# Major Assessment Plan Evaluation Rubric  - SLATE 2018

Program name:

| Assessment Plan Descriptors | Best Practice | Acceptable | Developing | Rating/Comments |
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| **Description of Major** | Complete description of the major is included, and it is aligned with the university's mission statement and relevant professional organizations. | General description of the major is included, and it is aligned with the university's mission statement. | Description of the major is vague with no alignment to the university's mission statement. | |
| **Mission Statement** | The mission statement is specific, clear, and meaningful. | A general statement lacks one of the following: specificity, meaning, clarity. | No mission statement. | |
| **Major Learning Outcomes** | The number of outcomes is appropriate for the major.<br><br>All outcomes are clear and concise.<br><br>All outcomes are based on student learning that is observable, measureable, and meaningfully related to current standards in the field. | The number of outcomes is too few to assess the major adequately or too numerous to be manageable.<br><br>Most outcomes are clear, but some could be clearer or more concise.<br><br>Most outcomes are based on student learning, but some may be difficult to observe or measure. | There are no outcomes.<br><br>Most outcomes need revision to make them clearer or more concise.<br><br>Most outcomes are based on pedagogical activities rather than learning.<br><br>Most outcomes cannot be observed or measured. | |

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| **Curriculum Map** | A complete grid includes major learning outcomes along with clear connections to required courses in the major. | A grid includes major learning outcomes along with some connections to courses in the major. | The grid is incomplete or missing | |
| **Major Requirements:**<br><br>**Capstone**<br><br>**Research Experience**<br><br>**Service** | A capstone experience/course is identified.<br><br>The major includes meaningful research experience.<br><br> The major includes meaningful service experience. | The major lacks a meaningful capstone, research experience, or service experience. | The major lacks two or more of the following: capstone, research, and service. | |
| **Methods of Assessment of Major Learning Outcomes** | There are multiple direct (e.g., tests of knowledge, rubric scores) and indirect (e.g., student satisfaction, self-reported learning) measures of student outcomes (Further examples). Measures are valid.<br><br>The measures are meaningfully related to the outcomes.<br><br>High-quality rubrics and scoring guides are attached. | There are two to three direct or indirect measures. Measures are valid.<br><br>The measures are generally related to the outcomes.<br><br>Rubrics and scoring guides are used but not included, or the quality needs to be improved. | There are no measures of outcomes or the measures are not valid.<br><br>The measures do not relate to the outcomes.<br><br>Rubrics and scoring guides are not utilized. | |

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| **Results of Assessment of Major Learning Outcomes** | Assessment results are included. The results are meaningfully related to outcomes.<br><br>New findings are compared to previous results.<br><br>Explanation describes how targets were met/not met. | Assessment results are included.<br><br>Strengths and weaknesses are identified. | Assessment results are unclear.<br><br>No areas of growth are explained. | |
| **Use of Data (from year to year)** | The assessment plan identifies a person/group with responsibility for improving the major (e.g., a committee, specific faculty).<br><br>Timetable for implementation is included.<br><br>Specific examples of how the data were used and specific changes (e.g., adding a class, deleting a class, developing a rubric, etc.) are included.<br><br>There is clear evidence of "closing the loop" and meaningful improvements. | The assessment plan identifies a plan to improve the major.<br><br>Lacking a clear timetable, more use of data still desirable.<br><br>There is some evidence of data use in making decisions and changes.<br><br>One or two general examples of changes are included.<br><br>There is evidence of "closing the loop." | The assessment plan lacks an improvement plan and an identified person.<br><br>There is not a clear timeline for reviewing data and implementing change.<br><br>Data is not being used.<br><br>Changes are not based on assessment.<br><br>There is no evidence of "closing the loop." | |

**General Comments:**

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| **Results of Assessment of General Education Learning Outcomes** | Assessment results are included. The results are meaningfully related to outcomes.<br><br>New findings are compared to previous results.<br><br>Explanation describes how targets were met/not met. | Assessment results are included.<br><br>Strengths and weaknesses are identified. | Assessment results are unclear.<br><br>No areas of growth are explained. | |
| **General Education Use of Data (from year to year)** | The assessment plan identifies a person/group with responsibility for improving the general education program (e.g., a committee, specific faculty).<br><br>Timetable for implementation is included.<br><br>Specific examples of how the data were used and specific changes are included.<br><br>There is clear evidence of "closing the loop" and meaningful improvements. | The assessment plan identifies a plan to improve the program.<br><br>Lacking a clear timetable, more use of data still desirable.<br><br>There is some evidence of data use in making decisions and changes.<br><br>One or two general examples of changes are included.<br><br>There is evidence of "closing the loop." | The assessment plan lacks an improvement plan and an identified person.<br><br>There is not a clear timeline for reviewing data and implementing change.<br><br>Data is not being used.<br><br>Changes are not based on assessment.<br><br>There is no evidence of "closing the loop." | |

**General Comments:**