

# Evaluation Rubric For Academic Program Assessment

Vincennes University

Program: \_\_\_\_\_  
Academic Year: \_\_\_\_\_

\*The purpose of this rubric is to present a qualitative evaluation of program assessment plan growth and establishment.

Updated 9/9/14

I. Mission Statement and Program Learning Outcomes		
<i>Overall purpose of the program</i>		
<input type="checkbox"/> Established/Refining	<input type="checkbox"/> High <input type="checkbox"/> Developing <input type="checkbox"/> Low	<input type="checkbox"/> Emerging
<input type="checkbox"/> Mission clearly defines the purpose of the program <input type="checkbox"/> Mission clearly describes how program will accomplish its goals <input type="checkbox"/> Mission specifies what graduates will be prepared for: occupation, transfer, etc. <input type="checkbox"/> Outcomes begin with Bloom's verbs <input type="checkbox"/> Outcomes clearly reflect mission goals and describe what students will know, value, or be able to perform upon graduation <input type="checkbox"/> Outcomes clearly describe a wide range or distribution of cognitive or affective abilities that are fully consistent with program mission/goals	<input type="checkbox"/> Mission needs more specific detail about the program's purpose <input type="checkbox"/> Mission gives limited or no information about how program will accomplish goals <input type="checkbox"/> Mission identifies what program graduates will be prepared to do <input type="checkbox"/> Outcomes begin with action verbs but some are not Bloom's <input type="checkbox"/> Outcomes either do not fully reflect mission or don't fully describe what students will know, value or be able to do <input type="checkbox"/> Outcomes reflect a limited range of cognitive/affective abilities that are somewhat inconsistent with the program mission/goals	<input type="checkbox"/> No mission or the mission doesn't address the program's purpose <input type="checkbox"/> Mission does not identify how it will accomplish its goals <input type="checkbox"/> Mission fails to specify what graduates are prepared for <input type="checkbox"/> Outcomes do not begin with action verbs or not with Blooms <input type="checkbox"/> Outcomes are unclear or insufficient to accomplish the mission, and represent very limited student learning <input type="checkbox"/> Outcomes describe a very narrow or limited distribution of learning levels and will not achieve mission/goals <input type="checkbox"/> Some or all steps are incomplete
Comments		

II. Learning to be Assessed		
<i>Explanation of what is to be assessed</i>		
<input type="checkbox"/> Established/Refining	<input type="checkbox"/> High <input type="checkbox"/> Developing <input type="checkbox"/> Low	<input type="checkbox"/> Emerging
<input type="checkbox"/> Skill, knowledge, or value that is being assessed is clearly and specifically described <input type="checkbox"/> <b>Level of learning to be assessed is identified and consistent with program curriculum map</b> <input type="checkbox"/> Specific statements of project significance that reflects consideration of faculty experience, research, advisory committee input, or other important reasons <input type="checkbox"/> All project design collaborators are identified, including those at other relevant sites	<input type="checkbox"/> Skill, knowledge, or value being assessed is identified with limited specificity <input type="checkbox"/> <b>Level of learning to be assessed is not clearly identified or one state is inconsistent with map</b> <input type="checkbox"/> One statement of project significance lacks specific internal or external justification, or one or both statements offer justifications that lack program-specific relevance	<input type="checkbox"/> Skill/knowledge/value to be assessed is unspecified or unclear <input type="checkbox"/> <b>Level of learning is not identified or inconsistent with curriculum map</b> <input type="checkbox"/> Unclear or unspecific statement of project significance; no internal need or external validation specified <input type="checkbox"/> Project design collaborators are not identified or collaboration is limited <input type="checkbox"/> Some or all steps are incomplete
Comments:		

### III. Assessment Project Details

The Committee should consider this section both during the planning stage and during the review of steps 5, 6, 7 - final evaluation should occur only after the completion of 5, 6, 7.

<input type="checkbox"/> Established/Refining	<input type="checkbox"/> High <input type="checkbox"/> Developing <input type="checkbox"/> Low	<input type="checkbox"/> Emerging
<input type="checkbox"/> Projects names clearly identify projects described in "Brief Project Description" <input type="checkbox"/> Projects are clearly, fully described, and projects A & B address same learning goals <input type="checkbox"/> At least one project per outcome is a direct assessment <input type="checkbox"/> Clear description of tools that will produce definite, specific results and help identify learning improvements <input type="checkbox"/> Success standards are clear and will generate evidence of specific knowledge, skills values learned and those needing improvement <input type="checkbox"/> Standard percentages are consistent with identified sample size <input type="checkbox"/> Plan identifies all faculty who will assess, including at all relevant sites	<input type="checkbox"/> Project name(s) have limited relevance to projects identified in "Brief Project Description" <input type="checkbox"/> Project descriptions need some detail or clarification, or it's not clear if A & B address the same learning goals <input type="checkbox"/> One outcome has no direct assessment <input type="checkbox"/> Limited description of tools or tools of questionable value for generating data on specific learning or new improvements <input type="checkbox"/> One or two success standards are unclear or are holistic and will not generate evidence of specific elements learned and those needing improvement <input type="checkbox"/> Plan doesn't clearly identify all relevant faculty who will assess	<input type="checkbox"/> Project names are missing or are unrelated to the projects in "Brief Project Description" <input type="checkbox"/> Projects are difficult to understand and/or projects A & B don't address same learning goals <input type="checkbox"/> Neither outcome assessed with a direct assessment <input type="checkbox"/> Tools are not identified or will likely not produce specific learning data or help with improvement decisions <input type="checkbox"/> Success standards are unclear or will produce only holistic results <input type="checkbox"/> Standard percentages aren't consistent with identified sample <input type="checkbox"/> Plan doesn't identify faculty assessors or doesn't identify all participants <input type="checkbox"/> Some or all steps are incomplete
Comments:		

### IV. Submission of Assessment Tools and Data

<input type="checkbox"/> Established/Refining	<input type="checkbox"/> High <input type="checkbox"/> Developing <input type="checkbox"/> Low	<input type="checkbox"/> Emerging
<input type="checkbox"/> All tools (assignments, test questions, rubrics, surveys, etc.) are submitted by due date <input type="checkbox"/> Raw data for each student assessed are submitted <input type="checkbox"/> Data from all common course sections are aggregated	<input type="checkbox"/> Most tools are submitted, or it is not clear if all tools are fully submitted or are submitted late <input type="checkbox"/> Most raw data are submitted on time, but some data are submitted holistically	<input type="checkbox"/> Tools are not submitted on time and incompletely submitted <input type="checkbox"/> Most data are not submitted, or data is submitted only holistically <input type="checkbox"/> Some or all steps are incomplete
Comments:		

### V. Data Analysis

<input type="checkbox"/> Established/Refining	<input type="checkbox"/> High <input type="checkbox"/> Developing <input type="checkbox"/> Low	<input type="checkbox"/> Emerging
<input type="checkbox"/> Specific data addressing strengths and weaknesses relevant to success standards is presented; analysis is saved for "Analysis" section <input type="checkbox"/> Trend data is presented fully, including comparison data from previous years' assessments <input type="checkbox"/> Analysis is clear and gives causal analysis of what is and isn't learned <input type="checkbox"/> Analysis relies upon data and avoids unjustified assumptions <input type="checkbox"/> Analysis pulls together results from both Projects A & B and trends, and clearly lends itself to decisions about curriculum improvement decisions	<input type="checkbox"/> Some results reported are misidentified or fail to reflect success standards; does some analysis in data section <input type="checkbox"/> Trend data might be incomplete or fails to consider previous data <input type="checkbox"/> Analysis is clear but gives limited causal analysis of results <input type="checkbox"/> Analysis is data-informed, but some conclusions do not fully consider the data or are based on unjustified assumptions <input type="checkbox"/> Analysis might not fully consider all the evidence in Projects A & B and trends, or has limited application for curriculum improvement decisions	<input type="checkbox"/> Specific strengths or weaknesses data are missing or, as reported, they do not reflect standard; analysis is completed in data section <input type="checkbox"/> Trend analysis is not present or does not include previous year's data <input type="checkbox"/> Analysis is incomplete or lacks clarity and/or fails to give causal analysis of results <input type="checkbox"/> The analysis does not follow from the data and/or uses unjustified assumptions <input type="checkbox"/> Limited or no discussion of how related projects complement each other to give information about student learning or separate analysis of projects <input type="checkbox"/> Some or all steps are incomplete

Comments:

## VI. Curriculum Improvements

<input type="checkbox"/> Established/Refining	<input type="checkbox"/> High <input type="checkbox"/> Developing <input type="checkbox"/> Low	<input type="checkbox"/> Emerging
<ul style="list-style-type: none"><li><input type="checkbox"/> A brief description of previous improvement plan gives context to analysis of the impact of plan</li><li><input type="checkbox"/> Clear, concise analysis of the impact of previous year's improvement plans, grounded in data provided in Sect. V; claims about impact are supported</li><li><input type="checkbox"/> Plans for improving the curriculum are clear, detailed, workable, justified by the data and analysis offered in Sect. V, and they have the potential to produce improved learning</li><li><input type="checkbox"/> Plan reflects coordination with program members, including other sites; faculty assignments are clear</li><li><input type="checkbox"/> The plans for professional development or expenditures, if needed for implementation, are clear</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Limited discussion of previous year's plan, so limited context for analysis of previous plan</li><li><input type="checkbox"/> Analysis of previous year's plan exists but it needs clarification, is not be clearly connected to data in Sect. V, or it includes some questionable deductions about the impact of the plan</li><li><input type="checkbox"/> Plan for improving is clear and complete for most projects; should be better connected to or justified by data or analysis in Sect. V, or the plan leaves questions about how well it will improve learning</li><li><input type="checkbox"/> Coordination with faculty for successful implementation needs to be more clear</li><li><input type="checkbox"/> Plans for professional development or funding of improvements are unclear or should be considered</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> No summary of the previous plans, so no context for analysis of previous plan</li><li><input type="checkbox"/> Conclusions about impact of previous year's improvement plans are incomplete or unjustified by data; unjustified claims about the impact of the plan</li><li><input type="checkbox"/> Improvement plans are simplistic or do not clearly follow from the data; the impact of the plans on learning is doubtful</li><li><input type="checkbox"/> Appears to be little or no coordination with program members and planning for implementation</li><li><input type="checkbox"/> Plans for professional development or funding of improvements (if needed) are not considered or given</li><li><input type="checkbox"/> Some or all steps are incomplete</li></ul>
Comments:		

## VII. Assessment Plan Improvements

<input type="checkbox"/> Established/Refining	<input type="checkbox"/> High <input type="checkbox"/> Developing <input type="checkbox"/> Low	<input type="checkbox"/> Emerging
<ul style="list-style-type: none"><li><input type="checkbox"/> All the plans for improving assessments are clear, detailed, and complete; specific details are easy to visualize</li><li><input type="checkbox"/> The plans fit well with the data (or lack of data) and analysis given in Sect. V</li><li><input type="checkbox"/> The plans will increase the likelihood of the program producing better data for identifying student learning, including multiple levels of success rather than holistic success, and better data for identifying successes and needed improvements</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Plans for improving assessments are complete, but some are not clear and specific, or tools might not obtain/produce the results needed for identifying specific learning strengths and weaknesses</li><li><input type="checkbox"/> The plans mostly reflect the data and analysis given in Sect. V</li><li><input type="checkbox"/> The plans will produce better detail about student learning, but tools that would better distinguish levels of student learning would improve plan and ability to identify successes and needed learning improvements</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Plans for improving assessments are incomplete or undeveloped, or the program assumes no improvements are needed when better understanding of student learning and levels of success are not currently being produced</li><li><input type="checkbox"/> The plans or lack of plans don't seem to reflect the analysis or data given in Sect. V</li><li><input type="checkbox"/> Plans given are not likely to produce significant evidence of student learning beyond the learning obtained in the current plan or the tools chosen will not produce data to help identify successes or needed learning improvements</li><li><input type="checkbox"/> Some or all steps are incomplete</li></ul>
Comments:		