SUNY Empire State College Professional Learning Evaluation (PLE) Review Template   Name of Evaluator: _____

Name of Organization (Learning Provider): _____ **Name of Learning Experience Under Review:** _____

Type of Learning Experience under review:

☐ Micro-Credential
☐ License/Certification
☐ Training Program
☐ Workplace Competencies
☐ Course/Workshop
☐ Exam
☐ Other_____

Please indicate the materials reviewed (check all that apply):

☐ Instructional Materials
☐ Activities
☐ Assignments and Required Work
☐ Assessments
☐ Other_____

Did you go on a site visit? ❏ Yes   ❏ No

If Yes, in which of the following did you participate?

☐ Tour of the facilities
☐ Observed classroom or other instructional activities
☐ Talked with administration of the program
☐ Talked with instructional designers of the program
☐ Talked with instructors of the program
☐ Talked with participants of the program
☐ Other _____

OVERALL RECOMMENDATION (Use more space as needed)

Component Title(s)	Learning Outcomes	Credits	Learning Level (Lower, Upper)	Liberal Arts (LA) / Applied Learning (AP)	SUNY General Education – see list below

SUNY General Education Areas: 0 – None, 1 – Mathematics, 2 – Natural Sciences, 3 – Social Sciences, 4 – American History, 5 – Western Civilization, 6 – Other World Civilizations, 7 – Humanities (cannot be combined with other areas), 8 – The Arts, 9 – Foreign Language, 10 – Basic Communication

I. Design/Delivery of Content: How are the learning experiences designed to meet the intended objectives of the credential, program, course, or exam?

Target	No Evidence	Partial Evidence	Full Evidence
The process used to develop learning experiences and assessments align with academic and/or industry standards.			
Prerequisite requirements for the learning experiences or exam are clearly stated.			
The length of training is appropriate for developing the stated learning outcomes/competencies.			
Standards for successful completion are critically reviewed on a regular basis to ensure quality and integrity, and continued alignment with the industry or field.			
Technology used is current and appropriate, and supports the learning objectives.			
The learning environment, including any lab and/or hands-on space, is appropriate for learning the subject/field.			
MULTI_SITE ONLY – The organization has controls/processes in place to ensure the quality of the credentials/learning is consistent across sites.			
EXAM ONLY – Security measures are taken to maintain the integrity of the credentialing exam (e.g., test bank, multiple versions, proctors).			

Comments:

II. Learning Content: Learning Outcomes/Competencies: Are there stated, measurable learning outcomes or competencies?

Target	No Evidence	Partial Evidence	Full Evidence
Learning outcomes/competencies are threaded and/or scaffolded throughout the learning experiences and assessments, flowing from one session to the next (i.e., threading) and/or build upon one another with increasing difficulty (i.e., scaffolding).			
The learning outcomes/competencies support the overall program/curriculum/course/exam objectives.			
The learning outcomes/competencies are measurable.			
Learning outcomes/competencies are consistent with those generally accepted for similar learning experiences in the field.			
The learning outcomes/competencies are achievable in the required time spent on learning and with the methods of instruction (e.g., lecture, practica, demonstration, OJT, lab, assessments, observation, research…)			
The learning outcomes are appropriate for the level of learning (refer to Level Guide).			

Comments:

III. Instructional Activities, Assignments, and Learning Materials: How do the instructional activities, assignments, and learning materials align to the intended learning outcomes/competencies?

Target	No Evidence	Partial Evidence	Full Evidence
The instructional activities and assignments support the learning outcomes, are aligned at the same level of learning, and are consistent with course content.			
The teaching methodologies are appropriate for the content and materials.			
The learning materials support the learning outcomes/competencies.			
The learning materials are appropriate for the topics/field and the level of learning.			

Comments:

IV. Learning Evaluation or Assessment Procedures: How well do the assessments measure learning?

Target	No Evidence	Partial Evidence	Full Evidence
The organization defines successful completion of the learning outcomes/competencies and has methods in place to assess and verify that completion.			
The assessment methodology is consistent with best practices in the field or subject and the format(s), length, and level of difficulty are sufficient and appropriate to assess the learning outcomes/competencies			
There is appropriate assessment of any clinical or field experience component to the credential.			
The assessments provide enough feedback for knowledge and performance improvement.			
The assessments are cumulative to assess progressively higher levels of learning.			
If the assessment allows for open use of resources or reference materials, there is evidence of individual knowledge and skills gained.			
There are appropriate procedures in place regarding re-taking the credentialing exam or any of its components if not passed initially.			

Is the assessment at the course/component level is sufficient to award individual component credit?

Is completion of the entire program independent of the credit recommendation for any one component?

Comments:

V. College-Level Learning: Are the learning experiences at college level, and if so, at what level?

If evaluating more than one learning component, use the College-Level Learning Table per component.

A. Lower Level Learning - **Learning experiences provide opportunities to:**	*No Evidence*	*Partial Evidence*	*Full Evidence*
Build a foundational knowledge-base using broad and specific knowledge, skills, and competencies as applied to relevant theories, methodologies, practices and quantitative applications.			
Gather, review, analyze, evaluate and respond to defined or routine problems drawing on relevant theoretical, practical, and prior knowledge and experiences.			
Apply relevant concepts, theories, and technical and professional knowledge in the analysis and resolution of practical issues within particular contexts.			
Research and collect information and relevant data from a wide range of resources to answer questions and/or solve problems; evaluate the quality, relevance, currency and accuracy of that information; and select and interpret appropriate information for the situation, problem or question.			
Engage in decision-making according to the standards of practice and ethics of the field.			
Communicate knowledge and demonstrate skills in content areas accurately, coherently and clearly that are informed by key concepts, techniques, developments and ethical standards in the field through the use of appropriate techniques, including: written, oral, visual and/or technology-facilitated methods.			
Engage in active listening, relevant discussions, and respectful discourse with individuals and/or groups with varying viewpoints and diverse backgrounds.			
Participate in and accept accountability and responsibility for own learning and work.			
Reflect upon one's own actions and implications in situations and take responsibility for these actions while working with others and/or solving problems.			
Self-identify and evaluate gaps in own knowledge, skills and abilities; use feedback to develop learning and professional goals; and engage strategies for improvement and to reach those goals.			
Demonstrate insight into one's identity and biases and the influence they have on understanding, interacting and working effectively with others.			

Comments:

B. Upper Level Learning - Learning experiences provide opportunities to:	No Evidence	Partial Evidence	Full Evidence
Demonstrate advanced knowledge of and critical insight into the theories, principles and practices and an awareness of innovations and changes in the field.			
Research, interpret, evaluate, synthesize, integrate and apply appropriate knowledge methods, tools, protocols, strategies and prior experiences, using multiple methods and sources of information to solve or prevent complex issues or problems for varied applications in tactical, strategical and creative ways.			
Manage processes in unfamiliar and changing contexts, recognizing that applications of strategies and/or problem solving are situational.			
Collaborate in gathering, developing and sharing information to meet group needs.			
Communicate, with authority and credibility, appropriate, accurate and reliable perspectives in one's own voice on information and concerns to convey complex information clearly to diverse audiences and to address various situations.			
Recognize that values and beliefs are embedded in all information, which can change and evolve; evaluate information sources for validity, quality, bias, commentary and authorial strength; and use and cite information effectively in documenting resources and/or development of original content.			
Recognize different perspectives and analyze situations and actions to provide best solutions under different circumstances according to the standards of practice and ethics of the field, and take responsibility for decision making and actions based on those standards in varied and unpredictable contexts.			
Analyze critical factors impacting and provide leadership and encouragement to others to: accept and learn from each other; develop cohesion across individuals and groups with diverse perspectives and backgrounds; and engage in respectful interactions, discourse and collaboration.			
Identify and evaluate limitations in own knowledge, skills and abilities; recognize how those limitations may influence one's own perspectives, analyses and interpretations; and monitor and adjust own behaviors and learning needs appropriately while engaging various situations and/or interactions with others.			
Participate in and accept accountability and responsibility for own learning and work and utilize feedback to build effective strategies for continuous improvement.			

Comments:

VI. Instructor/ Instructional Designer Credentials and Qualifications

Target	No Evidence	Partial Evidence	Full Evidence
The instructors have the minimum requirements in terms of experience, education and/or credential(s) to teach in the program.			
The organization conducts regular reviews of instructor performance with processes in place to support improvement.			
The organization provides professional development and support for its instructors.			

Comments:

VII. Registrarial Integrity and Verification Procedures: How is the learning documented and recorded? What evidence is needed from participants to issue credit?

Target	No Evidence	Partial Evidence	Full Evidence
The organization issuing the credential keeps adequate records of all participants and successful completion of learning outcomes/competencies for a minimum of five years.			
Information is readily available to participants on how to acquire official documentation of their successful completion of the credential, program, course, learning outcomes, competencies, and/or exam.			
PLEASE STATE: How do participants obtain official documentation of their successful completion of the credential, program, course, learning outcomes, competencies, and/or exam?			

Comments:

VIII. Administration

Target	No Evidence	Partial Evidence	Full Evidence
The organization provided enough materials to conduct this evaluation sufficiently and make a credit recommendation.			
The organization provided documentation of the last updates to the credential, program, course, learning outcomes, competencies, and/or exam and the validity period for the evaluation.			
The organization, and not a third party, maintains control over the credential components, the learning experiences being evaluated, and assessment processes and procedures.			
The learning experiences are developed, administered, assessed, and/or delivered by individuals with industry appropriate credentials, education and/or experience.			
The organization conducts periodic reviews of curriculum and assessments.			
A clear description of the organization, including the organizational history, mission, and structure; the location(s) of instructional delivery, with website; constituents served; summary of specific training being evaluated; and the sustainability of the program are provided.			

Comments: