

## Rubric for Assessment Committee Review of Departmental Assessment Plans

<u>Status</u>	<u>Goals and Learning Outcomes</u>	<u>Plan</u>	<u>Implementation</u>	<u>Action/Response</u>
Undeveloped	Learning goals and learning outcomes are not defined.	There is no plan which includes a description of assessment methods and/or a timeline for ongoing implementation of assessment activities.	Assessment activities have not been implemented.	There is no evidence that the program is using assessment results to improve student learning.
Developing	Goals are defined and learning outcomes are being developed.	Some methods of assessment have been defined and procedures for implementation, including a timeline, are developed. There may not be a clear relationship between the assessment methods and the learning outcomes.	There has been limited or periodic implementation of assessment methods to assess some learning outcomes. There may be an absence of direct measures.	The relationship between actions taken and assessment results is tentative, the department is discussing ways to use information, but has not yet made adjustments, or assessment results are not consistently used as the basis for discussions of curriculum, student experiences, etc.
Established	Learning goals and the related, specific learning outcomes have been developed.	A cycle of direct and indirect assessment measures is in place and procedures for implementing these measures are defined. For example, has the department considered frequency, sample size, strategies for recruiting students, rubrics for evaluating papers/projects, plan for analyzing results, etc.	Implementation of assessment methods has occurred, but there may not be a variety of indirect and direct measures or measures of multiple learning outcomes.	The department is beginning to make improvements to student learning in response to some of the information gathered from assessment activities.
Exemplary	Specific, measurable learning goals and outcomes are written in terms of what students will know or do, or how they will act. Benchmarks or performance standards have been established for each outcome.	Direct and indirect measures are clearly related to each learning outcome, all learning outcomes have an associated assessment method, and the plan for implementing these measures is manageable and sustainable.	There is ongoing implementation of a variety of direct and indirect measures. These measures are related to all of the learning goals/outcomes. Multiple faculty within the department take ownership of the assessment process.	Faculty have documented improvements to student learning, which are clearly related to multiple assessment methods. There is ongoing discussion and use of assessment information for the improvement of student learning assessment.