**ACADEMIC PROGRAM ASSESSMENT FEEDBACK RUBRIC**

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| --- | --- | --- | --- | --- |
| **Insufficient (1)** | **Rudimentary (2)** | **Sufficient (3)** | **Good (4)** | **Exemplary (5)** |
| ***1. Program Learning Outcomes*** | | | | |
| Fewer than 3 program learning outcomes are listed. | Includes at least 3 program learning outcomes.  Fewer than half of the learning outcomes indicate the type of competence (skills, knowledge, abilities) required of graduates of the program.  Fewer than half of the learning outcomes are appropriate for the level of competence (bachelor’s, master’s, or doctoral) required of graduates of the program.  Fewer than half of the outcomes are measurable. | Includes at least 3 program learning outcomes.  The majority of the learning outcomes indicate the type of competence (skills, knowledge, abilities) required of graduates of the program.  Fewer than half of the learning outcomes are appropriate for the level of competence (bachelor’s, master’s, or doctoral) required of graduates of the program.  Fewer than half of the outcomes are measurable. | Includes at least 3 program learning outcomes.  All of the learning outcomes indicate the type of competence (skills, knowledge, abilities) required of graduates of the program.  The majority of the 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 3 program learning outcomes.  All of the learning outcomes indicate the type of competence (skills, knowledge, abilities) required of graduates of the program.  All of the learning outcomes are appropriate for the type of competence (skills, knowledge, abilities) required of graduates of the program.  All of the outcomes are measurable. |

**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. | The assessment plan includes either direct or indirect measures, but not both.[[1]](#footnote-1)  An assessment measure is stated but not described. No rubric or detailed scoring plan is included.  No explanation is provided about how or why the method of analysis[[2]](#footnote-2) is appropriate to this learning outcome. | The assessment plan includes both direct and indirect measures 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 this specific learning outcome is provided.  The assessment plan includes an acceptable target for student achievement but not mastery.  An inadequate explanation about how or why the method of analysis is appropriate to this learning outcome is provided. | The assessment plan includes both direct and indirect measures for most of the learning outcomes.  An adequate description of the assessment measure is provided. A rubric or detailed scoring plan is included.  An adequate explanation of how the assessment measure is related to this specific learning outcome is provided.  The assessment plan includes an acceptable target for student achievement and mastery.  An adequate explanation of how or why the method of analysis is appropriate to this learning outcome is provided. | The assessment plan includes both direct and indirect measures for all of the measures.  A detailed description of the assessment measure is provided. A rubric or detailed scoring plan is included.  A detailed explanation of how the assessment measure is related to this specific learning outcome is provided.  The assessment plan includes an acceptable target for student achievement and mastery.  The statement of when the assessment was administered during the program is precise.  A detailed discussion of how and why the method of analysis is appropriate to this learning outcome is provided. |

**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 certain grades). | The number of students assessed is included.  A full distribution of scores for the direct measure is provided; none is provided for the indirect measure. | The number of students assessed is included.  A full distribution of scores for both the direct and the indirect measure is provided. | The number of students assessed is included.  A full distribution of scores for both the direct and the indirect measure is provided.  Findings include a statement as to how the method of analysis was appropriate to the assessment. |

**ACADEMIC PROGRAM ASSESSMENT FEEDBACK RUBRIC (cont’d)**

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| --- | --- | --- | --- | --- |
| **Insufficient (1)** | **Rudimentary (2)** | **Sufficient (3)** | **Good (4)** | **Exemplary (5)** |
| ***3.b. Interpretation of Assessment Findings for Program Learning Outcome*** | | | | |
| No interpretation is present. | Interpretation of findings is not relevant to the learning outcome.  Interpretation of findings is not relevant or related to the data gathered.  Interpretation does not include an analysis of the areas in which students are excelling and the areas in which students need improvement.  Interpretation does not include an explanation of whether or not the method of analysis used in the assessment plan was appropriate to 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 are excelling and the areas in which students need improvement.  Interpretation notes that the method of analysis was appropriate or inappropriate but provides no detail. | Interpretation of findings is relevant to the learning outcome.  Interpretation indicates if the acceptable target was met and a brief statement about the relevance of the target.  Interpretation of findings is directly related to the data gathered.  Interpretation includes an analysis of the areas in which students are excelling and the areas in which students need improvement.  Interpretation includes a cursory explanation of whether or not the method of analysis used in the assessment plan was appropriate to 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 indicates if the acceptable target was met and an analysis about the relevance of the target.  Interpretation of findings is directly related to the data gathered.  Interpretation includes an analysis of the areas in which students are excelling and the areas in which students need improvement. It includes suggestions about what may explain the reasons for students’ strengths and weaknesses.  Interpretation includes an analysis of the timing of the assessment and the significance of the timing to the data or the analysis, if relevant.  Interpretation includes a detailed explanation of whether or not the method of analysis used in the assessment plan was appropriate to the data gathered. It may include suggestions for other methods of assessment, if relevant. |

**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 learn that lacks specificity. | Action plan is relevant to the specific learning goal.  Action plan includes  specific next steps for improving and sustaining student learning. |

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)