



Rubric for Evaluating Student Learning Assessment Processes

This is intended for programs, departments, and units under review to use as a tool to help them assess the status of their current assessment efforts.

Rubric Key

No plans	No documented evidence that the institution has plans to do this.
No evidence	The institution appears to be aware that it should do this, but there is no documented evidence that this is happening .
A few areas	The institution has documented evidence that this is happening in just a few areas (for example, only in programs with specialized accreditation).
Some areas	The institution has documented evidence—not just assurances—that this is happening in some but not most areas (for example, in a number of academic programs but not yet in general education)
Most areas	The institution has documented evidence—not just assurances—that this is happening in most but not all areas .
Everywhere	The institution has documented evidence—not just assurances—that this is happening everywhere .

For the academic program, department, unit under review...	No plans	No evidence	A few areas	Some areas	Most areas	Everywhere
1. LEADERSHIP: Unit leaders demonstrate sustained—not just one-time or periodic—support for promoting an ongoing culture of assessment and for efforts to improve teaching.						
Comment:						
2. OUTCOMES: Clear statements of expected learning outcomes at the unit, program, and course levels have been developed and have appropriate interrelationships.						
Comment:						
3. STAKEHOLDERS: Those with a vested interest in the learning outcomes of the program or curriculum are involved in developing, articulating, and assessing them.						
Comment:						



For the academic program, department, unit under review...	No plans	No evidence	A few areas	Some areas	Most areas	Everywhere
4. STUDENT COMMUNICATION: Statements of program-level expected learning outcomes are made available to current and prospective students.						
Comment:						
5. SYLLABI: Course syllabi include statements of expected learning outcomes.						
Comment:						
6. BENCHMARKING: Targets or benchmarks for determining whether student learning outcomes have been achieved have been established and justified; the justifications demonstrate that the targets are of appropriate college-level rigor and are appropriate given the institution's mission.						
Comment:						
7. DATA COLLECTION: Multiple measures of student achievement of learning outcomes, including direct evidence, have been collected and are of sufficient quality that they can be used with confidence to make appropriate decisions.						
Comment:						
8. COMMUNICATION OF RESULTS: Student learning assessment results have been shared in useful forms and discussed with appropriate constituents, including those who can effect change.						
Comment:						



For the academic program, department, unit under review...	No plans	No evidence	A few areas	Some areas	Most areas	Everywhere
9. LOOP CLOSING: Student learning assessment results have been used to improve teaching and by institutional leaders to inform planning and budgeting decisions.						
Comment:						
10. ASSESMENT PLANS: In any areas in which the above are not yet happening, concrete, feasible, and timely plans are in place.						
Comment:						
11. REVIEW OF ASSESSMENT PRACTICES: Assessment processes have been reviewed and changes have been made to improve their effectiveness and/or efficiency, as appropriate.						
Comment:						
12. SUSTAINABILITY: There is sufficient engagement, momentum, and simplicity in current assessment practices to provide assurance that assessment processes will be sustained indefinitely.						
Comment:						

The rubric was developed from the evaluation rubric provided by the Middle States Commission on Higher Education 3/11/2008