



FEEDBACK RUBRIC FOR ACADEMIC ASSESSMENT PLANS AND REPORTS

<i>KEY ELEMENTS OF ASSESSMENT PLAN/REPORT</i>		Level of Performance		
MISSION:		Best Practice	Meets Standard	Opportunity for Improvement
Department mission is identified		In addition to meeting the standard, department mission is communicated via means other than the course catalogue and web site.	Department mission is student-focused, identifies the professional profile of its graduates, directly connects with the institutional mission, and is communicated to students and faculty via the course catalogue and department web site.	Does not meet the standard. OFI-1=does not meet 1 criterion OFI-2=does not meet 2 or 3 criteria OFI-3=does not meet 4 or 5 criteria
Department mission statement is student-focused				
Department mission identifies the professional profile of its graduates				
Department mission directly connects with the institutional mission				
Department mission is communicated publicly, i.e., catalogue, web				
LEARNING OUTCOMES:		Best Practice	Meets Standard	Opportunity for Improvement
Learning outcomes are identified for the department (not for individual class or course)		In addition to meeting the standard, targets are set for improvement or attainment of student learning outcomes.	Learning outcomes are student-focused, linked to the department's mission, and address multiple learning domains. The outcomes clearly describe, in a measurable fashion, what students will be able to do upon completion of the program.	Does not meet the standard. OFI-1=does not meet 1 or 2 criteria OFI-2=does not meet 3, 4, or 5 criteria OFI-3=does not meet 6, 7, or 8 criteria
Learning outcomes are clear				
Learning outcomes are measurable				
Learning outcomes span multiple learning domains (i.e., cognitive, behavioral, psychomotor)				
Learning outcomes are student-focused				
Learning outcomes clearly link to the department's mission statement				
Learning outcomes are addressed across the curriculum (i.e., each outcome in at least two (2) courses)				
Learning outcomes include higher order learning (e.g., analysis, evaluation, creation, critical thinking)				
ASSESSMENT METHODS:		Best Practice	Meets Standard	Opportunity for Improvement
Multiple (3 or more) assessment measures are identified		In addition to meeting the standard, major assessment questions or priorities are identified that guide the assessment plan.	There is an identifiable assessment design, including timeline and participants for each assessment method. Assessment methods clearly matches the learning outcomes being assessed, and multiple assessments are used systematically (repeatedly, on a schedule) over time.	Does not meet the standard OFI-1=does not meet 1 or 2 criteria OFI-2=does not meet 3, 4, or 5 criteria OFI-3=does not meet 6, 7, or 8 criteria
Copies of assessment instruments are provided				
Assessment measures are aligned to learning outcomes				
Direct measures of student learning are emphasized				
Indirect measures of student learning are utilized				
Assessment measures allow student performance to be gauged over time				
Assessment design includes a timeline for implementation and administration				
Assessment design indicates who will participate in each assessment				



FEEDBACK RUBRIC FOR ACADEMIC ASSESSMENT PLANS AND REPORTS

REPORTING AND USE OF RESULTS: (Assessment Report)	Best Practice	Meets Standard	Opportunity for Improvement
Major assessment results are reported	In addition to meeting the standard, standards have been established that clearly describe performance levels considered minimally adequate for students completing the program, and positive assessment results are shared with faculty, students, academic administrators, prospective students, and other audiences as appropriate.	Assessment results are shared and discussed with faculty in the department and are used to modify learning outcomes, teaching methods, curriculum, and/or assessment strategies.	Does not meet the standard OR plan has not been implemented OFI-1=does not meet 1 or 2 criteria OFI-2=does not meet 3, 4, or 5 criteria OFI-3=does not meet 6, 7, or 8 criteria
Assessment results are clear			
Information from the assessment results is shared with multiple constituents			
The assessment results are reviewed and discussed by department faculty			
Assessment results indicate the extent to which priority learning outcome(s) have been achieved			
Assessment results are used to improve student learning (e.g., change/revise learning outcomes, change/revise courses or curriculum)			
Assessment results are used in strategic planning			
Assessment results are used to identify next assessment priority and/or to change the assessment plan			

Assessment Checklist adapted from Jones (2006) "Developing Assessment Plans," presentation at 2006 MSCHE Student Learning Assessment Summer Institute in Philadelphia, PA. Copy available from OMCA upon request.

Performance levels adapted from Suskie (2004), "Assessing Student Learning – A common sense guide," Bolton, MA: Anker.