

Rubric for Evaluating Assessment Plans

	Missing	Needs Improvement	Satisfactory	Exemplary (these practices in addition to those that are satisfactory)
Mission	___	___ Statement does not clearly describe the program's purpose	___ Clearly states broad aspects of the program's function ___ Aligned with university mission	___ Includes purpose, primary functions, activities, and stakeholders ___ Expands on university mission
Outcomes	___	___ Not aligned with program mission ___ Not measurable ___ Outcomes are expressed as statements that include multiple outcomes	___ Aligned with and specific to the program mission ___ Clearly measurable ___ Expressed in language that focuses on what students will be able to demonstrate	___ Have evolved based on previous assessments ___ Is responsive to new information and changing environments
Target	___	___ Target lacks rationale	___ Target is clearly stated and has defensible rationale	___ Targets are responsive to previous assessments, new information and changing environments ___ Targets will stretch the program and its students
Data Source	___	___ Data is not collected at a consistent point in the program ___ Data collection is post-hoc rather than planned	___ Data is collected towards the end of the academic program ___ Sampling is random (for larger programs) or all majors are included (<10 grads per year) ___ Criteria for student work is <i>coordinated</i> among program faculty who contribute	___ Data is collected from a culminating experience shared by all students
Means of Assessment	___	___ Does not match outcomes ___ Does not describe data collection process	___ Content to be assessed fits outcomes ___ Data collection process is briefly described ___ Direct measures (e.g., student work) are used	___ Designed to promote curricular improvement ___ Rationale is clearly articulated ___ Direct and indirect measures are used
Means of Scoring	___	___ Rubric or standards are referenced but not attached ___ Scoring is done by instructor who assigned the work ___ Scores are not broken down to allow for analysis (e.g., based on holistic grade)	___ Rubric provided that describes different levels of performance ___ Scoring allows for analysis of aspects of student performance	___ Rubric clearly differentiates different levels of performance ___ Reliability is ensured through more than one scorer

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Evidence Storage	___	___ Student work is not retained	___ Samples of student work are retained ___ Documentation of assessment process submitted to Division Chair, Dean and Academic Effectiveness office ___ Data is stored in a specific, identified location so it can be easily located by Division Chair upon request	___ Evidence that assessment is used to improve curriculum is made public in research on teaching & learning ___ Assessment is referenced, when appropriate, in the curriculum change process
Findings	___	___ Holistic scoring does not allow for analysis of components of student performance	___ Components of student performance are identified and analyzed	___ Multiple data points are available ___ Trends over time are discussed
Dissemination	___	___ Findings are submitted to university but not discussed among faculty	___ Findings are discussed at a faculty meeting	___ Findings are disseminated to all stakeholders (e.g., instructors)
Actions (use of results)	___	___ Actions not aligned with outcomes sought ___ No improvements described for findings that fail to meet the target	___ Action plan is developed from findings and is aligned with outcomes sought ___ Clearly describes intended changes and hypothesized improvements ___ Program shows use of assessment results for improvement	___ Responsibilities for action are assigned in the report ___ Target implementation date for action is stated ___ Implement and planned changes are described and linked to assessment data (if no changes are reported, an explanation is provided)
Reporting	___	___ Annual report is incomplete or not up-to-date	___ Report is complete (all questions are answered) and up to date	___ Additional documentation describes methods, findings, and actions taken in complete detail ___ Report shows continuity with previously submitted reports
Pacing	___	___ Pacing of study of outcomes is such that all outcomes will not be assessed in a three year period	___ Outcomes are assessed at a rate where all outcomes will be assessed in a three year period	___ All outcomes are assessed annually