Appendix B

The following rubric, also borrowed from California Polytechnic State University, can be used to determine a how well a department or program is progressing in the assessment plan development process.

The evolution of program level assessment: At which stage of progress is the program you are associated with?

SLO = Student Learning Outcomes, I = Introduced, D = Developed, M = Mastery

Progress Stage / Element	1. Initial	2. Developing	3. Emerging: progress being made	4. Developed	5. Full circle assessment, highly developed
Learning Outcomes	No learning outcomes defined	Learning outcomes vague and not measurable	Learning outcomes vague, measurability questionable	Learning outcomes specific and measurable	Learning outcomes specific, detailed and measurable
Curriculum/ Program Mapping	No curriculum or program mapping	Courses or program experiences listed but no links to SLO	Courses listed and, when appropriately linked to SLOs. no clear levels of learning defined.	Courses listed and, when appropriately linked to SLOs, clear levels of learning defined for some SLOs at all levels (I, D, M) where appropriate.	Courses listed and linked to SLOs, clear levels of learning defined for all SLOs at all levels (I, D, M). Clearly defined curriculum or program map. levels designated.
Methods/ Measures	No methods or measures defined	Measures listed, vague and not linked to specific SLOs	Measures listed and linked to specific SLOs, only indirect measures used, using primarily surveys and self reports.	Multiple measures used and linked to specific SLOs. Assessment only at one level of learning. Indirect/Direct methods used.	Measures explained and linked to specific outcomes. Assessment performed at all levels (I, D, M). Authentic performance-based direct and indirect methods used.
Assessment Infrastructure	Assessment assigned to individual faculty member or administratively managed and mandated	Core working group of faculty emerging. Possible uses for technology identified.	Identified faculty committee with administrative support. Technology used to manage data.	Identified faculty committee actively communicating with program faculty. Administrative support present. Sophisticated application of technology developed.	Faculty committee functioning within program, working with dept curriculum committee, connected to college and institutional assessment efforts and goals.
Findings	No findings	Findings vague and unspecific	Findings explained, but not linked to SLOs.	Findings explained, collected regularly, linked to SLOs.	Findings for several years explained, patterns and trends identified.
Use of Findings	No use of findings	Findings discussed among faculty	Findings discussed among faculty, identification of issues discovered	Findings discussed among faculty, identification of issues, pedagogy reviewed, recommendations made for program improvement.	Findings discussed among faculty, pedagogy reviewed and revised based on assessment data, changes made if warranted for program improvement.