

Rubric for Evaluating Status of Department Student Learning Assessment Processes Fall 2008

Department Name: _____

This rubric is intended to determine the status of your department's student learning assessment processes in terms of Middle States' accreditation standards and expectations.

- No plans** = No documented evidence that the department has plans to do this.
No evidence = The department appears to be aware that it should do this, but there is no documented evidence that this is happening.
A few areas = The department has documented evidence that this is happening in just a few areas/courses.
Some areas = The department has documented evidence – not just assurances – that this is happening in some but not most areas.
Most areas = The department has documented evidence – not just assurances – that this is happening in most but not all areas.
Everywhere = The department has documented evidence – not just assurances – that this is happening everywhere.

	Departmental goals articulated in the mission statement, vision statement, or elsewhere:	No plans	No evidence	A few areas	Some areas	Most areas	Everywhere
1	Department demonstrates sustained – not just a one-time or periodic – support for promoting an ongoing culture of assessment and for efforts to improve teaching.						
2	Clear statements of expected learning outcomes for the department, programs, and course levels have been developed and have appropriate links with each other.						
3	Those with a vested interest in the learning outcomes of the department, program or curriculum are involved in developing, articulating and assessing them.						
4	Statements of program-level expected learning outcomes are made available to current and prospective students.						
5	Course syllabi include statements of expected learning outcomes.						
6	Targets or benchmarks for determining whether student learning outcomes have been achieved have been established and justified; the justifications demonstrate that the targets are of appropriate college-level rigor and are appropriate given the institution's mission.						
7	Multiple measures of student learning for each learning outcome, including direct evidence, have been collected and are of sufficient quality that they can be used with confidence to make appropriate decisions.						
8	The evidence of student learning that has been collected is clearly linked to expected learning outcomes.						
9	Student learning assessment results have been shared in useful forms and discussed with appropriate constituents, including those who can effect change.						
10	Students learning assessment results have been used to improve teaching and by institutional leaders to inform planning.						
11	In any areas in which the above are not yet happening, concrete, feasible and timely plans are in place.						
12	Assessment processes have been reviewed and changes have been made to improve their effectiveness and/or efficiency, as appropriate.						
13	There is sufficient engagement, momentum, and simplicity in current assessment practices to provide assurance that assessment processes will be sustained indefinitely.						

Adapted by B.C. Brydges from Middle States Commission on Higher Education's *Rubric for Evaluating Institutional Student Learning Assessment Processes* 3/11/2008

Our Department's Assessment Coordinator is: _____

Please send completed rubric to Dr. Bruce Brydges, Office of Institutional Effectiveness Ext 2881, no later than 4:00 pm on Tuesday Oct 21st. brydgebc@potsdam.edu