ASSESSMENT PLAN & REPORT RUBRIC: Academic Units

The University Assessment Council will use this rubric to determine the overall quality of assessment plans for academic units and programs in order to identify areas of noted success and opportunities for improvement.

Review the assessment plans and reports:

- Step 1: Log in to WEAVEonline and access the assigned department / program.
- Step 2: Complete questions 1-3 below (Program name; Date reviewed; and Reviewer [your name])
- Step 3: Using the rubric (beginning on page 2 of this document):
  - o Identify whether that section of the assessment plan is *Exemplary, Acceptable,* or *Developing*. If the item is not present, please indicate this in the Notes section.
  - o Provide any additional recommendations that may assist the program / unit in updating their plans and reports.
  - o Complete the rubric for each of the cycles listed (2012-2013, 2013-2014, and 2014-2015). NOTE: the Findings / Action Plans for 2014-15 may not yet be included in the plans you review.
- Step 4: Tally the results and record them below (questions 4 and 5)
- Step 5: SAVE this assessment review ("Your Last Name_Academic Unit Reviewed", for example "Hagan_EnglishPhD), and then email it to alise@louisiana.edu by April 20, 2015.

==*Before you complete the review, please complete questions 1-3:*==

1. **Program: _____**

2. **Date Reviewed: _____**

3. **Reviewer: _____**

==*After you complete the review, complete questions 4-5:*==

4. **Assessment Cycle Thresholds:** Please tally the scores for each cycle and list them here:

     _____ 2012-2013 (15 total points available)   _____ 2013-2014 (15 total points available)   _____ 2014-2015 (15 total points available)

5. **Add the three scores from #4; based on that score, select one of the following:**
     _____ Total score 15-25 (overall, this unit's assessment plan is developing)

     _____ Total score 26-35 (overall, this unit's assessment plan is acceptable) I anticipate will be acceptable. They have kept up.

     _____ Total score 36-45 (overall, this unit's assessment plan is exemplary)

     _____ It was not possible to adequately review this assessment plan because of the lack of information provided in WEAVEonline.

ASSESSMENT PLAN & REPORT RUBRIC: Academic Units   2012-13 Cycle

ASSESSMENT PLAN (Outcomes / Objectives; Measures; Achievement Targets)

Outcomes / Objectives: Specific statements that articulate knowledge, skills, and abilities students should gain or improve through engagement in the academic program or learning experience.

_____ Developing (1)	_____ Acceptable (2)	_____ Exemplary (3)
• Describe a process, rather than an outcome (i.e.: language focuses on what the program does, rather than what the student learns) • Unclear how an evaluator could determine whether the outcome has been met • Incomplete – not addressing the breadth of knowledge, skills, or services associated with the program • Outcomes identified don't seem aligned with the program mission • Fails to note appropriate associations (to goals, standards, institutional priorities)	• Observable and measurable • Encompass the mission of the program and/or the central principles of the discipline • Aligned with program, college and university mission • Appropriate, but language may be vague or need revision	• Observable and measurable • Encompass a discipline-specific body of knowledge; focus on the cumulative effect of the program • Reasonable number of outcomes identified – enough to adequately encompass the mission while still being manageable to evaluate and assess • Uses action verbs • Describes the level of mastery expected, appropriate to degree type • Aligned with college and university goals and with professional organizations, where applicable • Accurately classified as "student learning" or "not student learning" • Associations (to goals, standards, institutional priorities) are identified, where appropriate
Reviewer notes or recommendations about Outcomes / Objectives:		

Measures: The variety of measures used to evaluate each outcome; the means of gathering data.

_____ Developing (1)	_____ Acceptable (2)	_____ Exemplary (3)
• Not all outcomes have associated measures • Few or no direct measures used • Methodology is questionable • Instruments are vaguely described; may not be developed yet • Course grades used as an assessment method • Do not seem to capture the "end of experience" effect of the curriculum / program	• At least 1 measure or measurement approach per outcome • Direct and indirect measures are utilized • Described with sufficient detail • Implementation may still need further planning	• Multiple measures for some or all outcomes • Direct and indirect measures used; emphasis on direct • Instruments reflect good research methodology • Feasible – existing practices used where possible; at least some measures apply to multiple outcomes • Purposeful – clear how results could be used for program improvement • Described with sufficient detail (documents; e.g. rubrics, assignments, attached in Document Repository, where appropriate)
Reviewer notes or recommendations about Measures:		

Achievement Targets: Result, target, benchmark, or value that will represent success at achieving a given outcome.		
_____ **Developing (1)**	_____ **Acceptable (2)**	_____ **Exemplary (3)**
• Targets have not been identified for every measure, or are not aligned with the measure • Seem off-base (too high / too low) • Language is vague or subjective (e.g.: "improve", "satisfactory" making it difficult to tell if met) • Aligned with assessment process rather than results (e.g. survey return rate, number of papers reviewed)	• Aligned with measures and outcomes • Target identified for each measure • Specific and measurable • Some targets may seem arbitrary	• Aligned with measures and outcomes • Represent a reasonable level of success • Specific and measurable • Meaningful (based on benchmarks, previous results, existing standards)
Reviewer notes or recommendations about Achievement Targets:		

ASSESSMENT REPORT (Findings; Action Plans)

Findings: A concise summary of the results gathered from a given assessment measure.		
_____ **Developing (1)**	__ **Acceptable (2)**	_____ **Exemplary (3)**
• Incomplete or too much information • Not clearly aligned with achievement targets • Questionable conclusion about whether targets were met, partially met, or not met • Questionable data collection / analysis; may "gloss over" data to arrive at conclusion	• Complete and organized • Align with the language of the corresponding achievement target • Address whether targets were met • May contain too much detail or stray slightly from intended data set	• Complete, concise and well-organized • Appropriate data collection / analysis • Align with the language of the corresponding achievement target • Provide solid evidence that targets were met, partially met, or not met • Compares new findings to past trends, as appropriate • Supporting documentation (rubrics, surveys, more complete reports, etc.) are included in the document repository
Reviewer notes or recommendations about Findings:		

Action Plans: Actions to be taken to improve the program or assessment process based on analysis of results.		
_____ **Developing (1)**	_____ **Acceptable (2)**	_____ **Exemplary (3)**
• Not clearly related to assessment results • Seems to offer excuses for results rather than thoughtful interpretation or "next steps" for program improvement • No action plan or too many to manage • Too general; lacking details (e.g. time frame, responsible party)	• Reflects with sufficient depth on what was learned during the assessment cycle • At least one action plan in place	• Exhibits an understanding of the implications of assessment findings • Identifies an area that needs to be monitored, remediated, or enhanced and defines logical "next steps" • Possibly identifies an area of the assessment process that needs improvement • Contains completion dates • Identifies a responsible person/group Number of action plans are manageable
Reviewer notes or recommendations about Action Plans:		

ASSESSMENT PLAN & REPORT RUBRIC: Academic Units   ==2013-14 Cycle==

ASSESSMENT PLAN (Outcomes / Objectives; Measures; Achievement Targets)

Outcomes / Objectives: Specific statements that articulate knowledge, skills, and abilities students should gain or improve through engagement in the academic program or learning experience.		
_____ **Developing (1)**	_____ **Acceptable (2)**	_____ **Exemplary (3)**
• Describe a process, rather than an outcome (i.e.: language focuses on what the program does, rather than what the student learns) • Unclear how an evaluator could determine whether the outcome has been met • Incomplete – not addressing the breadth of knowledge, skills, or services associated with the program • Outcomes identified don't seem aligned with the program mission • Fails to note appropriate associations (to goals, standards, institutional priorities)	• Observable and measurable • Encompass the mission of the program and/or the central principles of the discipline • Aligned with program, college and university mission • Appropriate, but language may be vague or need revision	• Observable and measurable • Encompass a discipline-specific body of knowledge; focus on the cumulative effect of the program • Reasonable number of outcomes identified – enough to adequately encompass the mission while still being manageable to evaluate and assess • Uses action verbs • Describes the level of mastery expected, appropriate to degree type • Aligned with college and university goals and with professional organizations, where applicable • Accurately classified as "student learning" or "not student learning" • Associations (to goals, standards, institutional priorities) are identified, where appropriate
Reviewer notes or recommendations about Outcomes / Objectives:		

Measures: The variety of measures used to evaluate each outcome; the means of gathering data.		
_____ **Developing (1)**	_____ **Acceptable (2)**	_____ **Exemplary (3)**
• Not all outcomes have associated measures • Few or no direct measures used • Methodology is questionable • Instruments are vaguely described; may not be developed yet • Course grades used as an assessment method • Do not seem to capture the "end of experience" effect of the curriculum / program	• At least 1 measure or measurement approach per outcome • Direct and indirect measures are utilized • Described with sufficient detail • Implementation may still need further planning	• Multiple measures for some or all outcomes • Direct and indirect measures used; emphasis on direct • Instruments reflect good research methodology • Feasible – existing practices used where possible; at least some measures apply to multiple outcomes • Purposeful – clear how results could be used for program improvement • Described with sufficient detail (documents; e.g. rubrics, assignments, attached in Document Repository, where appropriate)
Reviewer notes or recommendations about Measures:		

Achievement Targets: Result, target, benchmark, or value that will represent success at achieving a given outcome.		
_____ **Developing (1)**	_____ **Acceptable (2)**	_____ **Exemplary (3)**
• Targets have not been identified for every measure, or are not aligned with the measure • Seem off-base (too high / too low) • Language is vague or subjective (e.g.: "improve", "satisfactory" making it difficult to tell if met) • Aligned with assessment process rather than results (e.g. survey return rate, number of papers reviewed)	• Aligned with measures and outcomes • Target identified for each measure • Specific and measurable • Some targets may seem arbitrary	• Aligned with measures and outcomes • Represent a reasonable level of success • Specific and measurable • Meaningful (based on benchmarks, previous results, existing standards)
Reviewer notes or recommendations about Achievement Targets:		

ASSESSMENT REPORT (Findings; Action Plans)

Findings: A concise summary of the results gathered from a given assessment measure.		
_____ **Developing (1)**	_____ **Acceptable (2)**	_____ **Exemplary (3)**
• Incomplete or too much information • Not clearly aligned with achievement targets • Questionable conclusion about whether targets were met, partially met, or not met • Questionable data collection / analysis; may "gloss over" data to arrive at conclusion	• Complete and organized • Align with the language of the corresponding achievement target • Address whether targets were met • May contain too much detail or stray slightly from intended data set	• Complete, concise and well-organized • Appropriate data collection / analysis • Align with the language of the corresponding achievement target • Provide solid evidence that targets were met, partially met, or not met • Compares new findings to past trends, as appropriate • Supporting documentation (rubrics, surveys, more complete reports, etc.) are included in the document repository
Reviewer notes or recommendations about Findings:		

Action Plans: Actions to be taken to improve the program or assessment process based on analysis of results.		
_____ **Developing (1)**	__ **Acceptable (2)**	_____ **Exemplary (3)**
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Reviewer notes or recommendations about Action Plans:		

Office of Institutional Assessment

ASSESSMENT PLAN & REPORT RUBRIC: Academic Units   2014-15 Cycle

ASSESSMENT PLAN (Outcomes / Objectives; Measures; Achievement Targets)

Outcomes / Objectives: Specific statements that articulate knowledge, skills, and abilities students should gain or improve through engagement in the academic program or learning experience.

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• Describe a process, rather than an outcome (i.e.: language focuses on what the program does, rather than what the student learns) • Unclear how an evaluator could determine whether the outcome has been met • Incomplete – not addressing the breadth of knowledge, skills, or services associated with the program • Outcomes identified don't seem aligned with the program mission • Fails to note appropriate associations (to goals, standards, institutional priorities)	• Observable and measurable • Encompass the mission of the program and/or the central principles of the discipline • Aligned with program, college and university mission • Appropriate, but language may be vague or need revision	• Observable and measurable • Encompass a discipline-specific body of knowledge; focus on the cumulative effect of the program • Reasonable number of outcomes identified – enough to adequately encompass the mission while still being manageable to evaluate and assess • Uses action verbs • Describes the level of mastery expected, appropriate to degree type • Aligned with college and university goals and with professional organizations, where applicable • Accurately classified as "student learning" or "not student learning" • Associations (to goals, standards, institutional priorities) are identified, where appropriate

Reviewer notes or recommendations about Outcomes / Objectives:

Measures: The variety of measures used to evaluate each outcome; the means of gathering data.

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Reviewer notes or recommendations about Measures:

Achievement Targets: Result, target, benchmark, or value that will represent success at achieving a given outcome.

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Reviewer notes or recommendations about Achievement Targets:		

ASSESSMENT REPORT (Findings; Action Plans) NOTE: *The following may not yet be available in the 2014-15 cycle in the plans you review.*

Findings: A concise summary of the results gathered from a given assessment measure.

_____ Developing (1)	_____ Acceptable (2)	_____ Exemplary (3)
• Incomplete or too much information • Not clearly aligned with achievement targets • Questionable conclusion about whether targets were met, partially met, or not met • Questionable data collection / analysis; may "gloss over" data to arrive at conclusion	• Complete and organized • Align with the language of the corresponding achievement target • Address whether targets were met • May contain too much detail or stray slightly from intended data set	• Complete, concise and well-organized • Appropriate data collection / analysis • Align with the language of the corresponding achievement target • Provide solid evidence that targets were met, partially met, or not met • Compares new findings to past trends, as appropriate • Supporting documentation (rubrics, surveys, more complete reports, etc.) are included in the document repository
Reviewer notes or recommendations about Findings:		

Action Plans: Actions to be taken to improve the program or assessment process based on analysis of results.

_____ Developing (1)	_____ Acceptable (2)	_____ Exemplary (3)
• Not clearly related to assessment results • Seems to offer excuses for results rather than thoughtful interpretation or "next steps" for program improvement • No action plan or too many to manage • Too general; lacking details (e.g. time frame, responsible party)	• Reflects with sufficient depth on what was learned during the assessment cycle • At least one action plan in place	• Exhibits an understanding of the implications of assessment findings • Identifies an area that needs to be monitored, remediated, or enhanced and defines logical "next steps" • Possibly identifies an area of the assessment process that needs improvement • Contains completion dates • Identifies a responsible person/group Number of action plans are manageable
Reviewer notes or recommendations about Action Plans:		