Academic Program Assessment Rubric

Part 1: Identifying expected outcomes			
Exemplary	Meets Standard	Approaches Standard	Needs Attention
Mission: *Articulate the overarching purpose of the degree program and who it serves in a clear and concise statement*			
Mission is above and beyond criteria in meets standard; (e.g. identifies the primary functions and activities within the program)	Mission **mostly** provides a clear, comprehensive, and concise description of the program to internal and external stakeholders; Mission is **aligned** with college or university mission	Mission **minimally** provides a clear, comprehensive, or concise description of the program; **Mission is not written at the program level;** Mission is **not clearly aligned** with college or university mission	**Little or no attempt** is made to provide a clear mission; Mission is **not stated**
Student Learning Outcomes (SLOs): *List the knowledge, skills, and abilities that students should be able to demonstrate at the end of the degree program*			
SLOs are above and beyond criteria in meets standard (e.g. includes degree and criterion for accomplishment of behavior; describes the creation or origin of the outcomes; courses or experiences are linked to outcomes with multiple and diverse opportunities for students to demonstrate learning)	Most SLOs **use concrete action verbs** (e.g. Bloom's Taxonomy) to indicate the specific behavior that will be performed; Most SLOs reflect an **appropriate level of learning** for the program; Most SLOs contain **a description** of the knowledge, skills, and/or dispositions that students will demonstrate in a **disciplinary context**	**Some SLOs use concrete action verbs** (e.g. Bloom's Taxonomy); **some vague or unclear language** (e.g. "know", "understand") are used to describe student learning, and thus difficult to measure; Some SLOs contain action verbs that reflect an **inadequate level of learning** for the program; Some SLOs contain a **general description** of the content knowledge, skills, and/or dispositions that students will demonstrate; **At least 3 but no more than 15** SLOs are identified and focused on learning	SLOs **do not use concrete action verbs** (e.g. Bloom's Taxonomy); **Less than 3 or more than 15** SLOs are identified and focused on learning

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Part 2: Assessing the extent to which the program achieves those outcomes			
Exemplary	Meets Standard	Approaches Standard	Needs Attention
Measures: Provide meaningful and actionable information about where and how well students are demonstrating the outcome			
Measures are above and beyond criteria in meets standard (e.g. discusses validity and reliability; describes and includes multiple types of measures)	Most measures **directly** assess intended outcome (validity); measures are **consistent** across administrations (reliable); results will **yield useful and meaningful information** for improvement; **Includes multiple types** of measures; **includes 1 direct measure for each outcome;** **Sufficient details** are provided about where and how students demonstrate learning; **sufficient details** are provided about the measures to determine relevancy and rigor	Some measures are **not directly or appropriately** assessing intended outcome (validity); measures **may not be consistent across administrations** (reliable); **may not yield useful and meaningful information** for improvement; **Does not include multiple types** of measures; **Insufficient details** are provided about where and how students demonstrate learning; **insufficient details** are provided about the measures to determine relevancy and rigor	Measures are **not** assessing intended outcome or **do not yield meaningful information;** **No details** are provided about where and how students demonstrate learning; **no details are provided** about the measures to determine relevancy and rigor; Measures are **not stated**
Targets: State the expected achievement level of students in the program			
Targets are above and beyond criteria in meets standard	**Most** target levels and performance standards for the outcome are **stated and appropriate**	**Some** target levels and performance standards are **unclear**	Target levels and performance standards are **not stated or not appropriate**
Results: Articulate how well students are performing against the target with direct, clear, and concise information			
Results are above and beyond criteria in meets standard (e.g. includes student numbers and percentages)	Results are **related** to the specific measures of outcome; results **provide evidence** of target achievement	Results are **not clearly related** to the intended measure or outcome; results do **not provide evidence** of target achievement	Results **do not align** with measure or outcome; **little or no attempt** is made to provide results

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	Part 3: Providing evidence of seeking improvement based on analysis of results		
Exemplary	Meets Standard	Approaches Standard	Needs Attention
Interpretation of Results: Evaluate the meaningfulness of the results based on a reflection of student learning and an analysis of assessment results			
Interpretation of results are above and beyond criteria in meets standard (e.g. considers the specific components that define the outcome; identifies possible areas of improvement, thus initiating future actions)	**Mostly evaluates results,** addresses patterns, and/or describes specific strengths and/or weaknesses related to student learning and the interpretation **could support programmatic decisions**; as appropriate, compares data from differing delivery methods; **interpretation includes information about how well students are learning and why** (e.g. how courses, experiences, and/or the assessment process might have affected the results); **Appropriate collaboration and sharing** of assessment results **to support program decisions is indicated**; Provides an interpretation for **at least two results**	**Minimally describes results**, patterns, or student learning and the interpretation is **insufficient to support programmatic decisions**; as appropriate, does not compare differing delivery methods; Assessment results are **minimally shared** and it is unclear how they support program decisions; Provides an interpretation for **at least one result**	**Little or no attempt** is made to interpret the results; **Little or no attempt** is made to share assessment results to support program decisions
Improvements or Modifications: Describe completed action plans or modifications from previous years, the rationale for changes, and its impact on learning			
Improvements or modifications are above and beyond criteria in meets standard (e.g. all previous modifications are listed as action plans in previous years; direct and repeated measures are used to describe impact)	**Mostly describes** the impact on student learning from previous improvements or modifications to course, program, teaching methods, curriculum, etc.; Justification for modification is **based on the analysis of assessment results or programmatic information**	**Minimally details** the impact on student learning from previous improvements or modifications to course, program, teaching methods, curriculum, etc. **are insufficient**; Justification for modification **is unclear;** **Actions proposed in the previous years were not updated or implemented, or no reasonable justification is given**	**Little or no attempt** is made to describe the impact on student learning from previous improvements or modifications to course, program, teaching methods, curriculum, etc.; **No actions were proposed in the previous years**
Action Plans: Describes improvements to the program and student learning; action plans are based on analysis of assessment results			
Action plans are above and beyond criteria in meets standard (e.g. responsibilities are assigned; indicates timeframe; describes the connection between outcomes, data, and action; contains a process for evaluating impact)	Action plans are **developed** directly from results and are aligned with the outcome; Actions are **intended to modify** course, program, teaching methods, curriculum, etc. to improve student learning; As necessary, actions are **intended to improve assessment strategies**	Action plans are **not developed** directly from results or aligned with the outcome; **Plans do not include actions intended to modify** the course, program, teaching methods, or curriculum to improve student learning (e.g. plans to discuss) **Action plans pertain only to changes in assessment strategies** or measures	Action plans are **missing** for partially met or not met targets