

### Assessment Plan Evaluation Rubric

Program Name \_\_\_\_\_ Year \_\_\_\_\_

<b>Department Mission Statement</b>		
A concise statement outlining the purpose of the departments or degree programs, who it serves, in what ways, and with what result.		
<input type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Acceptable</b>	<input type="checkbox"/> <b>Developing</b>
<ul style="list-style-type: none"> <li>Clear and concise.</li> <li>Statement of the department's or degree program's purpose.</li> <li>Indicates primary functions or activities of the department or degree program.</li> <li>Identifies stakeholders.</li> <li>Aligned with respective professional organization and program-specific bodies, if applicable.</li> <li>Specific to the department or degree program (identifies what it does that separates it from others).</li> </ul>	<ul style="list-style-type: none"> <li>Statement of the department's or degree program's purpose.</li> <li>Identifies stakeholders.</li> <li>Some distinction from other departments or degree programs.</li> </ul>	<ul style="list-style-type: none"> <li>General statement of the intent of the department or degree program.</li> <li>Doesn't identify stakeholders.</li> <li>Too general to distinguish the department or degree program too or specific to encompass the entire mission.</li> </ul>
Notes:		

<b>Program Level Student Learning Outcomes (PLOs)</b>		
Specific statements that articulate the knowledge, skills, and abilities students should gain or improve through engagement in the academic program or learning experience.		
<input type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Acceptable</b>	<input type="checkbox"/> <b>Developing</b>
<ul style="list-style-type: none"> <li>Observable and measurable.</li> <li>Discipline- or program-specific.</li> <li>Aligned with department/program mission statement.</li> <li>Aligned with standards presented by respective professional organizations, if applicable.</li> <li>Most use action verbs (according to Bloom's Taxonomy)</li> <li>For undergraduate programs, a minimum of 6 outcomes listed, with 2 in each area of critical thinking, communications, and discipline specific knowledge.</li> <li>For associate and graduate programs, a minimum of 3 outcomes listed, with 1 in each area of critical thinking, communications, and discipline specific knowledge.</li> <li>Outcomes focus on student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Aligned with department/program mission statement.</li> <li>Some use action verbs (according to Bloom's Taxonomy).</li> <li>For undergraduate programs, a minimum of 6 outcomes listed, with 2 in each area of critical thinking, communications, and discipline specific knowledge.</li> <li>For associate and graduate programs, a minimum of 3 outcomes listed, with 1 in each area of critical thinking, communications, and discipline specific knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Describes a process, rather than an outcome.</li> <li>Unclear how an evaluator could determine whether the outcome has been met.</li> <li>Incomplete-not addressing the breadth of knowledge, skills, or services associated with the program.</li> <li>For undergraduate programs, less than 6 outcomes listed, or less than 2 in each area of critical thinking, communications, and discipline specific knowledge.</li> <li>For associate and graduate programs, less than 3 outcomes listed, or none in one or more areas of critical thinking, communications, and discipline specific knowledge.</li> <li>Does not align with department/program mission statement.</li> </ul>
Notes:		

<b>Measures</b> The variety of methods used to evaluate each outcome (PLO) and the criteria or indicators that describe whether the outcomes were achieved.		
<input type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Acceptable</b>	<input type="checkbox"/> <b>Developing</b>
<ul style="list-style-type: none"> <li>• Most outcomes have multiple measures with at least 2 direct measures per outcome.</li> <li>• Measurement instruments are clearly described and attached in Document Repository (WEAVEonline), where appropriate.</li> <li>• Target level of achievement is identified for each measure.</li> </ul>	<ul style="list-style-type: none"> <li>• For undergraduate programs, at least 1 direct and 1 indirect measure per outcome.</li> <li>• For graduate programs, at least 1 direct measure per outcome.</li> <li>• Measurement instruments are described.</li> <li>• Some targets levels of achievement are identified.</li> </ul>	<ul style="list-style-type: none"> <li>• Not all outcomes have associated measures.</li> <li>• Measurement instruments have not been developed and/or implemented.</li> <li>• Few direct measures are utilized, or only indirect measures are utilized.</li> <li>• Course grades used as an assessment method.</li> </ul>
Notes:		

<b>Quality of Achievement Targets</b> Result, target, benchmark, or value that will represent success at achieving a given outcome (PLO).		
<input type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Acceptable</b>	<input type="checkbox"/> <b>Developing</b>
Achievement targets are specific and measurable, have appropriate time frame, and are aligned with the measures and outcomes.	Level of achievement is described in each target.	Few target levels of achievement are described, or targets are too general.
Notes:		

<b>Future Considerations</b> Is there a plan for collecting, tabulating, and analyzing assessment results? Have feasibility and efficiency been considered in identifying assessment methods? Are internal and/or external stakeholders (may include students, customers, faculty, staff, administrators, advising boards, employers, etc.) involved in the assessment process? Is this plan feasible with current resources and staff? How will assessment results be used to improve student learning or the programs?
Comments:

**General Comments:**

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