

**PRE-ACADEMIC PROGRAM REVIEW PROGRAM ASSESSMENT PLAN RUBRIC**

**Program:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Name:** \_\_\_\_\_

	<b>Assessment Category</b>	<b>Criteria</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
1	Program Learning Outcomes	Program learning outcomes are relevant and in line with program, school, college, and University mission, goals and/or objectives.			
2		Program learning outcomes are specific, measurable, and achievable.			
3		Program learning outcomes are clearly stated and written from the student’s perspective without unnecessary technical jargon.			
4	Assessment Methods	Assessment methods are aligned with the program learning outcomes.			
5		Assessment methods are specific and appropriate to measure the program learning outcomes.			
6		Each program learning outcome will identify at least one “direct” method of assessment.			
7	Criterion for Success	Clearly defined criterion and thresholds are defined and provided for each assessment method and program learning outcome.			
8		The criterion is achievable and appropriate for each program learning outcome.			
9		The threshold levels for each criterion are purposeful and meaningful and use of general terms to describe results such as high, medium, low, are defined.			
10	Assessment Schedule	Identify the timeline when each program learning outcome is assessed.			
11		A rotational schedule is provided for when the entire set of program outcomes will be assessed.			
12		Program learning outcomes are assessed and documented every three years.			

13	Results	The criterion for success is identified as “Met” or “Unmet” in the University Assessment System.			
14		The result from the assessment is fully documented in the University Assessment System including the percentage or number of students meeting the outcome and the total number of students assessed.			
15		The program is assessed and documented in a timely manner, according to the schedule in the program assessment plan.			
16	Action	Indicate no action to be taken if the outcome is met. If the outcome is not met, describe the action that is to be taken.			
17		Identify the person(s) responsible for this action, when this action will be taken, and when the outcome is to be reassessed.			
18		If the outcome is not met, describe or identify the specific factors and issues that may have led to not meeting the criterion for success.			
19	Follow-up	Document the specific action that was taken or if the action was not taken.			
20		If the action was not taken, document the reasons or alternative actions that were taken.			
21		Document the impact the action had on the program learning outcome when it was reassessed.			
22		If additional action is to be taken, identify the action, and the person(s) responsible for this action			
23		If additional action is to be taken, identify when this action will be taken, and when the outcome is to be reassessed. (i.e., yearly)			
24		When the program outcome is reassessed, document the results were positive or review and modify follow-up plan.			
25		Described any adjustments planned or implemented in response to the results.			

## PRE-ACADEMIC PROGRAM REVIEW CURRICULUM MAPPING RUBRIC

**Program:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Name:** \_\_\_\_\_

	Assessment Category	Criteria	MET	NOT MET
1	Required Courses	List of all courses and required learning experiences that all students complete for the program and are documented in the official program “checksheets.”	<input type="checkbox"/>	<input type="checkbox"/>
2	Curriculum Mapping	All program learning outcomes are mapped to one or more required courses and/or required learning experiences.	<input type="checkbox"/>	<input type="checkbox"/>
3		All required courses and learning experiences are mapped to at least one program learning outcome in the University Assessment System.	<input type="checkbox"/>	<input type="checkbox"/>
4		Documents the level of how the course or learning experience contributes to each learning outcome when the course is used for initial introduction, reinforcement, or “mastery” in the University Assessment System.	<input type="checkbox"/>	<input type="checkbox"/>
5		Mapping of course progression, as well as the introduction, reinforcement and mastery of learning outcomes, is distributed across courses throughout the program.	<input type="checkbox"/>	<input type="checkbox"/>
6		Curriculum mapping identifies a course learning outcome from the course that is directly mapped to the program learning outcome.	<input type="checkbox"/>	<input type="checkbox"/>
7	Assessment	The curriculum mapping indicates which course(s) are used for the collection and reporting of assessment data (“A”) for each program outcome.	<input type="checkbox"/>	<input type="checkbox"/>
8		Integrate assessment data from multiple courses and/or learning experiences for program assessment.	<input type="checkbox"/>	<input type="checkbox"/>

**PRE-ACADEMIC PROGRAM REVIEW COURSE ASSESSMENT PLAN RUBRIC**

**Course Code and Title:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Name:** \_\_\_\_\_

	<b>Assessment Category</b>	<b>Criteria<sup>1</sup></b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
1	Course Learning Outcomes	Course learning outcomes are relevant and in line with the course description and program outcomes.			
2		Course learning outcomes are specific, measurable, and achievable.			
3		Course learning outcomes are reasonable for the level and difficulty of the course.			
4		Course learning outcomes are clearly stated and written from the student’s perspective without unnecessary technical jargon.			
5	Assessment Methods	Assessment methods are aligned with the learning outcomes.			
6		Assessment methods are specific and appropriate to measure the learning outcomes.			
7		Each course learning outcome will identify at least one “direct” method of assessment.			
8		Include at least two assessment methods for each course learning outcome.			
9	Criterion for Success	Clearly defined criterion and thresholds are defined and provided for each assessment method and course learning outcome.			
10		The criterion is achievable and appropriate for each course learning outcome.			
11		The threshold levels for each criterion are purposeful and meaningful and use of general terms to describe results such as high, medium, low, are defined.			
12	Assessment Schedule	Identify the timeline when each course learning outcome is assessed.			
13		A rotational schedule is provided for when the entire set of course outcomes will be assessed.			
14		Course assessment is fully documented every 2 – 3 years.			

15	Results	The criterion for success is identified as “Met” or “Unmet” in the University Assessment System.			
16		The result from the course assessment is fully documented in the University Assessment System including the percentage or number of students meeting the outcome and the total number of students assessed.			
17		The course is assessed and documented in a timely manner, according to the assessment schedule documented in the course assessment plan.			
18	Action	Indicate no action to be taken if the outcome is met. If the course outcome is not met, describe the action that is to be taken.			
19		Identify the person(s) responsible for this action, when this action will be taken, and when the course outcome is to be reassessed.			
20		If the course outcome is not met, describe or identify the specific factors and issues that may have led to not meeting the criterion for success.			
21	Follow-Up	Document the specific action that was taken or if the action was not taken.			
22		If the action was not taken, document the reasons or alternative actions that were taken.			
23		Document the impact the action had on the course learning outcome when it was reassessed.			
24		If additional action is to be taken, identify the action, and the person(s) responsible for this action.			
25		If additional action is to be taken, identify when this action will be taken, and when the outcome is to be reassessed. (i.e., yearly)			
26		When the course outcome is reassessed, document the results were positive or review and modify follow-up plan.			
27		Described any adjustments planned or implemented in response to the results.			