

## Assessment Plan Review Rubric: Student Learning Outcomes

Needs Improvement [1]	Acceptable [2]	Very Good [3]
<b>Student Learning Outcomes (SLOs) are specific statements that focus on the knowledge, skills, and/or attitudes/dispositions that students should gain or improve their engagement in the academic program or learning experience.</b>		
<ul style="list-style-type: none"> <li>Describes a process rather than an outcome</li> <li>Inappropriate for level of mastery</li> <li>Unclear how SLO will be observed or measured</li> <li>Number of outcomes are not sufficient nor representative of program</li> <li>Few or none are mapped to University Learning Outcome(s)</li> </ul>	<ul style="list-style-type: none"> <li>Some are appropriate but language may be vague or need revision</li> <li>Some correspond to level of mastery expected</li> <li>Some are observable or measurable</li> <li>Number of outcomes may be sufficient and representative of program</li> <li>Some are mapped to appropriate University Learning Outcome(s)</li> </ul>	<ul style="list-style-type: none"> <li>All or most are clearly stated focusing on knowledge, skills, and attitudes or dispositions</li> <li>All or most correspond to level of mastery expected (BS/BA, MS/MA, EdD)</li> <li>All or most are observable and measurable</li> <li>Number of outcomes are sufficient and representative of program</li> <li>All are mapped to appropriate University Learning Outcome(s)</li> </ul>
<b>Assessment Methods identify a variety of assessment methods. Direct measures include tangible, self-explanatory evidence of what students are to learn; indirect measures include surveys, interviews, or discussions with students that provide evidence that is less clear and convincing.</b>		
<ul style="list-style-type: none"> <li>Few or no measures are identified or are adequately described</li> <li>Few or no direct measures are used</li> <li>Few or no assessment instruments are described or attached</li> <li>Assessment instruments need improvement</li> </ul>	<ul style="list-style-type: none"> <li>Some outcomes have multiple measures</li> <li>Multiple measures are both direct and indirect</li> <li>Some assessment instruments are clearly described and attached</li> <li>Some assessment instruments reflect good methodology</li> </ul>	<ul style="list-style-type: none"> <li>All or most outcomes have multiple measures</li> <li>Multiple measures are both direct and indirect</li> <li>All or most assessment instruments are clearly described and attached.</li> <li>Assessment instruments reflect good methodology</li> </ul>
<b>Criteria for Success uses specific, identifiable, or measurable target performance.</b>		
<ul style="list-style-type: none"> <li>No or few benchmarks or targets for student learning are identified</li> <li>Targets are not clearly defined; language is vague and subjective</li> </ul>	<ul style="list-style-type: none"> <li>Some target levels of achievement are identified</li> <li>Some targets may seem arbitrary</li> </ul>	<ul style="list-style-type: none"> <li>Target level of achievement is identified for each measure</li> <li>Measures are specific and measurable</li> </ul>
<b>Assessment Results provide specific, quantifiable data. Indicate number of students/papers assessed. Indicate types of students of students (sampling/only majors/all students).</b>		
<ul style="list-style-type: none"> <li>Incomplete findings</li> <li>Findings do not prove whether targets were met, partially met, or not met</li> <li>Number and types of students are not defined</li> </ul>	<ul style="list-style-type: none"> <li>Addresses the achievement targets</li> <li>Complete and organized</li> <li>Evaluated with appropriate statistical models</li> <li>Number or types of students are defined</li> </ul>	<ul style="list-style-type: none"> <li>Concise and well organized</li> <li>Provides solid evidence that targets were met, partially met, or not met</li> <li>Number and types of students are clearly defined</li> </ul>
<b>Use of Results includes a narrative that reflects analysis of results and faculty/stakeholder discussion of results as they relate to student learning outcomes; identifies strategies for continuous improvement.</b>		
<ul style="list-style-type: none"> <li>Too general, not specific</li> <li>Relates only indirectly to the outcome and the results of the outcome</li> </ul>	<ul style="list-style-type: none"> <li>Reflects, with sufficient depth, on what was learned during the assessment cycle</li> <li>Relates directly or indirectly to the outcome and the results of the assessment</li> </ul>	<ul style="list-style-type: none"> <li>Reflects on student learning outcomes</li> <li>Exhibits good understanding of finding implications to the academic program</li> <li>Identifies key areas that need to be monitored, remediated, or enhanced</li> </ul>
<b>Status Report documents implementation of continued action or improvements. Describes specific actions (planned or taken) to improve. Explains reasons for delay or inaction.</b>		
<ul style="list-style-type: none"> <li>Incomplete or no action plan</li> </ul>	<ul style="list-style-type: none"> <li>Offers "next steps"</li> </ul>	<ul style="list-style-type: none"> <li>Defines a logical "next step" for the program in response to the findings</li> <li>Indicates actions to be taken: dates, responsible parties, resources</li> </ul>

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## Assessment Plan Review Rubric: Program Outcomes

Needs Improvement [1]	Acceptable [2]	Very Good [3]
<b>Program Outcomes are specific statements that focus on operational objectives.</b>		
<ul style="list-style-type: none"> <li>Describes a process rather than an outcome</li> <li>Unclear how Program Outcome will be observed or measured</li> <li>Number of outcomes are not sufficient nor representative of program or unit</li> <li>Few or none are mapped to University Goal(s)</li> </ul>	<ul style="list-style-type: none"> <li>Some are appropriate but language may be vague or need revision</li> <li>Some are observable or measurable</li> <li>Number of outcomes may be sufficient and representative of program or unit</li> <li>Some are mapped to appropriate University Goal(s)</li> </ul>	<ul style="list-style-type: none"> <li>All or most are clearly stated focusing on academic program or administrative unit development</li> <li>All or most are observable and measurable</li> <li>Number of outcomes are sufficient and representative of program or unit</li> <li>All are mapped to appropriate University Goal(s)</li> </ul>
<b>Assessment Methods identify a variety of assessment methods. Direct measures include tangible, self-explanatory evidence of what is to be assessed; indirect measures include surveys, interviews, or discussions that provide evidence that is less clear and convincing.</b>		
<ul style="list-style-type: none"> <li>Few or no measures are identified or are adequately described</li> <li>Few or no direct measures are used</li> <li>Few or no assessment instruments are described or attached</li> <li>Assessment instruments need improvement</li> </ul>	<ul style="list-style-type: none"> <li>Some outcomes have multiple measures</li> <li>Multiple measures are both direct and indirect</li> <li>Some assessment instruments are clearly described and attached</li> <li>Some assessment instruments reflect good methodology</li> </ul>	<ul style="list-style-type: none"> <li>All or most outcomes have multiple measures</li> <li>Multiple measures are both direct and indirect</li> <li>All or most assessment instruments are clearly described and attached</li> <li>Assessment instruments reflect good methodology</li> </ul>
<b>Criteria for Success uses specific, identifiable, or measurable target performance.</b>		
<ul style="list-style-type: none"> <li>No or few benchmarks or targets for achievement are identified</li> <li>Targets are not clearly defined; language is vague and subjective</li> </ul>	<ul style="list-style-type: none"> <li>Some target levels of achievement are identified</li> <li>Some targets may seem arbitrary</li> </ul>	<ul style="list-style-type: none"> <li>Target level of achievement is identified for each measure</li> <li>Measures are specific and measurable</li> </ul>
<b>Assessment Results provide specific, quantifiable data. Indicate specific numbers and type of what is being assessed when possible.</b>		
<ul style="list-style-type: none"> <li>Incomplete findings</li> <li>Findings do not prove whether targets were met, partially met, or not met</li> <li>Number and types are not defined</li> </ul>	<ul style="list-style-type: none"> <li>Addresses the achievement targets.</li> <li>Complete and organized</li> <li>Evaluated with appropriate statistical models</li> <li>Number or types are defined</li> </ul>	<ul style="list-style-type: none"> <li>Concise and well organized</li> <li>Provides solid evidence that targets were met, partially met, or not met</li> <li>Number and types are clearly defined</li> </ul>
<b>Use of Results includes a narrative that reflects analysis of results and faculty/stakeholder discussion of results as they relate to program outcomes; identifies strategies for continuous improvement.</b>		
<ul style="list-style-type: none"> <li>Too general, not specific</li> <li>Relates only indirectly to the outcome and the results of the outcome</li> </ul>	<ul style="list-style-type: none"> <li>Reflects, with sufficient depth, on what was learned during the assessment cycle</li> <li>Relates directly or indirectly to the outcome and the results of the assessment</li> </ul>	<ul style="list-style-type: none"> <li>Reflects on program outcomes</li> <li>Exhibits good understanding of finding implications to the program or administrative unit</li> <li>Identifies key areas that need to be monitored, remediated, or enhanced</li> </ul>
<b>Status Report documents implementation of continued action or improvements. Describes specific actions (planned or taken) to improve. Explains reasons for delay or inaction.</b>		
<ul style="list-style-type: none"> <li>Incomplete or no action plan</li> </ul>	<ul style="list-style-type: none"> <li>Offers "next steps"</li> </ul>	<ul style="list-style-type: none"> <li>Defines a logical "next step" for the program in response to the findings</li> <li>Indicates actions to be taken: dates, responsible parties, resources</li> </ul>

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