

Course-Level Assessment Report Evaluation Rubric

Course:

Date:

	<i>Exceeds</i>	<i>Meets</i>	<i>Needs Attention</i>
Summary	Summary is clear and understandable. Points of pride and of concern are listed.	Summary is mostly clear and understandable. Points of pride or of concern may be mentioned.	Summary is vague or not connected to rest of plan.
Learning Goals	Student learning goals are clearly measurable, using active, observable verbs.	Most student learning goals are possibly measurable, though verb choice may make assessment difficult.	Student learning goals are not measurable or are missing.
Means/methods of assessment: <i>Alignment</i>	Assessment methods perfectly align with the course learning goals. Each goal is aligned with at least one method.	Assessment methods align with some course learning goals, or align imperfectly.	No assessment methods are provided/described or they do not all align clearly with course learning goals.
<i>Mixed methods</i>	A mix of direct and indirect methods measure all learning goals.	A mix of direct and indirect methods measure most learning goals.	Mostly indirect methods that fail to measure several significant learning goals.
<i>Measures of success</i>	Assessments of student learning (if used) include clear and meaningful descriptors for each level of student success (e.g. exceeds, meets, does not meet).	Assessments of student learning include for each level of student success (e.g., exceed, meets, does not meet).	Assessments of student learning do not include descriptors for each level.
Criteria for success	Each course goal has clearly stated and appropriate criteria that define whether the course has achieved excellence in that goal.	Most course goals have clearly stated and appropriate criteria that define whether the course has minimal success in that goal.	Most or all of the criteria for success are missing.
Implementation schedule	Multiple sources of data have been collected and interpreted for each goal according to schedule as planned.	Data have been collected and interpreted for all of the goals within the last few years, according to the stated schedule.	Data have been collected for some goals but not all or collected but not interpreted or used.

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Evidence	A summary of evidence is provided for each goal that the MINIMUM criteria for success were met.	A summary of evidence is provided for some goals that the MINIMUM criteria for success were met.	A summary of evidence is not provided for each goal, or the MINIMUM criteria for success for most goals were not met.
	A summary of evidence is provided for each goal that the criteria for EXCELLENCE were met.	A summary of evidence is provided for some goals that the criteria for EXCELLENCE were met.	A summary of evidence is not provided for each goal, or the criteria for EXCELLENCE for most goals were not met.
Review of findings	Interpretation of data is extensive and uses multiple data sources when appropriate.	Interpretation of data is appropriate for type of data and questions posed.	Interpretation of data is not appropriate for the type of data collected, or does not help answer the questions posed.
	Report clearly communicates which criteria were met and links outcomes to aligned learning opportunities.	Report clearly communicates which criteria were met.	Report does not mention whether criteria have been met.
Changes made	Changes to the course arise directly from assessment data.	Most changes are related to assessment data.	No changes have been made even though data suggests the need, or changes have been made without data to support them.
Assessment of changes made	Future assessment of all changes made is planned for, and assessment methods identified.	Future assessment of some changes made is planned for, and/or some assessment methods identified.	No plan for assessing changes is evident.
Next steps	Plans for improving student learning success for many course goals, based on assessment, are described.	Plans for improving student learning success for some course goals, based on assessment, are described.	No plans for improving student learning are described.