



Assessment Plan Evaluation Rubric - Initial/New Assessment Plan

Plan: [Click here to enter text.](#)

Revisions Needed YES NO

Evaluator(s): [Click here to enter text.](#)

Date Submitted: [Click here to enter text.](#)

CRITERION	LACKING (0)	BASIC (1)	DEVELOPING (2)	PROFICIENT (3)
Comprehensive list of student learning outcomes (SLOs) (strive for 5)		SLOs do not always contain action verbs, are unclear, or prove difficult to collect evidence for program and student evaluation.	Contains broad SLOs with action verbs, but does not include multiple levels of learning (e.g. Blooms taxonomy).	SLOs begin with a strong action verb that reflect appropriate levels of learning and focus on knowledge gained, skills acquired and demonstrated, and attitudes or values developed.
SLOs align with program curriculum map (I, D, M)		There is evidence of some alignment between SLOs and the curriculum, but the map does not reflect where each SLO is introduced, developed and mastered throughout the sequence of courses.	There is evidence of some alignment between SLOs and the curriculum and how each SLO is introduced, developed and mastered throughout the sequence of courses.	Curriculum map reflects complete alignment; it identifies where each SLO is introduced, developed and mastered throughout the sequence of courses.
Assessment measures identified in each SLO present multiple measures of learning		Measures do not align well with curriculum, are vague, focus heavily on one level of learning, or do not contain direct/indirect measures.	Align with SLOs and measures multiple levels of learning, but include primarily indirect measures.	Measures identify appropriate and multiple levels of learning, which include direct and indirect measures of student learning, as well as formative and summative methods.
Stakeholder feedback (including student)		Stakeholders have some knowledge of SLOs, but communication is occasional and informal.	Stakeholders have some knowledge of SLOs. The program has a formal plan for communication not always implemented.	Stakeholders are knowledgeable of SLOs, measures, and expectations upon completion of program. Program utilizes various media to present program strengths and improvements.
Action plan for using data		It is unclear how program plans to utilize assessment data for program improvement.	Program has a plan to assess SLO evidence, but the action plan is inconsistent or incomplete of how they will assess and use the data.	Program consistently demonstrates an action plan will take place based upon assessment data (effectively closing the loop).
Total Score				

Minimum required score: 5

Note: A plan that is Lacking (0) in any criterion will be returned as incomplete.



Assessment Plan Evaluation Rubric - Revised Assessment Plan

Plan: [Click here to enter text.](#)

Revisions Needed YES NO

Evaluator(s): [Click here to enter text.](#)

Date Submitted: [Click here to enter text.](#)

CRITERION	LACKING (0)	BASIC (1)	DEVELOPING (2)	PROFICIENT (3)
Comprehensive list of student learning outcomes (SLOs) (strive for 5)		SLOs do not always contain action verbs, are unclear, or prove difficult to collect evidence for program and student evaluation.	Contains broad SLOs with action verbs, but does not include multiple levels of learning (e.g. Blooms taxonomy).	SLOs begin with a strong action verb that reflect appropriate levels of learning and focus on knowledge gained, skills acquired and demonstrated, and attitudes or values developed.
SLOs align with program curriculum map (I, D, M)		There is evidence of some alignment between SLOs and the curriculum, but the map does not reflect where each SLO is introduced, developed and mastered throughout the sequence of courses.	There is evidence of some alignment between SLOs and the curriculum and how each SLO is introduced, developed and mastered throughout the sequence of courses.	Curriculum map reflects complete alignment; it identifies where each SLO is introduced, developed and mastered throughout the sequence of courses.
Assessment measures identified in each SLO present multiple measures of learning		Measures do not align well with curriculum, are vague, focus heavily on one level of learning, or do not contain direct/indirect measures.	Align with SLOs and measures multiple levels of learning, but include primarily indirect measures.	Measures identify appropriate and multiple levels of learning, which include direct and indirect measures of student learning, as well as formative and summative methods.
Stakeholder feedback (including student)		Stakeholders have some knowledge of SLOs, but communication is occasional and informal.	Stakeholders have some knowledge of SLOs. The program has a formal plan for communication, though not always implemented.	Stakeholders are knowledgeable of SLOs, measures, and expectations upon completion of program. Program utilizes various media to present program strengths and improvements.
Action plan for and use of assessment data		It is unclear whether program improvement is based upon major findings of SLO evidence or arbitrary and reactionary.	Program generally demonstrates some action is taken based upon evidence, but assessment data is inconsistent or incomplete.	Program consistently demonstrates action is taken based upon evidence.
Total Score				

Minimum Score expected 10

Note: A plan that is Lacking (0) or Basic (1) in any criterion will be returned as incomplete.