

# Academic Assessment Rubric

## Assessment Plans:

### **Checklist:**

- Program learning goal tied to technological competence*
- Program learning goal tied to writing*
- A curriculum map is present*

### **I. Plan Structure**

3	Goals, Objectives, and Outcomes are clearly and logically structured in hierarchical order.
2	Most goals, objectives, and outcomes are clearly and logically structured, although a few may be not be directly aligned/designated
1	Little structure present, but goals, objectives, and outcomes are described.
0	One or more component entirely missing (Goals, objectives, or outcomes)

### **II. Links to College Mission and Goals**

3	All Program outcomes have clearly identified links to the college's mission statement and up-to-date learning goals.
2	Most program outcomes have clearly identified links to the college's mission statement and up-to-date learning goals.
1	Some program outcomes have clearly identified links to the college's mission statement and up-to-date learning goals.
0	Links between program outcomes and college's mission and goals are entirely missing

### **III. Comprehensive Methods**

3	A variety of methods, both direct and indirect, are used for assessing outcomes, and this assessment takes place throughout the program curriculum.
2	A variety of methods, which may be either direct or indirect, are used for assessing outcomes, and this assessment takes place throughout the program curriculum.
1	A single method, which may be either direct or indirect, is used for assessing each outcome, and/or assessment takes place only in a narrow range of courses.
0	Assessment methods are nonexistent, not reported, or include "non-measures" (e.g. grades for courses, etc.).

**IV. Success Criteria**

3	Assessment methods have clear standards of success criteria against which results will be compared. Use of all grading tools, measurement methods, or rubrics is defined.
2	Only some assessment methods have clear standards of success criteria against which results will be compared. Some grading tools, measurement methods, or rubrics are defined.
1	Assessment methods have no clear standards of success against which results will be assessed. No measurement methods are defined.
0	Assessment methods are nonexistent, not reported, or include “non-measures” (e.g. grades for courses, etc).

**V. Assessment Timeline & Data Collection**

3	Plan has an articulated timeline for assessment activity, including reporting and data collection procedures and multi-year data collection plans where appropriate.
2	Plan has an articulated timeline for assessment activity, although some reporting benchmarks/processes may be undetermined.
1	Timeline is only vaguely described, and no specific reporting procedures are included.
0	No timeline is articulated.

**Assessment Reports:**

***Checklist:***

- All student identification information is removed*

**I. Assessment Timeline & Data Collection**

3	Collects and displays the data defined by the success criteria (as outlined in Plan). Results are presented in specific quantitative and qualitative terms.
2	Collects and displays some data defined by the success criteria (as outlined in Plan). Results are presented in specific quantitative and/or qualitative terms.
1	Refers to results with no connection to plan, or includes unsupported claims.
0	No results are shared/no mention of student performance.

**II. Previous changes to Academic Program or Assessment Plan**

3	Describes what specific improvements were made during last assessment to pedagogical approach, curriculum, and/or assessment plan, relating any such changes to their impact on student learning or performance.
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2	Describes what specific improvements were made during last assessment to pedagogical approach, curriculum, and/or assessment plan, with some general discussion of impact on student learning or performance.
1	Describes changes made last year to pedagogical approach, curriculum, and/or assessment plan, but does not link these to student learning or performance.
0	No changes were made.

### III. Analysis of Results

3	Results are explicitly linked to outcomes and compared to established standards (goals & objectives, in the Plan). Refers to these results to draw conclusions about student performance. Analysis is appropriate to the data gathered.
2	Some results are explicitly linked to outcomes and compared to established standards (goals & objectives, in the Plan), but others may be missing this link. Sometimes refers to these results to draw conclusions about student performance.
1	Results are not linked to Plan, and/or no link between results and conclusions about student performance. (or: Descriptions of student performance have no link to the plan).
0	No results or descriptions of student performance are included.

### IV. Reflection and Implementation

3	Describes what improvements will be made to pedagogical approach, program curriculum, or assessment plan, in response to previous assessment result data and/or program goals. Anticipated impacts on student learning or performance are described.
2	Describes what improvements will be made to pedagogical approach, program curriculum, or assessment plan, with some general link to previous assessment result data, program goals, or student learning.
1	Describes some vague changes that will be made to program or plan, but does not link these to student learning.
0	No changes will be made.

### V. Breadth and Meaningfulness of Results

3	Suggests a productive and meaningful process; sufficient breadth of data is used to draw conclusions, and assessment takes place throughout the program curriculum.
2	Process may be narrow (consistently focuses on only some areas of the curriculum), but sufficient breadth of data is used to draw conclusions.
1	Process is insufficiently narrow (participation of only one or two faculty members, or assessment results are generated from only one course or assignment).
0	Process is so narrow as to eschew any true assessment activity; participation of only one faculty member, no assessment result shared.