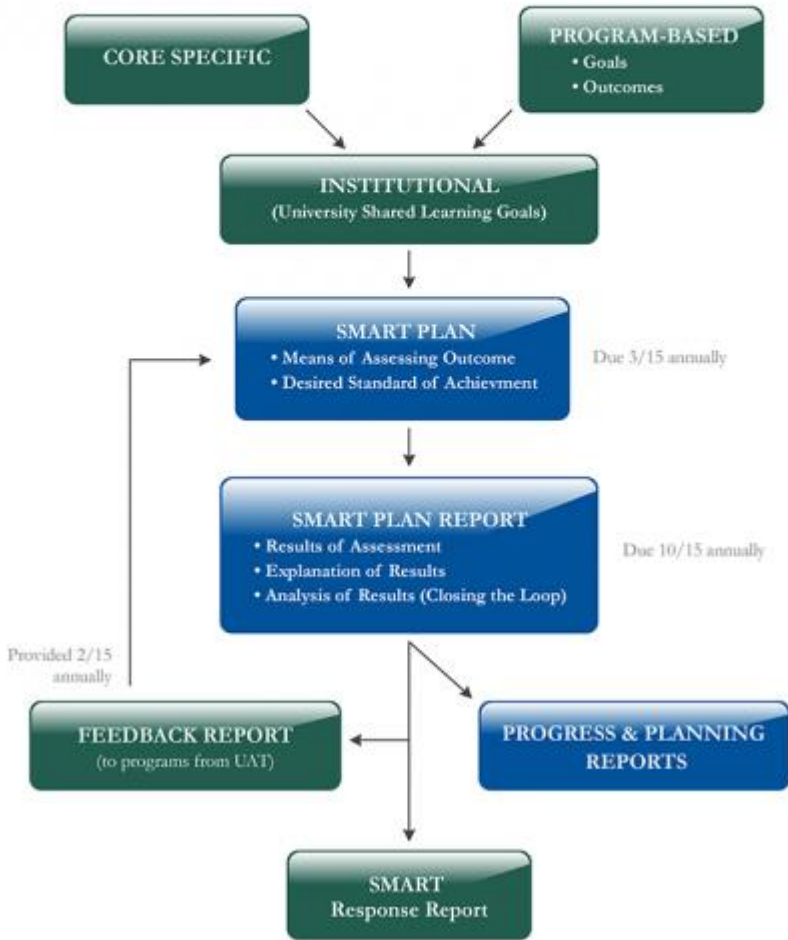


SMART Assessment



Student Learning Outcomes



Assessment Evaluation Rubric

Rubric for Evaluating SMART Assessment Plans

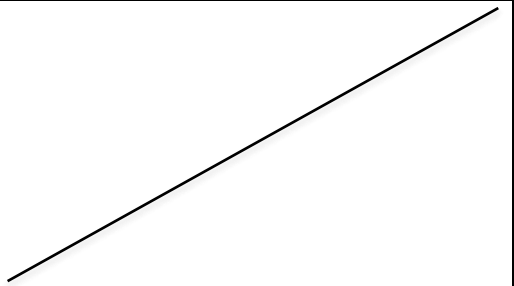
Program _____ Academic Year _____

Annual Assessment Summary

“Closing the Loop” The Annual Assessment Summary is a summary report of the previous year’s assessment of student learning outcomes and a discussion of the impact and improvement on the program. In the AAS, the program provides evidence of improvement based on analysis of the results of annual assessment.

Exemplary	Acceptable	Please Revise
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<ul style="list-style-type: none"> -Each learning outcome from the previous FY is included and each thoroughly discusses the impact that the assessment of the outcome had on the program -Comparative analyses between years are made that demonstrate improvement (or decline) -Overall, the Annual Assessment Summary is a clear and precise summary of the how the program improved (specific examples) as a result of assessment 	<ul style="list-style-type: none"> -Each learning outcome is included and adequately discussed. Clear attempts were made to discuss the impact of assessment on the program for each of the learning outcomes. -Overall, the Annual Assessment Summary is sufficient and serves its purpose. It contains examples of improvement within the program as a result of assessment. 	<ul style="list-style-type: none"> -Incorrect or incomplete (does not follow the new guidelines for completion) -The impact of assessment, particularly ways the program has improved, is not discussed -Overall, the Annual Assessment Summary does not adequately demonstrate how the program has improved over the course of the year as a result of assessment. It is not clear how assessment has impacted the program or if it has, at all.
<p>Comments:</p>		

Mapping Always 'map up' one level: (1) Program mission maps to college mission. (2) Program goals map to college goals. (3) Program outcomes map to program goals. Please note* mapping does NOT carry over from year to year.		
Exemplary	Acceptable	Please Revise
	<ul style="list-style-type: none"> -The program mission is mapped to the college mission -Program goals are mapped to college goals -Program outcomes are mapped to program goals 	<ul style="list-style-type: none"> -The program mission is not mapped to the college mission -Program goals are not mapped to college goals -Program outcomes are not mapped to program goals
<p>Comments:</p>		

Program Mission Statement

A concise program mission statement outlining the purpose of the program, who it serves, in what ways, and with what results.

Exemplary	Acceptable	Please Revise
<ul style="list-style-type: none"> -Clear and concise -Specific to the program -Aligned and consistent with the college and university mission statements 	<ul style="list-style-type: none"> -Statement of the program's purpose and who it serves -Aligned with the college and university mission statements 	<ul style="list-style-type: none"> -Too general to distinguish the program or too specific to be a mission statement -Fails to demonstrate clear alignment with the college and university mission -Uses college mission as its own (does not include a mission specific to their program)
<p>Comments:</p>		

Program Goals

Broad learning goals that articulate the overall learning expectations for the program. These will be measured through the student learning outcomes (SLOs) but overall, provide the profile of what graduates from a program are expected to know, understand, and do.

Exemplary	Acceptable	Please Revise
	<ul style="list-style-type: none"> -Goals are well articulated -Goals cover the depth and breadth of the program -Courses and/or activities are listed for each goal demonstrating where goals are covered throughout the curriculum 	<ul style="list-style-type: none"> -Program goals are not included in the report (or too few are included to articulate the depth and breadth of the program) -Goals are not written as complete statements (for example: Written Communication ~ this is not acceptable) -Courses and/or activities are not listed for each goal
<p>Comments:</p>		

Outcomes/ Objectives

Specific statements that articulate the knowledge, skills, and abilities students should gain or improve through engagement in the academic program.

Exemplary	Acceptable	Please Revise
<ul style="list-style-type: none"> -Very concisely written in proper format. They describe specifically what k/s/d the students will be expected to perform -All outcomes are clearly observable and measurable (Using action verbs that are easily assessed) -A reasonable number of outcomes are assessed (4-5) 	<ul style="list-style-type: none"> -Outcomes are clearly written in proper format -Outcomes seem appropriately measureable -At least 3 outcomes are assessed 	<ul style="list-style-type: none"> -Outcomes describes a process, rather than an outcome -Unclear how an evaluator could determine whether the outcome has been met (not measurable) -Incomplete--not addressing the breadth of knowledge, skills, or services associated with the program -Few outcomes listed

Comments:

Means of Assessing Outcome & Desired Standard of Achievement

The variety of methods used to evaluate each outcome and the criteria or indicators that describe whether the outcomes were achieved

Exemplary	Acceptable	Please Revise
<ul style="list-style-type: none"> -Some outcomes have multiple measures -Multiple direct and indirect measures (emphasis on direct) -Means of assessing outcome is clearly described; reviewer can clearly determine how outcome will be assessed -Desired level of achievement is identified for each measure -Desired level of achievement aligns clearly with assessment method(s) described 	<ul style="list-style-type: none"> -At least 1 measure or measurement approach per outcome -Direct and indirect measures are utilized -Means of assessing outcome are described -Desired levels of achievement are identified and align with measure 	<ul style="list-style-type: none"> -Not all outcomes have associated measures -Means of assessing outcomes is vaguely described or not appropriate as assessment measures -Few direct measures are utilized -Desired level of achievement is not clear or does not align with the means of assessing the outcome or is absent -Course grades are used as the only assessment method

Comments:

Results of Assessment

A concise summary of the results gathered from a given assessment measure

Exemplary	Acceptable	Please Revise
<ul style="list-style-type: none"> -Concise and well-organized -Provides solid evidence that targets were met, partially met, or not met -Compares new findings to past trends as appropriate -Supporting documentation (rubrics, surveys, more complete reports*, etc...) are included in the document repository *Reports must be free of student identifiable information 	<ul style="list-style-type: none"> -Address the achievement targets -Complete and organized -Align with the language and methodology of the corresponding achievement target 	<ul style="list-style-type: none"> -Incomplete -Findings do not prove whether targets were met, partially met, or not met -Data results do not align with desired standard of achievement column

Interpretation (Evaluation and Changes Resulting from Assessment)

Reflective consideration of what has been learned through the findings for the academic program or support unit and **future directions** for the outcomes

Exemplary	Acceptable	Please Revise