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| **Plan Rubric** |
| **Criteria** | **Exemplary (3)** | **Acceptable (2)** | **Developing (1)** | **Feedback** |
| **Mission Statement** | • Program mission is clear, concise, and specific to the program.• Program mission directly aligns with university’s mission | • Program mission is stated with some clarity and specificity; it may contain minimal extraneous information• Program mission closely aligns with university’s mission. | • Program mission is vague but can still be understood; it may contain excessive extraneous information.• Program mission partially aligns with university’s mission. |  |
| **Functional Statement of Learning Outcomes** | • Reasonable number of outcomes identified - enough outcomes to adequately encompass the mission while still being manageable to evaluate and assess.• The level of rigor is appropriate to degree type (BS/BA, MS, PhD).• Associations (to goals, standards, institutional priorities, etc.) are identified, where appropriate. | • Observable and measurable.• Encompass the mission of the program and/or the central principles of the discipline.• Aligned with program, college, and university mission.• Appropriate, but language may be vague or need revision. | • Describes a process or a goal, rather than an outcome (i.e., language focuses on what the program does, rather than what the student learns).• Unclear how an evaluator could determine whether the outcome has been met.• Vague/too broad; resulting measurement will provide incomplete data required for action. | **LO1** | **LO2** | **LO3\*** | **LO4\*** |
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| **Measures & Evaluation Tools** | • One direct measure is described with sufficient detail; additional assessment methods are used (direct measures preferred)•Evaluation tools are identified and provided. Emphasis on direct.• Purposeful - clear how results could be used for program improvement. | • One direct measure is described with sufficient details• Measure closely aligns with SLOThe Evaluation Tool identified includes an explanation of how it assesses the desired knowledge, skill, or ability.• Copies of the Measures and Evaluation Tools are provided. | • Measure (if listed) doesn’t clearly align with stated SLO• Only Indirect measures are used.• Does not include a description of the evaluation tool used• Course grades are used• Copies of the Measures and Evaluation Tools are not provided. |  |  |  |  |

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| **Methodology** | • Data collection methods align with every Measure and Evaluation identified.• Course(s), person(s) responsible, and data collection methods are described in sufficient detail, and reflect a sound sampling methodology.• A purposeful and defined strategy for disseminating Findings and developing an Action plan within the program’s department is identified. | • Data collection and methods align with the Measures identified.• Course(s), person(s) responsible, and data collection methods are described in sufficient detail with sampling methodology described.• A strategy for disseminating Findings and developing an Action Plan is identified, but implementation may need further planning. | • Data collection and methods do not align with the Measures. It includes questionable methodology. • Course(s), person(s) responsible, and/or data collection methods are described vaguely, no sampling methodology described.• No strategy for disseminating Findings or developing an Action Plan is identified. |  |  |  |  |
| **Targets/ Benchmarks** | • A proportion or percentage of students is identified and an explanation is given for that specific proportion.• An expected Level of achievement is identified and an explanation is given for the level of choice. | • A specific proportion or percentage of students is identified.• An expected level of achievement is identified. | • A specific proportion or percentage of students is not identified.• An expected level of achievement is not identified. |  |  |  |  |
| **Report Rubric** |
| **Criteria** | **Exemplary (3)** | **Acceptable (2)** | **Developing (1)** | **Feedback** |
| **LO1** | **LO2** | **LO3\*** | **LO4\*** |
| **Findings** | • A complete, concise, and well-organized summary of the percentage of students and the Level of Proficiency achieved is provided. • Evidence of student achievement is included (score reports, student artifacts) | • A complete and organized summary of the percentage of students and the Level of Proficiency achieved is provided• Evidence of student achievement is included (score reports, student artifacts) | • The Findings are incomplete OR do not clearly align with the Target. • Evidence of student achievement not included (score reports, student artifacts) |  |  |  |  |
| **Summary and Analysis** | • Analysis of the Findings by program faculty includes solid evidence that the Target was met or not met.• Analysis of the Findings references supporting documentation.• Elaborates on specific findings used to make program improvements.• Makes a clear connection between finding(s) and action plan(s).• Provides thorough status update of previous and/or ongoing action plan(s) | • Analysis of the Findings by program faculty address whether the Target was met or not met• Identifies finding(s) used to make program improvements.• Changes/improvements made to program relate to finding(s).• Refers to previous and/or ongoing action plan(s). | • The Analysis of the Findings is not included OR the Analysis of the Findings is unclear about whether the Target was met or not met.• Failure to identify finding(s) used to make program improvements.• Does not refer to previous and/or ongoing action plan(s). |  |  |  |  |
| **Action Plan** | • Action plans clearly follow from assessment results and directly state which finding(s) was used to develop the plan• Identifies an area that needs to be monitored, remediated or enhanced and defines logical next steps• Plan is detailed and identifies completion dates & Person(s) responsible | • Reflects with sufficient depth on what was learned during the assessment cycle.• Actions plans follow from assessment results. | • No changes are provided OR changes provided lack thoughtful interpretation or “next steps” for program improvement. |  |  |  |  |
| **TOTAL SCORE** | **LO 1** | **LO 2** | **LO 3** | **LO 4** |
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**Improvements Needed:**