Process of Review	Internal and external reviewers do not address evidence concerning the quality of student learning in the program other than grades.	Internal and external reviewers address indirect and possibly direct evidence of student learning in the program; they do so at the descriptive level, rather than providing an evaluation.	Internal and external reviewers analyze direct and indirect evidence of student learning in the program and offer evaluative feedback and suggestions for improvement. They have sufficient expertise to evaluate program efforts; departments use the feedback to improve their work.	Well-qualified internal and external reviewers evaluate the program's learning outcomes, assessment plan, evidence, benchmarking results, and assessment impact. They give evaluative feedback and suggestions for improve-ment. The department uses the feedback to improve student learning.
Planning and Budgeting	The campus has not integrated program reviews into planning and budgeting processes.	The campus has attempted to integrate program reviews into planning and budgeting processes, but with limited success.	The campus generally integrates program reviews into planning and budgeting processes, but not through a formal process.	The campus systematically integrates program reviews into planning and budgeting processes, e.g., through negotiating formal action plans with mutually agreed-upon commitments.
Annual Feedback on Assessment Efforts	No individual or committee on campus provides feedback to departments on the quality of their outcomes, assessment plans, assessment studies, impact, etc.	An individual or committee occasionally provides feedback on the quality of outcomes, assessment plans, assessment studies, etc.	A well-qualified individual or committee provides annual feedback on the quality of outcomes, assessment plans, assessment studies, etc. Departments use the feedback to improve their work.	A well-qualified individual or committee provides annual feedback on the quality of outcomes, assessment plans, assessment studies, benchmarking results, and assessment impact. Departments effectively use the feedback to improve student learning. Follow-up activities enjoy institutional support
The Student Experience	Students are unaware of and uninvolved in program review.	Program review may include focus groups or conversations with students to follow up on results of surveys	The internal and external reviewers examine samples of student work, e.g., sample papers, portfolios and capstone projects. Students may be invited to discuss what they learned and how they learned it.	Students are respected partners in the program review process. They may offer poster sessions on their work, demon-strate how they apply rubrics to self-assess, and/or provide their own evaluative feedback.

<u>**How Visiting Team Members Can Use the Program Review Rubric**</u>
Conclusions should be based on a review of program-review documents and discussion with relevant campus representatives, such as department chairs, deans, and program review committees.

The rubric has five major dimensions:
1. **Self-Study Requirements**. The campus should have explicit requirements for the program's self-study, including an analysis of the program's learning outcomes and a review of the annual assessment studies conducted since the last program review. Faculty preparing the self-study should reflect on the accumulating results and their impact; and they should plan for the next cycle of assessment studies. As much as possible, programs should benchmark findings against similar programs on other campuses. <u>Questions</u>: Does the campus require self-studies that include an analysis of the program's learning outcomes, assessment studies, assessment results, benchmarking results, and assessment impact, including the impact of changes made in response to earlier studies? Does the campus require an updated assessment plan for the subsequent years before the next program review?
2. **Self-Study Review**. Internal reviewers (on-campus individuals, such as deans and program review committee members) and external reviewers (off-campus ₫4 (u)DTf-βustxllyrenprepary anpertses ts shoul a

PORTFOLIOS
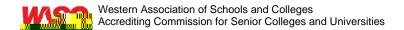Rubric for Assessing the Use of Portfolios for Assessing Program Learning Outcomes

Criterion	Initial	Emerging	Developed	Highly Developed
Clarification of Students' Task	Instructions to students for portfolio development provide insufficient detail for them to know what faculty expect. Instructions may not identify outcomes to be addressed in the portfolio.	Students receive some written instructions for their portfolios, but they still ha0)TJcBwportfolio requirement and the rationale for it, and they view the portfolio as helping them develop self-assessment skills. Faculty may monitor the developing portfolio to provide formative feedback and/or advise individual students.		
Valid Results	It is not clear that valid evidence for each relevant outcome is collected and/or			

How Visiting Team Members Can Use the Portfolio Rubric

Portfolios can serve many purposes besides assessment; in fact, these other purposes are actually much more common. Portfolios may be compiled so students can share their work with family and friends. They may be designed to build students' confidence by showing development over time or by displaying best work. They may be used for advising and career counseling, or so students can show their work during a job interview. The first thing a team needs to do is determine that the portfolios are used for *assessment*, and not for another purpose.

Conclusions about the quality of the assessment process should be based on discussion with relevant department members (e.g., chair, assessment coordinator, faculty, students) and a review of the program's written portfolio assignment. Two common types of portfolios are:

- Showcase portfolios—collections of each student's best work
- Developmental portfolios—collections of work from early, middle, and late stages in the student's academic career that demonstrate growth

Faculty generally require students to include a reflective essay that describes how the evidence in the portfolio demonstrates their achievement of program learning outcomes. Sometimes faculty monitor developing portfolios to provide formative feedback and/or advising to students, and sometimes they collect portfolios only as students near graduation. Portfolio assignments should clarify the purpose of the portfolio, what kinds of evidence should
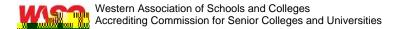
GENERAL EDUCATION ASSESSMENT
Rubric for Evaluating General Education Assessment Process

Criterion	Initial	Emerging	Developed	Highly Developed
GE Outcomes	GE learning outcomes have not yet been developed for the entire GE program; there may be one or two common ones, e.g., writing, critical thinking.	Learning outcomes have been developed for the		

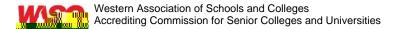| Assessment Implementation	It is not clear that potentially valid evidence for each GE outcome is collected and/or individual reviewers use idiosyncratic criteria to assess student work.	Appropriate evidence is collected and faculty have discussed relevant criteria for assessing each outcome. Reviewers of student work are calibrated to apply assessment criteria in the same way, and/ or faculty check for inter-rater reliability.	Appropriate evidence is collected and faculty use explicit criteria, such as rubrics, to assess student attainment of each outcome. Reviewers of student work are calibrated to apply assessment criteria in the same way, and faculty routinely check for inter-rater reliability.	Assessment criteria, such as rubrics, have been pilot-tested and refined over time; and they usually are shared with students. Reviewers of student work are calibrated, and faculty routinely find high inter-rater reliability. Faculty take comparative data into account when interpreting results and deciding on changes to improve learning.
Use of Results	Results for GE outcomes are collected, but relevant faculty do not discuss them. There is little or no collective use of findings. Students are unaware of, uninvolved in the process.	Results for each GE outcome are collected and discussed by relevant faculty; results have been used occasionally to improve the GE program. Students are vaguely aware of outcomes and assessments to improve their learning.	Results for each outcome are collected, discussed by relevant faculty and others, and regularly used to improve the GE program. Students are very aware of and engaged in improvement of their GE learning.	Relevant faculty routinely discuss results, plan improvements, secure necessary resources, and implement changes. They may collaborate with others, such as librarians, student affairs professionals, students, to improve the program. Follow-up studies confirm that changes have improved learning.

How Visiting Team Members Can Use the GE Assessment Rubric

Conclusions should be based on review of the GE program's written assessment record and discussion with relevant campus representatives (e.g., GE chair, GE Assessment Coordinator, faculty who teach GE courses). Discussion should validate that the reality matches the written record.

The rubric has five major dimensions:

1. **GE Outcomes**. The set of GE learning outcomes should be a comprehensive list of the most important knowledge, skills, and values students learn in the GE program. There is no strict rule concerning the optimum number of outcomes, but quality is more important than quantity. Faculty should not confuse learning processes (e.g., completing a science lab) with learning outcomes (what is learned in the science lab, such as ability to apply the scientific method). Outcome statements should specify what students do to demonstrate their learning. For example, an outcome might state that "Students who complete the GE program can explain major concepts and theories in at least two social science disciplines." This outcome is assessable because faculty can rate the quality of students' explanations. Criteria for assessing student work usually are specified in rubrics, and faculty should identify examples of varying levels of student performance, such as work that does not meet expectations, that meets expectations, and exceeds expectations. Questions. Is the list of outcomes reasonable and appropriate? Do the outcomes express how students can demonstrate learning? Have faculty agreed on explicit criteria, such as rubrics, for assessing each outcome? Do they have exemplars of work representing different levels of mastery for each outcome?

2. **Curriculum Alignment**. Students cannot be held responsible for mastering learning outcomes unless the GE program systematically supports their development. The GE curriculum should be explicitly designed to provide opportunities for students to develop increasing sophistication with respect to each outcome pixm idwGE prorel. Queship3doetweenrricu

3

assessed? Will all outcomes be assessed over a reasonable period of time? Is the plan sustainable? Supported by appropriate resources? Are plans revised, as needed, based on experience and feedback from external reviewers? Does the plan include collection of comparative data?

4. **Assessment Implementation**. GE assessment data should be valid and reliable. A valid assessment of a particular outcome leads to accurate conclusions concerning students' achievement of that outcome. Sometimes campuses collect assessment data that do not have the potential to be valid. For example, a multiple-choice test may not collect information that allows faculty to make judgments about students' ability to explain phenomena. Assessment requires the collection of valid evidence and judgments about that evidence that are based on agreed-upon criteria that specify how to identify work that meets or exceeds expectations. These criteria usually are specified in rubrics. Well-qualified judges should reach the same conclusions about individual student's achievement of a learning outcome, demonstrating inter-rater reliability. If two judges independently assess a set of materials, their ratings can be correlated. Sometimes a discrepancy index is used. How often do the two raters give identical ratings, ratings one point apart, ratings two points apart, etc.? Data are reliable if the correlation is high and/or if the discrepancies are small. Raters generally are calibrated ("normed") to increase reliability. Calibration usually involves a training session in which raters apply rubrics to pre-selected examples of student work that vary in quality; then they reach consensus about the rating each example should receive. The purpose is to ensure that all raters apply the criteria in the same way so that each student's product would receive the same score, regardless of rater. Faculty may take external benchmarking data or other comparative data into account when interpreting results. Questions: Do GE assessment studies systematically collect valid evidence for each targeted outcome? Do faculty use agreed-upon criteria such as rubrics for assessing the evidence for each outcome? Do they share the criteria with their students? Are those who assess student work calibrated in the use of assessment criteria? Does the campus routinely document high inter-rater reliability? Do faculty pilot test and refine their assessment processes? Do they take external benchmarking (comparison) data into account when interpreting results?

5. **Use of Results**. Assessment is a process designed to monitor and improve learning, so assessment findings should have an impact. Faculty should reflect on results for each outcome and decide if they are acceptable or disappointing. If results do not meet faculty standards, faculty (and others, such as student affairs personnel, librarians, tutors) should determine which changes should be made, e.g., in pedagogy, curriculum, student support, or faculty support. Questions: Do faculty collect assessment results, discuss them, and reach conclusions about student achievement? Do they develop explicit plans to improve student learning? Do they implement those plans? Do they have a history of securing necessary resources to support this implementation? Do they collaborate with other campus professionals to improve student learning? Do follow-up studies confirm that changes have improved learning?

How Visiting Team Members Can Use the Capstone Rubric

Conclusions should be based on discussion with relevant department members (e.g., chair, assessment coordinator, faculty). A variety of capstone experiences can be used to collect assessment data, such as:

•

PROGRAM LEARNING OUTCOMES
Rubric for Assessing the Quality of Academic Program Learning Outcomes

Criterion	Initial	Emerging	Developed	Highly Developed
Comprehensive List	The list of outcomes is problematic: e.g., very incomplete, overly detailed, inappropriate, disorganized. It may include only discipline-specific learning, ignoring relevant institution-wide learning. The list may confuse learning processes (e.g., doing an internship) with learning outcomes (e.g., application of theory to real-world problems).	The list includes reasonable outcomes but does not specify expectations for the program as a whole. Relevant institution-wide learning outcomes and/or national disciplinary standards may be ignored. Distinctions between expectations for undergraduate and graduate programs may be unclear.	The list is a well-organized set of reasonable outcomes that focus on the key knowledge, skills, and values students learn in the program. It includes relevant institution-wide outcomes (e.g., communication or critical thinking skills). Outcomes are appropriate for the level (undergraduate vs. graduate); national disciplinary standards have been considered.	The list is reasonable, appropriate, and comprehensive, with clear distinctions between undergraduate and graduate expectations, if applicable. National disciplinary standards have been considered. Faculty have agreed on explicit criteria for assessing students' level of mastery of each outcome.
Assessable Outcomes	Outcome statements do not identify what students can do to demonstrate learning. Statements such as "Students understand scientific method" do not specify how understanding can be demonstrated and assessed.	Most of the outcomes indicate how students can demonstrate their learning.	Each outcome describes how students can demonstrate learning, e.g., "Graduates can write reports in APA style" o 95(Tw 01.8(u(ite e(rts)T.05c 03 -002 Tc 00 Twbr7str44rat)-10e)Tr)-J)Tiphono	