Rubric for Evaluating Annual Academic Program Assessment Reports

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|  | 4: Quality Focused | 3: Compliance Focused | 2: Developing | 1: Emerging | 0: No Evidence |
| Student Learning Outcomes (SLO) | 3-5 clearly defined and observable SLOs, connected to the program and Rosemont mission and goals, that specify what students will know and be able to do | Defined and observable learning outcomes that are mostly connected to program and/or Rosemont mission and goals, but might be an inappropriate number of SLOs or only mostly clearly and concisely describe what students will know and be able to do (75%) | Inappropriate number of SLOs and/or less than 50% reflect program or Rosemont mission and goals, and clearly and concisely describe what students will know and be able to do | Poorly defined learning outcomes, lack of connection to mission or program goals, and unclear how an evaluator could determine whether an outcome has been met | No evidence of SLOs |
| Assessment Methods: The methods used to evaluate each outcome and the means of gathering data | Direct measures used for all learning outcomes with indirect measures as supplemental. Report includes population information and defines clear standards against which results are assessed. Assessment occurs at different levels in the curriculum with a summative assessment at or near the end of the program. | Direct measures are used to assess all outcomes. Report includes population information and defines clear standards against which results are assessed. Assessment occurs at different levels in the curriculum. | Direct measures are used to assess some but not all outcomes. Report includes some general discussion identifying the population assessed and some standards are defined and/or assessment focuses on lower-level courses. | Few or no direct measures used to outcomes. Report does not include population information or define clear standards against which results are assessed and/or assessment only occurs in lower-level courses. | No evidence of assessment methods |
| Assessment Results | Results are reported for all assessments using numerical data or other clear indicators, with clear interpretations and conclusions about the results. | Results are reported for most assessment using numerical data or other clear indicators, with general interpretations and conclusions about the results. | Some results are reported, but they may not clearly indicate levels of learning, e.g. includes course grades. Report does not clearly provide interpretations of results or conclusions. | Few or no results are reported or only use course grades. Results that are reported only provide a general narrative or show little interpretation or conclusions based on the results. | No evidence of assessment results |
| Recommendations and Action Plans | Recommendations and action plans are provided for all assessment results, described in specific terms, and are clearly based on assessment results. The implementation timeline is realistic, and all the desired results are appropriate and will yield actionable data. Where no recommendations are planned, non-action is supported by reported results. | Recommendations are provided for most assessment results and are based on assessment results but described in general terms. More than half of the action have realistic timelines, appropriate desired results, and will yield actionable data. Where no recommendations are planned, non-action is supported by reported results. | Recommendations are provided for some assessment results or are ambiguous and only loosely based on assessment results. Less than half of the action plans have realistic timelines, appropriate desired results, or will yield actionable data. | Recommendations are provided for few of the assessment results or are ambiguous and/or not based on assessment results. The action plans do not have realistic timelines, appropriate desired results, or will yield actionable data. | No evidence of recommendations and action plans |
| Tracking previous recommendations and action plans | For all recommendations, direct evidence provided as evidence of changes in student learning due to implemented recommendation. | For most recommendations, direct evidence provided as evidence of changes in student learning due to implemented recommendation | For less than half of recommendations, direct evidence provided as evidence of changes in student learning due to implemented recommendation | Indirect evidence provided as evidence of changes in student learning due to implemented recommendation | No evidence of tracking previous recommendations |