

Academic Assessment Evaluation Rubric¹

INDIVIDUAL PROGRAM REPORTS

Program Name:

School:

Reviewers:

I. Executive Summary			
Exemplary ○	Acceptable ○	Developing ○	No Evidence ○
<ul style="list-style-type: none"> • Describes how and where report data are stored. • List all program outcomes and dates last and next assessed; indicates which outcomes to be assessed in current year. Indicates if outcomes have recently changed. • Demonstrates understanding of and clearly relates outcomes to university and school mission, plan, and goals, using tables as appropriate • Briefly and succinctly describes assessment process including specific strengths, challenges, and planned improvements. Provides examples of a culture of continuous improvement based on assessment. 	<ul style="list-style-type: none"> • Describes how and where report data are stored. • List all program outcomes and dates last and next assessed; indicates which outcomes to be assessed in current year. • Describes how outcomes support university mission and strategic plan. • Describes assessment process including strengths, challenges, and planned improvements. 	<ul style="list-style-type: none"> • Not all sections completed or not completed in full, or overwhelms reader with too much detail or information not directly tied to question. • Fails to list all program outcomes or does not indicate dates last, next, or currently assessed. • Does not clearly relate outcomes to both mission and plan. • Fails to adequately describe assessment process, or does not provide a thoughtful discussion of strengths, challenges, and improvements needed. 	
<p>Comments:</p>			

II. Implemented Improvements from Previous Year			
Exemplary ○	Acceptable ○	Developing ○	No Evidence ○
<ul style="list-style-type: none"> • Provides concrete evidence of how improvements from previous assessment activity were implemented, including improvements to the assessment process recommended by the UAC. • Appropriate action taken on all issues 	<ul style="list-style-type: none"> • Provides concrete evidence of how improvements from previous assessment activity were implemented, including improvements to the assessment process recommended by the UAC. • Gives explanation for not implementing planned improvements 	<ul style="list-style-type: none"> • Evidence insufficient or not provided • Not all issues were addressed, without explanation of the delay • Actions taken were not relevant to the issue. 	
<p>Comments:</p>			

III. Outcomes			
Exemplary ○	Acceptable ○	Developing ○	No Evidence ○
<ul style="list-style-type: none"> • A reasonable number of program outcomes are identified, encompassing the central principles of the discipline without being overwhelming and focus on the cumulative effect of the program. At least two outcomes are assessed in the current year. • States learning outcomes in terms of what a student should be able to do • Each outcome is observable and measurable • Each outcome uses action verbs • Learning outcomes are at an appropriate level on Bloom's taxonomy for the level and degree type of the program. 	<ul style="list-style-type: none"> • Program outcomes are identified and encompass the central principles of the discipline. At least two outcomes are assessed in the current year. • States learning outcomes in terms of what a student should be able to do • Outcomes match those listed in the course catalog. • Each outcome is observable and measurable • Language in some outcomes may need minimal revision. • Some but perhaps not all outcomes reflect an appropriate level of learning for the program. 	<ul style="list-style-type: none"> • Only one outcome listed • Not clear how outcome could be measured • Fails to demonstrate alignment with University or School mission • Outcomes do not match outcomes listed in course catalog • Does not address key learning, or outcomes are not at appropriate level. • Not worded so that a single method can measure the entire outcome statement. • Language needs substantial revision. 	

III. Outcomes			
Exemplary ○	Acceptable ○	Developing ○	No Evidence ○
<ul style="list-style-type: none"> Aligned with University and School goals and with professional organizations, where applicable. 			
Comments (Please comment on each outcome.):			

IV. Assessment Measures and Targets			
Exemplary ○	Acceptable ○	Developing ○	No Evidence ○
<ul style="list-style-type: none"> Multiple measures for all outcomes Direct and indirect measures used, with at least one direct measure for each outcome Assessment tools clearly are described (and attached, as appropriate), are appropriately designed, and are feasible. Targets are clearly defined for each measure and are sufficiently challenging. Measures are purposeful; it is clear how results could be used for program improvement. 	<ul style="list-style-type: none"> At least two measures for each outcome Direct and indirect measures are used Assessment tools described and are relevant to the outcome Targets defined for each measure but may not be set at effective levels. Implementation may not be complete or need additional planning. 	<ul style="list-style-type: none"> Not all outcomes have at least two measures. Few or no direct measures used Assessment tools are vaguely described or are undeveloped. Uses course grades for assessment Targets not defined for each measure. Relies only on assessment at lower levels of the program. 	
Comments (Please comment on each outcome.):			

V. Analysis of Results and Implications			
Exemplary ○	Acceptable ○	Developing ○	No Evidence ○
<ul style="list-style-type: none"> Clear, complete, and well-organized discussion of results for all outcomes Clear and substantial evidence that targets were met, partially met, or not met for all measures Discussion of implications for unit of the results of all assessment measures Compares results to findings from previous years, if available Includes supporting documentation (tables, charts, surveys, rubrics, etc.) 	<ul style="list-style-type: none"> For each outcome, effectively uses tables, graphs, and/or charts to summarize results, if applicable. Clear and well-organized discussion of results for all outcomes; some data might be incomplete or not yet available. Clear and substantial evidence that targets were met, partially met, or not met for all measures Includes supporting documentation May contain too much detail or stray slightly from the data. 	<ul style="list-style-type: none"> Incomplete or too much information. Not aligned with targets. Questionable conclusions are drawn about whether or not targets were met. Does not discuss results of each assessment measure Details not given in the analysis Results are too general to prove whether or not targets were met. Supporting documentation not included 	
Comments (Please comment on each outcome.):			

VI. Use of Assessment to Improve Effectiveness			
Exemplary ○	Acceptable ○	Developing ○	No Evidence ○
<ul style="list-style-type: none"> Reflects on the assessment process and any needed changes Demonstrates strong understanding of results Identifies key areas that need attention and defines next steps, including for those outcomes with targets that were fully met. Improvements reflect what was learned during the assessment process 	<ul style="list-style-type: none"> Demonstrates understanding of results Identifies key areas that need attention and defines next steps, including for those outcomes with targets that were fully met. 	<ul style="list-style-type: none"> Does not describe what was learned during the assessment process Does not identify key areas for improvement or describe next steps for all outcomes. Does not offer thoughtful interpretation or concrete improvements to be made No action plans Too general, lacking time frames or identifying responsibility. 	

Comments:			

Other comments:

- Report Accepted as Submitted
- Report Accepted Pending Minor Revisions
- Revisions Required to Accept Report This Year

Recommendations for Next Year's Assessment Process:

ⁱ "Assessment Report Evaluation Rubric." *Assessment Report Evaluation Rubric*. Web. 15 Dec. 2014. <[http://www.oirpe.emory.edu/Assessment/2013-14 Assessment Report Evaluation Rubric.pdf](http://www.oirpe.emory.edu/Assessment/2013-14%20Assessment%20Report%20Evaluation%20Rubric.pdf)>.
"Rubric for Evaluating Program Assessment Plans and Reports." *Rubric for Evaluating Program Assessment Plans and Reports*. Web 2 Mar. 2015. <<https://www.iusb.edu/weave/docs/Rubric%20for%20Evaluating%20Program%20Assessment%20Plans%20and%20Reports.pdf>>.