

UAP Academic Program Assessment Plan and Status Report Rubric - Checklist

Degree Program: \_\_\_\_\_ Date: \_\_\_\_\_

Degree: \_\_\_\_\_ Reviewer: \_\_\_\_\_

As you review the assessment plan and status report, note the extent to which you observe each criteria.

N = Not at all, S = Somewhat, and G = Great extent

N	S	G	Student Learning Outcomes
			Outcomes are student learning focused
			Outcomes are observable and measurable using verbs (e.g., explain, perform, collaborate)
			A sufficient number of outcomes to add depth/breadth (>3), but not so many to become cumbersome/intrusive (<12); 6-8 tends to be manageable (unless mandated)
			Outcomes differentiate program from similar programs (across degrees and programs)
			Outcomes communicate what successful performance looks like (i.e., performance criteria are implied).
			Outcomes imply higher levels of learning (e.g., analyzing, evaluating, creating)
			Outcomes are aligned with the broader university context (e.g., University Mission, Baccalaureate Goals, College and Unit Mission)
			Outcomes are understandable by a wide range of audiences (e.g., students, faculty, parents, employers, and accreditors)
N	S	G	Curriculum Map
			All Student Learning Outcomes are addressed in a curriculum map
			Multiple courses address each Student Learning Outcome, with higher-level courses addressing SLOs at increasing levels of proficiency

Holistic View: *Incomplete*      *Basic*      *Proficient*      *Advanced*

Observations, comments, and suggestions:

N	S	G	Assessment Methods
			Assessment methods are clearly described
			Assessment methods are appropriate
			Assessment methods clearly explain student-level achievement and program-level targets
			Timeline and person responsible for assessment methods are identified
			Each student learning outcome is measured by more than one assessment method
			Minimum of one direct assessment method for each outcome
			Minimum of one summative assessment method for each outcome
			Employer feedback (or equivalent) is used
			Alumni feedback is used
			Formative assessment methods complement summative assessment methods

Holistic View: *Incomplete*      *Basic*      *Proficient*      *Advanced*

Observations, comments, and suggestions:

As you review the assessment plan and status report, note the extent to which you observe each criteria.  
 N = Not at all, S = Somewhat, and G = Great extent

N	S	G	Reporting Results
			Results are reported by each student learning outcome
			Results include the desired student-level achievement and program-level targets (to aid in interpreting results)
			Results include sample size
			Results include the date when the data was collected
			Results from more than one assessment method are reported for each student learning outcome
			Results are aggregated and presented in meaningful ways (e.g., tables, graphs, narratives)
			Results are purposefully disaggregated by subgroups (e.g., cohort, demographics, gen ed., specialization, etc.)
Holistic View: <i>Incomplete</i> <i>Basic</i> <i>Proficient</i> <i>Advanced</i>			
Observations, comments, and suggestions:			

N	S	G	Decisions, Actions, and the Use of Results
			There is a systematic analysis of data for each student learning outcome (e.g., patterns and similarities/differences are noted)
			Conclusions relative to student learning outcomes are clearly supported by the data
			Program improvement actions are identified/planned
			Improvement actions have been implemented
			Assessment of improvement actions are planned (i.e., to assure the loop will be closed)
			Improvement actions have been assessed (i.e., assuring the loop has been closed)
			Improvement actions are comprehensive addressing student learning outcomes, the curriculum/instruction, and the quality of the assessment methods
Holistic View: <i>Incomplete</i> <i>Basic</i> <i>Proficient</i> <i>Advanced</i>			
Observations, comments, and suggestions:			

General Comments, Suggestions, and Recommendations: