

**UTRio Grande Valley**  
Office of Accreditation and Assessment

**Rubric for Evaluating Program Assessment Plans**

This rubric is adapted from California Polytechnic State University. Although UTRGV will not use it in any official capacity, the Office of Accreditation and Assessment (OAA) will rely on this rubric to assess the progress programs make on assessment planning and to evaluate the overall quality of assessment plans. Thus, programs reviewing their assessment plans should consider referring to the information provided here.

Criterion	1. Initial	2. Emerging	3. Developed	4. Highly Developed
<b>Comprehensive List of Outcomes</b>	The list of outcomes is problematic; e.g., very incomplete, overly detailed, inappropriate, and disorganized. This list may confuse learning processes (e.g., doing an internship) with learning outcomes (e.g., application of theory to real-world problems, critical thinking, communication, etc.).	The list includes reasonable outcomes but does not specify expectations for the program as a whole. Relevant national disciplinary standards may be ignored, if applicable. Distinctions between expectations for undergraduate and graduate programs may be unclear.	The list is a well-organized set of reasonable outcomes that focus on the key knowledge, skills, and values students learn in the program. It includes relevant national disciplinary standards, if applicable. Outcomes are appropriate for the level (undergraduate vs. graduate)	The list is reasonable, appropriate, and comprehensive, with clear distinctions between undergraduate and graduate expectations, if applicable. National disciplinary standards have been considered, if applicable. Faculty have agreed on explicit criteria for assessing students' level of mastery of each outcome.
<b>Assessable Outcomes</b>	No learning outcomes defined, or outcome statements do not identify what students can do to demonstrate learning. Statements such as "students understand scientific method" do not specify how understanding can be demonstrated and assessed.	Most of the outcomes indicate how students can demonstrate their learning.	Each outcome is measurable and describes how students can demonstrate learning, e.g., "Graduates can write reports in APA style" or "Graduates can make original contributions to biological knowledge."	Outcomes describe how students can demonstrate their learning. Faculty have agreed on explicit criteria statements, such as rubrics, and have identified examples of student performance at varying levels for each outcome.
<b>Methods &amp; Measures</b>	No methods or measures defined.	Measures listed, vague and not linked to specific SLOs. Contains only direct assessment measures.	Multiple measures used and linked to specific SLOs. Plan contains at least one set of direct and indirect assessment measures.	Multiple measures explained and linked to specific outcomes. Plan contains multiple sets of authentic performance-based direct and indirect measures.
<b>Alignment</b>	There is no clear relationship between the outcomes and the curriculum that students experience.	Students appear to be given reasonable opportunities to develop the outcomes in the required curriculum.	The curriculum is designed to provide opportunities for students to learn and to develop increasing sophistication with respect to each outcome. This design may be summarized in a curriculum map.	Pedagogy, grading, the curriculum, relevant student support services, and co-curriculum are explicitly and intentionally aligned with each outcome. Curriculum map indicates increasing levels of proficiency.
<b>Assessment Infrastructure</b>	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.	Faculty committee functioning within program, working with department curriculum committee, connected to college and institutional assessment efforts and goals.
<b>Curriculum / Program Mapping</b>	No curriculum or program mapping.	Courses or program experiences listed but no links to SLO.	Courses listed and, when appropriately linked to SLOs, clear levels of learning defined for some SLOs at all levels (Indirect, Direct) where appropriate.	Courses listed and linked to SLOs, clear levels of learning defined for all SLOs at all levels (Indirect, Direct). Clearly defined curriculum or program map, levels designated.
<b>Assessment Plan (Overall)</b>	There is no formal plan for assessing each outcome.	The program relies on short-term planning, such as selecting which outcome(s) to assess in the current year.	The program has a reasonable, multi-year assessment plan that identifies the methods and techniques for every outcome that will be assessed.	The program has a fully-articulated, sustainable, multi-year assessment plan that describes when and how each outcome will be assessed and how improvements based on findings will be implemented.