**SLOAC Assessment Plan Rubric**

**Program Assessment Plan Feedback**

**2015 – 2016**

Reviewer name:

Program name:

Date reviewed (mm/dd/yyyy):

**Requirements**

The following items are required in all assessment plans

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| Does the plan contain primary contact person and contact information? |  |  |
| Does the plan indicate the program name, department, and college? |  |  |
| Does the plan include 5 – 7 student learning outcomes? |  |  |

**Section 1: Mission and alignment with college and University mission**

A mission statement is a clear, concise statement outlining the ultimate principles that guide the work of the program.

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| Clear |  |  |
| Concise |  |  |
| Specific to the program (identifies the unique attributes that separate it from other units or programs) |  |  |

Comments on Mission Statement:

A mission alignment statement identifies who the program serves, in what ways, and with what results.

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| Aligned with the college/division mission statements |  |  |
| Identifies stakeholders |  |  |
| Includes statement of the program’s purpose and who it serves |  |  |

Comments on Mission Alignment Statement:

**Section 2: Outcomes**

Student Learning Outcomes (SLO) are specific statements that articulate the knowledge, skills, and abilities students should gain or improve through engagement in the academic program or learning experience.

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| *NECESSARY:* |  |  |
| Observable |  |  |
| Measureable |  |  |
| Use action verbs |  |  |
| Encompass the mission of the program and/or the central principles of the discipline |  |  |
| Aligned with program, college, division, and/or university mission |  |  |
| Indicate alignment with institutional SLOs |  |  |
| *RECOMMENDED:* |  |  |
| Indicate how prior assessment results have been incorporated into current SLO (7) |  |  |
| Encompass a discipline‐specific body of knowledge for academic programs or units (9) |  |  |

Comments on Outcomes:

**Section 3: Data Sources and Measures**

Data sources describe who or what will be assessed, when, and how often? Data sources also provide information about where will the data be collected for this analysis and by whom and when the data will be analyzed? Units should include any tests, assignments, collection instruments, etc. as attachments.

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| *NECESSARY:* |  |  |
| At least 1 data source per outcome |  |  |
| Data sources are described with sufficient detail (assignments, projects, etc. are included where appropriate) |  |  |
| It is likely that the data source will yield information that can be used to make improvements in the student learning experience and/or the program (13) |  |  |
| *RECOMMENDED:* |  |  |
| More than 1 data source per outcome |  |  |
| Where possible, external, validated data sources are used |  |  |
| Instruments reflect good research methodology/professional practice |  |  |
| Internal and/or external stakeholders are involved in the assessment process |  |  |

Comments on Data Sources:

Measures are the processes by which a specified outcome will be evaluated. What rubric or standard will be used to determine student learning? How does the standard define student learning? Measures describe what will be used to demonstrate that students do not meet, meet, or exceed expectations? Units should include any rubrics, evaluation instructions, etc. as attachments.

* Direct Measure: An assessment measure designed to directly assess what a student knows or is able to do (i.e., requires the student to demonstrate the skill or knowledge).
* Indirect Measure: An assessment measure that indirectly assess what a student knows or is able to do (i.e., what the student perceives about his/her skills or knowledge).

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| *NECESSARY:* |  |  |
| At least 1 measure per outcome |  |  |
| All measures are easily identified as direct or indirect |  |  |
| Direct measures are utilized for most outcomes |  |  |
| Measures are described with sufficient detail (rubrics, evaluation instruments, etc. are included where appropriate) |  |  |
| There is a plan for analyzing assessment results |  |  |
| It is likely that the assessment measure will yield information that can be used to make improvements in the student learning experience and/or the program |  |  |
| *RECOMMENDED:* |  |  |
| More than 1 measure per outcome |  |  |
| Direct measures are utilized for each outcome |  |  |
| Where possible, external, validated measures of assessment are used |  |  |

Comments on Measures:

**Section 4: Targets**

Targets are descriptions of observable and measurable characteristics or changes that represent achievement of an outcome (e.g. the standard by which student performance is evaluated).

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| *NECESSARY:* |  |  |
| Targets identified for some measures |  |  |
| Specific |  |  |
| Measurable |  |  |
| Aligned with outcomes |  |  |
| Aligned with measures |  |  |
| *RECOMMENDED:* |  |  |
| Targets identified for each measure |  |  |
| Represent a reasonable level of success |  |  |
| Meaningful - based on benchmarks, previous results, existing standards |  |  |

Q4.1C Comments on Targets:

**Section 5: Time Period**

Time period identifies when this outcome is assessed. It should be one of:

\* Not assessed this cycle \* Year (academic year) \* Year (calendar year)

\* Semester \* Quarter \* Month

\* Week \* Day \* As Occurs

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| Identified |  |  |
| Reasonable |  |  |

Comments on Time Period:

**Overall**

Comments on the overall plan: