

Rubric for Evaluating Program Assessment Reports: Template I & Curriculum Map (Revision for 2020)

Score	No evidence	Beginning	Developing	Established
Assessment Process	No evidence or insufficient information was provided	<ul style="list-style-type: none"> - Program engages in little or no review of student performance on the PLOs. - Results of assessment are not discussed or are minimally discussed among faculty and stakeholder engagement is absent or limited. 	<ul style="list-style-type: none"> - Program reviews student performance against outcomes but not on a regular or routinized basis. - Results of assessment are discussed, among faculty with minimal engagement of other stakeholders (staff, students, alumni, and/or outside professionals of the field). 	<ul style="list-style-type: none"> - Program has a regular or established process for reviewing student performance against outcomes (i.e., routinized process). - Broad-based engagement of faculty and instructional staff. - Results of assessment are discussed among faculty and shared on a regular basis with other stakeholders (staff, students, alumni, and/or outside professionals of the field) as appropriate. - The program may have an especially distinctive, creative, or innovative way of approaching assessment.
Continuous Improvement	No evidence or insufficient information was provided	<ul style="list-style-type: none"> - No description or examples of how any action plan has had an impact on the program's development or performance. - Gaps or challenges to the assessment process identified in the last report may not be fully addressed. - Ratings of no evidence or beginning from the last review have not been addressed. 	<ul style="list-style-type: none"> - Some improvements are described and examples are provided without making specific connections to previous action plans or providing clear rationale of any new items. - Gaps or challenges to the assessment process identified in the last report may not be fully addressed. - General responses to ratings of no evidence or beginning from the last review are provided. 	<ul style="list-style-type: none"> - The program has implemented actions or next steps from its previous report and/or identified other improvements that were made (i.e., specific improvements are described and examples are provided). - Clear rationale is provided where action items identified in the last review were substituted with new items. - Gaps or challenges to the assessment process identified in the last report or self-identified improvements were addressed. - The program addressed matters related to any ratings of no evidence or beginning received in the last review.
Curriculum Map	No curriculum map was provided	<ul style="list-style-type: none"> - A limited number of PLOs are mapped to multiple learning opportunities in the curriculum OR all of the PLOs are mapped to only one required course or experience. - UG Programs Only: Program has not mapped the connections between the six core University Learning Outcomes and its curriculum. 	<ul style="list-style-type: none"> - A majority of the PLOs are mapped to multiple learning opportunities in the curriculum. - Map does not identify degree of emphasis placed on PLOs in the relevant courses OR the level of competency students will achieve in mapped courses. - UG Programs Only: Program has identified connections between the six core University Learning Outcomes and its curriculum in the map though the narrative description may not be complete. 	<ul style="list-style-type: none"> - All of the PLOs are mapped to multiple learning opportunities in the curriculum. - Curriculum map demonstrates a pattern of courses that fosters student achievement of each PLO. - Curriculum map identifies the degree of emphasis placed on PLOs in the relevant courses OR defines the level of competency students will achieve in mapped courses. - Other learning experience (e.g., internships, service-learning, etc.) may be identified. - UG Programs Only: Program has identified connections between the six core University Learning Outcomes and its curriculum. The program's narrative includes a discussion of how the program helps cultivate students' development of the six University Learning Outcomes.

Rubric for Evaluating Program Assessment Reports: Template II

Score	No evidence	Beginning	Developing	Established
Program Intended Learning Outcomes * Learner-centered statements of what students will know, do, and become as a result of completing the program (e.g., students will [action verb]). See Bloom's Taxonomy.	No evidence presented of intended learning outcomes	<ul style="list-style-type: none"> - PLOs not functional (e.g. incomplete, overly detailed, disorganized, or not measurable). - Describe a process or delivery of education (i.e., what the instructor does for students) rather than intended student learning (i.e., what the intended result is to be). - Do not address the breadth of knowledge, skills, or services associated with the cumulative effect of the program. 	<ul style="list-style-type: none"> - Written in a way that they can be measured. - Most outcomes are clearly defined or the meaning is easily discernible. - Most outcomes are written as learner-centered statements. - Encompass the mission of the program and/or the central principles of the discipline. - Focus is too narrow to represent the cumulative effect of the program. 	<ul style="list-style-type: none"> - Written in a way that they can be measured - All outcomes are written as learner-centered statements with action verbs - The outcomes are clearly defined. - Encompass program, college, and university mission and goals. - Align with professional standards, as appropriate. - Focus on the cumulative effect of the program.
Measures (the evidence that is used to evaluate outcomes achievement)	No evidence presented of measures used	<ul style="list-style-type: none"> - Measures apply to too many outcomes at once. - Few or no direct measures used. - Methods are mismatched, inappropriate, or otherwise do not provide evidence linked to the intended learning outcomes. 	<ul style="list-style-type: none"> - At least one measure per outcome. - A variety of direct and indirect measures used to assess outcomes. - The evidence used is mostly linked to the intended outcomes. - Measures section lacks clear description and detail. 	<ul style="list-style-type: none"> - Multiple measures for at least some outcomes. - Direct and indirect measures used; emphasis on direct (i.e., data gathered is primarily focused on student learning activities). - Purposeful and clear how results could be used for program improvement. - Measures section is described in sufficient detail.
Key Findings	No findings or analysis presented	<ul style="list-style-type: none"> - Results/findings lack specificity. - Lack of connection between the outcomes, the data gathered, and the results reported. - Degree of proficiency met is unclear. 	<ul style="list-style-type: none"> - Some findings are reported that address outcomes and evaluate student achievement of them. - Degree of proficiency met is included. 	<ul style="list-style-type: none"> - Complete, concise, and well organized; provides statements summarizing the data finding(s), the meanings, and conclusions based on these finding(s) - Aligned with proficiency targets as appropriate. - Includes interpretation of the degree to which desired outcomes were met. - Compares new findings with past results, where appropriate.
Actions Taken or Planned based on Findings * NOTE: You will refer back to these action items in your next PAR.	No evidence presented of actions taken or planned	<ul style="list-style-type: none"> - Limited evidence that findings from assessment have been used to improve the curriculum, individual courses, pedagogy, etc. - No actions are documented; or there are too many plans to reasonably manage. 	<ul style="list-style-type: none"> - Some evidence that findings from assessment have been used to improve the curriculum, individual courses, pedagogy, etc. - At least one concrete action has been documented or planned with relevant details, timelines, etc. 	<ul style="list-style-type: none"> - Actions or plans have been implemented and documented and/or detailed plans for implementation have been provided. - Actions or plans clearly follow from assessment results and state directly which finding(s) motivated the action. - Actions or plans define logical "next steps."