Evaluation Rubric
for
Academic Program Assessment and Planning Reports
Missouri Valley College

| Program: _______________________________ | Academic year: __________________________ | Updated 10/30/12 |

I. Mission

**Overall purpose of the program**

<table>
<thead>
<tr>
<th>□ Emerging</th>
<th>□ Developing</th>
<th>□ Established/Refining</th>
</tr>
</thead>
</table>
| - Vague statement of intent of program  
- Fails to show alignment with college mission and goals  
- Does not identify stakeholders  
- Too general to distinguish program or too specific in describing program mission  
- Provides inadequate guidance for planning and operation | - General statement of program’s purpose  
- Connection to college mission  
- Provides some guidance for planning and operation | - Clear, concise, and comprehensive  
- Aligned and consistent with college mission  
- Provides guidance for planning and operation  
- Aligned with relevant professional organizations and accreditation bodies, if applicable |

Comments:

II. Goals

**General purposes of the program and its curriculum**

<table>
<thead>
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</thead>
</table>
| - Some goals describe a process rather than an outcome  
- Some goals are vague  
- Some goals stated so that it would be difficult to determine if the goal is met  
- Fails to show alignment with program mission  
- Some goals do not seem realistic  
- Few and extremely broad or numerous and very specific | - All but one or two goals are clear and measurable  
- Aligned with program mission | - Clear and measurable  
- Clear connection to program mission  
- Meaningful and achievable  
- Associations to professional standards are identified, if applicable |

Comments:

III. Student learning outcomes

**Statements that describe the desired knowledge, skills, and dispositions students will gain upon completion of the program**

<table>
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</table>
| - Some do not use action verbs  
- Some cannot be easily assessed  
- Some are not student focused  
- Few and extremely broad or numerous and very specific | - All but one or two are clear and measurable  
- All but one or two use action verbs that can be mapped to levels on Bloom’s Taxonomy  
- Aligned with program mission | - Clear, concise, observable, and measurable  
- All use action verbs that can be mapped to higher levels on Bloom’s Taxonomy  
- Highlights learning that is anticipated to result by the end of the program  
- Aligned with program mission  
- Aligned with professional organizations, if applicable |

Comments:
### IV. Course map

**Table that shows all courses in program and the learning outcomes that each addresses**

<table>
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</table>
| - Some courses are missing or some irrelevant courses are listed  
- Some program learning outcomes are missing  
- Some courses do not address any learning outcomes  
- Some learning outcomes are not addressed | - All program courses and learning outcomes are shown in the table  
- Table shows all courses address all learning outcomes—indicating outcomes are too general | - All program courses and learning outcomes are shown in the table  
- Learning outcomes are on one axis and courses are on the other axis  
- Not all courses address all outcomes |

Comments:

### V. Assessment tools

**Methods used to assess student learning outcomes**

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</table>
| - Not all learning outcomes have associated measures  
- Assessment tools have not been developed and/or implemented  
- Assessment tools are described in vague terms  
- Few or no direct methods are used  
- Course grades are used as assessment method | - At least one assessment method is linked to each outcome  
- Both direct and indirect methods are used  
- Assessment tools are described | - Some outcomes have more than one assessment method  
- Specific and clear description of assessment tools  
- Explicit criteria for assessing students’ level of achievement of each outcome  
- Direct and indirect methods are used  
- Direct methods have more emphasis than indirect  
- Assessment tools reflect good methodology and current best practices (Comment on this depends on rater knowledge of discipline.) |

Comments:

### VI. Summary of findings

**Summary of assessment results of student learning outcomes**

<table>
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</table>
| - Incomplete or no results given  
- Findings do not address student learning outcomes  
- Reports contain student identifiable information (not acceptable for reports) | - Complete and organized  
- Findings address some student learning outcomes | - Complete, concise, and well organized  
- Findings address all student learning outcomes  
- Findings are strictly evidence-based and do not rely on interpretation (“just the facts”) |

Comments:
### Level of achievement of student learning outcomes

*Description of the degree to which student learning outcomes were met relative to standards set*

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| -Incomplete  
- Few or no target levels of achievement are described for the learning outcomes  
- Results do not relate to specific student learning outcomes | -Complete  
- Target levels of achievement are described for each learning outcome  
- Student level of achievement is described for each learning outcome  
- Provides partial evidence that targets were met, partially met, or not met | -Concise, well-organized, and clearly presented  
- Target levels and student levels of achievement clearly described for all outcomes  
- Provides solid evidence that targets were met, partially met, or not met |

Comments:

### VII. Analysis/Interpretation

*Reflective consideration of what was learned from the assessment process about program function and success*

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| - Does not reflect on what was learned from assessment cycle  
- No clear connection between assessment results and interpretation  
- No conclusions made about quality and effectiveness of program | - Some reflection on what was learned during assessment cycle  
- Provides interpretation of some assessment results  
- Some conclusions made about quality and effectiveness of program | - Demonstrates reflection on all student learning outcomes and effectiveness of program  
- Shows logical understanding of assessment results to implications for the program  
- Provides evidence for statements made about how the program is functioning |

Comments:

### VIII. Action plan/Closing the loop

*Actions to be taken to improve the program or assessment process that emerged from the analysis of findings*

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| - No specified action plan  
- Action plan too general  
- Plans are too numerous  
- No time frame for action plan  
- No responsible person/group is designated to implement action plan  
- Action plan does not relate to learning outcomes and results of assessment | - At least one action plan is identified  
- Action plan relates to learning outcomes and results of assessment | - Actions are clearly described and relate to learning outcomes and assessment results  
- Specifies time frame  
- Identifies person/group responsible for implementation  
- Resources needed, if any, are specified  
- Action plans are realistic |

Comments:

### IX. Faculty/Student/Program information

*General information*

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</table>
| - Current tables are not used  
- Tables are incomplete | - Tables are complete | - All tables are complete and accurate  
- Additional information is supplied for clarifying tables, if necessary |

Comments:

Reviewer(s): ___________________________________________