

Program Level Assessment Rubric

Program:	Reviewer:				
Criteria	Beginning=1	Developing=2	Established=3	Exemplary=4	Rating
Overall Report Completeness	Many sections of the report are missing or very limited information is included; a large number of required elements are missing.	Some sections of the report are missing or very limited information is included; some required documents are missing.	Most sections of the reports are well developed and useful information is reported; most required documents are included.	Clear and comprehensive report with all required sections completed; all required documents included.	
Assessment Activities	Very few assessment activities are implemented such as only one SLO is assessed and/or only one activity is implemented; no use of direct measurements (using rubrics or exams with a test blueprint). Assessments and activities are older than 2 years.	At least one SLO is assessed and at least one activity implemented. Assessment cycle is no longer than 3 years; some implemented activities and assessment tools do not appear to adhere to assessment planning document; direct measurements are used.	Appropriate number of assessment activities are conducted for an appropriate number of SLOs. Most implemented activities and assessment tools are on target according to assessment planning; direct measurements are used. Assessment activities reported are no older than from the last 2 years.	Appropriate number of assessment activities are conducted for an appropriate number of SLOs. All implemented activities are on target with respect to assessment planning document; direct measurements are used. All reported assessment activities are recent and assessment is continuous.	
Assessment Sampling	Assessment results are not reliable with too few students assessed; or no documentation regarding courses used for assessment/sample size	Some assessment results are not reliable with most results based on a small sample that does not reliably represent the student population.	Some results are based on a small sample of students; discussion of courses and number of students assessed to ascertain adequacy of sample.	Assessment results are consistently based on appropriate sample of students with discussion of sample sizes and courses selected.	
Assessment Analysis and Evaluation	Little or no analysis of collected data; or overuse of "we met our target" or improvements to the "assessment instrument."	There is minimal evidence of analysis and evaluation of assessment activities and results. Analysis is of marginal use. Findings are not clearly summarized and recorded.	There is evidence of analysis of assessment results for most of the assessed SLOs. Findings are recorded, however they may lack discussion of faculty team evaluation and protocol.	Thoughtful analysis of assessment results for all assessed outcomes. Findings are meaningful. Clarity of evaluation of assessment results by faculty teams and protocol is clear.	
Use of Assessment Results - Improvement	No improvement actions are adopted; or overuse of "no changes needed at this time."	At least one improvement action was adopted as a result of assessment but it may not be clear how it/ they relate to assessment results (lacks rationale for improvement strategy).	Some improvement actions are adopted as a result of assessment that clearly relates to the assessment results and contains a rationale for improvement strategy.	Multiple improvement actions have been adopted as a result of assessment, improvement actions are clearly related to assessment results and contains a rationale for improvement strategies.	

Adapted from National Institute of Learning Outcomes Assessment

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