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| **Criteria** | **1** | **2** | **3** | **4** |
| **Process**  Is the plan being implemented faithfully and revised as needed? | Assessment plan is not implemented | Most aspects of plan are being implemented or all aspects are  implemented to some degree | Assessment plan is fully  implemented | Plan is faithfully executed and  modified/evaluated as needed |
| Explanations: | | | | |
| **Engagement** Limited involvement beyond All department faculty are aware All department faculty participate All relevant stakeholders  chair/director of process and results in conversations regarding the (students, employers, alumni) are Are all relevant parties are use of assessment data to meaningfully involved in the meaningfully involved in improve student learning creation/revision,  the creation/revision, implementation, analysis, implementation, analysis, interpretation, and/or interpretation and learning improvement processes  improvement process? associated with this assessment  plan | | | | |
| Explanations: | | | | |
| **Student Learning**  **Objectives**    Are the student learning objectives clear,  measurable, aligned with ULOs/GLOs, and  representative of the range of learning for that major/program? | Objectives are problematic  (vague, abstract, not aligned with  ULOs/GLOs) or missing | Objectives are clear, mostly  measurable, partially aligned with  ULOs/GLOs | Objectives are clear, measureable, aligned with ULOs/GLOs, and represent an overview of the knowledge, skills, beliefs, and values that are important for a graduate of this major/program, accounting for variations in learning outcomes due to tracks/concentrations | Objectives are clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning that is important for this program. The learning objectives provide a comprehensive view of the knowledge, skills, beliefs, and values that are important for a graduate of this major/program and accounting for variations in learning outcomes due to  tracks/concentrations |
| Explanations: | | | | |

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| **Criteria** | **1** | **2** | **3** | **4** |
| **Measures**    Are the instruments used to assess learning relevant for the objective? Do measures yield information/data you can use to drive improvement? | Not all objectives have a measure identified    OR    Measures do not directly connect  to the objectives | All objectives have at least one direct measure    Measures connect to learning objectives superficially or tangentially and/or include learning other than stated objectives    Relies almost exclusively on the same form of assessment (survey, exam, project)    Relies almost exclusively on data from a single source (course, program, activity) | All objectives have at least one direct measure    Some objectives have multiple measures    Measures clearly connect to learning objectives    ***And two of the following four criteria:***     * Objectives measured more than one point in time   (formative)     * Indirect measures are used strategically      * Plan incorporates different forms of assessment (survey, exam, project)      * Plan incorporates data from a variety of sources (course, program, activity) | Measures meet all of the following criteria:    All objectives have at least one direct measure    Some objectives have multiple measures    Measures clearly connect to learning objectives    Objectives measured more than  one point in time (formative)    Indirect measures are used  strategically    Plan incorporates different forms of assessment (survey, exam,  project)    Plan incorporates data from a variety of sources (course, program, activity) |
| Explanations: | | | | |

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| **Criteria** | **1** | **2** | **3** | **4** |
| **Timeline**    Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review? | Not identified clearly for all measures | Clearly states semester/year for each objective/measure.    Data analysis delayed from data  collection    Time between collection points may not facilitate informed  decision making | Clearly stated and manageable schedule    At least two data points for each objective per review cycle | Timeline for data collection is manageable and allows for continuous improvement with timely and meaningful decision making even before program review |
| Explanations: |  |  |  |  |
| **Targets**    Are the targets based on professional standards and/or experience with student work? Are targets challenging and achievable? | Some targets are missing | Targets are arbitrarily chosen or reflect minimal expectations | Targets are challenging and achievable based on prior data,  and reflect the level of performance a novice professional knows/can do | Targets are challenging and achievable    Targets are based on professional standards and/or prior data and experience with student work and reflect the level of performance a novice professional knows/can do    Targets are set at a level to  inspire program improvement |
| Explanations: | | | | |
| **Criteria** | **1** | **2** | **3** | **4** |
| **Use of student learning data from prior academic year**    Is the department effectively examining and using assessment data to revise curriculum and pedagogy to support student learning? | Assessment data not collected/analyzed/used for  decisions and/or results not documented in HelioCampus | Data collected, documented and discussed by department    Department reviewed confidence in measures and data as sufficient indicators of student performance    If data indicated changes were needed, action plans were developed in consultation with dean (e.g. improving outcomes, measures, targets, curriculum or pedagogy). | Data collected, documented and discussed by department    Department and dean confirmed confidence in measures and data  as sufficient indicators of student  performance    Action plans (e.g. improving outcomes, measures, targets, curriculum or pedagogy) developed in consultation with dean    If prior year data warranted action plans, the department  implemented the changes | Department collected and discussed follow-up data after the implementation of action plans in order to determine whether changes resulted in improvement or whether additional action is necessary, and/or    Data confirms effective curriculum and pedagogy for learning outcomes    Score of 4 should be assigned only if objectives, measures, targets and timeline all score a 4 |
| Explanations: |  |  |  |  |
| **Dissemination**    Is the department communicating learning objectives, results and improvements related to student learning to a wide audience? | No record of assessment results and changes made as a result of assessment findings | The department/program retains records of assessment results and positive changes made as a result of assessment findings, and results are entered in assessment software system | The department/program retains records of assessment results and changes made as a result of assessment findings, results are entered in assessment software system, and assessment results and improvements are publicly posted | The department/program retains records of assessment results and changes made as a result of assessment findings, and results are entered in assessment software system. Assessment results and improvements are publicly posted and shared proactively with faculty, prospective students, employers and alumni in ways that facilitate their discussion |
| Explanations: |  |  |  |  |