**ACADEMIC PROGRAM ASSESSMENT FEEDBACK RUBRIC**

**Updated October 2022**

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| **Insufficient (1)** | **Rudimentary (2)** | **Sufficient (3)** | **Good (4)** | **Exemplary (5)** |
| ***1. Program Learning Outcomes*** |
| * No program learning outcomes are provided.
 | * Includes at least one program learning outcome.
* The learning outcome does not indicate the type of competence (skills, knowledge, and abilities) required of graduates of the program.
* The learning outcome is appropriate for the level of competence (bachelor’s, master’s, or doctoral) required of graduates of the program.
* The learning outcome is not measurable.
 | * Includes at least one program learning outcome.
* The learning outcome indicates the type of competence (skills, knowledge, and abilities) required of graduates of the program.
* The learning outcome is appropriate for the level of competence (bachelor’s, master’s, or doctoral) required of graduates of the program.
* The learning outcome is measurable.
 | * Includes at least one program learning outcome.
* All learning outcomes indicate the type of competence (skills, knowledge, and abilities) required of graduates of the program.
* Most learning outcomes are appropriate for the level of competence (bachelor’s, master’s, or doctoral) required of graduates of the program.
* The majority of the outcomes are measurable.
 | * Includes at least one program learning outcome and indicates the assessment review year per learning outcome.
* All learning outcomes indicate the type of competence (skills, knowledge, and abilities) required of graduates of the program.
* All learning outcomes are appropriate for the type of competence (skills, knowledge, and abilities) required of graduates of the program.
* All learning outcomes are measurable.
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**ACADEMIC PROGRAM ASSESSMENT FEEDBACK RUBRIC (cont’d)**

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| **Insufficient (1)** | **Rudimentary (2)** | **Sufficient (3)** | **Good (4)** | **Exemplary (5)** |
| ***2. Assessment Plan for Program Learning Outcome*** |
| * No assessment plan is provided.
 | * The assessment plan includes only one direct or indirect measure[[1]](#footnote-1) of student learning for each of the learning outcomes.
* An assessment measure is stated but not described.
* No rubric or detailed scoring plan is included.
* No explanation of how the assessment measure is related to the respective learning outcome is provided.
* No explanation is provided about how or why the method of analysis[[2]](#footnote-2) is appropriate for the learning outcome.
* No target for student achievement is provided.
 | * The assessment plan includes two measures, at least one of which is a direct measure, for some of the learning outcomes.
* A minimal description of the assessment measure is provided.
* A rudimentary rubric or scoring plan is included.
* An inadequate explanation of how the assessment measure is related to the respective learning outcome is provided.
* An inadequate explanation about how or why the method of analysis is appropriate for the learning outcome is provided.
* The assessment plan includes an unacceptable target for student achievement or mastery.
 | * The assessment plan includes two measures, at least one of which is direct, for most of the learning outcomes.
* An adequate description of the assessment measure is provided. An adequate rubric or scoring plan is included.
* An adequate explanation of how the assessment measure is related to the respective learning outcome is provided.
* An adequate explanation about how or why the method of analysis is appropriate for the learning outcome is provided.
* The assessment plan includes an acceptable target for student achievement and mastery.
 | * The assessment plan includes two measures, at least one of which is direct, for all the learning outcomes.
* A detailed description of the assessment measure is provided.
* A detailed rubric or scoring plan is included.
* A detailed explanation of how the assessment measure is related to the respective learning outcome is provided.
* A detailed discussion of how and why the method of analysis is appropriate for the learning outcome is provided.
* The assessment plan includes an acceptable target for student achievement and mastery.
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**ACADEMIC PROGRAM ASSESSMENT FEEDBACK RUBRIC (cont’d)**

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| --- | --- | --- | --- | --- |
| **Insufficient (1)** | **Rudimentary (2)** | **Sufficient (3)** | **Good (4)** | **Exemplary (5)** |
| ***3.a. Assessment Findings for Program Learning Outcome*** |
| * No findings are present in the report.
 | * The number of students assessed is included. Very minimal scoring information is provided (i.e., mean scores, or the percentage of students getting specific grades).
 | * The number of students assessed is included.
* A distribution of scores for only one measure is provided;
 | * The number of students assessed is included.
* A full distribution of scores for both measures is provided.
 | * The number of students assessed is included.
* A full distribution of scores for both measures is provided.
* Findings include a statement about whether or not the measures and methods of analysis provided useful information.
 |
| ***3.b. Interpretation of Assessment Findings for Program Learning Outcome*** |
| * No interpretation of findings is provided.
 | * Interpretation of findings is not relevant to the learning outcome.
* Interpretation of findings is not relevant or related to the data gathered.
* Interpretation of findings does not include an analysis of the areas in which students excel and the areas in which students need improvement.
* Interpretation does not include an explanation of whether the analysis method used in the assessment plan was appropriate for the data gathered.
 | * The interpretation of findings is minimally relevant to the learning outcome.
* Interpretation of findings is directly related to the data gathered.
* Interpretation does not include an analysis of the areas in which students excel and the areas in which students need improvement.
* Interpretation notes that the analysis method was appropriate or inappropriate but provides no detail.
 | * Interpretation of findings is relevant to the learning outcome.
* Interpretation of findings is directly related to the data gathered.
* Interpretation indicates if the acceptable target was met and an analysis about the relevance of the target.
* Interpretation includes an analysis of the areas in which students excel and the areas in which students need improvement.
* Interpretation includes an explanation of whether the analysis method used in the assessment plan was appropriate for the data gathered.
 | * Interpretation of findings is relevant to the learning outcome and includes information that may be useful when developing the action plan.
* Interpretation is directly related to the data gathered.
* Interpretation indicates if the acceptable target was met and analysis about the relevance of the target.
* Interpretation includes an analysis of the areas in which students excel and need improvement. It Includes suggestions about what may explain students’ strengths and weaknesses.
* Interpretation includes an explanation of whether the analysis method used in the assessment plan was appropriate. It may include suggestions for other methods of assessment, if relevant.
* Interpretation includes analysis of the assessment timing and the significance of the timing to the data or the analysis, if relevant.
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**ACADEMIC PROGRAM ASSESSMENT FEEDBACK RUBRIC (cont’d)**

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| --- | --- | --- | --- | --- |
| **Insufficient (1)** | **Rudimentary (2)** | **Sufficient (3)** | **Good (4)** | **Exemplary (5)** |
| ***4. Action Plan***  |
| * No action plan is present.
 | * Action plan is not related to the specific learning goal.
 | * Action plan is relevant to the specific learning goal but provides minimal information.
 | * Action plan is relevant to the specific learning goal and includes a plan to improve student learning but lacks specificity.
 | * Action plan is relevant to the specific learning goal.
* Action plan includes specific next steps for improving and sustaining student learning.
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| ***5. Reflection in Year 2*** |
| * No information is provided about the effectiveness of any changes made to the program.
 | * Changes made to the program are stated but not described in detail.
* Changes made to the program are not related to the learning outcomes.
* No information about the effectiveness of these changes is included.
 | * Changes made to the program are stated and described in detail.
* Changes made to the program are related to the learning outcomes but not necessarily to the outcomes in which students were having difficulty.
* A short statement indicated whether or not the changes were effective in improving student learning but did not include any reflection on the outcome.
 | * Changes made to the program are stated and described in detail.
* Changes to the program are related to the learning outcomes in which students were having difficulty. A very brief reflection on the effectiveness of these changes is included.
 | * Changes made to the program are stated and described in detail.
* Changes to the program are related to specific learning outcomes in which students had difficulty.
* Reflection on the effectiveness of these changes is insightful.
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1. A direct assessment measure refers to scores on presentations, papers, or performances using a rubric; pre-post test scores, or scores on specific exam questions. An indirect measure refers to participation scores, student course evaluation questions referring to student learning (as opposed to questions about the instructor). [↑](#footnote-ref-1)
2. For example, in large lecture classes, were samples selected randomly? [↑](#footnote-ref-2)