

### Rubric for Assessment Reports

**Department/Program/Unit:** [Click here to enter text.](#)

**Date:** [Click here to enter a date.](#)

<b>1. Department/Program Mission, Vision, Values, or Goals:</b>			
Comments: <a href="#">Click here to enter text.</a>			
<b>2. Brief Description of Department/Program Improvements and/or Changes</b>			
	<b>Strengths, Challenges, Suggestions:</b>		
The department presents a brief summary of purposeful changes resulting from previous assessment activities.	<a href="#">Click here to enter text.</a>		
<b>3. Program Learning Outcomes (PLOs)</b>			
	<b>Beginning</b>	<b>Developing</b>	<b>Proficient</b>
Aligned with Mission, Vision, Values, or Goals?	<input type="checkbox"/> Outcomes are not aligned with mission, vision, values, or goals.	<input type="checkbox"/> Outcomes are somewhat aligned with mission, vision, values, or goals.	<input type="checkbox"/> Outcomes are consistently and clearly aligned with mission, vision, values, or goals.
Learning Outcome Language & Measurable/Observable	<input type="checkbox"/> Outcomes are not written in learning outcome language and are not measurable / observable.	<input type="checkbox"/> Outcomes are mostly written in learning outcome language and are somewhat measurable / observable.	<input type="checkbox"/> Outcomes are written in learning outcome language and are measurable / observable.

Clarity	Outcomes do not clearly define intended student learning in these areas: <input type="checkbox"/> knowledge <input type="checkbox"/> skills/abilities <input type="checkbox"/> dispositions	Outcomes somewhat clearly define intended student learning in these areas: <input type="checkbox"/> knowledge <input type="checkbox"/> skills/abilities <input type="checkbox"/> dispositions	Outcomes clearly define intended student learning in these areas: <input type="checkbox"/> knowledge <input type="checkbox"/> skills/abilities <input type="checkbox"/> dispositions
Utility	<input type="checkbox"/> Scope and detail of outcomes do not clearly reflect what is at the core of the program.	<input type="checkbox"/> Scope and detail of outcomes somewhat reflect what is at the core of the program.	<input type="checkbox"/> 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? <input type="checkbox"/> Not applicable/unknown <input type="checkbox"/> Yes... then answer....	<input type="checkbox"/> Learning outcomes are not linked to national / professional standards.	<input type="checkbox"/> Learning outcomes are partially linked to national / professional standards.	<input type="checkbox"/> 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.)	<a href="#">Click here to enter text.</a>
Curriculum Map is detailed enough to provide USEFUL information that leads to ideas for improvement	<a href="#">Click here to enter text.</a>

<b>6. Assessment Methods and Measures:</b>			
	<b>Beginning</b>	<b>Developing</b>	<b>Proficient</b>
PLOs measured	<input type="checkbox"/> None / Few	<input type="checkbox"/> Some	<input type="checkbox"/> Most / All
Usefulness	<input type="checkbox"/> Methods and measures do not measure PLOs or are not useful.	<input type="checkbox"/> Methods and measures align to only some PLOs and/or may be too general to guide improvements to the program.	<input type="checkbox"/> 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.)	<input type="checkbox"/> No or limited use of Direct Measures.	<input type="checkbox"/> Direct Measures are identified, but appear to have limited application to program assessment.	<input type="checkbox"/> Direct Measures are identified, and have application to program assessment.
Indirect Measures (surveys, interviews, etc.)	<input type="checkbox"/> No or limited use of indirect measures, or they do not target a wide range of constituents (students, alumni, employers, supervisors).	<input type="checkbox"/> Some use of indirect measures targeting constituent groups (students, alumni, employers, supervisors).	<input type="checkbox"/> Extensive use of indirect measures targeting at least two constituent groups (students, alumni, employers, supervisors).
Comments:	Click here to enter text.		
<b>Assessment Timeline:</b> Measures all PLOs during 5-year cycle; appropriate (reasonable, efficient, meaningful); schedule is clear and specific; responsibilities clearly defined and shared.	<b>Strengths, Challenges, Suggestions:</b> Click here to enter text.		

7. Assessment Results / Findings / Interpretation:			
	Beginning	Developing	Proficient
Results/Findings	<input type="checkbox"/> Little to no evidence from assessment results/findings presented, or not linked to PLOs.	<input type="checkbox"/> Some evidence presented, but not detailed/meaningful enough to inform improvements; linkage to PLOs is somewhat evident.	<input type="checkbox"/> Extensive presentation of evidence in meaningful and useful ways; evidence is clearly linked to PLOs.
Standards / Performance Criteria	<input type="checkbox"/> Standards / performance criteria are not explained, or are not connected to interpretation.	<input type="checkbox"/> Standards / performance criteria are discussed, but not clearly applied to interpret findings.	<input type="checkbox"/> Standards / performance criteria are stated clearly and used to interpret findings.
Interpretation / Conclusions	<input type="checkbox"/> Little or no interpretation of findings; or no conclusions presented.	<input type="checkbox"/> Partial interpretation of findings; some conclusions presented.	<input type="checkbox"/> Thorough interpretation / meaningful conclusions presented.
Comments: <a href="#">Click here to enter text.</a>			
8. Dissemination of Findings			
	<b>Strengths, Challenges, Suggestions:</b>		
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.	<a href="#">Click here to enter text.</a>		

<b>9. Implications: Process for Improvement</b>			
Use of results to improve instructional delivery or curriculum; realistic and reasonable plans	<input type="checkbox"/> Report includes little to no discussion of how assessment results will be used.	<input type="checkbox"/> Report includes some discussion for how the results will be used by the department, but these suggestions are not detailed or realistic.	<input type="checkbox"/> 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.	<input type="checkbox"/> Report includes little to no discussion of resources.	<input type="checkbox"/> Report includes some discussion of resources.	<input type="checkbox"/> Report includes extensive discussion of resources.
Comments: <a href="#">Click here to enter text.</a>			
<b>10. Reflections on the Department Assessment Process</b>			
	<b>Strengths, Challenges, Suggestions:</b>		
Comments on the successes and challenges faced during the assessment process; perceptions about what worked well, what could be improved; ideas for future.	<a href="#">Click here to enter text.</a>		
Suggestions for, and support needed from, the Assessment Subcommittee.	<a href="#">Click here to enter text.</a>		
<b>Additional Comments:</b> <a href="#">Click here to enter text.</a>			

### Next steps

Next report to the Assessment Subcommittee:

- |   |                 |
|---|-----------------|
| <input type="checkbox"/> Five-Year Assessment Report              | Date:           |
| <input type="checkbox"/> Abbreviated Interim Report               | Date:           |
| <input type="checkbox"/> Consultation with Assessment Coordinator | Date:           |
| <input type="checkbox"/> 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