

AOC Rubric for Program Assessment Report Elements (Holistic View)

	<b>Outstanding</b>	<b>Excellent</b>	<b>Achieving</b>	<b>Needs Development</b>	<b>Inadequate or No Evidence Provided</b>
<b>Program Learning Outcomes</b> - Student learning outcomes identify the intended knowledge, understandings, or abilities that students will acquire through the academic program. The majority of these outcomes are at a high cognitive level.	Outcomes are stated with clarity and specificity including precise verbs and rich descriptions of the content/skill/or attitudinal domain.	Outcomes generally contain precise verbs and rich description of the content/skill/or attitudinal domain.	Outcomes are present, but with imprecise verbs (e.g. know, understand), vague description of content/skill/or attitudinal domain.	Outcomes are included that describe course level evaluation. No program level outcomes are included that explicitly describe what students know, understand, or are able to do.	Outcomes are absent. Program learning outcomes section describes program goals and objectives rather than student learning outcomes.
<b>What Was Done and How Data Were Collected Sections (Assessment Plan)</b> - The report describes the data collection and analysis methodology.	The data collection process is clearly explained and is appropriate to the specification of desired results (e.g. representative sampling, two or more trained raters for performance assessment). Measures are appropriate as evidenced by tools (i.e. rubrics) that clearly align with learning outcomes.	Enough information is provided to understand the data collection process, such as a description of the sample, testing protocol, and rater review. However, there is insufficient information in some aspects of the data collection and analysis.	At a superficial level, it appears that content assessed by the measures matches the outcomes, but no explanation is provided	Limited information is provided about data collection such as who and how many took the assessment, but not enough to properly evaluate the process.	A discussion of assessment measures and plan is absent or vague.
<b>What was learned (Assessment Findings)</b> - Findings describe what was learned from the assessment measures. Comparisons are made to threshold values (if they are present). Thoughtful interpretation is made to define Areas of Strength and Areas that Need Improvement based on analysis of data.	Results are present, and they directly relate to data collected. Interpretations of results seem to be reasonable given the outcomes, desired results of outcomes, and methodology.	Results are present, and they directly relate to the outcomes and desired results for outcomes, but presentation is difficult to follow. Interpretations of results seem to be reasonable inferences given outcomes, desired results of outcomes, and methodology.	Results are present, but it is unclear how they relate to the outcomes or desired result from for the outcomes. Interpretation attempted, but the interpretation does not refer to the outcomes or desired results of outcomes. Or the interpretations are not clearly supported by the methodology and/or results.	Findings from assessment measures are summarized and clearly reported by outcome. However, there is no interpretation of results.	No findings from assessment measures are reported.

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<b>How We Responded - Sharing Results with Faculty</b> - Results were communicated to the department, or program faculty, with a forum for faculty feedback and recommendations.	Information provided to all faculty in a forum that allowed for discussion of results. Mode and details of communication clear. In addition, information shared with others such as advisory committees and other stakeholders, as appropriate.	Information provided to all faculty that allowed for discussion of results. Mode and details of communication clear.	Information provided to all faculty but no evidence of discussion.	Information provided to a limited number of faculty or communication process unclear.	No evidence of communication
<b>How We Responded - Changes in Response to Findings</b> - The findings are used to inform annual action plans to improve the program. Assessment findings are appropriately used as information that drives improvement in learning, instruction, curriculum or strategic planning.	Learning Outcome(s) for change is identified and changes are described and justified based on the findings, or no changes are warranted based on the findings so far. Action plan for assessing this change is included.	Changes are described and justified based on the findings, or no changes are warranted based on the findings so far. Action plan is present, but not specific	Changes are described and justified based on the findings, or no changes are warranted based on the findings so far.	Changes, in the form of action plans, are described but not justified by findings or linked to learning outcomes.	No action plans based on findings are reported.
<b>Closing the Loop</b> - Based on assessment from previous years, program level changes that have led to program improvements have been implemented and are described.	Strong evidence, from direct measures, supporting learning improvements due to program modifications. This program responded to previous assessment results, made curricular and/or pedagogical modifications, reassessed, and found that student learning improved.	Evidence, from direct measures, suggesting learning improvements due to program modifications. This program responded to previous assessment results, made curricular, and/or pedagogical modifications, re-assessed and found that student learning improved.	Examples of improvements (or plans to improve) documented and directly related to findings of assessment. Improvements lack specificity.	Examples of improvements are documented but the link between them and the assessment findings is not clear.	No mention of any improvements based on past assessments.