Florida Atlantic University,

Rubric for Reviewing Program Assessment Plan and Report

College: Department:

Program: Level: **Undergraduate / Graduate**

Date: Plan: 18-19___ Report: 18-19___

	Components and Characteristics to Consider	Rating		
		Meets Requirements	Partially Meets Requirements	Does Not Meet Requirements
1	**Learning Outcomes are put into a degree program, general education, national benchmark and/or accreditation standards context.** *Curriculum matrix/table is strongly recommended. Curriculum matrix/table links courses to program learning outcomes, identifying where content and skills are Introduced, Reinforced and "Mastered "as well as assessing the content and skills more than once.* *In undergraduate assessment plans, learning outcomes should be linked to their Academic Learning Compact (ALC) degree program goals. In graduate programs, degree learning outcomes should be provided (e.g., curriculum matrix). General Education learning outcomes should be linked to Intellectual Foundations outcomes.*			
	Additional Feedback/Recommendations:			
2	**Program Learning Outcomes are specific and measurable.** Program learning outcomes are student-centered and are stated in specific, measurable and observable terms of what the student should know and/or understand and be able to do upon graduation. *Number of outcomes should be 3 to 5 (no more than 8 maximum). Outcome statements describe how students can demonstrate their learning, (e.g., specific writing criteria learning outcomes as in the WAC rubric, critical thinking skills such as identify assumptions, evidence).*			
	Additional Feedback/Recommendations:			
3	**Measures/Levels of Expectations** Targeted level of **performance** (not grade) is clearly stated for each learning outcome. *Even if target is met, improvements should be suggested. For future plan, provide new goals?*			
	Additional Feedback/Recommendations:			
4	**Assessment Methods** The program identifies and describes multiple assessment methods (direct and indirect) used by program faculty to determine whether students have achieved the program's student learning outcomes. *Criteria and/or rubrics articulate specific levels of performance required to meet expectations. Student assessment activities should be specified. Students should be acquainted with program outcomes (even participate in creation and use of rubrics). Students may use rubrics to guide their own learning and peer formative assessments.*			
	Additional Feedback/Recommendations:			
5	**Assessment Results** Results are summarized in aggregate form for each outcome with clearly defined performance levels identified. Interpretations of the assessment results identify weaknesses/areas for improvement. Results indicate sufficient evidence to formulate recommendations.			
	Additional Feedback/Recommendations:			
6	**Use of Assessment Results for Program Improvement** The plan provides description of how assessment results have been used to improve student learning through changes in instruction and curriculum. *Improvements may include curriculum changes, additional teaching and learning techniques: e.g., use of clickers, peer to peer grading with rubrics, use of rubrics as a teaching tool, increased time in practice lab versus lecture. The assessment committee or all faculty should meet to discuss and recommend program changes based on assessment outcomes.*			
	Additional Feedback/Recommendations:			