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| **Plan Rubric** |
| **Criteria** | **Exemplary (3)** | **Acceptable (2)** | **Developing (1)** | **Feedback** |
| **LO1** | **LO2** | **LO3\*** | **LO4\*** |
| **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. |  |  |  |  |
| **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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| **Criteria** | **Exemplary (3)** | **Acceptable (2)** | **Developing (1)** | **LO1** | **LO2** | **LO3\*** | **LO4\*** |
| **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. |  |  |  |  |