**Rubric for Evaluating a Program’s Learning Assessment Processes**

This checklist can be used to assess a program’s work to assess its program learning outcomes.

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| 1 | The program has identified who coordinates the assessment of program learning outcomes. |
| 2 | Program faculty collaborate to ensure that students achieve program learning outcomes. |
| 3 | Program faculty have identified key program learning outcomes. |
| 4 | The program learning outcomes are well stated. |
| 5 | The program is designed so that every student in the program has enough opportunities, in multiple courses, to achieve every program learning outcome. |
| 6 | Program faculty have identified a capstone or other key points where students can demonstrate satisfactory achievement of each program learning outcome. |
| 7 | Program faculty have defined rigorous but achievable standards for satisfactory achievement of each program learning outcome. |
| 8 | Program faculty, including adjuncts as appropriate, understand their roles and responsibilities in assessing program learning outcomes. |
| 9 | The program has a process for collecting assessment evidence, aggregating it, and sharing and storing the results. |
| 10 | Program faculty analyze the results and use the results to identify and implement improvements in teaching and learning throughout the curriculum, as appropriate. |
| 11 | Program faculty use the results to support budget requests, goals, and plans. |
| 12 | Program faculty periodically reflect on their assessment work and identify ways to keep it as simple and useful as possible. |

*Developed by Linda Suskie, Assessment & Accreditation Consultant*

**Rubric for Evaluating a College’s Program Learning Assessment Processes**

This tool can be used to help a college assess the status of its program learning assessment efforts. It can be particularly helpful when preparing for a review by any regional accreditor.

No plans = **No documented evidence that we have plans** to do this.

No evidence = Our college community is aware that we should do this, but there is **no documented evidence that this is happening**.

Nascent = We have documented evidence that this is happening **in just a few programs** (for example, only in programs with specialized accreditation).

Some = We have documented evidence—not just assurances—that this is happening **in some but not most programs.**

Most = We have documented evidence—not just assurances—that this is happening **in most but not all programs**.

Pervasive = We have documented evidence—not just assurances—that this is happening **everywhere,** including in liberal arts as well as professional programs, off- as well as on-campus locations, online as well as face-to-face programs, certificate as well as degree programs, and programs developed and delivered by third parties as well as your college.

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | No plans | No evidence | Nascent | Some | Most | Pervasive |
| 1 | Programs have identified who coordinates the assessment of program learning outcomes. |  |  |  |  |  |  |
| 2 | Program faculty collaborate to ensure that students achieve program learning outcomes. |  |  |  |  |  |  |
| 3 | Program faculty have identified key program learning outcomes. |  |  |  |  |  |  |
| 4 | Program learning outcomes are well stated. |  |  |  |  |  |  |
| 5 | Programs are designed so that every student in the program has enough opportunities, in multiple courses, to achieve every program learning outcome. |  |  |  |  |  |  |
| 6 | Program faculty have identified a capstone or other key points where students can demonstrate satisfactory achievement of each program learning outcome. |  |  |  |  |  |  |
| 7 | Program faculty have defined rigorous but achievable standards for satisfactory achievement of each program learning outcome. |  |  |  |  |  |  |
| 8 | Program faculty, including adjuncts as appropriate, understand their roles and responsibilities in assessing program learning outcomes. |  |  |  |  |  |  |
| 9 | Programs have processes for collecting assessment evidence, aggregating it, and sharing and storing the results. |  |  |  |  |  |  |
| 10 | Program faculty analyze the results and use the results to identify and implement improvements in teaching and learning throughout the curriculum, as appropriate. |  |  |  |  |  |  |
| 11 | Program faculty use the results to support budget requests, goals, and plans. |  |  |  |  |  |  |
| 12 | Program faculty periodically reflect on their assessment work and identify ways to keep it as simple and useful as possible. |  |  |  |  |  |  |

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