

Assessment Plan Evaluation Rubric –Philosophy & Religion-BA

Mission					
		Observed	Not Observed	Comments	
<i>Program Mission Statement articulates with University Mission Statement and identifies student learning as central.</i>		<input checked="" type="checkbox"/>		Agrees with most current University Catalog: (<input checked="" type="checkbox"/>) Yes () No	
Program Student Learning Outcomes (PSLO)					
	Target	Developing	Beginning	Not Observed	Comments
<i>PSLO articulate measurable outcomes</i>	All PSLO are clearly stated in terms of measurable outcomes and represent a variety of levels of cognitive achievement (Bloom's taxonomy).	Not all PSLO are stated in measurable terms and do not represent an hierarchy of cognitive achievement levels.	List of outcomes is problematic (e.g. incomplete, overly detailed, too broad) or not measurable. May confuse learning process (e.g. internship) with learning outcomes. Do not represent an hierarchy of cognitive achievement.	No PSLO stated.	Agree with most current University Catalog (<input checked="" type="checkbox"/>) Yes () No
<i>PSLO are formulated to express discipline specific knowledge</i>	All PSLO clearly describe what students need to know, be able to do and/or care about to be successful in careers or further study.	Some PSLO clearly describe what students need to know, be able to do and/or care about to be successful in careers or further study.	PSLO are not formulated to express discipline specific knowledge.	No PSLO stated.	
<i>Number of PSLO is limited and/or appropriate for the program and level (graduate v. undergraduate) of learning</i>	List of PSLO is reasonable, appropriate and comprehensive with clear distinctions between undergraduate and graduate expectation, if applicable. List of PSLO is manageable and provides a knowledge base for continuous curriculum review and improvement.	List of PSLO may be excessively long or short. Long lists may not be reasonably evaluated on a regular basis. Short lists may not adequately reflect the breadth of learning in the program.		No PSLO stated.	

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Curriculum Map (Alignment)					
		Observed	Not Observed	Comments	
<i>Curriculum Map shows courses required for majors and identifies where in the curriculum specific PSLO are taught, taught and assessed, or assessed only.</i>		X			
	Target	Developing	Beginning	Not Observed	Comments
<i>PSLO linked with specific required courses for majors</i>	PSLO clearly linked with specific courses required for majors.	PSLO are linked with curriculum but exposure for some is limited. Developmental acquisition of skills and knowledge is not clearly identified.	All PSLO are not linked with the curriculum.	No link between required courses and PSLO provided.	
<i>Curriculum Progression</i>	Pedagogy, grading, assessment is designed to provide opportunities for students to learn and to develop increasing sophistication with respect to each outcome as they move through the program. Developmental acquisition of skills and knowledge is appropriate and is measured throughout the curriculum.	PSLO are measured but developmental acquisition of skills and knowledge is not appropriate.	Measurements are not linked to appropriate developmental acquisition of skills and knowledge.	PSLO are assessed in individual classes, but no overall sequence of assessment is in place that assures evaluation at multiple stages (upper and lower division) in the curriculum.	

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Assessment Measures (Method)					
	Target	Developing	Beginning	Not Observed	Comments
<i>Assessment Plan specifically identifies how each outcome will be assessed</i>	The types of PSLO measures used (i.e. direct, indirect,) are clearly identified. There is a documented mechanism for adapting plan if needed.	Assessments are described and consistently applied but not strongly linked to each outcome.	Assessments are not clearly linked to the outcomes and are not consistently applied.	No plan is in place to assess each PSLO.	
<i>Direct/Indirect</i>	All PSLO include at least one direct measure, summative assessment, and indirect measures are in place where appropriate.	Most of the PSLO include a direct measure, summative assessment, and appropriate indirect measures.		PSLO do not identify what students should be able to do, know, or care about in order to demonstrate student learning.	

Threshold of Student Success					
	Target	Developing	Beginning	Not Observed	Comments
<i>Acceptable Program PSLO Achievement Level</i>	All PSLO have explicit achievement levels stated.	Some PSLO have explicit achievement levels stated.	PSLO achievement levels stated are not explicit.	No PSLO achievement levels stated.	Please identify thresholds and assessment instruments for in class evaluation for specific PSLO's

Data Collection Calendar					
	Target	Developing	Beginning	Not Observed	Comments
<i>Data collected reflecting performance of majors within the program</i>	Assessment results are regularly collected, compiled, and archived. Collection calendar is clear and consistent with curriculum.	Assessments are collected but calendar is not clearly linked to the curriculum.	Assessment results are compiled irregularly.	Assessment results are not collected, compiled, or archived.	

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Analysis and Reporting Calendar					
	Target	Developing	Beginning	Not Observed	Comments
<i>Sustainable, multi-year Assessment Plan is in place that identifies when assessment will take place (Assessment Calendar)</i>	The plan has a fully-articulated, sustainable, multi-year Assessment Calendar that describes when each outcome will be assessed and documented evaluation of viability of assessment calendar.	Plan is established but does not clearly identify a mechanism for continuous improvement.	Regular scheduling of assessment has not been formalized, but efforts are being made to work toward this goal.	No schedule or calendar is in place to assess each PSLO.	
<i>Data considered or analyzed</i>	Plan establishes a clear and productive mechanism for analysis and reflection resulting in appropriate opportunities for continuous improvement.	Plan does not clearly identify an appropriate cycle for analysis so opportunity for continuous improvement is not identified.	Plan does not describe a mechanism for analysis and continuous improvement.	No Plan.	

Stakeholder Involvement					
	Target	Developing	Beginning	Not Observed	Comments
<i>Stakeholder involvement in the development, implementation and continuous improvement of the Assessment Plan</i>	All relevant stakeholders are identified and explicitly engaged in continuous improvement.	Stakeholders are identified but not all are engaged in continuous improvement.	Appropriate stakeholders are not comprehensively identified.	No stakeholders identified.	May wish to continue investigating an alumni survey or graduate school survey.

Program Assessment Plan Review Cycle			
	Observed	Not Observed	Comments
<i>The plan is examined and revised as necessary. The results of the review are shared with stakeholders.</i>	X		