

CPM, LNU

RUBRIC FOR EVALUATING LEARNING OUTCOMES ASSESSMENT PROCESSES

	The Basics	For Additional Effectiveness	For Greatest Effectiveness
Identification of Student Learning Outcomes	The Student Learning Outcomes (SLOs) reflect the institution's mission and core values and are directly aligned to any overarching goals or regulations.	The SLOs represent knowledge and/or capacities that are relevant to the field and meaningful to the involved faculty.	The SLOs are consequential to the field and/or to society as a whole.
Articulation of SLOs	The SLOs are clearly stated, realistic, and measurable descriptions of learning expectations.	The SLOs are designed to clarify for students how they will be expected to demonstrate learning.	The SLOs focus on the development of higher-level skills. (See Benjamin Bloom's taxonomies of the cognitive, affective, and psychomotor domains.)
Assessment Processes	Assessments are created, implemented, and interpreted by the discipline/program faculty.	The assessment process is an integral and prominent component of the teaching/learning process rather than a final adjunct to it.	The assessment process is a closed loop in which valid and reliable measures of student learning inform strategic changes.
Relevance of Assessment Measures	Assessment measures are authentic, arising from actual assignments and learning experiences and reflecting what the faculty think is worth learning, not just what is easy to measure.	Assessment measures sample student learning at formative and summative stages, and results are weighted and/or interpreted accordingly (e.g., low-weighted formative assessments used to provide early feedback/intervention).	Assessment measures promote insight into conditions under which students learn best.
Alignment of Assessment Measures	Assessment measures focus on experiences that lead to the identified SLOs.	Assessment measures reflect progression in complexity and demands as students advance through courses/programs.	Assessment measures are flexible, allowing for adaptation to specific learning experiences, while maintaining continuity with identified SLOs.
Validity of Assessment Measures	Assessment measures focus on student learning, not course outcome statistics, and provide evidence upon which to evaluate students' progress toward identified SLOs.	Direct and/or indirect, qualitative and/or quantitative, formative and/or summative measures are carefully selected based upon the nature of the learning being assessed and the ability of the measure to support valid inferences about student learning.	Multiple measures are used to assess multidimensional, integrated learning processes, as revealed in performance over time.
Reliability of Assessment Measures	Assessment measures used across multiple courses or course sections are normed for consistent scoring and/or interpretation.	Assessment measures are regularly examined for biases that may disadvantage particular student groups.	When assessment measures are modified/improved, historical comparisons are cautiously interpreted.
Reporting of Assessment Findings	Reporting of assessment results honors the privacy and dignity of all involved.	Reporting provides a thorough, accurate description of the assessment measures implemented and the results obtained.	Reporting includes reflection upon the effectiveness of the assessment measures in obtaining the desired information.
Interpretation of Assessment Findings	Interpretation of assessment findings acknowledges limitations and possible misinterpretations.	Interpretation focuses on actionable findings that are representative of the teaching and learning processes.	Interpretation draws inferences, applies informed judgment as to the meaning and utility of the evidence, and identifies implications for improvement.
Action Planning Based on Assessment	Assessment findings and interpretation are applied toward development of a written action plan.	The action plan proposes specific steps to improve student learning and may also identify future assessment approaches.	The action plan includes a critical analysis of the obstacles to student learning and seeks genuine solutions, whether curricular or co-curricular in nature.