

Suggested Rubric for Evaluating Program Assessment Plans

Program: _____

Process Score: _____

Evaluator(s): _____

Matrix Score: _____

Assessment Planning Process

	Plan includes necessary elements and is up-to-date	Timetable is rigorous and feasible
3	<ul style="list-style-type: none"> • Plan is clear, includes all required components, and is up-to-date 	<ul style="list-style-type: none"> • Full cycle can be completed within 3-5 years
2	<ul style="list-style-type: none"> • Missing some components OR • All components present but some need improvement OR • Not up-to-date 	<ul style="list-style-type: none"> • Timetable is unrealistic given staff and time constraints OR • Timetable is not aggressive enough
1	<ul style="list-style-type: none"> • Missing most components OR • All components present but most need improvement 	<ul style="list-style-type: none"> • Evidence of implementation exists but no clear timetable
0	<ul style="list-style-type: none"> • No evidence that a plan exists 	<ul style="list-style-type: none"> • No evidence that full cycle of assessment will occur

Suggested Rubric for Evaluating Program Assessment Plans

Assessment Matrix

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