**Rubric 1: Reflect on the Outcomes**

The rubric below is designed to help you determine if the outcomes meet Middle States expectations. As you complete the rubric, you may choose to revise the learning outcomes in order to better meet the standards. If you can honestly give the program’s outcomes a three or better on all of the indicators, pat yourself on the back and continue on to the next section. If you do not feel that you can reach this standard without help, please feel free to ask for help.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Beginning** | **Developing** | **Good** | **Exemplary** | **Score** |
|  | **1** | **2** | **3** | **4** |  |
| Outcomes are expressed as  complete sentences, with the student as the subject | Outcomes are a list of  skills, topic areas, or the like | Outcomes are expressed from  the point of view of coverage rather than student learning | Outcomes are expressed from  the student’s point of view,  but are not complete sentences | Outcomes are all expressed  as complete sentences, with the student as the subject |  |
| Behavioral verbs are  employed in the outcomes (e.g. “explain” or “analyze” rather than “know” or “understand”) | No verbs are present  in any outcomes | Verbs that refer to internal states  are used for all outcomes | Behavioral verbs are used for  some outcomes | Behavioral verbs are used  for all outcomes |  |
| Outcomes are sufficiently  clear for assessors to agree on their meaning, but are broad enough to apply to a variety of educational situations | Content, skills, or  attitudes are presented in language that is too broad or vague to be meaningful | Most outcomes are either too  vague to be meaningful, or excessively specific | Most outcomes are sufficiently  clear for assessors to agree on their meaning, but some are too vague or excessively specific | Outcomes are sufficiently  clear for assessors to agree on their meaning, but are broad enough to apply to a variety of educational situations |  |
| The number of outcomes is  sufficient to address all of the content knowledge, skills, and abilities required of program graduates. | The outcomes address  only one learning domain, e.g. content knowledge | The outcomes address several  learning domains, but significant elements are missing from the knowledge, skills, and abilities listed in the learning outcomes. | Only minor elements are  missing from the knowledge, skills and abilities listed in the learning outcomes. | The outcomes are sufficient  to address all of the content knowledge, skills, and abilities required of program graduates. |  |
| The number of outcomes is  reasonably sustainable, and can comfortably be assessed every two to three years | There are too many  outcomes to be assessed every two to three years. Some will certainly be missed. | There are many outcomes,  which could only be assessed with difficulty every two to  three years. Some outcomes may  not get sufficient attention. | While this number of  outcomes can probably be assessed every two to three years, the program should consider trimming some in order to ensure sustainability. | The number of outcomes is  clearly sustainable, and can comfortably be assessed every two to three years |  |

FDU FACULTY LEARNING OUTCOMES ASSESSMENT GUIDE **11**

**Rubric 2: Reflect on Alignment of Programs with University Outcomes**

The rubric below is designed to help you determine if the program’s outcomes meet Middle States expectations concerning alignment with institutional outcomes. As you complete the rubric, you may choose to revise the learning outcomes in order to better meet the standards. If you can honestly give these outcomes a three or better on all of the indicators, pat yourself on the back and continue on to the next section. If you do not feel that you can reach this standard without help, please feel free to ask for help.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Beginning** | **Developing** | **Good** | **Exemplary** | **Score** |
|  | **1** | **2** | **3** | **4** |  |
| Outcomes are appropriately and explicitly linked to the University Learning Outcomes | No outcomes can be linked to the University Learning Outcomes | Some outcomes appear relevant to the University Learning Outcomes, but this linkage has not been made explicit OR the provided linkage is questionable and requires further elaboration | The University Learning  Outcomes are explicitly linked to program outcomes, but some relevant outcomes are not included | All relevant University Learning Outcomes are explicitly linked to appropriate program outcomes. |  |
| Information Literacy has been  appropriately linked to at least one of the program learning outcomes | Information  literacy cannot be linked to any of the provided outcomes | No outcome has been linked to  information literacy, but information literacy could be incorporated into one or more outcomes with some reworking OR the provided linkage is questionable and requires further elaboration | No program outcome has  been linked to information literacy, but at least one outcome has clear relevance to information literacy | Information Literacy  has been appropriately linked to at least one of the program learning outcomes |  |
| Technology Literacy has been appropriately linked to at least one of the program learning outcomes | Technology literacy cannot be linked to any of the provided outcomes | No outcome has been linked to technology literacy, but technology literacy could be incorporated into one or more outcomes with some reworking OR the provided linkage is questionable and requires further elaboration | No program outcome has been linked to technology literacy, but at least one outcome has clear relevance to technology literacy | Technology Literacy has been appropriately linked to at least one of the program learning outcomes |  |
| Outcomes explicitly include other  higher‐order thinking skills such as application, analysis, problem‐ solving, decision‐making, synthesis, and creativity | No higher‐order  thinking skills are included in the outcomes | Some higher‐order thinking skills are  implicit in the outcomes, but have not been made explicit OR the provided linkage is questionable and requires further elaboration | Some higher order thinking  skills are explicitly included in the outcomes, but could be emphasized more | Higher‐order thinking  skills are emphasized in the outcomes as appropriate to the level of study |  |

FDU FACULTY LEARNING OUTCOMES ASSESSMENT GUIDE **15**

**Rubric 3: Reflect on Curriculum Map**

The rubric below is designed to help you determine if the curriculum map reveals areas of needed change within the program curriculum. A change in curriculum can be a significant undertaking, so consider alternatives carefully. Revision of key courses or revision of learning outcomes may be a good first step if the map reveals any problem areas.

If you can honestly give the program’s curriculum map a three or better, pat yourself on the back and continue on to the next section. If you do not feel that you can reach this standard without help, please feel free to ask for help.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Beginning** | **Developing** | **Good** | **Exemplary** | **Score** |
|  | **1** | **2** | **3** | **4** |  |
| Curriculum Map | The curriculum map  reveals gaps in the program. One or more outcomes are not addressed in any course or educational activity. | The curriculum map  reveals linkages between program outcomes and opportunities to achieve those outcomes.  All outcomes are addressed in at least one class, but one or more required courses or activities are not aligned with program outcomes. | The curriculum map  reveals a solid program with clear linkages between program outcomes and opportunities to achieve those outcomes. All required courses are relevant to one or more program outcomes. Some outcomes could be  reinforced more frequently  in the curriculum. | The curriculum map  reveals a well‐designed program with clear linkages between program outcomes and opportunities to achieve those outcomes. All required courses are relevant to one or more program outcomes. Learning for all outcomes  is reinforced in a variety of  contexts. |  |

FDU FACULTY LEARNING OUTCOMES ASSESSMENT GUIDE **19**

**Rubric 3a (new as of Fall 2015): Reflect on Syllabi**

The rubric below is designed to help you determine if your syllabi for required courses make clear the goals that you have for each required course, as outlined on your program’s curriculum map.

If you can honestly give the program’s syllabus archive a three or better, pat yourself on the back and continue on to the next section. If you do not feel that you can reach this standard without help, please feel free to ask for help.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Beginning** | **Developing** | **Good** | **Exemplary** | **Score** |
|  | **1** | **2** | **3** | **4** |  |
| Completeness of archive | Fewer than half of syllabi for courses that appear on the curriculum map are in the archive | Between half and 75% of course on the curriculum map are available in the archive | Syllabi for 75% or more of courses on curriculum map are available in the archive | Syllabi for all courses on curriculum map are available in the archive |  |
| Outcomes appear on syllabi (score may not exceed item above) | Appropriately framed outcomes appear on fewer than half of syllabi | Appropriately framed learning outcomes appear on between half to 75% of syllabi | Appropriately framed learning outcomes appear on 75% or more of syllabi | Appropriately framed learning outcomes appear on every syllabus |  |
| Syllabi (score may not exceed item above) | Outcomes on fewer than half of syllabi are consistent with the curriculum map | Outcomes on between half of to 75% of syllabi are consistent with the curriculum map | Outcomes on more than 75% of syllabi are consistent with the curriculum map | Outcomes on all syllabi are consistent with the curriculum map |  |

**Rubric 4: Reflect on Timeline**

The rubric below is designed to help you determine if you can reasonably assess and reflect on all of your program outcomes within approximately two to three years.

If you can honestly give each item below a three or better, pat yourself on the back and continue on to the next section. If you do not feel that you can reach this standard without help, please feel free to ask for help.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Beginning** | **Developing** | **Good** | **Exemplary** | **Score** |
|  | **1** | **2** | **3** | **4** |  |
| Timeline | Assessment is bunched into one or two clear assessment “events” rather than incorporated into the life of the program | The amount of assessment work in any given semester is somewhat uneven; faculty will be over‐ stressed in some semesters and /or there will be assessment lulls in some semesters | The amount of assessment work in any given semester is mostly even | Assessment is clearly and evenly incorporated into the curricular schedule |  |
| Faculty Responsibility | All or most of the assessment responsibility is taken on by a small number of program faculty | Assessment responsibility is uneven, with some faculty not involved at all | Assessment responsibility is mostly even, with some faculty taking on more responsibility than others | Assessment is clearly part of normal faculty expectations within the  program |  |

FDU FACULTY LEARNING OUTCOMES ASSESSMENT GUIDE **24**

**Rubric 5: Reflect on Assessment Methodology**

The rubric below is designed to help you determine if the measurement strategy you have chosen is sufficient to measure your program learning out comes. If you can honestly give the program’s assessment methodology a three or better on the items below, pat yourself on the back and continue on to the next section. If you do not feel that you can reach this standard without help, please feel free to ask for help.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Beginning** | **Developing** | **Good** | **Exemplary** | **Score** |
|  | **1** | **2** | **3** | **4** |  |
| Alignment | Instruments are not provided, OR it is not clear how the measurement methods align with the learning objectives. | The measurement methods are loosely aligned with the learning objectives, but may have been developed for another purpose. | The measurement methods align with the learning outcomes, but some further explanation  may be necessary | All measurement methods clearly align with and are appropriate for assessing the learning objectives. |  |
| Direct Measurement | No direct measures  are employed. | There is a direct  measurement method for some outcomes. | There is a direct  measurement method for most outcomes. | There is at least one  direct measure used for every outcome. |  |
| Multiple Measures | It is unclear how some of the outcomes will be assessed. | All or most outcomes are assessed using a single methodology (e.g. test or rubric) | Two or more assessment methodologies are employed across the program’s outcomes. | At least two  measures are used for every learning outcome. |  |
| Acceptable Performance Levels (benchmarks) have been established | No benchmarks have been established | Benchmarks have been established, but are vague or do not seem well supported | Clear benchmarks have been established for most outcomes | Clear and defensible benchmarks have been established for  every outcome |  |
| Simplicity / Sustainability | The assessment  strategy is too cumbersome to be sustained beyond one or two rounds. | The assessment strategy can  only be sustained with additional personnel, release time, or administrative support. | The assessment strategy  can be sustained, but will place some added stress on faculty. | The assessment  strategy is simple enough to be sustained indefinitely. |  |

FDU FACULTY LEARNING OUTCOMES ASSESSMENT GUIDE **33**

**Rubric 6: Reflecting on Data Collection & Analysis**

The rubric below is designed to help you determine if the data collection strategy and data presentation are sufficient to indicate program strengths and weaknesses. If you can honestly give the program’s assessment methodology a three or better on the items below, pat yourself on the back and continue on to the next section. If you do not feel that you can reach this standard without help, please feel free to ask for help.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Beginning** | **Developing** | **Good** | **Exemplary** | **Score** |
|  | **1** | **2** | **3** | **4** |  |
| Data collection strategy | It is not clear  how the program intends to select students and/or gather data. | The plan refers to a need to select students and devise a strategy, but implementation details are lacking | The measurement strategy is described but some  areas are unclear | The measurement  strategy is clearly described in sufficient detail to reproduce in subsequent assessment cycles. |  |
| Data collection and storage  logistics | The plan does  not directly address the practical aspects of data collection and storage | The plan makes reference to  the need for a data collection and storage strategy, but implementation details are lacking | The plan includes some  evidence of planning for data collection and storage, but some details are unclear | There is a clear and  well thought‐out strategy for collecting & storing student work and maintaining data |  |
| Scoring | No description of  the scoring process is provided | The scoring process is  described, but important details are missing | The description of the  scoring process is mostly clear, but some details are unclear | A clear description  of the scoring process is provided |  |
| Data | No data are  provided | Data are presented without  analysis or out of context; it  is impossible to relate data to individual learning  outcomes | Data are given in an  intermediate form that can be readily connected to specific learning  outcomes | Data are presented  in clear, simple  form, and connected to specific learning outcomes |  |

FDU FACULTY LEARNING OUTCOMES ASSESSMENT GUIDE **38**

**Rubric 7: Reflect on Closing the Loop**

The rubric below is designed to help you determine if you have taken sufficient steps to use your assessment data to motivate change. If you can honestly give the program’s efforts a three or better, pat yourself on the back – and prepare for the next round of assessment! If you do not feel that you can reach this standard without help, please feel free to ask for help.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Beginning** | **Developing** | **Good** | **Exemplary** | **Score** |
|  | **1** | **2** | **3** | **4** |  |
| Faculty‐wide  discussion of results | It is not evident  that assessment results have been shared with faculty | Results have been shared  with a small group of faculty charged with assessment or curriculum development | All or most program faculty  have been involved in discussions concerning next steps, as documented in department meeting minutes or other notes | All program faculty have  been fully engaged in discussions concerning next steps, as documented in department meeting minutes or other notes |  |
| Discussion results with  other relevant groups | It is not evident  that assessment results have been shared with relevant outside groups | Relevant groups (such as  the library or general education faculty) have been informed of assessment results but not included in discussions. | Relevant groups (such as the  library or general education faculty) have been involved in discussions concerning next steps, as documented in meeting minutes or other  notes | Relevant groups (such as the  library or general education faculty) have been fully engaged in discussions concerning next steps, as documented in meeting minutes or other notes |  |
| Specific changes  proposed | No changes have  been suggested | Changes suggested are  vague or cursory, e.g. “teach harder” on one or more learning outcomes | Specific changes are proposed,  but implementation details are lacking or unconvincing | Specific, meaningful changes  are proposed to address any shortcomings. There is a clear timeline for implementation and re‐ assessment. |  |
| Changes have been implemented | There is no evidence that any changes have been made | There is convincing evidence that some of the proposed changes will occur soon | There is convincing evidence that the proposed changes will occur soon | There is convincing evidence that some changes have already been made |  |

FDU FACULTY LEARNING OUTCOMES ASSESSMENT GUIDE **42**