

# USC Assessment Plan Rubric

Report Year: \_\_\_\_\_ College: \_\_\_\_\_ Program: \_\_\_\_\_ Degree: \_\_\_\_\_

		<b>Adequate / Required</b> all items met for all Learning Outcomes	<b>Excellent / Optional</b> all items in the "Adequate" section plus at least one item below are met for at least one Learning Outcome	<b>Comments</b>
Report _____	<b>Results</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Results are clearly presented for each stated measure (and only the stated measures) or an explanation is provided for missing results</li> <li><input type="checkbox"/> Results are presented on same scale as described in Measures and Criteria</li> <li><input type="checkbox"/> Explicitly stated whether the overall Learning Outcome was or was not met</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses relevant charts and graphs to present data</li> <li><input type="checkbox"/> Provides relevant trend data</li> <li><input type="checkbox"/> Identifies strengths and weaknesses identified by results</li> </ul>	
	<b>Use of Results</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describes what, if any, changes are recommended to curriculum or assessment measures</li> <li><input type="checkbox"/> Recommended changes are addressed at the program-level rather than the student-level</li> <li><input type="checkbox"/> Clearly describes how proposed changes are linked to assessment results</li> <li><input type="checkbox"/> If applicable, states why no changes are recommended</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Implementation or plan for implementation is described in detail (e.g., timeline, responsible party, etc.)</li> </ul>	

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Plan   _____	<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learning Outcomes are:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Specific</li> <li><input type="checkbox"/> Measurable</li> <li><input type="checkbox"/> Attainable</li> <li><input type="checkbox"/> Realistic</li> <li><input type="checkbox"/> Time-bound</li> </ul> </li> <li><input type="checkbox"/> Learning Outcomes describe the knowledge, skills, or abilities that students are expected to attain</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evident that the program's essential knowledge, skills, or abilities were prioritized</li> <li><input type="checkbox"/> Learning Outcomes clearly support the program's goals and mission</li> </ul>	
	<b>Curriculum</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Clearly states where/when in the program the students will be exposed to the necessary materials which will allow them to meet the Learning Outcome</li> <li><input type="checkbox"/> Specific course numbers and names are listed, if applicable</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum map is attached (table linking courses to outcomes)</li> <li><input type="checkbox"/> The level/depth of exposure of material related to the Learning Outcome is identified</li> </ul>	

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<b>Measures and Criteria</b>	<input type="checkbox"/> If applicable, intended changes indicated in previous year's Report are reflected in next year's Plan <input type="checkbox"/> At least one direct measure of student performance is present for each Learning Outcome <input type="checkbox"/> Clearly describes the tasks through which students will demonstrate knowledge, skills, or ability <input type="checkbox"/> Defines acceptable level of performance for each measure (e.g., 75% of students will achieve a score of 80 or higher) <input type="checkbox"/> Measures are clearly related to the Learning Outcome <input type="checkbox"/> Measures produce results that are specific enough to guide curricular decisions/change related to the Learning Outcome	<input type="checkbox"/> Multiple measures are used for a single Learning Outcome	
	<b>Methods</b>	<input type="checkbox"/> Describes assessment process at the program-level, not how individual student work will be assessed <input type="checkbox"/> Addresses how, when, and by whom data will be collected for each measure <input type="checkbox"/> Describes how, when, and by whom data will be aggregated, analyzed, and shared	<input type="checkbox"/> Describes a plan for how, when, and by whom decisions will be made based on the assessment results