

## Assessment Report Evaluation Rubric

Degree Program \_\_\_\_\_

3 = Excellent, 2 = Acceptable, 1 = Needs Improvement/Clarification, 0 = No Description/Data

Criterion	Rating	Comments
1. The program has clearly defined, measurable student learning outcomes that focus on knowledge, skills, behaviors, or values.		
2. The program uses direct assessment methods (e.g., examinations, research essays, theses, oral presentations, capstone projects, portfolios, performances, etc.) as their primary means of assessing each student learning outcome.		
3. The program uses indirect assessment methods (surveys, questionnaires, focus groups, interviews, etc.) as a secondary means of assessing student learning outcomes. [Recommended, not required.]	(Y/N)	
4. Assessment measures are clearly and accurately aligned to the learning outcomes.		
5. Assessment measures are distinct from course grades and teaching evaluations (but they may involve graded materials).	(Y/N)	
6. The program clearly identifies the level of achievement expected of students for each learning outcome.		
7. There is a detailed analysis of findings that explains the achievement (or lack thereof) of learning outcomes.		
8. Analysis of data results in concrete and timely planned improvements to the program.		
9. There is a clear explanation of how faculty in the program are involved in defining the learning outcomes, selecting the related assessment measures, analyzing the results, disseminating results to the entire program, and determining appropriate improvements in the program.		
<i>To Be Completed by the Office of Assessment:</i>		
10. Data and information have been collected over time and analyzed longitudinally.		
11. All program-level student learning outcomes are assessed within two assessment cycles.	(Y/N)	
12. Assessment reports are completed bi-annually and collected by the Office of Planning and Administration.	(Y/N)	