

ACADEMIC ASSESSMENT PLAN AND REPORT – EVALUATION RUBRIC

DEPARTMENT:

	EXEMPLARY	ACCEPTABLE	DEVELOPING	NO EVIDENCE	COMMENTS
1. MISSION STATEMENT	<ul style="list-style-type: none"> • Clear and concise • Reflects mission of the university and/or department • Describes purpose that is distinctive from other programs 	<ul style="list-style-type: none"> • Consistent with mission of the university and department • Clear statement of program’s purpose 	<ul style="list-style-type: none"> • Fails to demonstrate alignment with university and/or department mission • General statement of the purpose of the program 	<ul style="list-style-type: none"> • No mission statement available 	
2. LEARNING OUTCOMES	<ul style="list-style-type: none"> • A reasonable number of program outcomes are stated (3 -10), which encompass the central principles of the discipline and focus on the cumulative effect of the program. • Each outcome is observable and measurable. • Learning outcomes clearly describe what students will know, think and be able to do upon completion of the requirement. • Each outcome uses action verbs • Outcomes clearly reinforce university learning outcomes, are discipline and program specific. • Outcomes are well-written, clear, specific; no revision necessary. 	<ul style="list-style-type: none"> • At least three and not more than 10 key learning outcomes are stated. • At least two outcomes are assessed in the current year. • Each outcome is observable and measurable. • Learning outcomes describe what students will know, think and be able to do upon completion of the requirement. • Each outcome uses action verbs. • Outcomes are correctly identified as student learning or not student learning outcomes. • Outcomes relate to university learning outcomes, are discipline and program specific • Language in some outcomes may need minimal revision. 	<ul style="list-style-type: none"> • Fewer than three outcomes are listed. • Some key learning outcomes are stated but are unclear; over-specific; do not use action verbs; and/or do not describe what students will know, think, and be able to do upon completion of the requirement. • Not clear how outcomes will be measured • Outcomes fail to demonstrate alignment with University or School mission. • Language needs substantial revision. 		
3. ASSESSMENT MEASURES	<ul style="list-style-type: none"> • Direct and indirect measures are used, with at least one direct measure for each outcome. • Each assessment 	<ul style="list-style-type: none"> • Not all outcomes have at least two measures. • Each assessment method matches the outcome being assessed and provides 	<ul style="list-style-type: none"> • Not all outcomes have at least two measures. • Few or no direct measures are used. • Only uses course grades for assessment 	<ul style="list-style-type: none"> • No assessment measures identified 	

	<p>method clearly matches the outcome being assessed and provides clear, truthful information about whether or not an outcome is being achieved.</p> <ul style="list-style-type: none"> Assessment tools are clearly described and are relevant to the outcome. Assessment instruments/tools reflect sound methodology. Measures are purposeful; it is clear how results could be used for program improvement. 	<p>clear, truthful information about whether or not an outcome is being achieved.</p> <ul style="list-style-type: none"> Assessment tools are described and are relevant to the outcome. Assessment instruments/tools reflect sound methodology. 	<ul style="list-style-type: none"> In some cases, assessment methods do not match the outcome being measured or do not yield clear and truthful information. Assessment tools are vaguely described or are undeveloped. 		
4. TARGETS/BENCHMARKS	<ul style="list-style-type: none"> Targets are clearly defined for each measure. Targets are realistic and sufficiently challenging. 	<ul style="list-style-type: none"> Targets defined for each measure but may not be set at effective levels. Targets are realistic. 	<ul style="list-style-type: none"> Targets not defined for each measure. 	<ul style="list-style-type: none"> No targets defined for any of the measures 	
5. ASSESSMENT RESULTS	<ul style="list-style-type: none"> Complete, concise and well-organized. Appropriate data collection/analysis. Align with the language of the corresponding achievement target. Provide solid evidence that targets were met, partially met, or not met. 	<ul style="list-style-type: none"> Complete and organized. Aligned with the language of the corresponding achievement target. Address whether targets were met 	<ul style="list-style-type: none"> Incomplete or too much information. Not clearly aligned with achievement targets. Questionable conclusion about whether targets were met, partially met, or not met. 	<ul style="list-style-type: none"> No assessment results provided 	
6. USE OF EVIDENCE	<ul style="list-style-type: none"> There is an explicit, well-reasoned connection between the assessment results and proposed changes. 	<ul style="list-style-type: none"> There is an adequate connection between the assessment results and proposed changes. 	<ul style="list-style-type: none"> The connection between the assessment results and proposed changes are unclear. 	<ul style="list-style-type: none"> No use of evidence provided 	
7. ACTION ITEMS	<ul style="list-style-type: none"> Action items are logical and realistic Completely addresses all action items that were previously identified. 	<ul style="list-style-type: none"> Action items are in place, but may not be very logical or realistic. Addresses most action items that were previously identified. 	<ul style="list-style-type: none"> At least one action item is in place Marginally addresses most action items that were previously identified. 	<ul style="list-style-type: none"> No action items in place No follow-up on last year's action items. 	

OVERALL ASSESSMENT PLAN & REPORT FEEDBACK

STRATEGIC PLAN OVERALL FEEDBACK		
Acceptable ○	Developing ○	Comments
<input type="checkbox"/> Mission statement is clearly described <input type="checkbox"/> At least three outcomes are stated. <input type="checkbox"/> At least two assessment measures are described per outcome, one of which is a direct measure. <input type="checkbox"/> Clear achievement targets are described for each outcome.	<input type="checkbox"/> Mission statement is not clearly described <input type="checkbox"/> Fewer than three outcomes are stated. <input type="checkbox"/> Fewer than two assessment measures are described per outcome, and may not include a direct measure. <input type="checkbox"/> Achievement targets are unclear or not included for each outcome.	
STRATEGIC REPORT OVERALL FEEDBACK		
Acceptable ○	Developing ○	Comments
<input type="checkbox"/> Clear, concise and well organized results with solid evidence that targets were met, partially met, or not met. <input type="checkbox"/> Evidence is explicit and clearly connected to the assessment results. <input type="checkbox"/> Action items are logical and realistic	<input type="checkbox"/> Results are incomplete and/or not clearly aligned with achievement targets. <input type="checkbox"/> Evidence is unclear and/ or not related to the assessment results. <input type="checkbox"/> At least one action item is in place.	