

**Academic Degree Program Assessment Quality Rubric**

**Academic Degree Program \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assessment Cycle: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Beginning**  | **Developing**  | **Mature**  | **Exemplary**  | **Comments** |
| **Step 1: Expected Program-Level Student Learning Outcomes (PL-SLOs)**Specified knowledge, skills, abilities or attitudes that students are expected to attain by the end of a program of study. |
| PL-SLOs are either absent or do not reflect specific knowledge, skills, abilities, or attitudes that students are expected to attain by the end of the program. | PL-SLOs are present but some include the use of imprecise verbs (i.e., know, understand) and/or fails to sufficiently articulate the knowledge, skills, abilities or attitudes that students are expected to attain by the end of the program. | The majority of PL-SLOs include the use of precise verbs and articulate the specific knowledge, skills, abilities or attitudes that students are expected to attain by the end of the program. | All PL-SLOs include the use of precise verbs and articulate the specific knowledge, skills, abilities or attitudes that students are expected to attain by the end of the program. |  |
| ***1-1: Curriculum Map***A graphical representation of the relationship that exists between the courses and other learning experiences in a program and the program’s expected student learning outcomes.  |
| No Curriculum Map included in report | The Curriculum Map is incomplete and only identifies where some of the outcomes are assessed. | The Curriculum Map identifies where each of the outcomes are assessed for some level of mastery by the end of the degree program.  | The Curriculum Map identifies where each of the outcomes are assessed and shows courses and/or other learning experiences where students have opportunities to reinforce knowledge, and practice required skills. |  |
| **Step 2: Identify Appropriate Measures (Direct/Indirect)** |
| No direct or indirect measures used to assess student learning. | Some outcomes are assessed with direct measures but their use is inconsistent. | All student learning outcomes are assessed using direct measures and occasionally include the use of indirect measures that are appropriate for the outcome.  | All student learning outcomes are evaluated using multiple direct and indirect measures that are appropriate for the outcome. |  |
| **Step 3: Establish Acceptable Targets for Performance**The expected level of performance or the benchmark indicator for success. |
| No acceptable targets for performance are included for the measures associated with the outcomes. | Acceptable targets for performance are included for some of the measures associated with the outcomes, but they generally lack specificity as to the desired performance levels, and their alignment to the measures and outcomes are unclear.  | Acceptable targets for performance are included and specify desired performance levels that are appropriately aligned to measures and outcomes. | Acceptable targets for performance are included and specify desired performance levels that are appropriately aligned to measures and outcomes and reflect the use of past performance data in stretching performance levels. |  |
| **Step 4: Summary of Actual Results** A descriptive summary of the data collected at the measure level in alignment with the outcome. The summary should include where appropriate the specific percentage and sample size in alignment with the target for performance.  |
| No summary of actual results reported. | Summary of actual results reported for some measures, however they are vague, making it difficult to determine the extent to which the outcomes are achieved and where appropriate are not disaggregated for degree programs with on-line and/or multi-campus locations. | Summary of actual results are clearly reported in alignment with target performance levels to included sample size/population making it clear the extent to which the outcome are achieved. This data is disaggregated by location and modality where appropriate for degree programs that are offered on-line and at other campus locations.  | Summary of actual results are clearly reported in alignment with target performance levels to included sample size/population making it clear the extent to which the outcomes are achieved. This data is disaggregated by location and modality where appropriate for degree programs that are offered on-line and at other campus locations. The results reported reflect an equity-minded approach that captures performance across student characteristics (e.g., race/ethnicity, gender etc.) where appropriate.  |  |
| **Step 5 – Use of Results to Improve Outcome**Evidence that assessment results have been reviewed, discussed, and acted on as appropriate.  |
| No use of results reported.  | Use of results reported for some measures, but are vague and unclear making it difficult to determine how the program used findings/results to inform improvements in student learning.  | Use of results reported for all measures and reflect thoughtful deliberation with faculty and other program stakeholder around how results were used to inform continuous improvement in student learning. Improvements reported are directly related to the findings/results reported.  | Use of results reported for all measures and reflect thoughtful deliberation with faculty and other program stakeholders to include a review of past performance data where appropriate, and how results were used to inform continuous improvement in student learning.Improvements reported are directly related to the findings/results reported and include rationale and explanation of the modifications leading to the change/improvement. |  |
| ***5-1: Continuous Improvement Action Plan***A summary of what will be done to enhance/improve the outcome. It should include who will do what by when and how.  |
| No continuous improvement action plan(s). | Continuous improvement action plan(s) are present, but are vague and not reflective of what will be done by whom and when. Plan(s) are not clearly in alignment with actual results reported.  | Continuous improvement action plan(s) are present, clearly aligned with reported results, and reflective of who will do what, by when, and how.  | Continuous improvement action plan(s) are present, clearly aligned with reported results, focused on learning improvement(s), and reflective of who will do what by when and how.  |  |