

UAC Short-Form Assessment Report Rubric

This rubric is utilized by members of the University Assessment Committee to provide feedback and suggestions for improvement on the Short-Form Assessment Report. If you have any questions about this report, please contact alana.malik@utoledo.edu.

Student Learning Outcomes Assessed		Missing	Evolving	Established
Identifies specific program Learning Outcomes that were assessed this year.		<i>Not Provided</i>		<i>PLOs included in report are identified.</i>
Method & Procedure		Missing	Evolving	Established
Rubrics, measures attached or described	Assessment instruments and rubrics are clearly described or attached to the report.	<i>Not Provided</i>	<i>The connection between applicable program learning outcomes and assessment measures is unclear.</i>	<i>The connection between applicable program learning outcomes and assessment measures is clear; instruments are described in sufficient detail.</i>
Who was assessed	The student sample (i.e., number of students, class level, and data collection) were described	<i>Not Provided</i>	<i>Description of the student sample were unclear.</i>	<i>The description of the student sample is described in sufficient detail.</i>
Direct measures of students learning used	Learning outcomes are assessed using <u>direct measures</u> of student learning (e.g., projects, papers, exams, a prescribed formalized test, or other program requirements, e.g., portfolio), although indirect measures also may be used to supplement.	<i>Not Provided</i>	<i>Assessment of each program learning outcome statement does not include at least one direct measure of student learning.</i>	<i>Assessment of each program learning outcome statement includes at least one direct measure of student learning.</i>
Embedded assessments	Most or all of the direct assessment data being collected are embedded as a requirement for a course.	<i>Not Provided</i>	<i>Most direct assessment data are not embedded as requirements for a course.</i>	<i>Most direct assessment data collected are embedded as requirements for a course.</i>
Capstone Experience or Comprehensive Assessment	Was the assessment collected within a capstone experience or a comprehensive assessment?	<i>Not Provided</i>		<i>Program uses capstone or other comprehensive assessment.</i>
Expectations for Student Achievement		Missing	Evolving	Established
Results are described in terms of how well the students performed compared to target levels of achievement. They are reported in terms of the proportion of students that did not meet, met, or exceeded expected levels of competency.		<i>Not Provided</i>	<i>Expectations for student achievement are described in general terms.</i>	<i>Expectations for student performance include target levels of achievement.</i>

Results and Conclusions		Missing	Evolving	Established
Results are clearly and concisely described, with respect to the Learning Outcomes identified above. Includes tables, charts, or other visuals to highlight key findings, as appropriate.		<i>Not Provided</i>	<i>Results are described in general terms.</i>	<i>Results are described clearly, and highlight key findings.</i>
Actions Taken/Closing the Loop		Missing	Evolving	Established
Results shared with faculty; faculty input gathered	Describes how the results have been shared with program faculty/staff and they have provided input about curriculum improvements.	<i>Not Provided</i>	<i>Minimal evidence of faculty involvement in discussions of results and curricular improvements.</i>	<i>Strong evidence of faculty involvement in discussions of results and input into curricular improvements.</i>
Actions taken	The connection between assessment results and program changes is clear.	<i>Not Provided</i>	<i>Relationship between results and program changes is unclear. Does not include description of the intended effects of the changes.</i>	<i>Discussion of the intended and actual effects of the changes implemented from previous year's report are insightful. Did new actions lead to better results, if not, what other actions may address the issue? Comments provide evidence of critical analysis, reflection, and effort to improve the program.</i>

Overall Feedback:

This assessment report should be praised for.....
Suggestions for improvement: