| Evidence of ExemplaryEvidence of DeveImplementationImplementation | | Evidence not Included | COMMENTS/ FEEDBACK |
|--|---|--|--|
| 3 2 | 1 | 0 | |
| 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. | assessment established. Assessment plan may ne program still be in the planning/discussion 0 statements, stages. It is under-review or in the 1 be pilot stage. A draft of the plan should nalysis and be posted publicly. nents will be | No formal program assessment plan for assessing program learning goal(s) and each program SLO is available and/or posted publicly. | |
| ramEach 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 measureable and describes h measureable and describes h can demonstrate learning (e "Graduates will write report style" or "Graduates will write report style" or "Graduates will ma contributions to biological knowledge."). | t is clearly Some of the targeted SLO statement(s) ow students are not clearly measurable and do not .g., identify what students can do to demonstrate learning. Statements such ake original as "Students understand scientific method" do not specify how understanding can be demonstrated and/or assessed. | SLO statement(s) are unclear, not measurable, and/or inadequate. | |
| gram Student mes, & coalsThe 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 GoalsThe targeted SLO statemen appropriately aligned to the goal(s) and UNM Learning Goals(K, S, and R).S, and/or R). | brogram statement(s), program learning goal(s), | The targeted SLO statement(s) have not been aligned to the program goal(s) and/or UNM Learning Goals (K, S, <u>and/or</u> R). | |
| 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 assess using more than one program level assessment measure. Relevant evidence is included. Program has reported the use two direct program level ass measures and one indirect pr assessment measure to assest targeted SLOs. Relevant ev included. | essment one direct and/or indirect program ogram level level assessment measure to assess its ss its SLO(s) and/or program reported use of | Reported assessment methods/measures are not clearly identified and/or are inadequately described. | |
| through collaboration and consensus of appropriate included as evidence. stakeholders. Aggregated data is included as evidence. | erpretation Results are stated very generally or vided for not clearly. Aggregated data is not gated data is provided as evidence. | No evidence of data results is provided. No clear analysis of assessment results is reported. | |
| | essment improvement/change is provided but student burden for improvement was placed or the most primarily upon students (students need to do more/be more), or a plan(s) has retation of been reported that is overly broad or | A plan for improvement of the assessment process, curriculum, and/or student learning is not articulated. | |
| assessment results. Relevant evidence is provided. | reported analysis and interpo | reported analysis and interpretation of been reported that is overly broad or assessment results. Relevant evidence is generalized. Relevant evidence is not | reported analysis and interpretation of been reported that is overly broad or assessment results. Relevant evidence is generalized. Relevant evidence is not |

Academic Program Assessment Maturity Rubric