Rubric for Evaluating Program Assessment Reports: Template I & Curriculum Map (updated to reflect PAR adjustments)

<table>
<thead>
<tr>
<th>Score</th>
<th>No evidence</th>
<th>Beginning</th>
<th>Developing</th>
<th>Established</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Process</td>
<td>No evidence or insufficient information was provided</td>
<td>- Program engages in little or no review of student performance on the PLOs. &lt;br&gt;- Results of assessment are not discussed or are minimally discussed among faculty and stakeholder engagement is absent or limited.</td>
<td>- Program reviews student performance against outcomes but not on a regular or routinized basis. &lt;br&gt;- Results of assessment are discussed, among faculty with minimal engagement of other stakeholders (staff, students, alumni, and/or outside professionals of the field).</td>
<td>- Program has a regular or established process for reviewing student performance against outcomes (i.e., routinized process) &lt;br&gt;- Broad-based engagement of faculty and instructional staff &lt;br&gt;- Results of assessment are discussed among faculty and shared on a regular basis with other stakeholders (staff, students, alumni, and/or outside professionals of the field) as appropriate &lt;br&gt;- The program may have an especially distinctive, creative, or innovative way of approaching assessment</td>
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<tr>
<td>Continuous Improvement</td>
<td>No evidence or insufficient information was provided</td>
<td>- No description or examples of how any action plan has had an impact on the program’s development or performance &lt;br&gt;- Gaps or challenges to the assessment process identified in the last report may not be fully addressed &lt;br&gt;- Ratings of no evidence or beginning from the last review have not been addressed</td>
<td>- Some improvements are described and examples are provided without making specific connections to previous action plans or providing clear rationale of any new items &lt;br&gt;- Gaps or challenges to the assessment process identified in the last report may not be fully addressed &lt;br&gt;- General responses to ratings of no evidence or beginning from the last review are provided</td>
<td>- The program has implemented actions or next steps from its previous report and/or identified other improvements that were made (i.e., specific improvements are described and examples are provided). &lt;br&gt;- Clear rationale is provided where action items identified in the last review were substituted with new items. &lt;br&gt;- Gaps or challenges to the assessment process identified in the last report or self-identified improvements were addressed &lt;br&gt;- The program addressed matters related to any ratings of no evidence or beginning received in the last review</td>
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2021 adjustment<br><br>- No substantive curriculum, instructional, programmatic change was made <br>- Limited or no reflection on action items from the prior PAR

2021 adjustment<br><br>- The program did not make at least one substantive curriculum, instructional, or programmatic change <br>- The program provided a general summarized review of action items from the prior PAR but did not provide a status update for specific items (e.g., continue to pursue, place on hold, discontinue the item, etc.)

2021 adjustment<br><br>- At least one substantive curriculum, instructional, or programmatic change was made but the program may not have provided rationale if the substantive change was a newly introduced item (not from the prior PAR) <br>- The program listed other action items from the prior PAR but did not provide status updates for each item (e.g., continue to pursue, place on hold, discontinue the item, etc.)

2021 adjustment<br><br>- At least one substantive curriculum, instructional, or programmatic change was made <br>- If the substantive change was a newly introduced item (not from the prior PAR), rationale was provided <br>- The program also listed other action items from the prior PAR and provided status updates for each item (e.g., continue to pursue, place on hold, discontinue the item, etc.)
### Curriculum Map

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
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</table>
| No curriculum map was provided | - A limited number of PLOs are mapped to multiple learning opportunities in the curriculum OR all of the PLOs are mapped to only one required course or experience.  
- UG Programs Only: Program has not mapped the connections between the five core University Learning Outcomes and its curriculum. |
| - A majority of the PLOs are mapped to multiple learning opportunities in the curriculum.  
- Map does not identify degree of emphasis placed on PLOs in the relevant courses OR the level of competency students will achieve in mapped courses.  
- UG Programs Only: Program has identified connections between the five core University Learning Outcomes and its curriculum in the map though the narrative description may not be complete. |
| - All of the PLOs are mapped to multiple learning opportunities in the curriculum.  
- Curriculum map demonstrates a pattern of courses that fosters student achievement of each PLO.  
- Curriculum map identifies the degree of emphasis placed on PLOs in the relevant courses OR defines the level of competency students will achieve in mapped courses.  
- Other learning experience (e.g., internships, service-learning, etc.) may be identified.  
- UG Programs Only: Program has identified connections between the five core University Learning Outcomes and its curriculum. The program’s narrative includes a discussion of how the program helps cultivate students’ development of the six University Learning Outcomes. |

### Rubric for Evaluating Program Assessment Reports: Template II (updated to reflect PAR adjustments)

**2021 Adjustment:** Programs were only required to submit complete row data on 1/3 of their PLOs (but no fewer than 2).

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<thead>
<tr>
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</table>
| Program Intended Learning Outcomes | No evidence presented of intended learning outcomes | - PLOs not functional (e.g., incomplete, overly detailed, disorganized, or not measurable).  
- Describe a process or delivery of education (i.e., what the instructor does for students) rather than intended student learning (i.e., what the intended result is to be)  
- Do not address the breadth of knowledge, skills, or services associated with the cumulative effect of the program | - Written in a way that they can be measured  
- Most outcomes are clearly defined or the meaning is easily discernible  
- Most outcomes are written as learner-centered statements  
- Encompass the mission of the program and/or the central principles of the discipline  
- Focus is too narrow to represent the cumulative effect of the program | - Written in a way that they can be measured  
- All outcomes are written as learner-centered statements with action verbs  
- The outcomes are clearly defined  
- Encompass program, college, and university mission and goals  
- Align with professional standards, as appropriate.  
- Focus on the cumulative effect of the program |
| Measures (the evidence that is used to evaluate outcomes achievement) | No evidence presented of measures used | - Measures apply to too many outcomes at once  
- Few or no direct measures used.  
- Methods are mismatched, inappropriate, or otherwise do not provide evidence linked to the intended learning outcomes | - At least one measure per outcome.  
- A variety of direct and indirect measures used to assess outcomes  
- The evidence used is mostly linked to the intended outcomes  
- Measures section lacks clear description and detail | - Multiple measures for at least some outcomes  
- Direct and indirect measures used; emphasis on direct (i.e., data gathered is primarily focused on student learning activities)  
- Purposeful and clear how results could be used for program improvement  
- Measures section is described in sufficient detail |
<table>
<thead>
<tr>
<th>Key Findings</th>
<th>Actions Taken or Planned based on Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>No findings or analysis presented</td>
<td>No evidence presented of actions taken or planned</td>
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<tr>
<td>- Results/findings lack specificity. - Lack of connection between the outcomes, the data gathered, and the results reported. - Degree of proficiency met is unclear.</td>
<td>- Limited evidence that findings from assessment have been used to improve the curriculum, individual courses, pedagogy, etc. - No actions are documented; or there are too many plans to reasonably manage</td>
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<tr>
<td>- Some findings are reported that address outcomes and evaluate student achievement of them. - Degree of proficiency met is included.</td>
<td>- Some evidence that findings from assessment have been used to improve the curriculum, individual courses, pedagogy, etc. - At least one concrete action has been documented or planned with relevant details, timelines, etc.</td>
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<td>- Complete, concise, and well organized; provides statements summarizing the data finding(s), the meanings, and conclusions based on these finding(s) - Aligned with proficiency targets as appropriate - Includes interpretation of the degree to which desired outcomes were met - Compares new findings with past results, where appropriate</td>
<td>- Actions or plans have been implemented and documented and/or detailed plans for implementation have been provided - Actions or plans clearly follow from assessment results and state directly which finding(s) motivated the action. - Actions or plans define logical “next steps”</td>
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* NOTE: You will refer back to these action items in your next PAR.