

Rubric for Program Assessment Plans

*Revisions to an assessment plan will be requested in the case of any single indicator with a score of 0 or with a total score of 7 or lower.

Indicator	0 Revisions required	1 Developing	2 Achieved	3 Exemplary	Score
Assessment coverage (Dept/area level)	<ul style="list-style-type: none"> ● One or more majors lack assessment plan ● Assessment plans do not cover all degree levels or modalities (certificate, graduate, adult, online, etc.) 	<ul style="list-style-type: none"> ● Assessment plans for one or more majors, degree levels, or modalities are in development but not yet complete ● One or more stand-alone minors lack assessment plan 	<ul style="list-style-type: none"> ● All programs, degree levels and modalities have complete assessment plans 	<ul style="list-style-type: none"> ● Assessment plans are equally thorough and rigorous across all programs, degree levels and modalities 	
	<i>Co-curricular programs:</i> <ul style="list-style-type: none"> ● One or more programs lack assessment plan 	<ul style="list-style-type: none"> ● Assessment plan for one or more programs is in development but not yet complete 	<ul style="list-style-type: none"> ● All programs have complete assessment plan 	<ul style="list-style-type: none"> ● Assessment plans are equally thorough and rigorous across all programs 	
Learning outcomes	<ul style="list-style-type: none"> ● No learning outcomes stated ● Learning outcomes not relevant to program mission 	<ul style="list-style-type: none"> ● Outcomes focus on program inputs rather than student learning ● Unclear how evaluator could determine whether outcome has been met ● Outcomes do not address the breadth of the program 	<ul style="list-style-type: none"> ● Outcomes are observable and measurable ● Outcomes aligned with program mission ● Outcomes address breadth of program ● Outcomes are appropriate to degree level 	<ul style="list-style-type: none"> ● Outcomes help support unique program identity ● Outcomes aligned with external performance standards ● Outcomes align with institutional mission and learning goals 	
Quality of measurement tools	<ul style="list-style-type: none"> ● Measures are not valid enough to demonstrate student learning ● Measures are vague or not yet developed ● Outcomes associated with a single, weak measure 	<ul style="list-style-type: none"> ● Measures imply, but do not fully demonstrate student learning ● Course grades used as assessment measures (academic programs only) ● Few or no direct measures used 	<ul style="list-style-type: none"> ● Measures convincingly demonstrate student learning ● Assignment grades used as assessment measures (academic programs only) ● Mixture of direct and indirect measures used ● Most outcomes associated with more than one measure, or one strong measure 	<ul style="list-style-type: none"> ● Measures are valid and accurately measure extent of student learning ● Assessment measures are more specific than assignment grades (academic programs only) ● Emphasis on direct measures ● Most outcomes associated with 2-3 measures 	

Data collection and maintenance	<ul style="list-style-type: none"> ● No data collected for one or more outcomes ● Data not collected according to stated measures 	<ul style="list-style-type: none"> ● Partial data collected for outcomes ● Data are collected, but do not adequately demonstrate whether benchmark was achieved 	<ul style="list-style-type: none"> ● Complete data for each outcome and measure ● Data demonstrate whether benchmark was achieved 	<ul style="list-style-type: none"> ● Complete, concise, and well-organized data for each outcome and measure ● Data convincingly measure student learning against benchmark ● Data contextualized with historical trends or comparative data 	
Interpretation and analysis	<ul style="list-style-type: none"> ● Interpretation not offered for most outcomes ● Interpretation not connected to data 	<ul style="list-style-type: none"> ● Interpretation offered for some outcomes ● Interpretation of the data is sometimes unclear or vague 	<ul style="list-style-type: none"> ● Interpretation offered for most outcomes ● Interpretation clearly states findings and conclusions from data 	<ul style="list-style-type: none"> ● Interpretation offered for all outcomes ● Interpretation leads directly to program improvements 	
Evidence-based improvements	<ul style="list-style-type: none"> ● No changes made to program based on assessment results ● Plan focuses on lack of resources rather than program improvement 	<ul style="list-style-type: none"> ● Program improvements made, but not clearly aligned with evidence ● Vague or unclear plans for program improvement 	<ul style="list-style-type: none"> ● Has made specific program improvements based on assessment data ● Improvements likely to address and improve student learning ● Can focus on 1-2 outcomes per year 	<ul style="list-style-type: none"> ● Demonstrates a culture of continual program improvement ● Proposed changes creatively address and improve student learning ● Assesses efficacy of changes (“closing the loop”) 	
Curriculum mapping	<ul style="list-style-type: none"> ● Curriculum map not completed or not current ● Assessment plan does not align with curriculum map 	<ul style="list-style-type: none"> ● Some learning outcomes not associated with courses ● Assessment plan draws evidence from some courses identified in curriculum map 	<ul style="list-style-type: none"> ● All learning outcomes associated with multiple courses across curriculum ● Curriculum map clearly notes courses that provide evidence for assessment plan 	<ul style="list-style-type: none"> ● Learning outcomes associated with courses in a way that demonstrates scaffolding of student learning across program ● Curriculum map informs the use of courses, assignments and measures in assessment plan 	
	<p><i>Co-curricular programs:</i></p> <ul style="list-style-type: none"> ● No outcomes mapped to co-curricular activities 	<ul style="list-style-type: none"> ● Some outcomes not mapped to co-curricular activities 	<ul style="list-style-type: none"> ● All outcomes mapped to co-curricular activities 	<ul style="list-style-type: none"> ● Outcomes associated with co-curricular activities in a way that demonstrates scaffolding of student learning 	