Academic Program Assessment Review Rubric

Program Reviewed_____ Report Year_____ Reviewer's Name_____

Rate each item below using the scale E=Excellent, A=Acceptable, R=Revise.	E = Excellent A = Acceptable R = Revise	Comments and Notes
STUDENT LEARNING OUTCOMES (SLOs)		
SLOs are concise, clearly worded, detailed, and limited in scope (outcomes are not bundled together).	E A R	
SLOs are stated in terms of measurable knowledge, skills, or behaviors.	E A R	
SLOs align with the department/program mission.	E A R	
SLOs are linked to and aligned with the college/division and/or university strategic priorities and goals.	E A R	
SLOs are linked to and aligned with appropriate marketable skills.	E A R	
ASSESSMENT METHODS		
Provide specifics about how results are obtained (i.e., what is assessed, who administers, who is assessed, description of measure, when administered, where assessed).	E A R	
Assessment types selected align with descriptions of assessment methods.	E A R	
Methods are clearly aligned and matched with SLOs.	E A R	
Use at least one direct assessment method. (e.g., essay, exam, etc.)	E A R	
Standards of success are clearly aligned with SLOs and assessment methods.	E A R	
Clear and reasonable targets and desired levels of achievement are specified for each assessment method.	E A R	
RESULTS		
Results are dated during the reporting year.	E A R	
Results are aligned with SLOs, assessment methods, and standards of success.	E A R	
Provide sample/population size (number assessed).	E A R	
Provide descriptive data (e.g., headcount, percentage, average, median, mode, etc.).	E A R	
Discussions of results are clear, concise, objective, and substantive.	E A R	
Results conclusions identified (e.g., Standard of Success Met, Standard of Success Not Met, Inconclusive) are aligned with results provided.	E A R	
Essential, relevant documents utilized to support the results discussion and analysis are attached, as applicable (e.g., charts, tables, rubrics, meeting minutes, etc.) [Not individual student work.]	E A R	

ACTIONS/USE OF RESULTS			
Action plans are presented when standards of success are not met, there are inconclusive results, or when standards are met but data indicate changes are needed to curriculum or pedagogy.	E A R	
Actions are clearly based on assessment results, and assessment results are cited in the action.	E A R	
Actions are aligned with the learning outcomes.	E A R	
Action plans are specific and clear (i.e., who is responsible, what is to be done, when implemented, where implemented, and how implemented).	E A R	
The report clearly demonstrates "closing the loop."	E A R	