

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.

Program Name: _____

Program Learning Outcomes Assessed <i>(See Assessment Report Form: Part I and Part IIA)</i>	Missing	Evolving	Established	
Identifies specific program Learning Outcomes that were assessed this year. This information is pre-populated from the latest approved program plan.	<i>Not Provided</i>		<i>PLOs to be included in current report are identified in Part I table, and Part IIA Table</i>	
Curricular Data <i>(See Assessment Report Form: Part II A Table)</i> <small>In the assessment report form there is a drop-down to select the PLO(s) indicated in the previous section. There may be more than one assessment source listed for a particular PLO (each assessment must have its own row); i.e. each row in section IIA represents one source of data .</small>	Missing	Evolving	Established	
Who was assessed (“Who” column) <small>How many students are they pulling the data for? (recommended at least 5 to protect student identification per FERPA regulations); - they can, and should, combine data from multiple past cycles to protect student IDs ,</small> <small>What is their <u>class level</u>? (graduate? Undergraduate?)</small> <small>What is the <u>source</u>? They must indicate the course AND the actual assessment</small>	The student sample [(i.e., number of students, class level, and specific data collection source (i.e. name of course <u>and actual assessment</u>)] were described. This column should have the response displayed as follows: Students: Class Level: Source:	<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 (“Measures” column) <small>The answer from the PD here should be “Direct” or “Indirect”.</small> <small>Must include at least 1 direct measure for EACH PLO (i.e. project, paper, abstract, exam, test, etc.). It is an actual artifact of the students learning (something that can be measured).</small>	Each program learning outcome is assessed using at least 1 direct measure (or more) of student learning, if possible, (e.g., projects, papers, exams, a prescribed formalized test, or other program requirements, e.g., portfolio), although indirect measures (i.e. exit survey) also may be used to supplement or when no direct measure exists for that PLO.	<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>

Expectations for Student Achievement <i>(See Assessment Report Form: Part II A- "Expectations" column)</i>		Missing	Evolving	Established
<p>Expected results are described in terms of how well the students are expected to perform on the assessment compared to target levels of achievement. They are reported in terms of the proportion of students that are expected to meet or exceed target levels of competency.</p> <p><i>This column should have the response displayed similar to this example: We expected all students to achieve a passing score of ...% (meeting expectations) or higher on this assessment.</i></p>		<i>Not Provided</i>	<i>Expectations for student achievement are described in general terms or only described for some of the PLOs that are being reported on..</i>	<i>Expectations for student performance include target levels of achievement for all reported PLOs.</i>
Results <i>(See Assessment Report Form: Part II A- "Results" column)</i>		Missing	Evolving	Established
<p>Results are described in terms of how well the students performed compared to target levels of achievement on the assessment. They are reported in terms of the proportion of students that did not meet, met, or exceeded expected levels of competency.</p> <p><i>This column should have the response displayed as follows:</i></p> <p>Not Met: ...% Met: ...% Exceeded: ...%</p>		<i>Not Provided</i>	<i>Results are described in general terms or only described for some of the PLOs.</i>	<i>Results of student performance include target levels of achievement for all reported PLOs.</i>
Method & Procedure Explanation <i>(See Assessment Report Form: Part II B:" For each assessment reported in Table II.A: (II.B.1) describe the assessment and/or rubrics used (attach a copy), (II.B.2) describe the connection between the program learning outcomes and assessment measures, (II.B.3) describe the results and highlight key findings (attach tables, charts, visuals, as appropriate)</i>		Missing	Evolving	Established
The rubrics, measures (i.e. EACH assessment) are described with sufficient detail and assessments and rubrics are attached, as needed.	For each assessment reported in Table II.A: (a) the assessment instruments and rubrics are clearly described. Assessments and rubrics are attached as needed to facilitate explanations, and (b) the connection between the program learning outcomes and assessment measures are described.	<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>
Results described and supporting documents attached, as appropriate	For each assessment reported in Table II.A, results are clearly and concisely described, with respect to the Learning Outcomes reported above. Includes tables, charts, or	<i>Not Provided</i>	<i>Results are described in general terms.</i>	<i>Results are described clearly and highlight key findings.</i>

	other visuals to highlight key findings, as appropriate. Any student names need to be redacted			
Actions Taken/Closing the Loop <i>(See Assessment Report Form: Part III)</i>		Missing	Evolving	Established
Results shared with faculty; faculty input gathered (see section IIIA)	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 (See section IIIB)	Are connections between assessment results and <u>program changes</u> described? Are the progress for action(s) related to the previous year's analysis and action items discussed?	<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: