

# Assessment Review Rubric

*Table 1: Preparation*

Item	Beginning	Emerging	Accomplished	Inspiring
Mission/Vision	No evidence of mission/vision statement	Mission/vision stated; not connected to institutional mission/vision	Mission/vision stated; connected to institutional mission/vision; focused on students	Clearly articulated; connected to institutional mission/vision; focused on students; inspiring; prominently displayed (e.g. website, brochures, etc.)
Student Learning Outcomes (SLOs)	No student learning outcomes stated	Student learning outcomes stated; vague SLOs; represent a portion of mission/vision	Student learning outcomes stated; clear and measurable; tied to mission/vision; tied to co-curricular and/or academic programs	Clear and measurable student learning outcomes; help support program/unit identity, uniqueness, and commitment to student learning
Cross-curricular/transferable skills (as appropriate)	No cross-curricular/transferable skills SLOs	SLOs stated represent a portion of cross-curricular/transferable skills	Cross-curricular/transferable skills SLOs stated (Diversity, Inclusion, & Equity included); tied to mission/vision; clear and measurable	Clear and measurable cross-curricular/transferable skills; help support program/unit identity, uniqueness, and commitment to student learning
Curriculum/Experience Map	No curriculum/experiences map	Some SLOs introduced, reinforced, or mastered through the curriculum and/or student experiences	All SLOs introduced, reinforced, and mastered through the curriculum and/or experiences	All SLOs introduced, reinforced, and mastered through the curriculum and/or student experiences; map used to identify learning opportunities (e.g. assignments, activities); focused on students; inspiring; prominently displayed (e.g. website, brochures, etc.)

Table 2: Methods

Item	Beginning	Emerging	Accomplished	Inspiring
Assessment methods design/measures	No information on instrument/data collection process	Limited information on data method design; mismatch between outcomes and data method/measures	Complete/clear description of data collection and design and sample population; match between outcomes and design; can distinguish levels/growth of students' learning	Complete/clear description of data collection processes and design and sample population; match between outcomes and design; description of analysis plan (who, what, when, where); innovative and thoughtful assessment method/design; prominently displayed and communicated
Benchmark/standards	No benchmarks for SLOs	Benchmark information for some SLOs	Benchmark information for all SLOs	Benchmark information for all SLOs; clear description of benchmark rationale and goals

Table 3: Results

Item	Beginning	Emerging	Accomplished	Inspiring
Analysis	No evidence of analysis	Limited analysis; missing data	Intermediate: descriptive statistics presented clearly; no missing data; analysis connected to SLOs	Advanced: analysis connected to SLOs; trends; evaluate statistical differences between student groups (interaction/conditional effects)
Interpretation	No interpretation attempted	Interpretation attempted but does not connect to SLOs; interpretation not supported by methods/results	Interpretation of results seem reasonable and supported by methods/analysis	Interpretation of results is thorough and enlightening and supported by methods/analysis; demonstrated student learning

Table 4: Action/Communication

Item	Beginning	Emerging	Accomplished	Inspiring
Program improvements	No improvements are provided	Limited improvement actions provided	Improvement actions are provided; clear connection between improvement actions and assessment findings	Improvement actions are provided; clear connection between improvement actions and assessment findings; improvement action are specific (who, what, when, where); reflection on overall assessment plan and student learning
Communication plan	No communication plan	Communication plan includes internal limited sharing (department, administration, accrediting agency)	Communication plan includes engaging internal audiences (current/prospective students, faculty/staff, administration, accrediting agencies)	Communication plan includes engaging internal and external audiences; describes multiple avenues (website, conferences, etc.) to prominently display/present results; provides way to receive feedback