

Assessment Practices Feedback Rubric

Purpose of the rubric:

This rubric is a tool for highlighting and improving the use of good practices in student learning outcomes assessment. The descriptions in the rubric lay out the components that contribute to good practices in each section of the Radford assessment plan.

Users and uses of the rubric:

Programs/departments/units can use this rubric to learn about good practices, assess their own practices, inform a redesign of their assessment plan, or identify areas in which to seek professional development.

Department Curriculum and Assessment committees might use this rubric for those purposes as well, and to provide feedback to program representatives.

The Deans/Directors/VPs can use this rubric annually to review a sample of assessment plans.

IEQI uses the results to:

- Invite programs to a dialogue about their assessment practices, successes, challenges, and needs
- Recognize programs with good assessment practices
- Offer support, feedback, and resources for assessment
- Inform the IEQI and the President's efforts to support assessment across campus
- Provide data to SACSCOC in support of Radford's accreditation

Organization of the rubric:

The rubric is presented as table for each section of Radford's assessment plan (mission statement, success outcomes, curriculum map (for academic programs), learning outcomes/program goals, assessment methods, results, action plans, timelines, reporting to stakeholders). Each table presents the key components of one of those sections as a checklist, followed by descriptions of three levels of assessment practice: **Reflects best practices**, **Meets standards**, and **Needs development**. Use the checklist to help you decide on a level and then to identify ways to improve your assessment practices or reasons to celebrate them!

PROGRAM/UNIT:

MISSION STATEMENT		
Which of the following components are included in the mission statement? (Check all that apply.)		
<input type="checkbox"/> The program's /unit's (not the department's) purpose (i.e., why the program/unit exists and what the program/unit does that distinguishes it from other units or programs). <input type="checkbox"/> The program's /unit's key offerings (opportunities, experiences, areas of study that help program participants meet program goals).	<input type="checkbox"/> The target audience or stakeholders (types of individuals or groups that would benefit from the program/unit). <input type="checkbox"/> A focus on learners as the primary stakeholders (e.g., wording is clear to a general audience).	<input type="checkbox"/> The mission statement was not submitted.
Which level best describes the quantity and quality of information in the mission statement? (Select one.)		
Reflects best practices: <ul style="list-style-type: none"> • All components are included and are well developed. 	Meets standards: <ul style="list-style-type: none"> • All or most of the components are included, but some need development. 	Needs development (If any of the following apply): <ul style="list-style-type: none"> • Few or none of the components are included. • The statement is too general to distinguish it from other programs <u>or</u> it is focused on the department rather than on the program. • Most or all components are included, but are vague, unclear, or lack coherence. • The item was not submitted.
Please add any comments you'd like to share with the program's representative(s) to celebrate or help them improve their mission statement.		

CLOSING the LOOP / UPDATES TO PREVIOUS CYCLE'S ACTIONS

This section **follows up on actions taken in the previous cycle** in order to close the assessment loop.

The goal of this is to provide **updates on the program/unit's progress in completing** all of their **actions** from the previous cycle's continuous improvement ACTIONS.

Which of the following components are included in the closing the loop discussion? (Check all that apply.)

☐ Each action from the previous cycle has complete and relevant closing the loop documentation.

☐ The discussion describes the results and impact of each action taken in the previous cycle to improve the program/unit **in response to that cycle's results**.

☐ The discussion of the results and impact of each improvement action taken in the previous cycle is detailed and specific to each action.

☐ Contains insightful reflection on the impact and/or effectiveness of improvement actions taken.

☐ Closing the loop evidence/documentation **was not provided** for the previous cycle.

Which level best describes the quantity and quality of information provided in closing the loop? (Select one.)

Reflects best practices (if all criteria apply):

- Progress updates are provided for **all improvement actions** taken in the previous assessment cycle (i.e. the loop is closed).
- The updates for **all actions** are **specific and detailed**.
- **Specific examples** and **sufficient narrative discussion** detailing results/impact of improvement actions are provided.
- There is **clear evidence** of **logical and relevant response to/use of previous assessment results** for program improvement.

Meets standards (if all criteria apply):

- Progress updates are provided for most improvement actions taken in the previous cycle.
- **Most** information about the impact or effectiveness of improvement actions is provided; some information may need clarification.
- There is **some evidence** of the **use of previous assessment results** for program improvement.

Needs development (If any of the following apply):

- **Little or no** clear information about the impact or effectiveness of improvement actions is included.
- Improvement actions are mentioned but lack detail and/or reflection.
- Closing the loop evidence/documentation **was not provided**.

Please add any comments you'd like to share with the program's representative(s) to celebrate or help them improve their closing of the loop from the previous cycle.

SUCCESS OUTCOMES

- **Success outcomes** articulate other indicators of success that are not directly tied to mastery of learning. **Success outcomes** are statements of:
 - intended impact or end result for the "customer" (e.g satisfaction, knowledge, climate) -try for at least one of these OR process based outcomes or effectiveness related to standards (e.g CAS standards)

Which of the following components are included in the learning outcomes or goals? (Check all that apply.)

- | | | |
|--|---|---|
| <input type="checkbox"/> A focus on the results of the unit's activities/ services (e.g eligible employees have the information they need to make appropriate decisions regarding benefits packages, retention of student tutors) | <input type="checkbox"/> Are measurable and observable | <input type="checkbox"/> Programmatic outcomes were not submitted. |
| <input type="checkbox"/> Or The effectiveness of tasks (e.g. all donors get a thank you card within 1 week of donation, tracking usage of services) or effectiveness related to standards | <input type="checkbox"/> Are clear and specific | |
| | <input type="checkbox"/> Show logical alignment to the mission statement | |

Which level best describes the quantity and quality of information in the outcomes/goals? (Select one.)

Reflects best practices (if both criteria apply):

- **All** outcomes meet all of the criteria **OR** the outcomes appear to be **mandated** by the program's specialized accrediting agency.
- There are **three to five** outcomes in the assessment plan (total including SLO).

Meets standards (if both criteria apply):

- **Most** outcomes meet all of the criteria.
- There are **three to five** outcomes in the assessment plan (total including SLO).

Needs development (If either of the following apply):

- **Few or none** of the outcomes meet all of the criteria.
- There are **less than 3 or more than 5** outcomes.
- The item was **not submitted**.

Please add any comments you'd like to share with the program's representative(s) to celebrate or help them improve their program learning outcomes or goals.

CURRICULUM MAP

Note: **Only academic programs are required to submit a curriculum map.**

If a student services program submits one, please rate it using the usual criteria. If a student services program does not submit one, please mark "not submitted" in the checklist and "Meets standards" in the ratings.

Which of the following components are included in the curriculum map? (Check all that apply.)

☐ **All** program learning outcomes are listed.

☐ Each course, learning opportunity, or relevant milestone (e.g., qualifying exams, prospectus, defense, mentored research) is **listed individually**.

☐ The **development of learning** across courses/learning opportunities is identified in each relevant course, activity, or milestone (e.g., introduction/development/mastery, 1/2/3, color-coding, *but not* X/present).

☐ **Only one program's information** is included (e.g., BA and MA should be in separate curriculum maps). (Concentrations or tracks within a program can be combined *or* separate.)

☐ **A curriculum map was not submitted.**

Which level best describes the quantity and quality of information in the curriculum map? (Select one.)

Reflects best practices (if all criteria apply):

- **All** information is provided in a clear format.
- The **development** of learning across courses/learning experiences within each outcome is **clearly indicated**.
- Each outcome is addressed in **multiple** courses, activities, or milestones.
- **All learning outcomes** are included.

Meets standards (if any criteria apply):

- **Most** information is provided.
- It **takes some effort** to determine how each course, learning opportunity or milestone activity contributes to the development of learning in each outcome.

Needs development (If any of the following apply):

- **Little or none** of the information is provided.
- Only a **subset** of outcomes is provided.
- Some of the courses, activities, or milestones are **presented in groups** (e.g., all 5000-level courses) rather than individually.
- The **development** of learning for each outcome is **not clearly indicated**.
- The item was **not submitted**.

Please add any comments you'd like to share with the program's representative(s) to celebrate or help them improve their curriculum map.

LEARNING OUTCOMES

- **Program Student learning outcomes** are statements of what students should know, value, or be able to do by the end of their program. They apply to academic and student services programs. (**All academic programs and most academic and student support units should have these**)

Which of the following components are included in the learning outcomes or goals? (Check all that apply.)

☐ Are **clear and specific**

☐ A **focus on the results of learning** or participating in the program (not on the learning process, program activities, or teaching)

☐ A **single** behavior (e.g., "analyze" vs. "analyze, interpret, and report")

☐ A **measurable, observable behavior** using an action verb (e.g., "summarize"/"compare"/"design", *not* "understand"/"know"/"are familiar with"/"demonstrate understanding of...") (See [Bloom's taxonomy](#) as a useful tool.)

☐ A logical **alignment** to the mission statement

☐ **Level-appropriate** expectations (e.g., BA vs. MA students/programs)

☐ **Program learning outcomes were not submitted.**

☐

Which level best describes the quantity and quality of information in the outcomes/goals? (Select one.)

Reflects best practices (if both criteria apply):

- **All** outcomes meet all of the criteria **OR** the outcomes appear to be **mandated** by the program's specialized accrediting agency.
- There are **three to five** outcomes in the assessment plan.

Meets standards (if both criteria apply):

- **Most** outcomes meet all of the criteria.
- There are **three to five** outcomes in the assessment plan.

Needs development (If either of the following apply):

- **Few or none** of the outcomes meet all of the criteria.
- There are **less than 3 or more than 5** outcomes.
- The item was **not submitted**.

Please add any comments you'd like to share with the program's representative(s) to celebrate or help them improve their program learning outcomes or goals.

METHODS/MEASURES and TARGETS

For the assessment methods section, you'll be evaluating three elements: the **description** of the methods, the **usefulness** of the data, and the **practicality** of the process. Usefulness is the most important, but is inherently supported by the description.

You'll need definitions for two terms:

- **Useful data** means that the method will lead to the collection of scores, responses, results, etc., that isolate information about individual learning outcomes at an appropriate level of detail to provide an indication about what the program should retain or change.
 - For example, collecting essays in a course and scoring them with a relevant rubric is likely to provide useful data about students' academic writing skills, whereas evaluating student videos of how to do calligraphy would not. Similarly, global scores such as course grades that combine or conflate performance on multiple outcomes are typically not useful by this definition. For example, a B in a course could mean that the student earned an A on LO1, a B on LO2, and a C on LO 3, or a B on all three LOs.
- A **practical method** is one that can be implemented with existing time and resources. Most of the checklist focuses on the description of the methods, but your rating must take all three elements into account.

Which of the following components are included in the description of the assessment methods? (Check all that apply.)

- ☐ What the data source is (e.g., scores from specific exams or presentations, survey results, focus group responses)
- ☐ How the data are gathered (by whom, from whom)
- ☐ How often/when the data are gathered
- ☐ Who evaluates or scores the data
- ☐ The criteria for evaluating or scoring the data (e.g., accuracy of content, coding responses as criticism vs praise)

- ☐ The evaluation scale (e.g., 0-100%; strongly agree to strongly disagree; the proportion of criticism to compliments)
- ☐ The person or group responsible for reviewing the results
- ☐ The criteria or threshold for acceptable performance/target (e.g., an 85% pass rate; an average 75% score across all students; more praise than criticism)

- ☐ The methods are likely to produce useful data.
- ☐ The methods seem practical.
- ☐ Rubrics, exam questions, etc. are attached.
- ☐ Assessment methods were not submitted.

Which level best describes the quantity and quality of information in the assessment method? (Select one.)		
<p>Reflects best practices (if all criteria apply):</p> <ul style="list-style-type: none"> • The assessment plan includes at least two methods per outcome, with a minimum of 1 direct method. • All or most components of the method description are provided. • The description includes sufficient detail to easily understand whether the assessment is appropriate for measuring the target learning outcome(s). • The assessment isolates useful data. 	<p>Meets standards (if both criteria apply):</p> <ul style="list-style-type: none"> • The assessment plan includes at least one direct method • All or most of the points are included, but some need clarification. • The assessment isolates useful data. • The assessment method is practical. 	<p>Needs development (If any of the following apply):</p> <ul style="list-style-type: none"> • The assessment plan has no direct methods. • Little or no information is provided. Many details need clarification. • The assessment will not provide useful data. • Methods were not submitted.
<p>Please add any comments you'd like to share with the program's representative(s) to celebrate or help them improve their assessment methods.</p>		

*Isolates useful data means that scores, responses, results, etc. are at an appropriate level of detail to provide information about just ONE learning outcome and provide an indication about what the program should change or retain. For example, score on the MFT or other programmatic exam is not sufficient.

RESULTS		
Which of the following components are included in the description of the results? (Check all that apply.)		
<input type="checkbox"/> A summary of the scores, responses, or other data, including any problems that arose. <input type="checkbox"/> A statement of whether the results met or failed to meet the threshold or criteria for acceptable performance.	<input type="checkbox"/> A data set/numeric data (de-identified individual learner scores, responses, etc.), either in the description or as an attachment. <input type="checkbox"/> A clear, well organized analysis of results is present for all outcomes. Interpretations of results seem reasonable.	<input type="checkbox"/> Includes discussion of the implications for the unit of the results of all assessment measures. <input type="checkbox"/> Results were not submitted.
Which level best describes the quantity and quality of information in the results? (Select one.)		
Reflects best practices (if all criteria apply): <ul style="list-style-type: none"> • All information is provided and is clear. • The data set supports the summary. • If applicable, results for the current year are linked to previous years' results or action plans. 	Meets standards (if all criteria apply): <ul style="list-style-type: none"> • Most information is provided. • The data set may or may not support the summary. • Some details may need clarification. 	Needs development (If any of the following apply): <ul style="list-style-type: none"> • Little or no information is provided. • The information is unclear. • The data set does not support the summary. • Results were not submitted.
Please add any comments you'd like to share with the program's representative(s) to celebrate or help them improve the description of their results.		

<p>ACTIONS</p> <p>Actions in response to the results can vary widely. if ALL outcomes are met - minimum of one action needed.</p> <p>Actions for outcomes that were <u>not</u> met might include changes to the program's curriculum, teaching methodology, assessment tools, etc.</p> <p>The key is for the actions to be a logical response to the assessment results.</p>		
<p>Which of the following components are included in the program action plan? (Check all that apply.)</p>		
<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <input type="checkbox"/> The plan identifies at least one area of the program or of the assessment plan that will be remediated or enhanced. </div> <div style="width: 30%;"> <input type="checkbox"/> The plan identifies a person or group responsible for carrying out the steps of the action plan. </div> <div style="width: 30%;"> <input type="checkbox"/> A program action plan was not submitted. </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 30%;"> <input type="checkbox"/> The plan states at least one logical step to improve the program in response to the results. (Changes not linked to the assessment results fall outside of this description.) </div> <div style="width: 30%;"> <input type="checkbox"/> Each outcome not met includes an action plan. </div> </div>		
<p>Which level best describes the quantity and quality of information in the action plan? (Select one.)</p>		
<p>Reflects best practices (if all criteria apply):</p> <ul style="list-style-type: none"> • All information is provided and is clear. • The chosen action(s) clearly and logically relate to the results. • Actions focus on changes the program (not the learners) will make. 	<p>Meets standards (if all criteria apply):</p> <ul style="list-style-type: none"> • Most information is provided; some information may need clarification. • The chosen action(s) clearly and logically relate to the results. • Actions focus on changes the program (not the learners) will make. 	<p>Needs development (If any of the following apply):</p> <ul style="list-style-type: none"> • Little or no clear information is provided. • The chosen action(s) do not clearly or logically relate to the results. • Actions focus on changes learners must make rather than on changes the program will make. • The identified action is to make a plan at some future point. • A program action plan was not submitted.
<p>Please add any comments you'd like to share with the program's representative(s) to celebrate or help them improve their action plan.</p>		

TIMELINE FOR IMPLEMENTATION OF THE ACTION PLAN		
Which of the following components are included in the timeline? (Check all that apply.)		
<input type="checkbox"/> The timeline sets a specific schedule for implementing each action in the action plan.		<input type="checkbox"/> A timeline was not submitted.
Which level best describes the quantity and quality of information in the timeline? (Select one.)		
Reflects best practices: • All parts of the action plan have specific deadlines for implementation and completion.	Meets standards: • Most parts of the action plan have specific deadlines for implementation and completion.	Needs development (if either applies): • Few or none of the parts of the action plan have specific deadlines for implementation or completion. • A timeline was not submitted .
Please add any comments you'd like to share with the program's representative(s) to celebrate or help them improve their timeline.		

REPORTING TO STAKEHOLDERS (Institutional Outcome)		
Which of the following components are included in the plan for reporting to stakeholders? (Check all that apply.)		
<input type="checkbox"/> Where/how (e.g., program website, newsletter, meetings) the program will communicate this year's assessment process, results, and action plan to its stakeholders	<input type="checkbox"/> To whom the program's assessment activities will be communicated (i.e., which stakeholders will receive the information) <input type="checkbox"/> When the reporting will be completed	<input type="checkbox"/> A plan for reporting to stakeholders was not submitted.
Which level best describes the quantity and quality of information in the plan for reporting to stakeholders? (Select one.)		
Reflects best practices (if all criteria apply): <ul style="list-style-type: none"> • All information is provided. • The report will be proactively shared with students and other stakeholders in a timely manner. • More than one venue/mode for dissemination is planned. 	Meets standards (if both criteria apply): <ul style="list-style-type: none"> • Most information is provided. • The information will be shared (passively or proactively) with stakeholders in a timely manner. 	Needs development (if any apply): <ul style="list-style-type: none"> • Little or no information is provided. • The information provided is unclear. • The information will not be shared with stakeholders in a timely manner. • A plan for reporting to stakeholders was not submitted.
Please add any comments you'd like to share with the program's representative(s) to celebrate or help them improve their plan for reporting to stakeholders.		

OVERALL RATING

To help you decide on an overall rating, please review the scores you selected above for each section.

Which level best describes the overall quality of this assessment plan? (Select one.)

Reflects best practices (if all criteria apply):

- All sections were submitted.
- Most sections reflect best practices, with extra weight given to outcomes, methods, results, and action plans.

Meets standards (if both criteria apply):

- At least the mission, outcomes, methods, results, action plans were submitted.
- Most sections meet standards, with extra weight given to outcomes, methods, results, and action plans.

Needs development (if any apply):

- Not all sections were submitted
- Most sections were rated as "needs development". (Give extra weight given to outcomes, methods, results, and action plans.)

Please add any comments you'd like to share with the program's representative(s) about the strengths in their assessment practices and opportunities for improvement.

Additional Questions for consideration:

- Is it likely that this assessment plan will yield useful information for making improvements in the student experience?
- Are internal and external stakeholders (faculty, students, alumni, employers) involved in the assessment process?
- Is the plan feasible with current resources and staff?
- Is the data collected relevant to the outcome being assessed? What is it telling you about how well the students are achieving the learning outcomes for the program? What additional evidence do you need?
- What are the strengths and weaknesses in student learning?