



Rubric for Evaluating Program Assessment Plans: Enter Program Name Here

**A. Conceptual Assessment Plan Components:**

| Plan Element / Activity   | Definitions of terms  | 1. Does not meet requirements  | 2. Partially meets requirements  | 3. Meets requirements  | Comments... |
|---|---|--|--|--|-------------|
| 1. Is the department or program mission stated in terms of educational purpose or goals?  | These are broad statements of purpose in philosophical terms often describing values and aspirations.                                 | Mission and goals are not present                                    | Mission and goals are not clear  | Mission and goals are clearly stated                                     |             |
| 2. Are student learning outcomes for the program addressed by this plan?                  | Student learning outcomes define what students will be able to do and/or what changes in knowledge, attitudes or behavior will occur. | Learning outcomes are not present                                    | Learning outcomes are stated but some could be made more clear               | Learning outcomes are clear and measureable                              |             |
| 3. Are the student learning outcomes explained in relation to the unit mission and goals? | Not only do student learning outcomes have to be addressed, but they also must be tied to the mission and goals of the program.       | Learning outcomes are not aligned with the program mission and goals | Learning outcomes are not clearly aligned with the program mission and goals | Learning outcomes are clearly aligned with the program mission and goals |             |
| 4. How and by whom assessment findings will be used and described?                        | Who can make program changes based on outcomes and to what extent can they be made.   | Use of assessment findings is not stated or addressed                | Use of assessment findings are not clearly stated and/or addressed           | Use of assessment findings are clearly stated and addressed              |             |

## B. Implementation Assessment Plan Components

| Plan Element / Activity  | Definitions of terms  | 1. Does not meet requirements  | 2. Partially meets requirements  | 3. Meets requirements  | Comments... |
|--|---|--|--|--|-------------|
| 1A. How/where are program outcomes learned?  | Determine which course(s) the program outcomes are learned.   | Outcomes are not aligned/mapped with the program course(s)             | Some outcomes are clearly aligned with the program course(s)                           | Outcomes are clearly aligned with the program course(s)                            |             |
| 1B. What evidence/indicator(s) will be collected, including both direct and indirect evidence                                      | <p>Direct evidence is collected when the student proves that he or she can do the actual task.</p> <p>Indirect evidence is collected when the student proves that they have knowledge of the subject.</p> | There are no viable methods of collecting evidence of student learning | Only direct or indirect methods are being used to collect evidence of student learning | Direct AND indirect methods are being used to collect evidence of student learning |             |
| 1C. How are the evidence/indicator(s) collected, by whom   | <p>Indicate how the data will be collected</p> <p>Identify who will collect the data</p>  | Not addressed  | Collection of evidence is addressed but not clear                                      | Collection of evidence is clearly indicated  |             |
| 1D. How the evidence/indicator(s) will be analyzed, and by whom  | <p>Indicate how the data will be analyzed</p> <p>Identify who will analyze the data</p>   | Not addressed  | Analysis of evidence is addressed but not clear  | Analysis of evidence is clearly indicated  |             |
| 1E. How will assessment findings be communicated back to the academic unit's faculty and students and used to improve the program? | Establish a communication path for the data to flow to dept. faculty, students and other interested parties   | Not addressed  | Assessment findings are not currently shared   | Assessment findings are shared   |             |

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|--|--|---------------|---|---|--|
| 2. Responsibilities, timeline, and the process for implementing this assessment plan | Describe the timeline and the responsibilities for implementing this assessment plan | Not addressed | Timeline and responsibilities are addressed but not clear | Timeline and responsibilities are clearly indicated |  |
|--|--|---------------|---|---|--|

**C. Global Design and Use (i.e. How will you evaluate the assessment plan?):**

| <b>Plan Element / Activity</b>   | <b>Definitions of terms</b>  | <b>1. Does not meet requirements</b>                                     | <b>2. Partially meets requirements</b>   | <b>3. Meets requirements</b>  | <b>Comments...</b> |
|--|--|--|--|---|--------------------|
| 1a. What is the timeline regarding when or how often this plan will be reviewed and revised?                                     | Indicate when (how often) the assessment plan will be reviewed and revised | Timeline is not addressed  | Timeline is addressed but not manageable or feasible   | Timeline is feasible and acceptable   |                    |
| 1b. How are students included in the process and/or how is the student input gathered and incorporated into the assessment plan? | Indicate how and when student input on assessment plan will be collected   | Students involvement in the assessment planning process is not addressed | Students are not involved with the assessment planning process but program plans to involve them in the future | Students are involved with the assessment planning process                      |                    |
| 1c. What external sources were consulted in the development of this assessment plan?   | List the external sources used in developing the assessment plan           | External sources were not consulted during the development of this plan  | External sources were consulted but more could be considered.  | External sources were consulted during development of this plan                 |                    |
| 1d. What is the manageability of the assessment plan in relation to departmental resources and personnel?                        | Indicate manageability with implementation of the assessment plan          | Not addressed  | Program has developed plan that is not manageable with the current resources                                   | Program has developed a manageable plan and is aware of any existing challenges |                    |