

RUBRIC FOR ANALYSIS PROCESS OF 2013-2014 PROGRAM REPORTING

Enhancement Progress Rubric (2013-14 Compliance Assist Time Frame) for ___ Degree in _____

Summary Comments for improvement purposes:

** indicates an item which MUST be done in order to achieve Meets Standard in a category. Blue shading indicates possible future improvements.*

	Serves As Campus Model (Yes/No)	Meets Standard (Yes/No/Partially Met)	Assessment Items Meeting Standards (where an item below is NOT checked, the program will need to review and revise this part of the assessment plan for the next year)	Assessment Items Exceeding Standards (not required in 2012-13)	Recommendations
Mission and Goals OR Program Purpose Statement	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> PM	<input type="checkbox"/> Mission statement or purpose statement is a clear statement of the broad aspects covered within the program <input type="checkbox"/> Statement addresses student learning in the program		
Student Learning Objectives/ Outcomes (SLOs)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> PM	<input type="checkbox"/> Mission/goals are reflected in the SLOs.* <input type="checkbox"/> At least 3 SLOs exist, but no more than 20 SLOs * <input type="checkbox"/> All SLOs use concrete action verbs to indicate the specific behavior that will be performed (e.g. Bloom's Taxonomy)* <input type="checkbox"/> All SLOs avoid using compound learning goals		
Measures	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> There is at least one direct measure for each Student Learning Objective	<input type="checkbox"/> Rationale is given for those	

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	<input type="checkbox"/> No	<input type="checkbox"/> No <input type="checkbox"/> PM	<p>(SLO).*</p> <input type="checkbox"/> Content assessed by the measures matches the SLOs (content validity)	<input type="checkbox"/> DCP utilizes two or more trained raters for assessment	
	<input type="checkbox"/> No	<input type="checkbox"/> PM	<input type="checkbox"/> Data collection process (DCP) is clearly explained	<input type="checkbox"/> DCP measures the gain in performance via pre/post	
	<input type="checkbox"/> No	<input type="checkbox"/> PM	<input type="checkbox"/> Course grades are not used as a measure.*	<input type="checkbox"/> Multiple measures are present, allowing for triangulation	
	<input type="checkbox"/> No	<input type="checkbox"/> PM	<input type="checkbox"/> Target performance level for each measure is stated; avoids vague words (such as satisfactory)		
Findings	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> PM	<input type="checkbox"/> Findings are clearly presented * <input type="checkbox"/> Status of the finding is indicated <input type="checkbox"/> Data provide evidence of target achievement level for some SLOs <input type="checkbox"/> Dissemination of results to appropriate stakeholders must be completed (e.g. faculty, advisory boards, students, accreditation agencies)	<input type="checkbox"/> Multiple periods of data are available <input type="checkbox"/> If multiple periods exist, trends or patterns over time are examined and discussed	
Action Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> At least one action plan exists, and both the timeline and rationale are included. *		

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/Use of Results		<input type="checkbox"/> PM	<input type="checkbox"/> Action plan is clearly developed directly from, and is clearly aligned with, the findings. <input type="checkbox"/> Actions are directed at improvements in program, teaching methods, and/or curriculum.* <input type="checkbox"/> Specific follow up for previous year's action plan is included in CA, detailing both who implemented the action plan and what the results were (will be required for 2013-14 report).		