

University Assessment and Evaluation Committee

Review of Assessment Record

Program Reviewed _____

Rubric Items	Rating Scale with Anchors	Further Examples (if necessary)
<p>1 The program demonstrated that the stated outcomes relate to components of CNU's Vision 2010. In addition to Vision 2010, programs are encouraged to reference at least one other guiding document such as CNU's mission, CNU's values, the department's mission, the department's values, the department's goals, discipline-specific standards, etc.</p>	<p>1 pt - BEGINNING (No guiding document is referenced)</p> <p>2 pt - DEVELOPING (Excerpts from one or more of the guiding documents are stated, but the connection with the learning outcomes is not made explicit)</p> <p>3 pt - ACCOMPLISHED (Excerpts from Vision 2010 and one or more of the guiding documents are stated; connections between the expected outcomes and the guiding documents are attempted but not entirely convincing)</p> <p>4 pt - EXEMPLARY (Excerpts from Vision 2010 and one or more of the guiding documents are stated; connections between the expected outcomes and the guiding documents are made clear)</p>	
<p>2. The academic department/program stated three intended outcomes</p>	<p>YES or NO</p>	
<p>3. The outcomes were formulated in terms of what students should be able to know, think, or do as a result of their CNU educational experiences.</p>	<p>1 pt. BEGINNING (No outcomes aligned with what CNU wants students to know, think, or do)</p> <p>2 pt. DEVELOPING (One outcome aligned with what CNU wants students to know, think, or do)</p> <p>3 pt. ACCOMPLISHED (Two outcomes aligned with what CNU wants students to know, think, or do)</p> <p>4 pt. EXEMPLARY (Three outcomes aligned with what CNU wants students to know, think, or do)</p>	<p>Example: <u>Students will be able to</u> identify major biological concepts including A, Y, and Z.. ---<i>Framed in terms of what students know, think or do</i></p> <p>Non-example: Faculty will teach chapters two and three out of the textbook to emphasize comprehension in written work.</p>
<p>4. <i>Not used by the committee due to unreliability of raters.</i></p>		
<p>5. The program described both a first and a second Means of Assessment for each intended student outcome.</p>	<p>1 pt. BEGINNING (No second means of assessment described for any outcome)</p> <p>2 pt. DEVELOPING (One second means of assessment described for an outcome)</p> <p>3 pt. ACCOMPLISHED (Two second means of assessment described for outcomes)</p> <p>4 pt. EXEMPLARY (Three second means of assessment described for outcomes)</p>	

6.	The assessment methods measure the intended outcomes	<p>1 pt. BEGINNING (Little connection between the assessment methods and the outcomes)</p> <p>2 pt. DEVELOPING (the assessment methods appear to address the outcomes, but little or no supporting evidence is given to support the match)</p> <p>3 pt. ACCOMPLISHED (Generally able to identify use, and defend appropriate assessment methods to measure the outcome)</p> <p>4 pt. EXEMPLARY (Consistently uses appropriate assessment methods to measure all outcomes as verified by convincing evidence)</p>	<p>“1” response: Seniors were evaluated by asking students about their writing skills.</p> <p>“2” response: Faculty rated senior essays, paying special attention to content, organization, and conventions.</p> <p>“3” response: Faculty rated senior essays using a rubric that covered content, organization, and conventions.</p> <p>“4” response: Two faculty members rated each senior essay using a rubric that contains behavioral anchors for various ratings of content, organization, and conventions. The rubric comes from the National Writing Foundation, but our department changed a few of the behavioral anchors to be more consistent with what our department values</p>
7.	The program is able to collect data appropriately.	<p>1 pt. BEGINNING (No information is given about data collection process and/or data were not collected)</p> <p>2 pt. DEVELOPING (Limited information is given about data collection such as who and how many took the assessment, but not enough to judge the veracity of the data collection process)</p> <p>3 pt. ACCOMPLISHED (Enough information is given to understand the data collection process. Nevertheless, several methodological flaws are evident such as unrepresentative sampling or inappropriate testing conditions)</p> <p>4 pt. EXEMPLARY (The data collection process is clearly explained and is appropriate to the outcome.)</p>	<p>“1” Response: Nothing about data collection and/or data not collected.</p> <p>“2” Response: Thirty-five seniors took the test.</p> <p>“3” Response: Half of our seniors (35 out of 70) volunteered to take the test. They were given 60 minutes to complete the exam. All had adequate time to finish; however, at least 12 appeared not to give their best effort. Some, for example, finished this 40 item multiple choice test in five minutes.</p> <p>“4” Response: 100% of the random sample (“All” is great too) of seniors (35 out of 70) took the test. They were given an hour. All but one finished in this time period and all but two exhibited behavior indicating they gave a good effort throughout testing.</p>
8.	The program specified a criterion (e.g., 3 out of 4; 75%) for success for each Means of Assessment.	<p>1 pt. BEGINNING (There are no criteria articulated for identifying that the outcomes have been met)</p> <p>2 pt. DEVELOPING (Criteria have been stated, but no rationale is given)</p> <p>3 pt. ACCOMPLISHED (Criteria have been stated and a rationale has been attempted)</p> <p>4 pt. EXEMPLARY (Criteria have been stated and the rationale for choosing the criteria is clear and reasonable)</p>	<p>“1” Response: <i>Nothing about criteria</i></p> <p>“2” Response: Seniors will average 70 or better on the test.</p> <p>“3” Response: Seniors will average 70 or better on the test. The faculty who made up the test tried to make it so that a score of 70 would signify excellence in the subject matter.</p> <p>“4” Response: Seniors will average 58 or better on the test. The score of 58 was derived as a result of a local standard setting workshop.</p>
9.	The program provided results indicating the degree to which the learning outcomes were successfully accomplished.	<p>1 pt. BEGINNING (The department presented no results for stated outcomes.)</p> <p>2 pt. DEVELOPING (The department reported results but it is unclear to what degree they indicate success.)</p> <p>3 pt. ACCOMPLISHED (The department reported results, which indicate the degree to which the learning outcomes were successfully accomplished, but they could have been presented more cleanly.)</p> <p>4 pt. EXEMPLARY (The department reported in an organized, easy-to-follow manner assessment results that indicated the degree to which the learning outcomes were successfully accomplished.)</p>	

10.	The program's conclusions corresponded to its stated outcomes.	Yes or No	The interpretation of the results should reflect back upon the learning outcomes.
11.	The program adequately explained how the assessment results were used for instructional improvement.	<p>1 pt. BEGINNING (Often stated opinion without evidence; unable to align facts with the decision; facts/evidence seem out of context; unable to defend a decision with evidence)</p> <p>2 pt. DEVELOPING (Able to produce facts/evidence to fit most decisions, though sometimes the facts/evidence are not the best (most persuasive, best organized, etc.) support for the decision)</p> <p>3pt. ACCOMPLISHED (Able to produce and use results that support continuous improvement)</p> <p>4pt. EXEMPLARY (Consistently used appropriate and verifiable facts throughout to defend well organized concepts and/or principles in support of decisions made for continuous improvement)</p>	
12.	The program understands the continuing nature of the assessment process and demonstrates a commitment to continue it.	<p>1 pt. BEGINNING (Little or limited understanding of the need and/or commitment to continue the assessment cycle; UAEC commentaries ignored)</p> <p>2 pt. DEVELOPING (Some evidence of understanding the need and/or commitment to continue the assessment cycle; UAEC commentary somewhat addressed)</p> <p>3 pt. ACCOMPLISHED (General understanding of the need and commitment to continue the assessment cycle; UAEC commentary almost fully addressed)</p> <p>4 pt. EXEMPLARY (Demonstrated commitment to continue the assessment cycle (timeline and milestones established; search for improved strategies, data sources, and decision-making processes; UAEC commentaries fully addressed)</p>	Look for evidence of past assessment mentioned in their reports. The more integrated, such as relating last year's assessment to this year's, the better. Were suggestions from previous assessment reviews addressed?