

Academic Program Assessment Maturity Rubric

	Evidence of Exemplary Implementation	Evidence of Developed Implementation	Evidence of Emergent Implementation	Evidence not Included	COMMENTS/ FEEDBACK
	3	2	1	0	
Assessment Plan	The program has a fully-articulated, sustainable, one-to-three-year assessment plan that includes at least one program goal and three program SLO statements, describes specifically when and how each SLO will be assessed, includes a thorough process of analysis, and outlines how improvements, based on findings, will be implemented. The plan is posted publicly and has been examined and revised within seven years.	The program has a reasonable one-to-three-year assessment plan that includes at least one program goal and three program SLO statements, identifies how each SLO will be assessed and indicate how analysis and implementation of improvements will be conducted. The plan is posted publicly.	Some or no parameters have been established. Assessment plan may still be in the planning/discussion stages. It is under-review or in the pilot stage. A draft of the plan should be posted publicly.	No formal program assessment plan for assessing program learning goal(s) and each program SLO is available and/or posted publicly.	
Measurable Program Student Learning Outcomes	Each targeted SLO statement is clearly measurable, describes how students can demonstrate their learning, and explicitly indicates a level and type of performance or competence (e.g., “Graduates will demonstrate mastery in writing a report in APA style” or “Graduates will demonstrate innovativeness by developing an original product that contributes to biological knowledge.”).	Each targeted SLO statement is clearly measurable and describes how students can demonstrate learning (e.g., “Graduates will write reports in APA style” or “Graduates will make original contributions to biological knowledge.”).	Some of the targeted SLO statement(s) are not clearly measurable and do not identify what students can do to demonstrate learning. Statements such as “Students understand scientific method” do not specify how understanding can be demonstrated and/or assessed.	Most or all of the targeted SLO statement(s) are unclear, not measurable, and/or inadequate.	
Alignment of Program Learning Goals, Student Learning Outcomes, & UNM Learning Goals	The targeted SLO statement(s) are clearly measurable and explicitly stated, and the SLO(s) are appropriately aligned to the program goal(s) and UNM Learning Goals (K, S, and R).	The targeted SLO statement(s) are appropriately aligned to the program goal(s) and UNM Learning Goals (K, S, and/or R).	Some or all of the targeted SLO statement(s), program learning goal(s), and/or UNM Learning Goals (K, S, and/or R) are inappropriately aligned.	The targeted SLO statement(s) have not been aligned to the program goal(s) and/or UNM Learning Goals (K, S, and/or R).	
Program Assessment Methods (Measures/ Instruments)	Program has reported the use of more than three direct program level assessment measures and at least two indirect program level assessment measures to assess its targeted SLOs. Each targeted SLO is assessed using more than one program level assessment measure. Relevant evidence is included.	Program has reported the use of at least two direct program level assessment measures and one indirect program level assessment measure to assess its targeted SLOs. Relevant evidence is included.	Program has reported the use of only one direct and/or indirect program level assessment measure to assess its SLO(s) and/or program reported use of direct and/or indirect assessment measures that are not program level. Relevant evidence is not included.	Reported assessment methods/measures are not clearly identified and/or are inadequately described.	
Data Collection & Analysis	A clear, complete, and succinct analysis, interpretation of and reflection on the assessment results is reported, and it is readily apparent that conclusions were drawn through collaboration and consensus of appropriate stakeholders. Aggregated data is included as evidence.	A clear presentation and interpretation of assessment results is provided for the targeted SLO(s). Aggregated data is included as evidence.	Results are stated very generally or not clearly. Aggregated data is not provided as evidence.	No evidence of data results is provided. No clear analysis of assessment results is reported.	
Implementation of Program Improvements/ Revisions	Specific improvement(s)/change(s) (in assessment process, curriculum, and/or student learning) has been implemented and is clearly responsive to specific needs identified in reported analysis and interpretation of assessment results. Relevant evidence is provided.	Clear and actionable plan(s) for improvement/change (in assessment process, curriculum, and/or student learning) is provided, and for the most part, appear to be appropriate given reported analysis and interpretation of assessment results. Relevant evidence is provided.	Some indication of a need for improvement/change is provided but burden for improvement was placed primarily upon students (students need to do more/be more), or a plan(s) has been reported that is overly broad or generalized. Relevant evidence is not provided.	A plan for improvement of the assessment process, curriculum, and/or student learning is not articulated.	