

# 1\_Rubric for Assessment Planning 2015 (rev 10/16/15)

by Educational Effectiveness Committee

## Assessment

**Description:** This rubric is maintained by the Point Loma Nazarene University Educational Effectiveness Committee for the purpose of assessing the academic unit's assessment wheel(s).

### Glossary of Terms:

**Program:** a program is defined as an undergraduate major or major/concentration or graduate degree. General Education (GE) is also considered a program for assessment purposes.

**Academic unit:** an academic unit is a department or school. There are 17 academic units at PLNU, 13 departments and 4 schools. The academic units fall under two colleges: Arts & Sciences and Social Sciences and Professional Studies.

**Learning outcome:** Student learning outcomes are statements that reflect what students will know, understand or be able to do as result of their learning experiences. Student learning outcomes are developed at the institutional level (ILO), sometimes at the department/school level (PLO), program level (PLO), and course level (CLO). Learning outcomes are defined for both academic and non-academic units. On the academic side, the learning is expected to occur through their coursework.

**Criteria for Success:** The score/response from each assessment method that is considered successful student learning.

**Cohesive curriculum:** Progression of through curriculum would allow students to be introduced, then develop, and lastly reach mastery of learning outcomes.

**Multi-year sustainable assessment schedule:** Timeline for implementation that divides assessment of learning outcomes across three years (with the exception of School of Education which has accreditation requirements for annual assessment of every outcome).



## Assessment Planning Rubric 2015

Criteria	Highly Developed (4 pts)	Developed (3 pts)	Emerging (2 pts)	Initial (1 pt)
<b>PROGRAM LEARNING OUTCOMES:</b>	All PLOs are well developed, clearly align with the academic mission, and cover multiple levels of mastery including the highest cognitive levels. All PLOs reflect what students will know, understand or be able to do to demonstrate learning at the completion of the program.	Most PLOs are developed, align with the unit mission, and covers most of the cognitive levels. Most PLOs reflect what students will know, understand or be able to do to demonstrate learning at the completion of the program.	Some of the PLOs are clear, align with the mission, but cover primarily the lower cognitive levels. Some identify what students will know, understand or be able to do to demonstrate learning at the completion of the program.	PLOs do not identify what students will know, understand or do to demonstrate learning.

Criteria	Highly Developed (4 pts)	Developed (3 pts)	Emerging (2 pts)	Initial (1 pt)
<b>COURSE LEARNING OUTCOMES (Syllabus):</b>	All CLOs are well developed and clearly identified in the program syllabi. All PLOs identified in the curriculum map, including core competencies, are in the specified appropriate course syllabus either separately or embedded in the CLOs. Assignments are appropriate for the CLOs and embedded PLOs and level of mastery.	Most CLOs are developed, and clearly identified in the program syllabi. Most of the PLOs identified in the curriculum map are in the specified course syllabus and appropriate assignments are aligned with the CLOs and level of mastery.	Some CLOs are in the syllabi and partially aligned with the PLOs. Some of the CLOs identified in the curriculum map are in the specified course syllabi. The assignments are not clearly aligned with the CLOs or the level of mastery.	The CLOs are missing from the syllabi.
<b>CURRICULUM MAP: Alignment of courses to PLOs on a curriculum map</b>	PLOs are aligned to designated courses. Mastery levels (I, D, M) of each outcome are presented in a curriculum map showing sequential progression throughout the curriculum leading to a cohesive curriculum.	PLOs aligned to courses, but levels of mastery (I, D, M) of each outcome are not sequential. The curriculum map does not lead to a cohesive curriculum.	Not all of the PLOs are aligned to courses in a curriculum map. The levels of mastery (I, D, M) are missing for some of the PLOs. The curriculum map does not present a cohesive curriculum.	No curriculum map presented.
<b>PLAN: Multi-Year assessment plan</b>	A well-developed multi-year assessment plan that identifies where, when, and how all of the PLOs, GELOs and CCs will be assessed over a three year cycle. The plan requires an appropriate level of assessment activities and is clear and well developed. The assessment plan, at a minimum, must include one direct assessment at the Mastery level for each PLO.	A multi-year assessment plan that identifies where & when most of the PLOs, GELOs and CCs will be assessed over a three year cycle. The plan requires an appropriate level of assessment activities and is clear and well developed. The assessment plan, at a minimum, must include one direct assessment at the Mastery level for each PLO.	An assessment plan is presented that is not sustainable or is incomplete. Assessment activities are unclear with regard to PLO, GELO and CC alignment, assessment data and timelines.	The report does not include a multi-year, sustainable assessment schedule. Or An assessment plan is not presented.

Criteria	Highly Developed (4 pts)	Developed (3 pts)	Emerging (2 pts)	Initial (1 pt)
<b>PLAN: Assignments, Rubrics and faculty calibration</b>	The Plan includes all of the assignments, rubrics, and other assessment activities that will be included for assessment purposes. The Plan describes how assignments will be assessed including multiple faculty assessors and calibration.	The Plan includes most of the assignments, rubrics, and other assessment activities that will be included for assessment purposes. The Plan describes how assignments will be assessed including multiple faculty assessors and calibration.	The plan includes only partial or incomplete set of assignments, rubrics and other activities. The Plan does not include a description of how assignments will be assessed or calibrated.	The plan does not include the assessment assignments, rubrics, etc.
<b>Plan: Quality of assessment plan</b>	Plan is fully developed in all areas including learning outcomes, measures, curriculum map, assessment schedule, and criteria for success.	Plan is complete, but one of the areas needs some improvement	Plan is complete, but several of the areas needs some improvement	Assessment plan is present but incomplete.