Feedback Rubric for Full Assessment Reports

Department/Program/Unit: Click here to enter text.

Date: Click here to enter a date.

1. Department/Program Mission, Vision, Values, or Goals:

Comments: Click here to enter text.

2. Brief Description of Department/Program Improvements and/or Changes

	Strengths, Challenges, Suggestions:
The department presents a brief summary of purposeful changes resulting from previous assessment activities.	Click here to enter text.

3. Program Learning Outcomes (PLOs)

	Beginning	**Developing**	**Proficient**
Aligned with Mission, Vision, Values, or Goals?	☐ Outcomes are not aligned with mission, vision, values, or goals.	☐ Outcomes are somewhat aligned with mission, vision, values, or goals.	☐ Outcomes are consistently and clearly aligned with mission, vision, values, or goals.
Learning Outcome Language & Measurable/Observable	☐ Outcomes are not written in learning outcome language and are not measurable / observable.	☐ Outcomes are mostly written in learning outcome language and are somewhat measurable / observable.	☐ Outcomes are written in learning outcome language and are measurable / observable.

Clarity	Outcomes do not clearly define intended student learning in these areas: ☐ knowledge ☐ skills/abilities ☐ dispositions	Outcomes somewhat clearly define intended student learning in these areas: ☐ knowledge ☐ skills/abilities ☐ dispositions	Outcomes clearly define intended student learning in these areas: ☐ knowledge ☐ skills/abilities ☐ dispositions
Utility	☐ Scope and detail of outcomes do not clearly reflect what is at the core of the program.	☐ Scope and detail of outcomes somewhat reflect what is at the core of the program.	☐ Scope and detail of outcomes clearly reflect what is at the core of the program.

Comments: Click here to enter text.

4. National/Professional Standards

	Beginning	Developing	Proficient
PLOs are aligned with Professional Standards? ☐ Not applicable/unknown ☐ Yes… then answer….	☐ Learning outcomes are not linked to national / professional standards.	☐ Learning outcomes are partially linked to national / professional standards.	☐ Learning outcomes are strongly linked to national / professional standards.

Comments: Click here to enter text.

5. Curriculum Map:

	Strengths, Challenges, Suggestions:
Curriculum Map represents a thoughtful ALIGNMENT between PLOs and Student Learning Experiences (courses, labs, internships, etc.)	Click here to enter text.
Curriculum Map is detailed enough to provide USEFUL information that leads to ideas for improvement	Click here to enter text.

6. Assessment Methods and Measures:

	Beginning	Developing	Proficient
PLOs measured	☐ None / Few	☐ Some	☐ Most / All
Usefulness	☐ Methods and measures do not measure PLOs or are not useful.	☐ Methods and measures align to only some PLOs and/or may be too general to guide improvements to the program.	☐ Methods and measures are appropriate to the PLOs and specific enough to guide improvements to the program.
Direct Measures of Student Learning (portfolios, rubrics, embedded assignments, lab reports, etc.)	☐ No or limited use of Direct Measures.	☐ Direct Measures are identified, but appear to have limited application to program assessment.	☐ Direct Measures are identified, and have application to program assessment.
Indirect Measures (surveys, interviews, etc.)	☐ No or limited use of indirect measures, or they do not target a wide range of constituents (students, alumni, employers, supervisors).	☐ Some use of indirect measures targeting constituent groups (students, alumni, employers, supervisors).	☐ Extensive use of indirect measures targeting at least two constituent groups (students, alumni, employers, supervisors).
Comments:	Click here to enter text.		

Assessment Timeline: Measures all PLOs during 5-year cycle; appropriate (reasonable, efficient, meaningful); schedule is clear and specific; responsibilities clearly defined and shared.	**Strengths, Challenges, Suggestions:**
	Click here to enter text.

7. Assessment Results / Findings / Interpretation:

	Beginning	Developing	Proficient
Results/Findings	☐ Little to no evidence from assessment results/findings presented, or not linked to PLOs.	☐ Some evidence presented, but not detailed/meaningful enough to inform improvements; linkage to	☐ Extensive presentation of evidence in meaningful and useful ways; evidence is clearly linked to PLOs.

		PLOs is somewhat evident.	
Standards / Performance Criteria	☐ Standards / performance criteria are not explained, or are not connected to interpretation.	☐ Standards / performance criteria are discussed, but not clearly applied to interpret findings.	☐ Standards / performance criteria are stated clearly and used to interpret findings.
Interpretation / Conclusions	☐ Little or no interpretation of findings; or no conclusions presented.	☐ Partial interpretation of findings; some conclusions presented.	☐ Thorough interpretation / meaningful conclusions presented.
Comments: Click here to enter text.			

8. Dissemination of Findings

	Strengths, Challenges, Suggestions:
The program has a clear plan regarding dissemination of results; includes who will be involved, when and how and with whom information will be shared, etc.	Click here to enter text.

9. Implications: Process for Improvement

Use of results to improve instructional delivery or curriculum; realistic and reasonable plans	☐ Report includes little to no discussion of how assessment results will be used.	☐ Report includes some discussion for how the results will be used by the department, but these suggestions are not detailed or realistic.	☐ Report includes extensive discussion for the application of findings to make improvements; plans are realistic.
Consideration of resource use and allocation teaching, learning, and curricular issues.	☐ Report includes little to no discussion of resources.	☐ Report includes some discussion of resources.	☐ Report includes extensive discussion of resources.
Comments: Click here to enter text.			

10. Reflections on the Department Assessment Process

	Strengths, Challenges, Suggestions:
Comments on the successes and challenges faced during the assessment process; perceptions about what worked well, what could be improved; ideas for future.	Click here to enter text.
Suggestions for, and support needed from, the Assessment Subcommittee.	Click here to enter text.

Additional Comments: Click here to enter text.

Next steps

Next report to the Assessment Subcommittee:

☐ Five-Year Assessment Report   Date: Click here to enter a date.

☐ Revised Components or Report   Date: Click here to enter a date.

☐ Consultation with Assessment Coordinator   Date: Click here to enter a date.

☐ Consultation with Assessment Liaison   Date: as needed

Explanation: The key to successful academic program assessment means doing the following:

- ✓ Clearly defining program learning outcomes for students
- ✓ Utilizing direct assessment measures to assess achievement of specific student learning outcomes
- ✓ Analyzing the data collected through direct measures of student learning
- ✓ Interpreting the data and explaining the changes/improvements the department plans to make based on assessment results

Explanations: Click here to enter text.