

Middle Georgia State University
2021 - 2022 Assessment Review Rubric: Scoring
School: Example

Department: Example

Program: Example

Program Campus Location:

| Component | Highly Developed - 4 | | | | | Developed - 3 | | | | | Emerging - 2 | | | | | Beginning - 1 | | | | | Unknown - 0 | | | | | TOTAL SCORE *Can do .5 scores | Reviewer 1 | Reviewer 2 | Reviewer 3 | Reviewer 4 | COMMENTS / NOTES | |
|---|--|---|--|--|---|---------------|--|--|--|--|--------------|--|--|--|--|---------------|--|--|--|--|-------------|--|--|--|--|--|------------|------------|------------|------------|------------------|--|
| Student Learning Outcomes | What will your students be able to think, know, or do when they graduate from your program? | | | | | | | | | | | | | | | | | | | | | | | | | COMMENTS / NOTES | | | | | | |
| Appropriate to measure student learning and Focused | Ideally, all outcomes are formulated in terms of what students should think, know, or do as a result of learning from the program. They will use appropriate action verbs to reflect the specified level of learning (i.e. undergraduate learning vs. graduate learning). All outcomes should be focused and written as single outcomes that do not contain multiple skills or action verbs. (Please note: some programs may have no control over the learning outcomes) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Measures | Specifically, how will you collect data to assess if your students are accomplishing the learning outcomes? Who / What / When / How will data be collected? | | | | | | | | | | | | | | | | | | | | | | | | | COMMENTS / NOTES (Scores less than 2 require a comment/note by the reviewer) | | | | | | |
| Data collection processes are properly identified and outlined. | Data collection instruments or tools are identified and fully explained. Assessment methodology is outlined clearly defining who, what, when, and how the assessments will be completed. | Data collection instruments and tools are identified and explained. The methodology is missing parts of the who, what, when, and how the assessments will be completed. | Data collection instruments, tools, and methodology are briefly mentioned with a vague explanation. Pieces of the who, what, when, and how the assessments will be completed are missing. | Data collection instruments are vague (e.g. 'student course assessments' and 'faculty course outcome assessment') with minimal explanation as to who, what, when, and how the assessments will be completed. | The program provided little to no information as to how they will collect data. (e.g. 'course grade', 'grade on essay', 'survey'.) | | | | | | | | | | | | | | | | | | | | | 0 | | | | | | |
| Rigorous measurements (Direct Measures traditionally valued over Indirect Measures of Student Learning) | Measurements are appropriate for the specified level of learning. Either direct and/or indirect measures are being used, greater use of direct measures and narrative specifically addresses rigor. | Measurements are appropriate for the specified level of learning. Either direct and/or indirect measures are being used. | Measurements are appropriate for the specified level of learning. With mix of direct or indirect measures being used. | Some but not all of the method(s) being used are appropriate for the specified level of learning. | There is not enough information to draw a conclusion OR none of the methods being used are appropriate for the specified level of learning. | | | | | | | | | | | | | | | | | | | | | 0 | | | | | | |
| Success Criteria | What is your criteria for success? | | | | | | | | | | | | | | | | | | | | | | | | | COMMENTS / NOTES (Scores less than 2 require a comment/note by the reviewer) | | | | | | |
| Appropriate | All success criteria are appropriate to measure student learning. They are based upon an analysis of prior results. It is clear what would signify "success." | All success criteria are appropriate to measure student learning, but it is unclear if they are based upon an analysis of prior results. It is clear what would signify "success." | Success criteria are appropriate to measure student learning. It is not clear if they are based upon an analysis of prior results. It is not clear what would signify "success." | Success criteria were listed, and most appear to be appropriate to measure student learning. They are not based upon an analysis of prior results. It may or may not be clear what would signify "success." | No success criteria reported, or they are not appropriate to measure student learning. They are not based upon an analysis of prior results and it is not clear what would signify "success." | | | | | | | | | | | | | | | | | | | | | 0 | | | | | | |
| Results | What are the results of your measures (assessments)? | | | | | | | | | | | | | | | | | | | | | | | | | COMMENTS / NOTES (Scores less than 2 require a comment/note by the reviewer) | | | | | | |
| Clear | All results are complete and clearly reported. | Most results are complete and clearly reported. Some require revisions and/or clarification. | All results are reported, but it is not explicitly clear what they are reporting and what the numbers mean. | Some data is missing and/or it is not clear what they are reporting. | No results reported / missing a large amount of data. | | | | | | | | | | | | | | | | | | | | | 0 | | | | | | |
| Interpretation & Analysis of Data | How do you interpret the results? What do they tell you? How do they relate to previous results? What do they mean to you moving forward - (big picture)? | | | | | | | | | | | | | | | | | | | | | | | | | COMMENTS / NOTES (Scores less than 2 require a comment/note by the reviewer) | | | | | | |
| Clear and Detailed | All interpretations are detailed and clearly articulated, providing the reviewer with a thorough analysis of the data including students' strengths and weaknesses. | All interpretations are provided. An analysis of the data is provided including students' strengths and weaknesses. However, it is brief and superficial. More data and/or detail would increase confidence in the results. | Interpretations are provided. The information provided is vague and lacks specifics needed to create a thorough analysis. Students' strengths and weaknesses may be briefly discussed. | Interpretations are provided for some but not all outcomes. There is a significant lack of information and specific details are needed to create a thorough analysis. There is no specific information relating to student's strength's and/or weaknesses. | No interpretations provided. Or the interpretations provided are short and incomplete. There is not enough information to comprehend the programs' results. | | | | | | | | | | | | | | | | | | | | | 0 | | | | | | |
| Relevant to learning outcomes | All interpretations are provided and relate to the outcomes, success criteria, and/or measures. | All interpretations are provided. Most, but not all clearly relate to the outcomes, success criteria, and/or measures. | Interpretations are provided for most but not all outcomes. The interpretations provided do relate to the outcomes, success criteria, and/or measures. | Interpretations are provided for some but not all outcomes. Some but not all relate back to the outcomes, success criteria, and/or measures. | No interpretation provided or all interpretations do not relate to the outcomes, success criteria, and/or measures. | | | | | | | | | | | | | | | | | | | | | 0 | | | | | | |
| Improvement Plan | Based on the new results and your interpretation of the results, what do you plan to do now? How will you move forward? Be specific. | | | | | | | | | | | | | | | | | | | | | | | | | COMMENTS / NOTES (Scores less than 2 require a comment/note by the reviewer) | | | | | | |
| Status of Improvement Plan from previous year | There is clear and explicit evidence demonstrating that the program has taken reasonable steps to implement prior improvements based on results from previous years' assessment data. The impact of these improvements are also discussed. | The program clearly states that changes had been implemented based on results from previous years' assessment data. However information on specific actions taken and/or their impact are missing. | The program briefly mentions departmental decisions having been made based on assessment data. However, there is insufficient information to determine specifically what actions were taken or their impact. | Vague modifications are identified. They may have been copied and pasted from the previous years' assessment report. | There is little to no information of any prior improvements. All text is stated in future terms such as what needs to be done rather than what has been done. | | | | | | | | | | | | | | | | | | | | | 0 | | | | | | |
| Clear and detailed improvement plan for next year. | All improvement plans are explicit in describing the actions that are to be taken and there is a clear connection to the outcomes, data, and interpretations. | There is a clear connection to the outcomes, data, and interpretations, however more information is needed to fully understand the actions that are to be taken. | The connection to the outcomes, data, and/or interpretations is unclear and more information is needed to fully understand the actions that are to be taken. | Little to no information is provided as to what actions are to be taken. There is no connection to the outcomes, data, and/or interpretations. | No mention of any modifications or actions to be taken. | | | | | | | | | | | | | | | | | | | | | 0 | | | | | | |

| Scoring Key colors | Average Score: |
|--------------------|--|
| 0-Unknown | 0.00 |
| 1-Beginning | Please place an "X" in the appropriate box below based in compliance (average score more than 3) |
| 2-Emerging | In compliance with areas needing improvement (average score between 2 and 3) |
| 3-Developed | |
| 4-Highly Developed | Not in compliance (average score less than 2) |

Additional Comments:
(Scores less than 2 require a comment/note by the reviewer)