

COURSE ASSESSMENT
CONTINUOUS IMPROVEMENT RUBRIC

Beginning (1)	Developing (2)	Good (3)	Exemplary (4)
1. Course Learning Objectives or Outcomes			
Fewer than 3 learning outcomes are listed.	Outcomes are present but some do not indicate the level for and type of competence (skills, knowledge, abilities) expected in the course. Outcomes are vague as to how they can be measured.	Many of the outcomes indicate the level for and type of competency (skills, knowledge, abilities) expected in the course. Not all outcomes are measurable.	Outcomes indicate the level for and type of competence (skills, knowledge, abilities) expected in the course. All outcomes appear to be measurable.
2.a. Assessment Strategies or Plans (Outcomes and Measures)			
Little or no relationship between course learning outcomes and strategies used to assess outcomes.	At a superficial level, it appears that the content assessed by the measures (assignments, projects, exams) matches some of the course outcomes.	General information is provided about how assessment measures relate to the stated course outcomes.	Detail is provided about how the assessment measures relate to the stated course outcomes.
2.b. Types of Assessment Measures (Direct and Indirect)			
No specific assessment measures (e.g., assignments, exams, projects) are listed.	Outcomes are assessed using indirect measures only (e.g., assignment grade without an explanation or rubric indicating how grade is determined; course evaluation).	Most objectives are assessed using at least one direct measure (e.g., course work/assignment evaluated using a rubric that defines minimally acceptable performance targets).	All outcomes are assessed using two measures including at least one direct measure (e.g., course work/assignment evaluated using a rubric that defines minimally acceptable performance targets).

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Beginning (1)	Developing (3)	Good (3)	Exemplary (4)
3.a. Summary of Assessment Findings			
No information is provided about the data collection process, who and what were assessed.	Limited information is provided about data collection such as who and how many were assessed. Summary of the findings is nonexistent or is limited (e.g., 35 student papers were evaluated).	Adequate information is provided about the data collection process. Summary of findings is very general (e.g., most students did well or x% received grades of A). No rubric is included.	The data collection and findings are clearly explained. A rubric is included.
3.b. Interpretation of Assessment Findings			
No interpretation is included.	Interpretation of the findings does not refer back to the learning outcome, or the interpretation of the findings is not supported by the methods used or reported findings.	Interpretation of findings seems reasonable but little detail is provided. Identification of strengths and areas that need improvement are included.	Interpretation of findings is comprehensive and articulates program strengths and areas that need improvement.
4. Action Plan			
No action plan is included.	It is unclear how the action plan relates to the assessment findings.	The action plan clearly relates to the assessment findings; the plan lacks specificity about next steps or how the assessment findings will be used to improve student learning.	The action plan is well-developed and includes a timetable and specific information about next steps to be taken.