Assessment Plan Feedback Rubric (Education) [2011]

	A Model for Others Well Developed (4)	Developed (3)	Emerging (2)	Initial (1)	Score	Feedback Suggestions Resources
Student Learning Outcomes	An appropriate number of SLOs that are neither too broad nor too specific. All learning outcomes utilize clear language and concrete action words in order for the learning outcome to be assessed.	Most SLOs are clear and assessable using concrete action words. An appropriate number of SLOs are included and most outcomes are neither too broad nor too specific.	Some SLO's are clear and assessable. The number and scope of the learning outcomes may be too broad or too specific.	An unexpected number of SLOs that are either too broad or too specific. SLOs are unclear, not assessable and are not framed related to student learning.	4	Overall, the department's student learning outcomes are clear, concise and measurable. The department's learning outcomes are clearly connected to the disciplinary standards.

Moving forward, it will be important for the department to differentiate the learning outcomes for each of the majors and minors. This distinction is often related to breadth and depth between the major and minor. |
| **Attention to six LO1 and LO2 sub-outcomes** | All six sub-outcomes were addressed and were well integrated into the assessment plan for the program. | All six sub-outcomes were included in the plan. Some integration of these outcomes was evident in the plan. | Some of the six sub-outcomes were included in the plan. Little to no integration of these outcomes was evident in the plan. | The six sub-outcomes were not addressed in the assessment plan. | 4 | The six LO1 and LO2 sub-outcomes are clearly connected to the various learning outcomes. In some cases, many were attached to each learning outcome. |
| **Linking Programmatic SLOs to 4 year liberal learning outcomes** | Yes | N/A | N/A | No | 4 | |

	A Model for Others Well Developed (4)	Developed (3)	Emerging (2)	Initial (1)	Score	Feedback Suggestions Resources
Assessment Measures	Includes assessment methods appropriate to the SLOs. Assessment tools are well developed and include direct measures. Includes both formative and summative assessments.	Most assessment methods are appropriate to the SLOs. Includes assessment tools. Includes some direct measures of student learning. Relies primarily on summative assessments.	Some assessment methods included that are appropriate to the SLOs. Exclusively focuses on indirect measures of student learning. Includes only summative assessments.	Assessment methods and tools are not included or are not appropriate measures for the indicated SLOs.	4	Good description of various assessment measures including both formative and summative assessments and direct and indirect measures of student learning in the department.
Results	Includes results from a variety of assessment measures that demonstrate that the student learning outcomes achieved	Includes some results from assessment measures that connect to the student learning outcomes	Includes some results. Results do not connect to the student learning outcomes included in the report.	No results shared. Note: this may be appropriate for departments implementing new assessment methods.	1	Since the student learning outcomes are newly written, these sections will be developed in the future. The department appears to be well prepared to use the results of the assessments with the structure of the departmental assessment committee in place.
Use of Results	Evidence that the department has discussed the assessment results and have made appropriate improvements. Clear indication of the integration of the feedback loop for discussion and improvement	Evidence that the department has discussed the assessment results and have made some appropriate improvements. Feedback loop is developing.	Results exist within the department but are not shared widely. Only sporadic improvements made based on results.	No results included. Note: this may be appropriate for departments implementing new assessment methods. Results not shared at the departmental level. Results not being used to inform decision making.	1	

Department or Program: _Education

Overall Feedback and Comments for the Department or Program:

- The learning outcomes are clear and assessable and are connected to appropriate assessment methods. Moving forward, it will be important to define learning outcomes for the minors as well. These outcomes may vary from the major in breadth and depth.

- The department has done a good job in planning the processes and structures that they will use to examine the assessment results and to use them to programmatically improve student learning.

Resources that may be helpful:

- Linda Suskie – Assessing Student Learning – part 3 and 4