Evaluation Rubric for Outcomes Assessment Reports

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| Criteria | Needs revision | Acceptable | Notes |
| Report addresses the appropriate outcomes in the program’s assessment plan |  |  |  |
| **Column 2**: Report summarizes findings with enough detail that the reader understands what the analysis of the data has yielded |  |  |  |
| **Column 2**: Report uses data for each outcome that are suitable for identifying strengths and/or areas for improvement; some data are almost never suitable (see note\*) |  |  |  |
| **Column 3**: Report explicitly evaluates strengths and areas for improvement *of the program* that are clearly derived from analysis of the data and labeled STRENGTHS and AREAS FOR IMPROVEMENT |  |  |  |
| **Column 4**: Report describes decisions for *new actions* to be undertaken or that have been employed to address each area for improvement; avoids “Continue to…” or “Will consider…” (See note\*\*) |  |  |  |
| Report is effective in applying evidence-based reasoning to improve the program |  |  |  |

\* Typically, data such as students having taken particular courses or grades in courses or how many students pass preliminary examinations are not considered appropriate data because the information they yield is too general for identifying specific areas for improvement.

\*\*The idea behind avoiding “We will continue to…” constructions is that continuing to do what you have been doing stands little chance of improving the program. The problem with “We will consider…” constructions is that you are supposed to describe strategies faculty have already decided to implement or have implemented to address the area for improvement.