding of the material related to the given program outcome as *'far transfer'*, that is the ability to generalize to novel situations, and as involving metacognition <br> o Discuss <br> o Assess <br> o Evaluate <br> o Theorize <br> o Generalize <br> o Hypothesize <br> o Predict <br> o Judge <br> o Reflect <br> o Transfer theory (to new domain) | Can evaluate, conclude, and support own analysis. Can synthesize. Can adapt, modify and expand concepts because they understand the concepts. Relate learning in one context to learning in another with some ease. Look for relationships in the learning. |

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