Assessment Plan Evaluation Rubric - SLATE 2024

Program name:

Assessment Plan Descriptors	Best Practice	Acceptable	Developing	Rating/Comments
Mission Statement	The mission statement is specific, clear, and meaningful.	A general statement lacks one of the following: specificity, meaning, clarity.	No mission statement.	
Learning Outcomes	The number of outcomes is appropriate for the program. All outcomes are clear and concise. All outcomes are based on student learning that is observable, measurable, and meaningfully related to current standards in the field.	The number of outcomes is too few to assess the program adequately or too numerous to be manageable. Most outcomes are clear, but some could be clearer or more concise. Most outcomes are based on student learning, but some may be difficult to observe or measure.	There are no outcomes. Most outcomes need revision to make them clearer or more concise. Most outcomes are based on pedagogical activities rather than learning. Most outcomes cannot be observed or measured.	
Curriculum and Program Map	A complete grid includes program learning outcomes along with clear connections to required courses or experiences in the program.	A grid includes program learning outcomes along with some connections to courses or experiences in the program.	The grid is incomplete or missing	

Program Requirements: **Capstone** **Research Experience** **Service**	A capstone experience/course is identified. The program includes meaningful research experience. The program includes meaningful service experience.	The program lacks a meaningful capstone, research experience, or service experience.	The program lacks two or more of the following: capstone, research, and service.	
Methods of Assessment of 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. The measures are meaningfully related to the outcomes.	There are two to three direct or indirect measures. Measures are valid. The measures are generally related to the outcomes.	There are no measures of outcomes or the measures are not valid. The measures do not relate to the outcomes.	
Results of Assessment of Learning Outcomes	Assessment results are included. The results are meaningfully related to outcomes. New findings are compared to previous results. Explanation describes how targets were met/not met.	Assessment results are included. Strengths and weaknesses are identified.	Assessment results are unclear. No areas of growth are explained.	

Use of Data in Last Two Years	The assessment plan identifies a person/group with responsibility for improving the program (e.g., a committee, specific faculty). Timetable for implementation is included. 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. There is clear evidence of "closing the loop" and meaningful improvements.	The assessment plan identifies a plan to improve the program. Lacking a clear timetable, more use of data is desirable. There is some evidence of data use in making decisions and changes. One or two general examples of changes are included. There is some evidence of "closing the loop."	The assessment plan lacks an improvement plan and an identified person. There is not a clear timeline for reviewing data and implementing change. Data is not being used. Changes are not based on assessment. There is no evidence of "closing the loop."	
Goals for Next Two Years	Timetable for implementation is included. Specific examples of how the data will be used and specific changes (e.g., adding a class, deleting a class, developing a rubric, etc.) are included. There is clear evidence of "closing the loop" and meaningful improvements.	Lacking a clear timetable. One or two general examples of changes are included. There is some evidence of "closing the loop."	There is not a clear timeline. Proposed changes are not based on assessment. There is no evidence of "closing the loop."	
General Comments:				

General Education

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

| Goals for Next Two Years | Timetable for implementation is included.

Specific examples of how the data will be used and specific changes (e.g., adding a class, deleting a class, developing a rubric, etc.) are included.

There is clear evidence of "closing the loop" and meaningful improvements. | Lacking a clear timetable.

One or two general examples of changes are included.

There is some evidence of "closing the loop." | There is not a clear timeline.

Proposed changes are not based on assessment.

There is no evidence of "closing the loop." | |

General Comments: