

Program Learning Assessment Plan Rubric

Definition

Program-level learning assessment plans are conducted to determine the effectiveness of the program in helping students meet its educational goals. For this assessment to be effective, it must be done systematically and all faculty in the program must be involved in evaluating the results.

Winter Institute on Learning 2022

Glossary

The explanations that follow were developed to clarify terms and concepts used in this rubric only.

Practiced: Assignments that faculty grade should provide students and faculty with evidence of student learning and not be rote, administrative activities unrelated to learning. This can occur in all kinds of activities that are part of the program, in and out of class, e.g, courses, field experiences.

Organized and systematic: Assessments of and within programs are the responsibility of all faculty in the program, not the sole responsibility of a small number of faculty members or one individual. Of course, significant portions can and often must be organized and carried out by small groups or individual faculty members e.g., assignments in specific classes, analyses of assessment results conducted by an assessment or curriculum committee. But all faculty must regularly and systematically analyze the learning – or lack thereof – that is occurring in their program.

Aligned: The assessments that occur in the program must be clearly aligned with the educational goals of the program, including those that are imposed from outside of the program e.g., General Education goals, goals required by program accreditation. Of course, this is most easily accomplished if faculty ensure that courses have clear goals that are themselves aligned with program goals and assessments are clearly aligned with those course goals.

Meaningful: Data collected assessments and used to provide feedback about the effectiveness of a program are only useful if faculty routinely analyze those data. This does not have to be complicated; a standing item on regular faculty meetings devoted to discussing the results of one assignment in one course can ensure that many faculty understand student learning in the program and lead to consideration of changes in the program, if necessary.

Winter Institute on Learning 2022

<u>Criteria</u>	<u>4 points</u>	<u>3</u>	<u>2</u>	<u>1 point</u>	<u>0 points</u>
Practiced	Assessments of student work and performance - in courses, during field experiences, in and out of class, etc. - evaluate the extent of student achievement of institutional and program educational goals.			Assessments are conducted but do not evaluate the extent of student achievement of institutional and program educational goals.	Assessments are not conducted.
Organized and systematic	Faculty in the program collaborate to create and use assessments of student work and performance that are meaningfully and effectively integrated to assess all program educational goals.			Assessments of student work and performance are conducted but faculty do little work to collaboratively create and use them or their results are scarcely integrated.	Assessments of student work and performance are conducted but faculty do not collaborate to create and them and their results are not integrated.
Aligned	Assessments of student work in courses, in and out of class, are clearly aligned with or linked to institution- and program-level educational goals.			Assessments of student work in courses, in and out of class, are very poorly aligned with or linked to institution- and program-level educational goals.	Assessments of student work in courses, in and out of class, are not at all aligned with or linked to institution- and program-level educational goals.
Meaningful	Assessments of student work in courses, in and out of class, are clearly and effectively used for the improvement of the educational effectiveness of this program.			Assessments of student work in courses, in and out of class, are rarely and poorly effectively used for the improvement of educational effectiveness.	Assessments of student work in courses, in and out of class, may be done but they are not used for the improvement of educational effectiveness.

Middle States Commission on Higher Education. (2019). *Standards for accreditation and requirements for affiliation*. Retrieved from <https://www.msche.org/standards/>

National Institute for Learning Outcomes Assessment. (2019). *Excellence in Assessment 2020 evaluation rubric*. Retrieved from <https://www.learningoutcomesassessment.org/wp-content/uploads/2019/11/EIA-Designation-Evaluation-Rubric-2020.xlsx>

Suskie, L. (2018). *Assessing student learning: A common sense guide (3rd ed.)*. San Francisco, CA: Jossey-Bass.