

G-PAC COURSE ASSESSMENT
CONTINUOUS IMPROVEMENT RUBRIC

Beginning (1)	Developing (2)	Good (3)	Exemplary (4)
1. Course Learning Objectives or Outcomes			
None of the G-PAC objectives/ outcomes is included.	Very few G-PAC objectives are present. It is unclear how other course objectives, if listed, relate to the G-PAC objectives.	Most of the G-PAC objectives are included; other course objectives have some relationship to G-PAC objectives.	All of the G-PAC objectives are included.
2.a. Assessment Strategies or Plans (Objectives and Measures)			
Little or no relationship between G-PAC learning objectives and strategies used to assess objectives.	At a superficial level, it appears that the content assessed by the measures matches some of the G-PAC objectives.	General information is provided about how measures relate to the stated G-PAC objectives.	Detail is provided about how the measures relate to the stated G-PAC objectives.
2.b. Types of Assessment Measures (Direct and Indirect)			
None of the measures assesses G-PAC objectives.	Objectives are assessed using indirect measures (e.g., course project or exam grade without an explanation or rubric indicating how grade is determined; course evaluations or student surveys).	Most objectives are assessed using at least one direct measure (e.g., course work 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 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.