

SDSU PROGRAM ASSESSMENT RUBRIC (v. 7)

(Survey link provided via email on 01 May 2014; survey closes at the end of 15 May 2014)

| ITEM | A. INITIAL | B. EMERGING | C. DEVELOPED | D. HIGHLY DEVELOPED | LOCATION |
|---|---|---|---|--|--|
| 1. <i>Mission</i> statement is designed to promote curricular coherence, student recruitment, stakeholder collaboration, and aspirations: | <i>Mission</i> statement lacking altogether or poorly constructed | <i>Mission</i> statement incomplete with little direction and cohesion; overly narrow or broad | <i>Mission</i> statement generally well-organized, perhaps more perfunctory than aspirational | <i>Mission</i> statement thorough, well-organized, and aspirational; establishes value of program to university and public | WEAVE <i>Mission</i> Section |
| 2. <i>Goals</i> are focused on (typically) three to seven broad, long-range, student-centered goals: | <i>Goals</i> lacking altogether or poorly constructed | Some <i>Goals</i> identified, but incomplete capture of program's aspirations for its graduates | Well-stated, realistic, and assessable set of <i>Goals</i> for disciplinary abilities and habits of mind | Well-stated, realistic, and assessable set of <i>Goals</i> including disciplinary abilities, habits of mind, and life-long learning skills | WEAVE <i>Goals</i> Section |
| 3. Rigorous and assessable <i>Program Learning Outcomes (PLOs)</i> are established and communicate the key abilities, habits-of-mind, etc. that students should master: | <i>PLOs</i> essentially lacking or generally not representative of disciplinary and institutional norms | <i>PLOs</i> are established, but some are of questionable rigor for disciplinary and institutional norms and/or difficult to assess | <i>PLOs</i> are rigorous, assessable, and appropriate for discipline | <i>PLOs</i> are rigorous, assessable, and appropriate for discipline and reinforce metadisciplinary life-long learning (c.f. GE Capacities and Goals) | WEAVE <i>Outcomes</i> Section |
| 4. Relationships among <i>PLOs</i> and courses are actively mapped to promote an integrated program and identify assessment opportunities: | No explicit <i>PLOs</i> ; little to no mapping across courses | Limited mapping and faculty engagement; many courses not associated with any <i>PLOs</i> | <i>PLOs</i> mapped across most courses through intentional community effort | <i>PLOs</i> mapped across all courses through intentional community effort; process periodically revisited to improve program coherence over time | WEAVE <i>Outcomes</i> Section |
| 5. Assessed <i>PLOs</i> are associated with appropriate <i>Measures</i> , with a focus on direct measures of student work (versus indirect measures such as interviews, surveys, etc.): | <i>Measures</i> largely lacking or only indirect (e.g., surveys, interviews, etc.) | <i>Measures</i> for assessed <i>PLOs</i> are highly variable in appropriateness; more direct measures needed | Generally robust and appropriate direct <i>Measures</i> established for assessed <i>PLOs</i> ; included indirect measures supplement direct | Highly robust and appropriate <i>Measures</i> established for all <i>PLOs</i> ; multiple cycles of assessment-driven improvement evident, as appropriate, for some <i>PLOs</i> | WEAVE <i>Measures and Findings</i> Section |
| 6. <i>Targets</i> possess proposed/revised/justified levels/goals for student achievement: | No <i>Targets</i> proposed for any <i>Measures</i> | <i>Targets</i> proposed for some <i>Measures</i> , but little reasoning or justification evident | <i>Targets</i> proposed for many <i>Measures</i> with clear reasoning and justification | <i>Targets</i> established for all <i>Measures</i> with clear reasoning, justification; program strives to refine/increase <i>Targets</i> | WEAVE <i>Measures and Findings</i> Section |
| 7. For assessed <i>PLOs</i> , <i>Findings</i> are clearly reported and incorporated into <i>Action Plan</i> to improve student learning and program integrity: | Little to no <i>Findings</i> reported; <i>Action Plan</i> essentially non-existent | Some <i>Findings</i> reported, but generally not used to inform <i>Action Plan</i> ; <i>Action Plan</i> perfunctory at best | All <i>Findings</i> reported and used to inform <i>Action Plan</i> ; <i>Action Plan</i> promotes program communication/improvement | All <i>Findings</i> reported, contextualized, and used to inform <i>Action Plan</i> ; <i>Action Plan</i> clearly improves program | WEAVE <i>Measures and Findings</i> Section |
| 8. AY12/13 WEAVE content demonstrates program commitment to, and completion of, most recent annual programmatic assessment cycle: | Effort is absent to sparse and provides limited means to improve student learning; cycle essentially absent | Efforts are mix of compliance and isolated action with limited coordination and intentionality; some cycle activity evident, but impact limited | Most faculty committed to annual cycle; <i>Action Plans</i> implemented using previous-cycle evidence and current-cycle actions | Program committed to effective annual cycle; <i>Action Plans</i> implemented using previous-cycle evidence and current-cycle actions | Overall WEAVE Content and AAR |
| 9. Program's long-term commitment to demonstrating educational effectiveness and improving student learning through evidence-based assessment can most accurately be described as: | Isolated areas of effort; majority of faculty view assessment as compliance and discount effort | Commitment to educational effectiveness in some areas, many faculty view assessment as largely compliance with limited capacity to improve student learning | Broad commitment to educational effectiveness; few areas require improvement; faculty largely embrace assessment as opportunity to improve student learning | Clear commitment to educational effectiveness; faculty embrace assessment as opportunity to improve student learning and demonstrate program's value to university and beyond | Syllabus Collection, WEAVE, Academic Program Review |