

**Student Outcomes Assessment Committee
Program Assessment Plan Rubric
Adopted by SOAC on November 19, 2009**

Purpose

The *Program Assessment Plan Rubric* addresses several important purposes.

- a. Provides a consistent framework for the development and enhancement of assessment plans.
- b. Provides a framework for evaluating how well we are doing as a college in terms of program assessment.
- c. Provides a clear definition and example of effective program assessment plans.
- d. Provides a means to incorporate aspects of student learning into dashboard and curriculum review.

Dimension #1: Structure of the Plan for Assessing Student Learning

1. Does the program have an assessment plan on file with the Office of Assessment & Effectiveness?		
<i>Non-compliant, No plan or inadequate</i>	<i>New program plan under development, or Plan is under revision</i>	<i>Compliant</i>
0	1	2

2. Does the plan have an appropriate number of learning outcomes based on the criteria SOAC established in September 2009?		
<i>Does not have appropriate number of learning outcomes.</i>	<i>Plan has minimum number of learning outcomes.</i>	<i>Plan exceeds minimum number of learning outcomes.</i>
0	1	2

3. Average number of benchmarks per learning outcome.						
<i>Theoretically can range from zero to six.</i>						
0	1	2	3	4	5	6

4. Does each assessment method have a benchmark?	
<i>No</i>	<i>Yes</i>
0	1

5. Does each assessment method have an assessment cycle which includes a date and the frequency of assessment?	
<i>No</i>	<i>Yes</i>
0	1

Dimension #2: Focus of the plan to assess student learning.

6. To what extent does the learning outcome support the program's catalog description?						
Not At All	Indirectly		Implicitly		Directly	
<i>No connection.</i>	<i>Vaguely addresses catalog description.</i>		<i>Implicitly reflects catalog description.</i>		<i>Clearly reflects catalog description.</i>	
0	1	2	3	4	5	6

7. To what extent can the learning outcome be assessed/measured?						
Not At All	Impractical		Marginally Feasible		Completely Feasible	
<i>No observable action is stated which can be measured with a numeric or rubric value.</i>	<i>More than one observable action is stated.</i>		<i>An observable action is implicitly stated and can be measured with a numeric or rubric value.</i>		<i>An observable action is clearly stated and can be measured with a numeric or rubric value.</i>	
0	1	2	3	4	5	6

8. Based on Bloom's Taxonomy of Higher Order Thinking, at what level is the learning outcome written?					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
<i>Choose, define, find, how, label, list, match, name, omit, recall, relate, select, show, spell, tell, what, when, where, which, who, why</i>	<i>Classify, compare, contrast, demonstrate, explain, extend, illustrate, infer, interpret, outline, relate, rephrase, show, summarize, translate</i>	<i>Apply, build, choose, construct, develop, experiment with, identify, interview, make use of, model, organize, plan, select, solve, utilize</i>	<i>Analyze, assume, categorize, classify, compare, conclusion, contrast, discover, dissect, distinguish, divide, examine, function, inference, inspect, list, motive, relationships, simplify, survey, take part in, test for, theme</i>	<i>Agree, appraise, assess, award, choose, compare, conclude, criteria, criticize, decide, deduct, defend, determine, disprove, dispute, estimate, evaluate, explain, importance, influence, interpret, judge, justify, mark, measure, opinion, perceive, prioritize, prove, rate, recommend, rule on, select, support, value</i>	<i>Adapt, build, change, choose, combine, compile, compose, construct, create, delete, design, develop, discuss, elaborate, estimate, formulate, happen, imagine, improve, invent, make up, maximize, modify, original, originate, plan, predict, propose, solution, solve, suppose, test, theory</i>
1	2	3	4	5	6

9. To what extent is the learning outcome focused on student learning?						
Not At All	Vaguely Stated		Implicitly Stated		Directly Stated	
<i>Not student centered</i>	<i>An action is vaguely stated which relates to the knowledge, skills or attitude to be exhibited by the student.</i>		<i>An action is implicitly stated which relates to the knowledge, skills or attitude to be exhibited by the student.</i>		<i>An action is specifically stated which relates to the knowledge, skills or attitude to be exhibited by the student.</i>	
0	1	2	3	4	5	6

10. To what extent does the assessment method clearly specify a measurable aspect of the learning outcome?						
Not At All	Inappropriate		Moderately Appropriate		Appropriate	
<i>Assessment method is not measurable.</i>	<i>Assessment method is measurable, but does not flow from the learning outcome.</i>		<i>Assessment method is measurable, and indirectly relates to the learning outcome.</i>		<i>Assessment method is measurable, and directly relates to the learning outcome.</i>	
0	1	2	3	4	5	6

11. To what extent is the assessment method a direct assessment of the learning outcome?						
Not At All	Indirectly		Implicitly		Directly	
<i>No assessment method stated.</i>	<i>Course grades, Student Survey, Employer survey with mostly nominal type questions.</i>		<i>Employer survey with Likert type scaling and/or rubric oriented format.</i>		<ul style="list-style-type: none"> <i>Rubric scored portfolio, project, presentation, paper, journal, assignments etc.</i> <i>Locally developed or standardized examination.</i> <i>Licensing exam with sub component scores.</i> <i>Capstone projects with well defined rubric.</i> 	
0	1	2	3	4	5	6

12. Are there multiple assessment methods (means of collecting data) within the plan?		
<i>No, all methods are the same</i>	<i>Yes, at least two different methods</i>	<i>Yes, three or more methods</i>
0	1	2

13. To what extent does the benchmark flow from the assessment method?						
Not At All	Indirectly		Implicitly		Directly	
<i>The benchmark does not reference the assessment method.</i>	<i>The benchmark indirectly references the assessment method.</i>		<i>The benchmark implicitly references the assessment method.</i>		<i>The benchmark specifically references the assessment method.</i>	
0	1	2	3	4	5	6

14. To what extent does the benchmark address the percentage of students expected to attain specific knowledge, skills, or values?						
Not At All	Indirectly		Implicitly		Directly	
<i>The benchmark does not state the percentage of students expected to attain specific knowledge, skills or values.</i>	<i>The benchmark indirectly states the percentage of students expected to attain specific knowledge, skills or values; such as a statement of all students, half the class, a third of the students etc.</i>		<i>The benchmark implicitly states the percentage of students expected to attain specific knowledge, skills or values; such as a statement in fraction or decimal form.</i>		<i>The benchmark specifically states the percentage of students expected to attain specific knowledge, skills or values.</i>	
0	1	2	3	4	5	6

15. To what extent does the benchmark address the competency level for student learning?						
Not At All	Indirectly		Implicitly		Directly	
<i>The benchmark does not state a level of competency for student learning.</i>	<i>The benchmark indirectly states a level of competency for student learning.</i>		<i>The benchmark implicitly states a level of competency for student learning.</i>		<i>The benchmark clearly states a level of competency for student learning.</i>	
0	1	2	3	4	5	6

Dimension #3: Evidence Indicating On-Going Implementation of Student Learning Assessment.

16. To what extent are scheduled learning outcome benchmark data submitted in accordance with the date(s) outlined in the assessment plan?				
<i>No assessment results were submitted within a year of the stated date.</i>	<i>Assessment results submitted between 211 and 364 days of stated date.</i>	<i>Assessment results submitted between 151 and 210 days of stated date.</i>	<i>Assessment results submitted between 61 and 150 days of stated date.</i>	<i>Assessment results submitted within 60 days of stated date.</i>
0	1	2	3	4

17. Percent of benchmarks which are assessed as scheduled per year.										
0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
0	1	2	3	4	5	6	7	8	9	10

18. To what extent is feedback on the assessment of the learning outcome(s) analytical?						
No Analysis Provided	Void of Any Analytical Interpretation		Analytical		Highly Analytical	
<i>No response</i>	<i>Response pertains to something other than what was learned as a result of the assessment</i>		<i>Response contains some analysis and interpretation, but no implication to student learning.</i>		<i>Response considers implications to student learning. Relates benchmark data to learning outcome and assessment method to analyze student learning.</i>	
0	1	2	3	4	5	6