

Rubric for Reviewing a Continuous Improvement Process Plan

Program / Unit Name: _____

Date: _____

Program Purpose	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Acceptable with Revisions	<input type="checkbox"/> Developing
	<ul style="list-style-type: none"> ✓ clearly articulates why the program exists for students ✓ clearly supports the department mission but does not duplicate it ✓ clearly states relationship to the mission or strategic goals of the college and university 	<ul style="list-style-type: none"> ✓ states why the program exists for students, but the description is somewhat unclear ✓ supports department mission but relationship is somewhat unclear ✓ does not reference the mission or strategic goals of the college and university, but relationships can be easily inferred 	<ul style="list-style-type: none"> ✓ does not state why the program exists for students ✓ is the same as the department mission, or does not reference the department mission at all ✓ does not relate to the mission or strategic goals of the college or university
Program Goals	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Acceptable with Revisions	<input type="checkbox"/> Developing
	<ul style="list-style-type: none"> ✓ clearly and directly support the entire program purpose ✓ are broad statements of the knowledge or skills students should acquire by graduation ✓ can be clearly operationalized by multiple learning outcomes 	<ul style="list-style-type: none"> ✓ support most of the program purpose ✓ are too narrow or specific, or are worded as learning outcomes (i.e., observable actions demonstrating knowledge or a skill) 	<ul style="list-style-type: none"> ✓ do not relate directly to the program purpose ✓ are unclear or poorly worded ✓ cannot be operationalized by a measurable learning outcome
Student Learning Outcomes (SLO)	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Acceptable with Revisions	<input type="checkbox"/> Developing
	<ul style="list-style-type: none"> ✓ are identified for each goal ✓ are specific and measurable ✓ are measured using appropriate and clearly described methods ✓ set appropriate and justifiable benchmarks ✓ clearly identify who will be assessed and where it will occur (e.g., a course) ✓ clearly state when and how often the assessment will occur 	<ul style="list-style-type: none"> ✓ are identified for each goal ✓ are too broad, or are worded as a goal ✓ are measured using appropriate methods, but the descriptions are somewhat unclear ✓ set benchmarks, but justification is unclear ✓ identify who will be assessed and where it will occur, but lack some detail ✓ do not clearly state when or how often the assessment will occur 	<ul style="list-style-type: none"> ✓ are not identified for each goal ✓ are unclear or unrelated to the program goals ✓ are measured using inappropriate methods ✓ do not have benchmarks, or the benchmarks do not match the measure ✓ do not identify who will be assessed or where it will occur ✓ do not state when or how often the assessment will occur

Notes: