

Rubric for Evaluating Program Assessment Reports

Table 1 Rubric for Evaluating Program Assessment Reports

Score	Deficient	Beginning	Developing	Proficient
<p>1. Program Intended Learning Outcomes</p> <p>* Learner-centered statements of what students will know, be able to do, and value or appreciate as a result of completing the program (e.g., students will [action verb] ____). See Blooms Taxonomy.</p>	No evidence 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 discernable. - 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. - Encompass program, college, and university mission and goals. - Align with professional standards, as appropriate. - Focus on the cumulative effect of the program.
<p>2. Measures (the evidence that is used to evaluate outcomes achievement)</p>	No evidence 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. - Data gathered is primarily focused on student learning activities rather than surveys. - Purposeful; clear how results could be used for program improvement. - Measures section is described in sufficient detail.
<p>3. Key Findings</p>	No findings or analysis presented	<ul style="list-style-type: none"> - Lack of connection between the outcomes, the data gathered, and results reported. - Degree of proficiency met is unclear from report. 	<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. - Aligned with proficiency targets as appropriate. - Findings interpreted in terms of graduating student performance with a clear performance target stated. - Compares new findings with past results, where appropriate.
<p>4. Actions Taken or Planned based on Findings</p> <p>* NOTE: You will refer back to these action items in your next assessment report.</p>	No actions have been 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”