AUBURN
Office of the Provost
Academic Assessment

QUALITY OF ASSESSMENT RUBRIC v2

	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.				
1. Specificity of Outcomes	No student learning outcomes provided.	Some student learning outcomes include precise learning verbs and articulate specific content, skills, and abilities students should achieve.	Most student learning outcomes include precise learning verbs and articulate specific content, skills, and abilities students should achieve.	All student learning outcomes include precise learning verbs and articulate specific content, skills, and abilities students should achieve.
2. Comprehensive Outcomes	No description of whether the list of student learning outcomes is comprehensive.	A brief narrative notes that list of student learning outcomes is not currently comprehensive (i.e., outcomes presented reflect a sample).	A brief narrative notes that list of student learning outcomes is comprehensive.	A brief narrative notes that list of student learning outcomes is comprehensive AND provides a rationale for comprehension (e.g., alignment with disciplinary standards, faculty consensus).
3. Communicating Outcomes	No evidence that outcomes have been communicated to program faculty.	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.	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.				
4. Curriculum Map	No curriculum map, defined as a visual matrix, provided.	Curriculum map provided; however, at least one student learning outcome does not have a required course/ experience aligned with it.	Curriculum map provided, and every student learning outcome is aligned with at least one required course/experience.	Curriculum map provided, and every outcome is aligned with at least one required course/ experience, AND program conveys 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. Measures are completely aligned if they meet each of the following requirements: 1) there is a measure for each student learning outcome, 2) the level of learning described by the verb in the outcome is the same as the expected learning captured by the measurement tool and 3) the content within the outcome is the same as the content captured by the measurement tool (see Appendix A for a more detailed description of alignment).				
5. Outcome-Measure Alignment	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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6. Direct Measures	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.
7. Data Collection Methods	No information provided about data collection methods.	Information provided about some aspects of data collection methods (i.e. sampling methods; performance motivation; rating processes) however, information is insufficient to evaluate soundness of data collection methods.	Information provided about most aspects of data collection methods (i.e. sampling methods, performance motivation, rating processes, reliability or validity of tests), and enough information is provided to evaluate soundness of data collection methods.	Complete Information provided about all data collection methods (i.e. who, what, when, where, and how data were collected) AND the process appears to methodologically sound.
Results: Assessment results reported in relation to student learning outcomes and communicated with program faculty.				
8. Reporting Results	No results reported.	Results reported; however, it is unclear how they relate to the student learning outcomes.	Results reported and are clearly aligned with the student learning outcomes.	Results reported, are clearly aligned with the student learning outcomes, AND presented alongside past data.
9. Communicating Results	No communication of results provided.	Results directly communicated with some program faculty.	Results directly communicated with most program faculty.	Results directly communicated with all program faculty.
Use of Results: Evidence that assessment results have been discussed, interpreted, and acted upon, as appropriate.				
10. Interpretation	No interpretation of results provided.	Interpretation of results provided; however, it is unclear how interpretation relates to student learning outcomes.	Interpretation of results provided and clearly aligned with student learning outcomes.	Interpretation of results provided and clearly aligned with student learning outcomes, AND interpretation considers factors (e.g., capabilities of a particular cohort, innovative curricular changes) that may have affected results.
11. Purposeful Reflection	No evidence of a process whereby faculty purposefully discuss assessment results.	Limited evidence of a process whereby faculty purposefully discuss assessment results but no implementation of purposeful discussion.	Complete evidence of a process whereby faculty purposefully discuss assessment results but limited implementation of purposeful discussion.	Strong evidence of a consistent and ongoing process whereby faculty purposefully discuss assessment results AND there is implementation of purposeful discussion.
12. Action Plan	No evidence of action plan to improve student learning, based on the last cycle of assessment.	Evidence that a plan to improve at least one student learning outcome has been formulated, based on the last cycle of assessment.	Evidence that a plan to improve at least one student learning outcome has been initiated, based on the last cycle of assessment.	Evidence that a plan to improve at least one student learning outcome has been fully implemented AND a re-assessment plan is in place, based on the last cycle of assessment.

Companion Document

Please note, for the purpose of this companion document, the fictional Forrest Gump Studies program has been created for illustrative purposes.

Student Learning Outcomes

1. Specificity of Outcomes

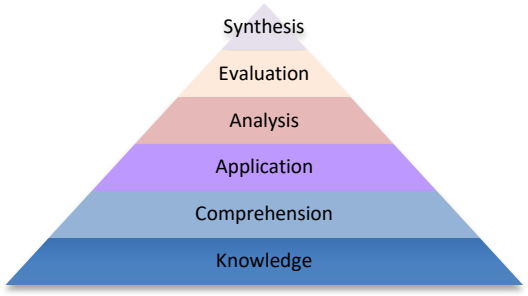
Student learning outcomes are clearly articulated and widely communicated statements describing specific knowledge, skills, and abilities that all students completing an educational program should achieve. In other words, what do you want your students to be able to know or do upon completion of your program?

- Outcomes should be precise: which means that there is a verb within each statement describing an action that is easily measurable.
  - Verbs such as understand and demonstrate should be avoided; they are too widely defined and difficult to measure.
  - Consider visiting Bloom's Taxonomy (a hierarchy of learning) for inspiration.
- Programs should include content that is specific to their degree program.
  - A student learning outcome statement should be written in such a way that it would not be relevant to any other program on campus (there are caveats of course, similar programs at the MS and PhD levels, etc.).
- The statement, "Students will be effective written communicators" is neither measurable nor specific to a single degree program.
  - What does "be" mean? What does "effective" mean? What kind of writing is specific to students graduating from your program?

For an example exemplary student learning outcome statement, consider the fictional program, *Forrest Gump Studies.* Note how the example provides details about the program, a specific verb, and articulates knowledge skills and/or abilities that are specific to the program.

> ***Students graduating with a BA in Forrest Gump Studies should be able to create a parallel story to Forrest Gump, integrating historical events, using film techniques, and emphasizing a particular philosophical perspective.***

**Note, programs should include the full set of student learning outcome statements within their report (regardless of whether they are being measured during the current reporting cycle).*



2. Comprehensive Outcomes

It is important for programs to consider the breadth and depth of the courses offered across their degree program and create a list of outcomes that is comprehensive of the total package of skills and knowledge gained. Programs should provide a brief narrative which indicates if the list of student learning outcomes within the report is comprehensive of the entire major/program curriculum or if there are student learning outcomes missing from the document. Programs may only receive a score of "3-Mature", if the report specifically indicates that the list of outcomes is comprehensive or complete but lacks a rationale.

**As a reminder, programs should include the full set of student learning outcome statements within their report (regardless of whether they are being measured during the current reporting cycle).*

3. Communicating Outcomes

Though a single individual or curriculum committee may be writing the assessment report it is important that all faculty are aware of the student learning outcomes as it is the faculty that will ultimately teach the courses aligned to the student learning outcomes. Programs should have a process whereby the full set of student learning outcomes is directly communicated with all faculty (i.e. via email or in-person).

- Communicating the outcomes with students by making them publicly available (website) or directly communicating the outcomes with students (advising, student orientation) is exemplary.

Curriculum Mapping

4. Curriculum Map

A curriculum map should include the student learning outcomes and required courses/experiences within a visual matrix. Briefly, think about which courses in your curriculum touch on the outcomes you listed. Then think about how deeply they are developed in each of those courses.

- A score of mature will be assigned to maps that simply indicate that there is alignment between the student learning outcomes and required courses/experiences and each student learning outcome is aligned (read: developed) in at least one required course or experience. Also, indicate if the relevant course is required or an elective in the curriculum.
- A score of exemplary will be assigned to curriculum maps that convey the extent to which each outcome is developed in particular courses. Even though this example uses 1, 2, 3 to indicate development and A to indicate the intended placement of programmatic assessment(s), a program could use any symbol (i.e. numbers, letters, descriptions).
- Consider a set of six student learning outcomes aligned to the fictional *Forrest Gump Studies* program. An advanced curriculum map may look like the following:

	(1) History	(2) Film	(3) Theory	(4) Cultural Influence	(5) Argue Persuasively	(6) Create parallel story
GUMP 100- Intro to Forrest Gump	1	1		1	1	
PHIL 100- Intro to Philosophy			1			
HIST 220- American History	2	1		1		
FILM 100 – Intro to Film Studies		2				
GUMP 200- History, Film, Philosophical Integration	2		2	2, A		
FILM 200- Film & Technology		3				
HIST 340 – Cold War	2					
HIST 400- Historical Methods	3					
PHIL 300 – Theories in Philosophy			3	1		
GUMP 300- Story-Telling	2			1	3	2
GUMP 350 – Story-Telling in Film	3, A	3, A		1	3	2
GUMP 400- Story Creation	3		3, A		3, A	3, A
GUMP 250- Intro to Shrimp Boating						
GUMP 320- Shrimp Industry						
GUMP 390 – Gulf Coast Biology				2		

1- Introduction, 2- Reinforcement, 3- Emphasis, A- Assess

Note- the "shorthand" for our outcomes are represented on the columns of the map; the rows reflect required courses. In addition to these courses, students have 6 elective credit hours where they can choose from 3 additional GUMP courses offered; Blue Highlight- Extra courses required for the Shrimp Boating Option

**Note for mature programs with well-defined and stable outcomes that are comprehensive, communicated, and mapped to a stable curriculum, it is possible (even likely) that Sections one through four will not change from year to year in an assessment report.*

Methodology:

**As a reminder, programs should include the full set of measures within their report (regardless of whether they are collecting data for each outcome during the current reporting cycle).*

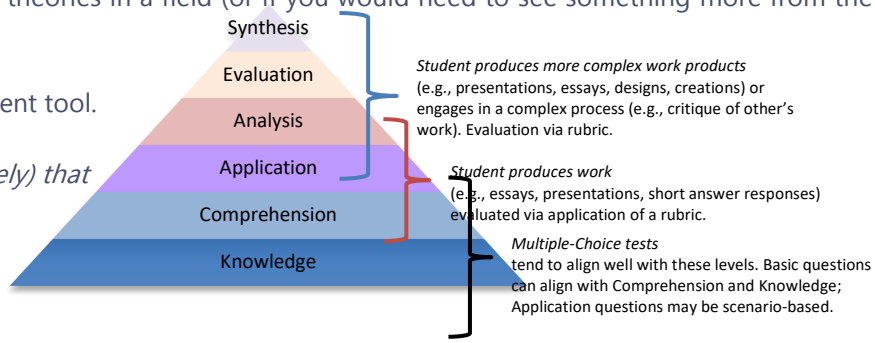
5. Outcome Measure Alignment

To know whether our students know or are able to do the skills we want for them as outcomes, we need to measure those outcomes in our programs. The first step of measurement is to align a measure with an outcome.

Alignment is judged based on three criteria:

1. There is a measure for each student learning outcome.
    - Will each outcome get one score when data are collected?
        - *Note, one assignment may generate multiple scores and therefore multiple measures.*
2. The level of learning described by the verb in the outcome is the same as the expected learning captured by the measurement tool.
    - For example, asking students to produce written work and evaluating it with a rubric is aligned measurement. However, asking students to produce written work and evaluating it with a multiple-choice test would *not be aligned.*
    - In other words, are you measuring the outcome at the appropriate "level of learning"? (Consider, for instance, whether a multiple-choice test would be an appropriately aligned measure of a student's ability to give a presentation. Then also consider whether a multiple-choice test would be an appropriately aligned measure of whether students could show mastery of theories in a field (or if you would need to see something more from the student, like a short-answer question or essay).
    - **Let's revisit Bloom's Taxonomy →**
3. The content within the outcome is the same as the content captured by the measurement tool.

**Note, for programs with well defined, aligned, and direct measures, it is possible (even likely) that sections 1 through 4 of your assessment report(s) will not change from year to year.*



6. Direct Measures

Asking students to evaluate themselves or their learning (through something like a survey) can be nice, and provide anecdotal evidence of a program's effectiveness. But program faculty are the content experts, so we need to develop measures that directly assess what students know and can do.

A direct measure is an objective measure of learning that may be achieved with the use of a rubric, exam/test, and in some cases attitudinal measures (e.g., measures of confidence). A few things to keep in mind:

- Applied measures (e.g., an internship evaluation) *can* be direct measures (or indirect). It depends on the structure and detail provided by the evaluation instrument.
- An indirect measure is not an objective measure of student learning (e.g., surveys, self-report data from students, grades).

- Reminder: because course grades can reflect more than just student learning aligned to the outcome (e.g., effort, attendance) course grades are rarely direct measures of learning.
- Especially if a measure is used to evaluate multiple outcomes (like perhaps a final exam in a capstone class), we should develop rubrics for evaluating each individual outcome. To illustrate the problem, imagine a student fails a final exam that is meant to evaluate if the student knows how to integrate functions and differentiate functions. If we just measure the final exam score, would we know if students are having trouble with one outcome more than the other?

**Each student learning outcome should be evaluated by at least one direct measure (programs may report information from indirect measures but that will not be scored as part of the Direct Measures criterion.*

7. Data Collection Methods

Programs should include all relevant information with regards to how the assessment was conducted and the rationale for choosing specific methods or techniques.

- **WHO**: This section should identify from whom the data were obtained (either via random sample, volunteer, full population of graduating students).
- **WHAT**: This section should provide details about the measures being used to evaluate student achievement of the student learning outcomes (i.e. the rubric, or samples of test questions).
- **WHEN**: This section should detail when the data were collected (was it collected from Juniors or Seniors, towards the beginning or end of the semester, remote or on-campus, locked down browser or low stakes quizzing, etc.).
- **WHERE**: This section should detail where the data were collected (in class or outside of class, during an internship, etc.).
- **HOW**: This section should detail how the data were collected, digitally (Canvas) on in-person (in-class), faculty or GTA/TA/Supervisor, rubric or test.
- **Other considerations**: The section should discuss any anticipated methodical problems and steps taken to prevent issues (like student attrition from the program, etc.).

Programs may choose to place this information in a table. Consider the fictional Forrest Gump Studies program as an example:

SLO	Measure Description	Sample	When	Where	How	Desired Results
1	Final exam, multiple choice	All students enrolled in HIST 400; GUMP majors only	Final exam week; fall and spring semester; senior year	Final exam week, remote testing	Faculty or TA graded/scan-tron	The class average could be a 90% with no student scoring below 72%.
2	Rubric graded FILM assignment	All students enrolled in FILM 200; GUMP majors only	Submitted last week of class; offered only fall semester; most students enroll during junior year	In-class	Rubric graded by professor and one member of alumni	All students should average a 2.0 or higher on the rubric.
3	Rubric graded final GUMP paper	All students enrolled in GUMP 400	Submitted last week of class; offered only spring semester, students complete during last semester before graduation	In-class	Rubric graded by three faculty teaching capstone	All students should average a 2.5 or higher on the rubric items aligned to SLO 3.
4	Rubric graded final GUMP paper	All students enrolled in GUMP 400	Submitted last week of class; offered only spring semester, students complete during last semester before graduation	In-class	Rubric graded by three faculty teaching capstone	All students should average a 3.0 or higher on the rubric items aligned to SLO 4.
5	Rubric graded final GUMP paper	All students enrolled in GUMP 400	Submitted last week of class; offered only spring semester, students complete during last semester before graduation	In-class	Rubric graded by three faculty teaching capstone	All students should score a 2.0 or above on the two rubric items aligned to SLO 5.
6	Rubric graded final GUMP paper	All students enrolled in GUMP 400	Submitted last week of class; offered only spring semester, students complete during last semester before graduation	In-class	Rubric graded by three faculty teaching capstone	All students should score a 3.0 or above on the rubric items aligned to SLO 6, with no student scoring below a 2.0 or any item.

Results

8. Reporting Results

A "result" is the numeric measure derived from the program's measurement of the outcomes. In other words, it's the numbers you gather as a result implementing one through seven of the Quality of Assessment Rubric. It is *not* any number the program can generate (i.e. graduation rates, enrollment numbers). It should be specific numbers behind the measures.

- Results should be quantitative. They can be expressed as aggregate statistics (e.g., averages) or reported by frequency. Either is okay.
- Exemplary programs include the context of past results so that programs can see how student learning develops over time. This helps programs to assess which areas are performing consistently, and which areas need intervention in the curriculum.
- All results should clearly be aligned with the set of student learning outcomes. An exemplary practice is to present current results alongside past results (multiple cohorts, multiple semesters, multiple academic or calendar years).
- Please consider the following example when reporting results. If a healthy person has normal weight, blood pressure, and blood sugar but the doctor simply tells you that you are not healthy, how do you know where you should improve? It is important that the reported results are clearly aligned to the SLOs and are specific, noting areas for improvement.

**Note, programs are not required to submit data for all student learning outcomes every year. Programs may choose to collect data on a subset of outcomes or collect data on a report cycle.*

9. Communicating Results

Results of assessment should be shared with all faculty. Program may consider setting up a shared website, folder, email for results to be shared with all program faculty.

**Please note, this criterion ensures that all program faculty have access to the results. It is not a requirement that all faculty have equal involvement in conversations and interpretation of data (which often only includes relevant faculty that may be teaching the associated courses or in the scaffolding for specific SLOs and measures).*

Use of Results:

10. Interpretation

Programs should be having conversations about what the results mean to the program. Ask questions such as:

- What do the results mean to you as a faculty?
- What could have caused the results?
- What questions remain about the results?
- Are there specific things about the curriculum that could be changed that would impact the results?

11. Purposeful Reflection

Programs should provide evidence of a consistent and ongoing process whereby faculty purposefully discuss assessment results AND there is implementation of that process. For example, a program may describe the process whereby a curriculum committee discusses results and improvement.

12. Action Plan

The program should provide information about any plans to improve curriculum or student learning that have been implemented during the last assessment cycle.

- Sometimes, this plan may be asynchronous with the results currently being reported. In fact, this is likely. It takes time to develop a plan of action about results. So, programs might be reporting on results from the current year and commenting on an action plan developed from the past results. Just outcome, for the benefit of program faculty, which outcomes the action plan is addressing.

Consider the fictional *Forrest Gump Studies* program. Recall, that one of the student learning outcomes for this program is:

> *Students graduating with a BA in Forrest Gump Studies should be able to create a parallel story to Forrest Gump, integrating historical events, use of film techniques, and emphasizing a particular philosophical perspective.*

EXAMPLE Narrative

"GUMP 400 was designed to help students integrate their knowledge and skills after completing all other required coursework and the story creation outcome, specifically. At the end of GUMP 400, we ask students to write a fictional narrative that runs parallel to Forrest Gump and integrates similar historical events (such as the Vietnam War, Kennedy assassination, Civil Rights Movement, etc.), describing appropriate film techniques, and emphasizing their worldview through a particular philosophical perspective. Student achievement of SLO 3, 4, 5, and 6 is evaluated using this assignment and a 4-point rubric.

The faculty met and discussed last year's assessment results from the GUMP 400 class. We were not satisfied with student achievement of SLO 6. Students did not meet our goal of an average a score of 3.0 or above (with no student scoring at a 2.0 on Story Creation elements of the rubric). Unfortunately, nearly 25% of the class scored below a 2.0 on one of the story creation elements of the rubric (specifically "use of film techniques").

In reviewing the curriculum map, we noted that none of our film courses are aligned to story creation and there may be quite a large gap between what they are learning in the film classes and our expectation of application within their ability to create a story. During the fall semester, we met with the film faculty that teach FILM 100 and FILM 200 to better understand the curriculum within those courses. We then decided that there wasn't an opportunity for students to apply film knowledge to story creation in either course. We decided to introduce film in the GUMP 100 class moving forward AND include two additional electives within the curriculum, from the FILM department (FILM 300 and 350). Both courses are more closely tied to film technique application to story drafting.

We are closely monitoring any improvement as a result of these changes. It will be four years before our students in the Intro course take the capstone and we will reevaluate the effect of that change in 2023. Anecdotally, we had three students that took FILM 300 in the past year and then completed the GUMP 450 capstone this year. Each of these students scored above a 3.0 on that element of the rubric."