

QUALITY OF ASSESSMENT RUBRIC

	1-Beginning	2-Developing	3-Mature	4-Exemplary
Student Learning Outcomes: Clearly articulated and widely communicated statements describing all of the specific knowledge, skills, and abilities that all students completing an educational program should achieve.				
<i>1. Specificity of Outcomes</i>	No student learning outcomes provided.	Some student learning outcomes include precise learning verbs and articulate the specific content, skills, and abilities students should achieve.	Most student learning outcomes include precise learning verbs and articulate the specific content, skills, and abilities students should achieve.	All student learning outcomes include precise learning verbs and articulate the specific content, skills, and abilities students should achieve.
<i>2. Comprehensive Outcomes</i>	No description of whether the list of student learning outcomes is comprehensive.	A brief narrative notes that the list of student learning outcomes is not currently comprehensive (i.e., outcomes presented reflect a sample).	A brief narrative notes that the list of student learning outcomes is comprehensive.	A brief narrative notes that the list of student learning outcomes is comprehensive AND provides a rationale for comprehension (e.g., alignment with disciplinary standards, faculty consensus).
<i>3. Communicating Outcomes</i>	No evidence that outcomes have been communicated to program faculty and students.	Student learning outcomes are made public (e.g., by posting them online); however, it does not appear that outcomes are directly disseminated to program faculty or students.	Student learning outcomes are directly communicated with program faculty (e.g., faculty meeting, e-mail).	Student learning outcomes are directly communicated with program faculty AND students (e.g., student orientation, advising).
Curriculum Map: A matrix that represents visually the alignment between program student learning outcomes and required courses/experiences.				
<i>4. Curriculum Map</i>	No curriculum map provided.	Curriculum map is provided; however, at least one student learning outcome does not have a required course/ experience aligned with it.	Curriculum map is provided, and every student learning outcome is aligned with at least one required course/experience.	Curriculum map is provided, and every outcome is aligned with at least one required course/ experience, AND program conveys the extent to which each outcome is developed in particular courses (e.g., 1=introduced, 2=reinforced, 3=emphasized).
Methodology: Systematic measurement of extent to which student learning outcomes are being achieved, making use of direct measures and sound reasoning.				
<i>5. Outcome-Measure Alignment</i>	No measures provided OR absence of outcome-measure alignment.	Some outcomes have at least one measure aligned with them.	Most outcomes have at least one measure aligned with them.	All outcomes have at least one measure aligned with them.

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<i>6. Direct Measures</i>	No direct measures used to measure the extent of student learning.	Some student learning outcomes evaluated using at least one direct measure.	Most student learning outcomes evaluated using at least one direct measure.	All student learning outcomes evaluated using at least one direct measure.
<i>7. Data Collection</i>	No information regarding data collection is provided.	Information provided on some aspects of data collection; however, there is not enough information to evaluate the soundness of the data collection process.	Information provided on how data were collected (e.g., course embedded) and who provided data (e.g., all seniors); however, methodological flaws are present (e.g., misrepresentative sampling).	Information provided on how data were collected, who provided data, AND the process appears to be methodologically sound.
Results: Assessment results reported and interpreted in relation to the student learning outcomes and communicated with program faculty.				
<i>8. Reporting Results</i>	No results reported.	Results are reported; however, it is unclear how they relate to the student learning outcomes.	Results are reported and are clearly aligned with the student learning outcomes.	Results are reported, clearly aligned with the student learning outcomes, AND related to previous findings to reveal trends.
<i>9. Interpreting Results</i>	No interpretation of results provided.	Interpretation of results provided; however, it is unclear how the interpretation relates to the student learning outcomes.	Interpretation of results is provided and is clearly aligned with the student learning outcomes.	Interpretation of results is provided and is clearly aligned with the student learning outcomes, AND the interpretation considers factors (e.g., capabilities of a particular cohort, innovative curricular changes) that may have affected the results.
<i>10. Communicating Results</i>	No communication of results provided.	Results are communicated with some, but not all program faculty.	Results are communicated with all program faculty.	Results are communicated with all program faculty, AND there is dedicated time (e.g., at a faculty retreat) for faculty to discuss the results.
Use of Results: Evidence that assessment results have been discussed and acted upon, as appropriate.				
<i>11. Purposeful Reflection and Action Plan</i>	No evidence of purposeful dialogue among program faculty about the use of results.	Evidence of purposeful dialogue among program faculty on assessment results; however, no plan has been formulated to improve student learning.	Evidence of purposeful dialogue among program faculty on assessment results and a plan has been developed to improve at least one student learning outcome.	Evidence of purposeful dialogue among program faculty on assessment results, a plan has been developed to improve at least one student learning outcome, AND the faculty are implementing the plan.