

Academic Continuous Improvement Report Rubric

2021-22

Program:

Program/Department Chair:

Date of Review: Fall 2022

Reviewers: Academic Assessment Committee Members

1. Mission Statement				
A mission statement is a concise statement that describes the program's purpose and primary functions, identifies who the program serves, and states how the program contributes to the development of its students (i.e., who the program is, what it does, and who it serves).				
Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
1.1 Clarity				
The department's/program's mission statement is not included.	The department's/program's mission statement is too narrow or too broad in scope to accurately reflect the program.	The department's/program's mission statement generally describes the program.	The department's/program's mission statement clearly and concisely states the program's purpose, services, and stakeholders.	
1.2 Alignment with University Mission				
The department's/program's mission statement is not included.	The alignment of the department's/program's mission statement with the University's mission is questionable.	The alignment of the department's/program's mission statement with the University's mission is implied, but lacks clarity.	The alignment of the department's/program's mission statement with the University's mission is clearly articulated.	
Comments and/or Recommendations to the Report's authors regarding the <i>Mission Statement</i>.				

2. Program Outcomes

Program outcomes address important programmatic aspects, aside from student learning, particularly as they pertain to the quality and/or productivity of the program.

Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
2.1 Measurable				
Program outcomes either are not identified or are not stated in measurable terms.	Program outcomes are stated at best in only minimally measurable terms.	Some program outcomes are clearly stated in measurable terms.	All program outcomes are clearly stated in measurable terms.	
2.2 Alignment with Program Mission				
Program outcomes either are not identified or are not aligned with the program's mission.	Program outcomes are somewhat aligned with the program's mission, but the link is not obvious.	Some of the program outcomes are clearly aligned with and specific to the program's mission.	All program outcomes are clearly aligned with and specific to the program's mission.	
2.3 Number of Program Outcomes				
Program outcomes are not identified.	The program has identified an insufficient number of program outcomes (1 outcome).	The program has identified a satisfactory number of program outcomes (2 outcomes).	The program has identified a robust number of program outcomes (3+ outcomes).	
Comments and/or Recommendations to the Report's authors regarding <i>Program Outcomes</i>.				

3. Student Learning Outcomes

Student learning outcomes (SLOs) clearly state the knowledge, skills, values, and attitudes that students are expected to acquire and reliably demonstrate by the end of the program.

Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
3.1 Measurable and Observable				
Student learning outcomes either are not identified or are not written in measurable and observable terms.	Student learning outcomes include a limited number of action verbs and/or provide at best only a general description of the knowledge/skills/behaviors to be measured.	Student learning outcomes generally contain action verbs and a good description of the knowledge/skills/behaviors to be measured.	All student learning outcomes incorporate action verbs and a rich description of the knowledge/skills/behaviors to be measured.	
3.2 Alignment with Program Mission				
Student learning outcomes either are not identified or are not aligned with the program's mission.	Student learning outcomes are somewhat aligned with the program's mission, but the link is not obvious.	Some of the student learning outcomes are clearly aligned with the program's mission.	All student learning outcomes are clearly aligned with the program's mission.	
3.3 Curriculum Map				
Student learning outcomes either are not identified or have not been mapped to the program's curriculum.	Some attempt has been made to map the student learning outcomes to the program's curriculum, but the curriculum map is incomplete.	Most student learning outcomes are mapped to the program's curriculum, identifying courses which introduce, emphasize, and reinforce the student learning outcomes.	All student learning outcomes are thoroughly mapped to the program's curriculum, identifying courses which introduce, emphasize, and reinforce the student learning outcomes.	

Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
3.4 Level of Challenge				
Student learning outcomes either are not identified or describe no significant challenge for the given degree level.	The student learning outcomes describe minimally challenging expectations of student learning for the given degree level.	Some student learning outcomes describe appropriately challenging expectations of student learning for the given degree level.	All student learning outcomes describe appropriately challenging expectations of student learning for the given degree level.	
3.5 Number of Student Learning Outcomes				
Student learning outcomes are not identified.	The program has identified an insufficient number of student learning outcomes (1-2 outcomes).	The program has identified a satisfactory number of student learning outcomes (3-4 outcomes).	The program has identified a robust number of student learning outcomes (5+ outcomes).	
Comments and/or Recommendations to the Report's authors regarding <i>Student Learning Outcomes</i>.				

4. Summary Statement of Assessment-based Accomplishments and Improvements

The summary statement of assessment-based accomplishments and improvements highlights the impact of engaging in data-informed actions on student learning and/or program performance.

Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
<i>4.1 Evidence of Changes/Impact based on Previous Year's Assessment Results and Action Plans (from 2020-21 Report)</i>				
The program has not summarized the changes undertaken during the 2021-22 assessment cycle nor their impact on student learning and/or program performance.	The program attempts to summarize the changes undertaken during the 2021-22 assessment cycle and/or the impact they had on student learning and/or program performance. The description, however, is vague and/or not linked to the previous assessment cycle's data/results and Continuous Improvement Action Plans (from 2020-21 Report).	The program adequately summarizes the changes undertaken during the 2021-22 assessment cycle and/or the impact they had on student learning and/or program performance. The link to the previous assessment cycle's data/results and Continuous Improvement Action Plans (from 2020-21 Report) is not developed.	The program clearly summarizes the changes undertaken during the 2021-22 assessment cycle and the impact they had on student learning and/or program performance, citing specific connections to the previous assessment cycle's data/results and Continuous Improvement Action Plans (from the 2020-21 Report).	
Comments and/or Recommendations to the Report's authors regarding <i>Summary Statement of Assessment-based Accomplishments and Improvements</i>.				

5. Activities

Activities describe the actions taken in support of attaining the desired outcomes.

Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
5.1 Alignment with Previous Year's Continuous Improvement Action Plans (from 2020-21 Report)				
Activities either are not identified or are not aligned with the previous assessment cycle's Continuous Improvement Action Plans (from 2020-21 Report).	The activities are somewhat aligned with the previous assessment cycle's Continuous Improvement Action Plans (from 2020-21 Report), but the link is not obvious.	Some of the activities are clearly aligned with the previous assessment cycle's Continuous Improvement Action Plans (from 2020-21 Report).	All activities are clearly aligned with the previous assessment cycle's Continuous Improvement Action Plans (from 2020-21 Reports), and any discrepancies are fully addressed.	
5.2 Assessment Context				
Activities are not identified.	Activities are described in general terms, with details lacking and the "story incomplete."	Activities are described, with some details provided.	Detailed activities are included and clearly "tell the story" of program actions throughout the year.	
Comments and/or Recommendations to the Report's authors regarding Activities.				

6. Assessment Methods

Assessment methods are the strategies, techniques, tools, and instruments used for collecting information to determine the extent to which desired outcomes are attained.

Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
6.1 Relationship between Methods and Student Learning/Program Outcomes				
Assessment methods for student learning/program outcomes are not identified.	Assessment methods are not aligned appropriately with each student learning/program outcome.	Assessment methods appear to be appropriate for measuring each student learning/program outcome, but little detail is provided to support the alignment.	Assessment methods are aligned appropriately to effectively measure each student learning/program outcome, detailing how the outcomes relate to the measures.	
6.2 Data Collection Process (e.g., who provided data, how data were collected, when data were collected) (May be included in the Activities section of the Report.)				
The data collection processes are not addressed.	Data collection processes are generally described.	Some data collection processes are clearly described.	Each data collection process is clearly described.	
6.3 Multiplicity of Assessment Measures				
Assessment measures for student learning/program outcomes are not identified.	Multiple measures are not used to assess any student learning/program outcomes.	Multiple measures are used to assess some student learning/program outcomes.	Multiple measures are used to assess all student learning/program outcomes.	
6.4 Types of Assessment Measures				
Assessment measures for student learning/program outcomes are not identified.	No student learning/program outcomes are assessed via direct measures.	Some student learning/program outcomes are assessed with at least one direct measure.	Each student learning/program outcome is assessed using at least one direct measure.	

Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
6.5 Specificity of Targets				
Targets for success are not identified.	Desired result is vague or supported by unclear criteria.	Desired result is reasonably explained, but lacks justification.	Desired result is reasonably explained and justified.	
Comments and/or Recommendations to the Report's authors regarding Assessment Methods.				

7. Assessment Results

Assessment results are the findings, including the data, that indicate the level of student learning and/or program performance attained.

Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
7.1 Presentation of Results				
No results are presented.	Results are presented, but it is unclear how they relate to the assessment method and/or results may be presented as only general statements (e.g., students performed well).	Results are presented (e.g., table or graph), which relate to the assessment method, however, they may be incomplete, unorganized, or difficult to follow.	Detailed results are clearly presented (e.g., table or graph), directly relate to the assessment method, and any statistical analyses are appropriate (e.g., t-test, mean, percentages).	
7.2 Comparison to Historical Data				
No historical results nor comparative data discussion is provided.	Comparative results from the previous year(s) are provided for data sets, as appropriate, however, no comparative data discussion is included.	Comparative results from the previous year(s) are provided for data sets, as appropriate, but not fully discussed in relation to current data.	Comparative results from the previous year(s) are provided for data sets, as appropriate, and observable data trends are described.	
7.3 Attainment of Targets				
No discussion is provided as to whether targets were met or not met.	Questionable conclusions are provided regarding whether targets were met or not met.	A statement and solid evidence that targets were met or not met is provided for most assessment methods.	A statement and solid evidence that targets were met or not met is provided for all assessment methods.	

Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
7.4 Sharing of Results				
No evidence is provided that results are shared with department/program faculty.	Evidence is provided that results are shared with a limited number of department/program faculty.	Evidence is provided that results are shared with all department/program faculty. Mode and details of communication are clear (e.g., email to department/program faculty with no further discussion).	Evidence is provided that department/program faculty together discuss the results and the implications of the data (e.g., at a department/program meeting).	
7.5 Interpretation of Results				
No interpretation of results is provided.	Interpretation of results is provided, however, it is unclear how the explanation relates to the assessment methods and the data.	Interpretation of results is provided and seems reasonable, given the assessment methods and the data.	Clearly developed and insightful interpretation of results is provided, which supports the assessment methods and the data.	
Comments and/or Recommendations to the Report's authors regarding Assessment Results.				

8. Documentation

Documentation includes the materials/documents that provide evidence of the assessment methods used and the assessment results attained.

Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
<i>8.1 Appropriate Documentation</i>				
No supporting documentation is provided.	Limited appropriate documentation, supporting the assessment methods and the results, is provided.	Adequate and appropriate documentation, supporting the assessment methods and the results, is provided.	Complete and thorough documentation, supporting the assessment methods and the results, is provided.	
Comments and/or Recommendations to the Report's authors regarding <i>Documentation</i>.				

9. Continuous Improvement Action Plans

The Continuous Improvement Action Plan describes the data-informed activities to be undertaken in the subsequent year to enhance student learning and/or program performance.

Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
9.1 Alignment with Results and Outcomes				
No Continuous Improvement Action Plans for 2022-23 are provided.	Continuous Improvement Action Plans for 2022-23 are provided, but are not data-informed, therefore, the link between the plans and the assessment results is unclear.	Continuous Improvement Action Plans for 2022-23 are directly related to the assessment results and the outcomes, however, the plans lack specificity.	Continuous Improvement Action Plans for 2022-23 are clearly described and directly related to the assessment results and the outcomes. Plans are very specific (e.g., timeline, responsible party, budget or resources needed, etc.).	
Comments and/or Recommendations to the Report's authors regarding the <i>Continuous Improvement Action Plans</i>.				

10. Overall Comments regarding this Continuous Improvement Report.