**ASSESSMENT PLAN SELF-EVALUATION TOOL**

Note: If criterion is not present, rating is 0

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|  | 3 Mature | 2 Developing/Progressing | 1 Minimal | Rating |
| Statement of program purpose/ goals | Program goals flow from Program mission and effectively communicate **specific** program expectations  | Program goals flow from Program mission and clearly communicate **broad** program expectations  | Program goals flow from Program mission, but are vague |  |
| Student learning outcomes appropriate for program educational goals | Each SLO **clearly linked** to specific program goals | Relationship of SLO to program goal can be interpreted from context | Relationship between SLO and program goals not clear |  |
| Student Learning Outcomes are clearly stated and make effective assessment possible | SLOs articulate specific, measurable expected competencies or outcomes to be demonstrated | SLOs broadly state expected outcomes | SLOs are too broad or vague to measure easily |  |
| Direct measure(s) are appropriate to SLOs | Direct measure(s) will provide observable **evidence** of achievement of all SLOs | n/a | Direct measures are not relevant to student learning outcomes  |  |
| Indirect measure(s) are appropriate to SLOs | Indirect measure(s) provide evidence of achievement of student learning outcomes | n/a | Indirect measures are not relevant to student learning outcomes |  |
| Evaluation of student learning | Criteria &/or rubrics **articulate specific levels** of performance required to meet expectations | Criteria provide **some guidance** on how to evaluate performance | Vague criteria allow for wide discrepancies in interpretation  |  |
| Use of results to improve student learning  | Plan specifies how data will be analyzed & used to improve student learning |  | Not clear how results will be used to improve student learning |  |

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|  | 3 Mature | 2 Developing/Progressing | 1 Minimal | Rating |
| Shared responsibility for learning & assessment; planning/implementation  | All faculty actively participate in planning & implementing assessment activities  | Assessment has broad but not full participation by faculty | A very small proportion of the faculty participate in assessment activities |  |
| Shared responsibility for learning & assessment; review/analysis of results  | All faculty participate in analysis of results & discussions of how to improve learning | A more than half of the faculty participate in analysis of results & discussion of how to improve learning | Small proportion of faculty participate  |  |