

## Annual Reports on the Assessment of Student Learning *Evaluation Rubric*

I. Assessment Program Components					
	4. Exemplary	3. Established	2. Developing	1. Undeveloped	
A. Learning Objectives	4. All learning objectives are developed (i.e. able to be assessed or measured either quantitatively or qualitatively).	3. Most learning objectives are developed.	2. Only some learning objectives are developed.	1. No learning objectives identified.	
B. Measurements	4. All measurements are developed (i.e. can produce usable assessment data and results) and include a mix of direct and indirect methods.	3. Most measurements are developed. A mix of both direct and indirect methods needs to be incorporated.	2. Some measurements are developed and are in the developing stages.	1. No measurements identified.	
II. Assessment Activities					
	4. Exemplary	3. Established	2. Developing	1. Undeveloped	
A. Measures	4. All measurements are clearly described.	3. Most measurements are described, but some warrant further description.	2. Only some measurements described.	1. No measurements described.	
B. Results	4. Assessment <u>data</u> presented for all measurements; standards for performance and gaps in student learning clearly identified.	3. Assessment <u>data</u> presented for most measurements; some standards for performance and gaps in student learning identified.	2. Some assessment <u>data</u> presented; standards for performance and gaps in student learning missing.	1. No assessment <u>data</u> presented.	N/A. Not applicable; Program recently started or too few graduates to present data.
III. Programmatic/Operational Adjustments					
	4. Exemplary	3. Established	2. Developing	1. Undeveloped	
A. Adjustments	4. Adjustments to address gaps in student learning clearly stated, indicating a thoughtful use of data for program improvement.	3. Adjustments proposed for most identified gaps in student learning.	2. Some indication of possible adjustments proposed; adjustments proposed but not clearly connected to data	1. No adjustments proposed for gaps in student learning.	N/A. Not applicable; Program recently started or too few graduates to suggest any adjustments.
B. Changes	4. Clear understanding of the effectiveness of the program's assessment plan and clear suggestions, if needed, for altering assessment practices.	3. Some discussion of the effectiveness of the assessment plan; some changes, if needed, discussed.	2. Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed.	1. No discussion of the effectiveness of the assessment plan and practices.	N/A. Not applicable; Program recently started or too few graduates to suggest any changes.

1/15/2008; Office of Institutional Research; Adapted from a rubric developed by Nebraska Wesleyan University.