

Rubric for Evaluating Academic Program Assessment Plans

Program: _____

Evaluator(s): _____

Process Score: _____

Matrix Score: _____

Assessment Planning Process

Score	Plan includes necessary elements and is up to date	Timetable is rigorous and feasible
3	Plan is clear, includes all required components, and is up to date	Full cycle can be completed within 3-5 years
2	Missing some components OR All components present but some need improvement OR Not up to date	Timetable is unrealistic given staff and time constraints OR Timetable is not aggressive enough
1	Missing most components OR All components present but most need improvement	Evidence of implementation exists but no clear timetable
0	No evidence that a plan exists	No evidence that full cycle of assessment will occur

Assessment Matrix

Score	Student Learning Outcomes (SLOs)	Methods	Standards	Results	Action Plan
3	<p>3-5 SLOs</p> <p>All reflect program mission and goals</p> <p>All are discipline specific</p> <p>All clearly and concisely describe what students will know and be able to do</p>	<p>All are specific and appropriate for the SLO</p> <p>>49% use direct evidence</p> <p>All identify external validation</p> <p>For course work, all have identified >2 faculty who are not the instructor</p> <p>All include % students sampled</p>	<p>All link to SLOs</p> <p>All identify % of expected level of achievement</p> <p>All identify % of student expected to attain level of achievement</p>	<p>At least 3 assessed SLOs, including % of targets reached</p> <p>Dates of past, current, and future assessments are clearly identified</p>	<p>At least 3 assessed SLOs identify reviewers</p> <p>At least 3 assessed SLOs do 1 of the following: addresses shortcomings, increases expectations, refines methods</p> <p>Includes specifics and timetable</p>
2	<p>Inappropriate # of SLOs AND</p> <p><80% reflect program mission and goals OR</p> <p><80% are discipline-specific OR</p> <p><80% clearly and concisely describe what students will know and be able to do</p>	<p><80% are specific and appropriate OR</p> <p><50% use direct evidence OR</p> <p><80% identify external validation</p> <p>For course work <80% have identified >2 faculty who are not the instructor OR</p> <p><80% include % students sampled OR</p> <p><80% include timetable</p>	<p><80% link to SLOs OR</p> <p><80% identify % of expected level of achievement OR</p> <p><80% identify % of student expected to attain level of achievement</p>	<p>At least 3 assessed SLOs discussed, but none include % of targets reached</p> <p>Dates of current assessments are clearly identified</p>	<p>Does not identify reviewers OR</p> <p>Does not have any of the following: addresses shortcomings, increases expectations, refines methods</p>
1	<p>Inappropriate # of SLOs OR</p> <p><50% reflect program mission and goals OR</p> <p><50% are discipline-specific OR</p> <p><50% clearly and concisely describe what students will know and be able to do</p>	<p><50% are specific and appropriate for the SLO OR</p> <p><50% use direct evidence OR</p> <p>For course work, <50% have identified >2 faculty who are not the instructor OR</p> <p><50% include % students sampled OR</p> <p><50% include timetable</p>	<p><50% link to SLOs OR</p> <p><50% identify % of expected level of achievement OR</p> <p><50% identify % of student expected to attain level of achievement</p>	<p>Evidence of results elsewhere</p> <p>Dates of assessments are not identified</p>	<p>Does not include specifics and timetable</p>
0	No evidence of SLOs	No evidence of measures	No evidence of standards	No evidence of results	No evidence of action plan