

**ACADEMIC PROGRAM ASSESSMENT
CONTINUOUS IMPROVEMENT RUBRIC**

Beginning (1)	Developing (2)	Good (3)	Exemplary (4)
1. Program Learning Goals or Outcomes			
Fewer than 3 learning outcomes listed.	Outcomes are present but some do not indicate the level for and type of competence (skills, knowledge, abilities) required of graduates of the program. Outcomes are vague as to how they can be measured.	Many of the outcomes indicate the level for and type of competence (skills, knowledge, abilities) required of graduates of the program. Not all the outcomes are measurable.	Outcomes indicate the level for and type of competence (skills, knowledge, abilities) required of graduates of the program. All appear to be measurable.
2.a. Assessment Strategies or Plans (Outcomes and Measures)			
Little or no relationship between learning outcomes and strategies used to assess outcomes.	At a superficial level, it appears that the content assessed by the measures matches the outcomes.	General information is provided about how measures relate to the stated outcomes.	Detail is provided about how the measures relate to the stated outcomes.
2.b. Types of Assessment Measures (Direct and Indirect)			
No specific assessment measures are listed (e.g., only the course where the assessment is taking place is included).	Outcomes are assessed using indirect measures (e.g., course, project, or exam grade without an explanation or rubric indicating how grade is determined; students' self-reported level of learning).	Most outcomes are assessed using at least one direct measure (e.g., student course work evaluated using a rubric that defines minimally acceptable performance targets).	All outcomes are assessed using at least one direct measure (e.g., student course work evaluated using a rubric that defines minimally acceptable performance targets) and one direct or indirect measure.

**ACADEMIC PROGRAM ASSESSMENT
CONTINUOUS IMPROVEMENT RUBRIC**

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.