

Assessment Plan Rubric

	Very good overall	Generally sound, but would improve with some revision	Needs some significant improvement
<p>Student Learning Outcomes (SLO) SLOs are concise, singular statements that indicate what students in a program are expected to know or be able to do at some stage (mid-point and/or conclusion) of their studies.</p>	<p>All SLOs are at an appropriate program level, state a single outcome clearly and student achievement can reasonably be measured through assessment of student artifacts (behaviors & products).</p>	<p>One or more:</p> <ul style="list-style-type: none"> • SLOs may not clearly state program-level outcomes of student competence or ability; • SLOs may not state competencies that can be demonstrated by measurable student artifacts (PIs); • SLOs may not be effectively measureable. 	<p>Most or all:</p> <ul style="list-style-type: none"> • SLOs do not state a program-level outcome of student competence or ability; • SLOs do not state competencies that can be demonstrated by measurable student artifacts (PIs); • SLOs may not be effectively measureable.
<p>Performance Indicators (PI) Performance Indicators identify what students will do to demonstrate their competence re: an SLO. A student artifact (behavior or product) is actual student work that can be measured (e.g., direct measures: paper, project, & presentation; indirect measures: exit interviews & survey responses, internship supervisor report).</p>	<p>All PIs specify a direct measure of a student behavior or product (artifact) that informs students' achievement on each SLO relative to program-level standards. Appropriate direct and indirect measures of student performance are used.</p>	<p>One or more:</p> <ul style="list-style-type: none"> • PIs may restate or expand SLOS and not describe a measurable student behavior or product; • PIs may not contribute to determining student achievement of SLOs; • PIs may not identify a direct measure &/or rely too much on indirect measures or use grades. 	<p>Most or all:</p> <ul style="list-style-type: none"> • PIs may restate or expand SLOS and not describe a measurable student behavior or product; • PIs may not contribute to determining student achievement of SLOs; • PIs may rely almost exclusively on grades &/or indirect assessment measures.
<p>Assessment Methods (AM) Assessment Methods describe how faculty will go about the process of assessing the Performance Indicator (e.g., faculty review of projects using scoring rubrics, performance standards for achievement). The PI provides data, the AM is how faculty assess &/or interpret the data.</p>	<p>All AMs are appropriate ways to assess students' behaviors & products specified in PIs and, therefore, will help determine the extent to which students have achieved the SLO to which the respective PIs apply.</p>	<p>One or more:</p> <ul style="list-style-type: none"> • AMs may restate or expand SLOs or PIs, and not describe how students' behaviors & products (PIs) will be assessed; • AMs may not be stated clearly; • AMs may not be appropriate for the PI; • AMs may be missing all together. 	<p>Most or all:</p> <ul style="list-style-type: none"> • AMs may restate or expand SLOs or PIs, and not describe how students' behaviors & products (PIs) will be assessed; • AMs may not be stated clearly; • AMs may not be appropriate for the PI; • AMs may be missing all together.