

For Programmatic use only	UNIVERSITY OF IDAHO ASSESSMENT PLAN EVALUATION RUBRIC			
	EXCEEDS REQUIREMENTS	MEETS REQUIREMENTS	PARTIALLY MEETS REQUIREMENTS	DOES NOT MEET REQUIREMENTS
<p>LEARNING OUTCOMES When students successfully complete the program, what should they know? What should they be able to do? What should they value?</p>	<ul style="list-style-type: none"> • All outcomes clearly stated; • Comparable to UI outcomes; • Measureable; • An appropriate range of measures; • Cover key/focused components of learning; • Reflect multiple levels of learning, primarily higher levels of learning (e.g., Bloom’s Taxonomy: synthesis, application, analysis). 	<ul style="list-style-type: none"> • Most are clearly stated; • Most are comparable to UI outcomes; • Most are measurable; • Most cover key/focused components of learning; • Reflect multiple levels of learning including higher levels. 	<ul style="list-style-type: none"> • Some are clearly stated; • Some are comparable to UI outcomes; • Too many or too few in number; • Some are measurable; • Some cover key/focused components of learning; • Some reflect multiple levels of learning and some may reflect higher levels of learning. 	<ul style="list-style-type: none"> • Not clearly stated; • Not comparable to UI outcomes; • Inappropriate number to reflect required student learning; • Not measureable; • Do not cover key/focused components of learning; • Generally reflect basic knowledge.
<p>TOOLS AND PROCESSES Direct Measure - tangible, visible, self-explanatory evidence of exactly what students have and haven’t learned.¹ Indirect Measure - signs that students are probably learning but evidence is less clear and convincing.¹ Focus Discussion - Interviews and discussions with students.</p>	<ul style="list-style-type: none"> • Appropriate² number of observations; • All measure mastery of student learning using multiple methods; • All 3 methods/tools used; • Include a wide range of student work samples; • Tells you what needs to change and where in the curriculum it must be changed. 	<ul style="list-style-type: none"> • Adequate² number of observations; • Measures student learning; • Uses all 3 methods; • Includes student work samples; • Measures how closely target is achieved and guides curriculum changes. 	<ul style="list-style-type: none"> • Some observations; • Some measure student learning; • Not all methods are used; • Includes some student work samples; • Measures how closely target is achieved but may not suggest specific actions for improvement. 	<ul style="list-style-type: none"> • Few to no observations; • No appropriate methods to measure desired student learning; • All methods are not used; • No student work samples; • Does not measure target achievement, does not make necessary curricular changes clear.
<p>BENCHMARKS/PERFORMANCE TARGETS Level of performance students should achieve for selected measures.</p>	<ul style="list-style-type: none"> • Well defined and appropriate levels of student learning are identified. • Measures how closely target is achieved 	<ul style="list-style-type: none"> • Defined and adequate levels of student learning are identified. 	<ul style="list-style-type: none"> • Loosely defined or insufficient levels of student learning are identified. 	<ul style="list-style-type: none"> • No benchmarks or targets for student learning are identified.
<p>RESULTS AND ANALYSIS Information is gathered, summarized and provided to faculty for review , discussion and analysis.</p>	<ul style="list-style-type: none"> • Clearly developed and well-conceived analyses; • Clear findings are reported on all methods; • Faculty and other relevant stakeholders review and discuss all data. 	<ul style="list-style-type: none"> • Analyses are provided; • Findings are reported on all methods; • Faculty review and discuss data. 	<ul style="list-style-type: none"> • Analyses are provided; • Findings are reported on most methods; • Limited review and discussion. 	<ul style="list-style-type: none"> • No analyses; • Insufficient findings or number of methods used; • Limited or no review and discussion.
<p>ACTIONS How do faculty use assessment information to modify and improve our program?</p>	<ul style="list-style-type: none"> • A thorough plan is developed with broad-based faculty participation to improve curriculum, assessment planning, and/or student learning outcomes; • Actions provide thorough evidence that findings have influenced curricular and co-curricular decision making. 	<ul style="list-style-type: none"> • A plan to improve is developed with faculty participation; • Actions provide evidence that findings have influenced curricular and co-curricular decision making. 	<ul style="list-style-type: none"> • A plan with partial faculty input is developed; • Unclear connection between findings and curricular and co-curricular decisions. 	<ul style="list-style-type: none"> • No plan has been developed; • No evidence-based decision making is discernible.

¹Suskie, Linda (2004). *Assessing Student Learning: A Common Sense Guide*. Bolton, MA: Anker Publishing Company, Inc.

²Not a statistical measure.

**UNIVERSITY OF IDAHO
ASSESSMENT PLAN EVALUATION**

Program: _____

Date: _____

Learning Outcomes:

Exceeds Requirements Meets Requirements Partially Meets Requirements Does Not Meet Requirements

Comments:

Tools and Processes:

Exceeds Requirements Meets Requirements Partially Meets Requirements Does Not Meet Requirements

Comments:

Benchmarks/Performance Targets:

Exceeds Requirements Meets Requirements Partially Meets Requirements Does Not Meet Requirements

Comments:

Results and Analysis:

Exceeds Requirements Meets Requirements Partially Meets Requirements Does Not Meet Requirements

Comments:

Actions:

Exceeds Requirements Meets Requirements Partially Meets Requirements Does Not Meet Requirements

Comments:

General Comments and Evaluation: