



## Rubric for Assessing APR Assessment Plans

**Program:**

**Date Reviewed:**

The program's Academic Program Review Self-Study Report was reviewed for each of the criteria below and scored between 1 (Inadequate) and 4 (Excellent). See back page for more detailed explanation of scoring.

| Score (1-4)   | Criteria  |
|---|---|
|   | <p><b>Expected Learning Outcomes:</b><br/>           Expected student learning outcomes identify the intended knowledge, understandings, or abilities that students will acquire through the academic program. Outcomes are included which explicitly describe what students know, understand, or are able to do.</p> <p><i>Comments:</i></p>   |
|   | <p><b>Assessment Activities:</b><br/>           Activities for assessing outcomes are listed and described for each outcome. The activities are appropriate measures of the outcomes, as evidenced by tools (rubrics, exit surveys, etc.) that clearly align with the learning outcomes. Direct and indirect measures of outcomes are collected through the activities. The ways in which faculty and staff are involved in the development, implementation, and use of student learning outcomes assessment are described.</p> <p><i>Comments:</i></p> |
|   | <p><b>Assessment Findings:</b><br/>           The findings describe what was learned from the assessment activities. Findings from assessment activities are summarized and clearly reported in ways that align with expected outcomes.</p> <p><i>Comments:</i></p>   |
|   | <p><b>Changes in Response to Findings:</b><br/>           The findings are used to drive change and improvement in the program. Assessment findings are appropriately used as information that drives improvement in learning, instruction, curriculum, or strategic planning. Specific changes are described that clearly link to the findings.</p> <p><i>Comments:</i></p>  |
| <p><b>Reporting on the Assessment Website:</b><br/>           (Indicate yes or no for each item.)</p> |   |
|   | <p>Material on the program's assessment webpages matches what is provided in the Self-Study Report.</p>   |
|   | <p>Assessment webpages were updated within the last year (based on the automated update date and time on the Assessment Website).</p>   |

*Comments:*

| Criteria   | Score | Rationale   |
|--|-------|---|
| <b>Expected Learning Outcomes:</b><br>Expected student learning outcomes identify the intended knowledge, understandings, or abilities that students will acquire through the academic program.  | 4     | Outcomes are included which explicitly describe what students know, understand, or are able to do.  |
|  | 3     | Outcomes are included, but do not explicitly describe what students know, understand, or are able to do.  |
|  | 2     | Outcomes are included that describe course level evaluation. No program level outcomes are included that explicitly describe what students know, understand, or are able to do.   |
|  | 1     | Outcomes are absent. Rather, the expected learning outcomes section describes program goals and objectives rather than student learning outcomes.   |
| <b>Assessment Activities:</b><br>Activities for assessing outcomes are listed and described. The activities are appropriate measures of the outcomes, as evidenced by tools (rubrics, exit surveys, etc.) that clearly align with learning outcomes. Direct and indirect measures of outcomes are collected through the activities. Faculty and staff involvement in the development, implementation, and use of student learning outcomes is described. | 4     | Activities are listed and described for each outcome. The activities are appropriate measures of the outcomes, as evidenced by tools (rubrics, exit surveys, etc.) that clearly align with learning outcomes. Direct and indirect measures of outcomes are collected through the activities. Involvement in the assessment process by faculty and staff is described. |
|  | 3     | Activities are listed and described for each outcome. The activities are appropriate measures of the outcomes. Activities do not include direct and indirect measures OR involvement in the assessment process by faculty and staff is not described.   |
|  | 2     | Activities are listed and described for each outcome. Some activities may not be appropriate measures of the outcomes, or no tools are included. Activities do not include direct and indirect measures OR involvement in the assessment process by faculty and staff is not described.   |
|  | 1     | A discussion of assessment activities is absent or vague OR assessment activities are not linked to Learning Outcomes. In the absence of measurable learning outcomes, this criterion receives a score of 1.  |
| <b>Assessment Findings:</b><br>The findings describe what was learned from the assessment activities. Findings from ongoing assessment activities are summarized and clearly reported in ways that align with expected outcomes.   | 4     | Findings from direct and indirect assessment activities are summarized and clearly reported in ways that align with expected outcomes.  |
|  | 3     | Findings from direct and indirect assessment activities are linked to learning outcomes. However, findings are not reported in a clear and concise way. If findings are not yet available, a statement of when findings will be available is included.  |
|  | 2     | Findings from assessment activities are linked to learning outcomes. However, findings are only from direct OR indirect measures.   |
|  | 1     | No findings from assessment activities are reported OR the findings are not linked to Learning Outcomes. In the absence of measurable learning outcomes or appropriate assessment activities, this criterion receives a score of 1.   |
| <b>Changes in Response to Findings:</b><br>The findings are used to drive change and improvement in the program. Assessment findings are appropriately used as information that drives improvement in learning, instruction, curriculum or strategic planning. Specific changes are described that clearly link to the findings.   | 4     | Changes are described that link back to findings from assessment of student learning and contribute to program improvement OR it is noted that no changes are warranted based on the findings so far.   |
|  | 3     | It is noted that insufficient data have been collected to justify changes, AND the report includes plans to discuss findings when sufficient data are available.  |
|  | 2     | It is noted that insufficient data have been collected to justify changes, but the report does not include plans to discuss findings when sufficient data are available.  |
|  | 1     | The changes that are described do not link back to findings from assessment of student learning. In the absence of measurable learning outcomes, appropriate assessment activities, or assessment findings, this criterion receives a score of 1.   |