Edison State College - Rubric for Instructional Assessment

	3 (excellent)	2 (acceptable)	1 (in need of improvement)
PLAN: Outcome Statement			
An appropriate Outcome measures student learning	Outcome is stated in terms of what graduates know or are able to think or do, as a result of the program	Outcome statement only indirectly suggests student learning, such as students getting jobs or getting into graduate programs	Outcome is stated in terms of program characteristics, processes, or inputs
An Outcome Statement should be focused	Statement describes a single, focused Learning Outcome	Statement describes two or more Outcomes that are related	Statement describes multiple, unrelated Learning Outcomes
Program must have some responsibility/control for Outcome	Program has full or significant responsibility/control for Outcome	Program has modest responsibility/control for Outcome	Program has little or no responsibility/control for Outcome
PLAN: Means of Assessment			
Multiple Means of Assessment (MOA) strengthen findings	More than one Means of Assessment are proposed	One Means of Assessment is proposed	No Means of Assessment is proposed
Means of Assessment (MOA) must be valid to assess a program	At least one Means of Assessment directly measures student learning, such as the use of rubrics, faculty panels, external reviewers, employer/internship supervisors directly evaluating work, or standardized or departmentally-created tests	Means of Assessment use only attitudinal surveys of employers/internship supervisors, or alumni or indirect measures such as job placement rates or graduate school acceptance rates	Means of Assessment use only indirect or invalid measures of student learning (for assessment) such as course grades, pass/fail comps, or student attitudinal surveys
Means of Assessment must be linked to the Outcome	Means of Assessment reasonably measure all aspects of the Outcome statement	Means of Assessment reasonably measure some, but not all, aspects of the Outcome	Means of Assessment not directly linked to, and therefore will not measure, the desired Outcome
PLAN: Criteria for Success			
Criteria for Success should be established	Specific Criteria for Success are proposed	Criteria for Success are proposed but vague	Criteria for Success are missing
RESULTS: Data			
Sufficient data reported	Sufficient data reported in adequate detail to confidently assess the Outcome	Data reported, but more data and/or detail would increase confidence in the results	Inadequate data were collected to assess the Outcome
Data should be linked to the Criteria for Success	Whether or not the reported results meet the criteria for success is clear	Unclear whether data are linked to Criteria for Success	Data not linked to Criteria for Success
RESULTS: Use of Results			
Assessment results spark specific improvements	Specific program improvements that clearly stem from assessment results and seem likely to improve student performance are described; or, criteria for success were met	Vague statements are made of program improvements that seem to stem from assessment results	No program improvements related to assessment results were proposed, even though Criteria for Success were not met
Improvements should already have been implemented	At least one unit improvement is already in place; or criteria for success were met	Program improvements have been identified and are scheduled for implementation	Needed program improvements have not been identified
OVERALL: Entire Report			
Faculty should be involved in the assessment planning and implementation process	Broad faculty involvement in the assessment planning and implementation process is clearly evident	There is some faculty involvement in the assessment planning and implementation	Faculty involvement in the assessment planning and implementation appears to be lacking
Report should be clearly written	Clearly written and concise	Generally well written, but parts are not clear	Poorly written, rambling, or opaque
Assessment results should be used to make program improvements	At least one substantial improvement stemming from assessment has been implemented; may be program, assessment process/tool, policy, or other program-related improvement that should lead to improved student learning	Improvement stemming from assessment has been partially implemented; may be program, assessment process/tool, policy, or other program-related improvement that should lead to improved student learning	No substantial improvement stemming from assessment has been partially or completely implemented

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