## Rubric for Evaluating Program Assessment Reports

### Table 1 Rubric for Evaluating Program Assessment Reports

<table>
<thead>
<tr>
<th>Score</th>
<th>Deficient</th>
<th>Beginning</th>
<th>Developing</th>
<th>Proficient</th>
</tr>
</thead>
</table>
| **1. Program Intended Learning Outcomes** | No evidence of intended learning outcomes                                                                                                             | - PLOs not functional (e.g., incomplete, overly detailed, disorganized, or not measurable).  
- Describe a process or delivery of education (i.e., what the instructor does for students) rather than intended student learning (i.e., what the intended result is to be).  
- Do not address the breadth of knowledge, skills, or services associated with the cumulative effect of the program. | - Written in a way that they can be measured.  
- Most outcomes are clearly defined or the meaning is easily discernable.  
- Most outcomes are written as learner-centered statements.  
- Encompass the mission of the program and/or the central principles of the discipline.  
- Focus is too narrow to represent the cumulative effect of the program. | - Written in a way that they can be measured  
- All outcomes are written as learner-centered statements with action verbs.  
- Encompass program, college, and university mission and goals.  
- Align with professional standards, as appropriate.  
- Focus on the cumulative effect of the program. |

* Learner-centered statements of what students will know, be able to do, and value or appreciate as a result of completing the program (e.g., students will [action verb] __). See Blooms Taxonomy.

| **2. Measures (the evidence that is used to evaluate outcomes achievement)** | No evidence of measures used                                                                                                                      | - Measures apply to too many outcomes at once.  
- Few or no direct measures used.  
- Methods are mismatched, inappropriate, or otherwise do not provide evidence linked to the intended learning outcomes. | - At least one measure per outcome.  
- A variety of direct and indirect measures used to assess outcomes.  
- The evidence used is mostly linked to the intended outcomes.  
- Measures section lacks clear description and detail. | - Multiple measures for at least some outcomes.  
- Direct and indirect measures used; emphasis on direct.  
- Data gathered is primarily focused on student learning activities rather than surveys.  
- Purposeful; clear how results could be used for program improvement.  
- Measures section is described in sufficient detail. |

| **3. Key Findings** | No findings or analysis presented                                                                                                                | - Lack of connection between the outcomes, the data gathered, and results reported.  
- Degree of proficiency met is unclear from report. | - Some findings are reported that address outcomes and evaluate student achievement of them.  
- Degree of proficiency met is included  
- Proficiency goal missing. | - Complete, concise and well-organized.  
- Aligned with proficiency targets as appropriate.  
- Findings interpreted in terms of graduating student performance with a clear performance target stated.  
- Compares new findings with past results, where appropriate. |

| **4. Actions Taken or Planned based on Findings** | No actions have been taken or planned                                                                                                           | - Limited evidence that findings from assessment have been used to improve the curriculum, individual courses, pedagogy, etc.  
- No actions are documented; or there are too many plans to reasonably manage. | - Some evidence that findings from assessment have been used to improve the curriculum, individual courses, pedagogy, etc.  
- At least one concrete action has been documented or planned with relevant details, timelines, etc. | - Actions or plans have been implemented and documented and/or detailed plans for implementation have been provided.  
- Actions or plans clearly follow from assessment results and state directly which finding(s) motivated the action;  
- Actions or plans define logical “next steps” |

* NOTE: You will refer back to these action items in your next assessment report.