

Self Assessment Rubric Suggested questions

Evaluating the Outcome Statement:

1. Does the student learning outcome indicate specifically what a student will be able to do at the end of a course of study that she or he couldn't do at the beginning of that course of study? Does it state the knowledge, skills, and abilities that a student has attained at the end (or as a result) of his or her engagement in a particular set of higher education experiences?
2. Does the program outcome indicate what specific, measurable and achievable results can be assessed after undertaking a set of program activities?
3. Are you satisfied with the way in which the outcome is stated?
4. Is the outcome clearly related to the mission or goal of the degree program?
5. Is this outcome significant enough to warrant the time, energy and commitment needed for continued assessment?
6. Has the outcome been agreed upon by the appropriate set of faculty or program staff?
7. Has the expected core student learning outcome been categorized into one or more of the following areas?
 - Content/discipline knowledge and skills;
 - Communication skills; and
 - Critical thinking skills.

Do your outcomes include at least one for each area listed above?
(For State Mandated Academic Learning Compacts only)

Evaluating the Assessment Statement:

1. Does the statement identify the specific results you are looking for as evidence of performance on the student learning outcomes or program outcomes?
2. Does the statement contain a specific indicator or measure together with the method by which the assessment will occur?
3. Does the specific indicator measured in the assessment capture the outcome adequately?
4. Does the specific indicator capture the competency areas that you have identified as associated with the outcome?
5. Has a standard for achievement on the outcome indicators been established?
6. Is the standard set appropriately and at the right level?
7. Does the standard provide evidence as to the percentage of students that have met the standard or criterion of each core learning outcome?
8. Is the assessment method feasible? Can it be implemented?
9. Does the assessment provide enough information to analyze the results? (e.g., not just a yes or no answer, which often leads to difficulty in determining appropriate steps for improvement)
10. Has the assessment method been reviewed and recommended by faculty or program staff and not just an individual?
11. Has the time frame for accomplishing the outcome been set appropriately?
12. Has responsibility for the outcome or assessment been assigned correctly?
13. Is the assessment specified in sufficient detail to provide clear instructions on the method that is used to conduct the assessment, when the assessment will occur, the conditions under which it will occur, and who will be responsible for its administration, collection, reporting and analysis?
14. Can the validity of the assessment measurement be corroborated by internal and external means? (Student Learning Outcomes only)

Evaluating the Results and Analysis Statement:

1. Are the results of the assessment stated clearly?
2. Are the results summarized in a fair and representative fashion?
3. Is it clear how the results compare to the standards set in the assessment statement?
4. Have you provided the required analysis of the results?
5. Does the analysis identify why students performed as they did on the learning outcome?
6. Does the analysis consider all the concerns raised by the results?
7. Are there insights that can be drawn from the results that appear to have been overlooked?
8. Is the evaluation method satisfactory? Is some change in evaluation needed in order to provide additional information that will lead to an appropriate action plan?

Evaluating the Improvements Made/Action Plan Statement:

1. Does the statement identify the proposed improvement or plan of action to make or sustain improvements in student performance on the learning outcome or support services in the program outcomes?
2. Does the statement include improvements or actions such as changes in the educational program, changes in teaching methods, changes in the assessment method, changes in the learning outcome, or changes in departmental or program processes?
3. Do the results and analysis of the assessment identified earlier support the recommended improvements?
4. Is the recommended improvement or action plan feasible?
5. Is the timetable outlined in the recommendation acceptable?
6. Is the recommended improvement or action plan specific?
7. Have any unintended or adverse consequences of the plan been identified?

Evaluating the Improvements Made/Action Plan Statement, con't.

8. Will the recommended improvements help ensure continuous improvement or sustained high performance on the student learning outcome?
9. Have budgetary implications been identified in the IE Portal?
10. Has responsibility for the improvements been assigned correctly?
11. Do the budget recommendations merit further attention and forwarding?
12. Do the results of analysis merit greater attention than called for in the improvement or plan? If so, is your plan for further analysis and proposed solutions specific, including parties responsible for developing the more detailed plan of action?