# Academic Assessment Reporting Template Review Rubric

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| **Academic Assessment Reporting Review Rubric** | | | | | |
| *This is intended as a tool to help assess the status of program assessment efforts as reported in the Annual Assessment Report Template. We hope this tool will serve as a springboard for discussion that will contribute to meaningful assessment in your program.* | | | | | |
|  | **The program:** | **Yes** | **Somewhat** | **No** | **Comments** |
|  | Developed clear and measurable program student learning outcomes (PSLOs). |  |  |  |  |
|  | Aligned PSLOs to ILOs. |  |  |  |  |
|  | Identified course(s) in which data for assessing each PSLO is gathered. |  |  |  |  |
|  | Described the frequency of course offerings in which assessment data are gathered. |  |  |  |  |
|  | Clearly identified the assignment or activity used to assess each PSLO. |  |  |  |  |
|  | Indicated how each assignment or activity was graded or rated. |  |  |  |  |
|  | Identified the cycle of each PSLO data collection and analysis. |  |  |  |  |
|  | Described the data patterns or findings from assessment data analysis for each PSLO analyzed. |  |  |  |  |
|  | Shared what the program learned from the data patterns for each PSLO analyzed. |  |  |  |  |
|  | Described decisions or actions it will take because of the findings for each PSLO analyzed. |  |  |  |  |
|  | Shared how it followed up from assessment decisions or actions during the previous assessment reporting cycle. |  |  |  |  |
|  | Described assessment activities that were not directly related to assessing PSLOs. |  |  |  |  |
|  | Described how it used insights gained from assessment to integrate **non-academic** services into student learning. |  |  |  |  |
|  | Described how it used insights gained from assessment to partner with other **academic** programs. |  |  |  |  |
|  | Shared notable program accomplishments. |  |  |  |  |
|  | Reported a date or timeline of review of PSLOs by program faculty. |  |  |  |  |
|  | Identified when and how it makes PSLOs available to students. |  |  |  |  |
|  | Described how it links course-level learning objectives to PSLOs. |  |  |  |  |
|  | Described how it shares with students connections between course-level objectives and PSLOs. |  |  |  |  |
|  | Has developed assessment-related items such as a curriculum map, program handbook, a conflict-resolution policy, direct and/or indirect measures, etc.. |  |  |  |  |
|  | Made clear connections between assessment efforts and its resource needs. |  |  |  |  |
|  | Overall, the program appears to have implemented a clear assessment process that is sustainable and meaningful to the program. |  |  |  |  |

**General Comments:**