

# Rubric for Evaluating Assessment Plans and Reports

Program Name

Year

## ASSESSMENT PLAN

### Student Learning Outcomes

Specific statements that articulate the knowledge, skills, and abilities students should gain or improve through engagement in the academic program or learning experience.

#### Exemplary

#### Acceptable

#### Developing

- Observable and measurable.
- Encompass a discipline-specific body of knowledge for academic units (may also include general competencies); focus on the cumulative effect of the program.
- Reasonable number of outcomes identified—enough outcomes to adequately encompass the mission while still being manageable to evaluate and assess.
- Use action verbs.
- Describe the level of mastery expected, appropriate to degree type (BS/BA, MS, PhD) if applicable.
- Align with college and university goals and with professional organizations, where applicable.
- Associations (to goals, standards, institutional priorities, etc.) are identified, where appropriate.

- Observable and measurable.
- Encompass the mission of the program and/or the central principles of the discipline.
- Aligned with program, college, and university mission.
- Appropriate, but language may be vague or need revision.

- Describe a process, rather than an outcome (i.e. language focuses on what the program does, rather than what the student learns).
- Unclear how an evaluator could determine whether the outcome has been met.
- Incomplete - not addressing the breadth of knowledge, skills, or services associated with the program.
- Outcomes identified don't seem important/aligned with the program mission.
- Fail to note appropriate associations (to goals, standards, institutional priorities, etc.).

Notes:

## Methods and Measures

The variety of methods used to evaluate each outcome; the means of gathering data.

### Exemplary

- Multiple measures for some or all outcomes.
- Direct methods are primary. One direct method is identified for each SLO.
- Instruments reflect good research methodology.
- Feasible—existing practices used where possible; at least some measures apply to multiple outcomes.
- Purposeful—clear how results could be used for program improvement.
- Described with sufficient detail (documents attached in Document Repository, where appropriate).

### Acceptable

- At least 1 measure or measurement approach per outcome.
- Described with sufficient detail.
- Implementation may still need further planning.

### Developing

- Not all outcomes have associated measures.
- Few or no direct measures used.
- Methodology is questionable.
- Instruments are vaguely described; may not be developed yet.
- Course grades used as an assessment method.
- Do not seem to capture the "end of experience" effect of the curriculum/program.

Notes:

## Criteria of Success

Result, target, benchmark, or value that will represent success at achieving a given outcome. In most cases, criteria of success should be stated as a percentage of students who meet the criteria. For example: At least 75% of students will score a 3 or better on the related rubric. Averages may also be used but must be in conjunction with this type of criteria. Course or assignment grades are not used as criteria for success.

### Exemplary

- Aligned with measures and outcomes.
- Represent a reasonable level of success.
- Specific and measurable.
- Meaningful —based on benchmarks, previous results, existing standards.

### Acceptable

- Aligned with measures and outcomes.
- Target identified for each measure.
- Specific and measurable.
- Some targets may seem arbitrary.

### Developing

- Targets have not been identified for every measure, or are not aligned with the measure.
- Seem off-base (too low/high).
- Language is vague or subjective (e.g. "improve", "satisfactory") making it difficult to tell if met.
- Aligned with assessment *process* rather than results (e.g. survey return rate, number of papers reviewed).

Notes:

## General considerations

- Is it likely that this assessment plan will yield information useful for making improvements in the student learning experience and/or the program?
- Are internal and/or external stakeholders (may include students, faculty, staff, administrators, advisory boards, employers, etc.) involved in the assessment process?
- Is the plan feasible given current resources and staff?

## Assessment Plan Comments

## ASSESSMENT REPORTS

### Summary of Findings

A concise summary of the results gathered from a given assessment measure.

**Exemplary**

- Complete, concise and well-organized.
- Appropriate data collection/analysis.
- Aligns with the language of the corresponding criteria of success.
- Provides solid evidence that criteria of success were met, partially met, or not met.
- Compares new findings to past trends, as appropriate.
- Level of granularity sufficient to identify weaknesses and make decisions is apparent, as is the range of possible scores. Reader should understand strengths and weaknesses of student performance.

*\*Reports must be free of student-identifiable information.*

**Acceptable**

- Complete and organized.
- Aligns with the language of the corresponding criteria of success.
- Addresses whether criteria of success were met.
- May contain too much detail or stray slightly from intended data set.
- The number of students (n) is included in the summary of results
- Frequency of students at each achievement level is included.

**Developing**

- Incomplete or too much information.
- Not clearly aligned with achievement targets.
- Questionable conclusion about whether criteria of success were met, partially met, or not met.
- The number of students (n) is not included in the summary of results
- Questionable data collection/analysis; may "gloss over" data to arrive at conclusion.

Notes:

### Analysis

This section is an analysis of the assessment results.

**Exemplary**

- Demonstrates thorough analysis of findings.

**Acceptable**

- There is a sufficient level of analysis.

**Developing**

- Vague or unclear analysis.

Notes:

## Action Plans

Actions to be taken to improve the program or assessment process based on analysis of results.

### Exemplary

- Action plans clearly follow from assessment results and directly state which finding(s) was (were) used to develop the plan.
- Contain completion dates.
- Identify a responsible person/group.
- Number of action plans is manageable.
- Commitment to continuous improvement evidenced, even when success criteria are met.

### Acceptable

- Action plans are related to assessment results.
- One action plan is suggested, either an assessment process change or curricular change.

### Developing

- Not clearly related to assessment results.
- Seem to offer excuses for results rather than thoughtful interpretation or "next steps" for program improvement.
- No action plans or too many to manage.
- Too general; lacking details (e.g. time frame, responsible party).

Notes:

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**Changes based on Assessment Data** –Are you making improvements to the assessment process and using assessment data to make pedagogical and other changes to improve student performance? Which parts of your action plan have you completed and did the changes have an effect?

### Exemplary

- Program provides thorough status update of previous and/or ongoing action plan(s).
- There is evidence of action based on assessment results over time. These actions can be changes to program SLO assessment processes or curricular changes.

### Acceptable

- Program refers to previous and/or ongoing action plan(s).

### Developing

- Program does not refer to previous and/or ongoing action plan(s).