



Academic Programs Rubric

Program: _____

Cycle Reviewed: _____

| FOR AOAC/OIA USE ONLY | |
|-----------------------|--------------------------------|
| Total points: | _____ |
| _____ | Best Practice (21-24 points) |
| _____ | Meets Standards (13-20 points) |
| _____ | Needs Attention (8-12 points) |
| _____ | Unacceptable (0-7 points) |

Assessment Plan Review

| PART ONE | 3 = BEST PRACTICE | 2 = MEETS STANDARDS | 1 = NEEDS ATTENTION |
|---------------------------------|---|---|---|
| Mission Statement | The mission statement communicates the program's overall purpose and distinguishes from similar programs; aligned clearly with USMMA Mission; AND there are no obvious problems with grammar/usage. | The mission statement communicates the program's overall purpose and distinguishes from similar programs. It may contain some problems with grammar/usage. | The mission statement communicates the program's overall purpose using vague or discipline specific language AND/OR may contain many problems with grammar/usage. |
| Key Learning Goals (KLG) | KLG are clearly and actively communicated to students and faculty in the program. KLG describe in explicit, observable terms, using action verbs that are measurable how students will be able to use their knowledge, what thinking skills and disciplinary dispositions they will have , and/or what else they will be able to do on completion of the program. | KLG describe in explicit, observable terms, using action verbs that are measurable how students will be able to use their knowledge, what thinking skills and disciplinary dispositions they will have , and/or what else they will be able to do on completion of the program. | KLG describe in limited or overly descriptive terms, using action verbs that ar not measurable how students will be able to use their knowledge, what thinking skills and disciplinary dispositions they will have , and/or what else they will be able to do on completion of the program. |
| Measures | Measures are appropriately aligned with each KLG (min one measure per outcome); measures are indicative of student learning at the program level; AND are a combination of direct and indirect indicators of student learning. | Measures are appropriately aligned with each KLG (min one measure per outcome); measures are indicative of student learning at the program level; AND include mainly direct indicators of student learning. | Some measures are not appropriately aligned with each KLG; measures may be indicative of student learning at the course level; AND/OR include mainly indirect indicators of student learning. |
| Achievement Targets | All targets describe specific criteria for success and appear to be appropriately challenging and attainable in a given timeframe. Each measure has a related target. | All targets describe specific criteria for success; some appear to be minimally challenging or unattainable in a given timeframe. Each measure has a related target. | A few targets describe vague or unclear criteria for success. Some measures do not have targets. |
| Assessment Methods | The provided evidence makes it clear that the assessment methods yield truthful, fair information that can be used with confidence. Each assessment method clearly matches the learning outcome being assessed; multiple assessments are used continuously, on a schedule over time. | Each assessment method clearly matches the learning outcome being assessed; multiple assessments are used continuously, on a schedule over time. | Assessment methods only vaguely matche the learning outcomes being assessed; There is no continuity in the assessment process (once and done). |
| Part One Comments | | | |



| PART TWO | 3 = BEST PRACTICE | 2 = MEETS STANDARDS | 1 = NEEDS ATTENTION |
|---|--|---|--|
| Teaching and Learning Strategies | It is clear that every student in the major has ample opportunity to master learning outcomes thru multiple courses or intensive study in one course. Every student in the major takes at least one course that addresses a specific learning outcome. | Every student in the major has sufficient opportunity to master learning outcomes. Every student in the major takes at least one course that addresses a specific learning outcome. | Some students in the major have insufficient opportunity to master learning outcomes. Some students in the major do not take all of the required courses that address all of the learning outcome. |
| Use of Results | The established assessment standards clearly describe performance levels considered minimally adequate for students completing the program, and positive assessment results are shared with faculty, students, program administrators, prospective students and other stakeholders as needed. The results are used to modify learning outcomes, teaching methods, curriculum, and/or assessment strategies as appropriate. | The assessment results are shared and discussed with faculty and are used to modify learning outcomes, teaching methods, curriculum, and/or assessment strategies as appropriate. | The assessment results are not shared and discussed with faculty and are not used to modify learning outcomes, teaching methods, curriculum, and/or assessment strategies - the assessment culture has not been established. |
| Documentation | The Assessment plan had been fully supported with required documentation. | Some supporting documentation has not been provided. | Most of the supporting documentation has not been provided. |
| Part Two Comments | | | |

Name of Reviewer(s): Melanie Ross, PhD
 Preston DeJean
 Deborah Herceg, PhD

Date: _____



Administrative Programs Rubric

Program: _____

Cycle Reviewed: _____

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Assessment Plan Review

| PART ONE | 3 = BEST PRACTICE | 2 = MEETS STANDARDS | 1 = NEEDS ATTENTION |
|----------------------------|---|--|--|
| Mission Statement | The mission statement communicates the program's overall purpose and distinguishes from similar programs; aligned clearly with USMMA Mission; AND there are no obvious problems with grammar/usage. | The mission statement communicates the program's overall purpose and distinguishes from similar programs. It may contain some problems with grammar/usage. | The mission statement communicates the program's overall purpose using vague or discipline specific language AND/OR may contain many problems with grammar/usage. |
| Outcomes/Objectives | Outcomes/objectives clearly communicate expected results to the stakeholders. They specifically address areas to which a specific unit needs to pay attention and direct efforts. | Outcomes/objectives are not clearly specified. They address some areas to which a specific unit needs to pay attention and direct efforts. Some objectives are too broad/specific. | Outcomes/objectives are not specified. They address some areas to which a specific unit needs to pay attention and direct efforts. Most objectives are too broad/specific. |
| Measures | Measures are appropriately aligned with each outcome/objective (min one measure per outcome); a variety of measures are used. | Measures are appropriately aligned with each outcome/objective (min one measure per outcome); limited measures are used. | Some measures are not appropriately aligned with each outcome/objective (min one measure per outcome); limited measures are used. |
| Achievement Targets | All targets describe specific criteria for success and appear to be appropriately challenging and attainable in a given timeframe. Each measure has a related target. | All targets describe specific criteria for success; some appear to be minimally challenging or unattainable in a given timeframe. Each measure has a related target. | Some targets describe vague or unclear criteria for success. Some measures do not have targets. |
| Assessment Methods | The provided evidence makes it clear that the assessment methods yield truthful, fair information that can be used with confidence. Each assessment method clearly matches the outcome being assessed; multiple assessments are used continuously, on a schedule over time. | Each assessment method clearly matches the outcome being assessed; multiple assessments are used continuously, on a schedule over time. | Assessment methods only vaguely matches the outcomes being assessed; There is no continuity in the assessment process (once and done). |
| Part One Comments | | | |



| PART TWO | 3 = BEST PRACTICE | 2 = MEETS STANDARDS | 1 = NEEDS ATTENTION |
|--------------------------|--|---|---|
| Findings | Findings describe outcomes/objectives as Met / Partially Met or Not Met based on the assessment of the specific targets; provide specific details about progress. | Findings describe outcomes/objectives as Met / Partially Met or Not Met based on the assessment of the specific targets; provide specific details about progress. Findings contain some problems with grammar or usage. | Most findings do not describe outcomes/objectives as Met / Partially Met or Not Met based on the assessment of the specific targets; provide vague details about progress. Findings contain many problems with grammar or usage. |
| Analysis | The assesment responses provide proposed continuous improvement strategies for current year findings. Information is provided about program's achievement. The responses are well thought thru and well written. | The assesment responses provide proposed continuous improvement strategies for current year findings. Information is provided about program's achievement. The responses are well thought thru but they may contain some problems with grammar and usage. | The assesment responses provide proposed continuous improvement strategies for some of the current year findings. Minimal information is provided about program's achievement. The responses lack substance and may contain many problems with grammar and usage. |
| Documentation | The Assessment plan had been fully supported with required documentation. | Some supporting documentation has not been provided. | Most of the supporting documentation has not been provided. |
| Part Two Comments | | | |

Name of Reviewer(s): Preston DeJean
 Deborah Herceg, PhD

Date: _____