


RIT RUBRIC FOR ACADEMIC PROGRAM LEVEL ASSESSMENT PLAN

PROCESS/STAGE 	INITIAL	EMERGING	DEVELOPED	HIGHLY DEVELOPED
ELEMENT				
Program Goals Sample: Determine the processes of urbanization and modernization in the developing world.	Program goals do not reflect key concepts of the field or are related to student learning.	Some program-level goals relate to student learning and represent concepts of field or program goals are vague and not measurable.	Manageable 3-5 goals reflect student learning. Clear purposes and intentions of a specific field or focus of study. Are realistic, specific, and measurable.	Comprehensively and meaningfully defined goals. Represent fundamental and important aspects of program. Clearly describe what all students are asked to do, using action verbs. Are measurable through one or more indicator.
Student Learning Outcomes (SLOs) Sample: Analyze cities as products of modernization, as expressions of various processes, such as investment and employment.	No SLOs defined.	SLOs identify basic knowledge and conceptual understandings, but too broad and vague to measure or not specifically identified.	SLOs are defined, more specific and less vague. Clearly identify how students will be different because of the learning experience. Potential to measure.	Anchored in verbs, clearly identifies the actions, behaviors, dispositions, and ways of thinking or knowing that students should be able to demonstrate. Well written and measurable.
Data Source - Assessment Opportunity (Curriculum Mapping)	No mapping to courses or experiences in the program.	Selected courses or experiences are listed, but not linked to SLOs or courses and experiences are not specifically identified.	Selected courses, experiences, and assignments are indicated and varied and appropriately linked to SLOs.	Courses and experiences listed and linked to SLOs, clearly defined assignments. Clear continuum of learning. Assessment is planned and purposeful.
Method and Measures	Methods and measures are not listed or too general (e.g., courses, exams)	Multiple methods of assessing SLOs are included in the plan. Courses and experiences are identified including assignment.	Performance assessments are identified and clearly link to SLOs. Rubric is identified and used to evaluate the SLOs.	Multiple methods and measures are included across the curriculum and rubrics or scoring guides are identified.
Benchmarks/Standards	No benchmarks or standards/statements of student success indicated.	Minimum, general, standards are set for every SLO. Standard is realistic. No specific rubric benchmark identified.	Standards are identified and appropriate for all SLOs or rubrics.	Standards are identified and vary depending on the circumstances (e.g., fundamental skills vs capstone skills). Considered multiple targets as appropriate.
Timeline (who, when, and how the assessment plan is managed)	No clear timeline developed or responsibility assigned. No technology in place or timeline only.	Core working group of faculty emerging. Data collection procedures identified. Possible uses for technology identified	Timeline includes all SLOs and when the data is collected, aggregated, and analyzed. Includes identified faculty or resources for data collection, faculty committee for analysis. Technology identified and used to manage data.	All SLOs are measured in program assessment cycle and across the continuum of the program (early, middle, end). Clear timeline identified, data collection points, aggregation/analysis by faculty committees working with program committees, college and institutional assessment efforts and goals. Use of tech supports sustainable plan.
Data analysis including key findings	No person or process identified. No key findings.	Person or process identified, but no key findings identified.	Both person and process identified. Key findings listed.	Analysis process and responsibilities have been identified and implemented. Data has been analyzed by faculty and key findings identified and disseminated.
Results/Action Items and Dissemination	No use of findings or sharing of information, actions, processes indicated.	Results/findings discussed among faculty. No identification of strengths or improvement/recommendations	Findings are discussed among faculty and identification of strengths and areas of improvement included.	Processes identified. Faculty recommendations for improvements or actions listed. Stakeholder communication is identified and transparent.

Originally borrowed from WASC, adapted by BA Holzman, Office of Academic Planning and Institutional Effectiveness, SFSU, 2006. Addition/revisions by Cheryl L. Ney, Academic Programs and Undergraduate Education, Cal Poly, 2007. Additions/revisions by Anne Wahl, Student Learning Outcomes Assessment Office, RIT, 2010