Program Assessment Report Rubric (2023)

	Target (3)	Developing (2)	Beginning (1)	Not Observed (0)	Score/Level
Criteria/rubrics in place (Findings Per Measure)	Criteria for evaluation such as rubrics are consistently developed and provided, including clear thresholds for performance at varying levels.	Criteria for evaluation such as rubrics are usually (50%+) developed and provided (e.g., may need elaboration of thresholds for performance at varying levels).	Criteria for evaluation such as rubrics are sometimes (less than 50%) developed and provided. (e.g., may need further development of thresholds for performance at varying levels).	No criteria or rubrics are in place.	
Using assessment data to guide curriculum/course changes or to maintain current trajectory (Accomplishments, Findings Per Measure Recommendations, Overall Recommendations)	All accomplishments and recommendations to make curriculum/course changes or to maintain current trajectory are explicitly based on assessment data and (when applicable) national benchmarks.	Most (50%+) accomplishments and recommendations to make curriculum/course changes or to maintain current trajectory are explicitly based on assessment data/national benchmarks, OR assessment data may be used to make changes to courses but not employed to evaluate the curriculum as a whole.	Some (less than 50%) accomplishments and recommendations to make curriculum/course changes or to maintain current trajectory are explicitly based on assessment data/national benchmarks.	Assessment data are not explicitly used to make decisions.	
Alignment and Contribution to Mission (Overall Recommendations)	Plans to make curriculum/course changes or to maintain current trajectory clearly align with and contribute to the mission of the program. Alignment is discussed clearly and/or supportive evidence is provided.	It is stated that plans to make curriculum/course changes or to maintain current trajectory align with and contribute to the mission of the program. The discussion and/or supportive evidence provided is vague.	It is stated that plans to make curriculum/course changes or to maintain current trajectory align with and contribute to the mission of the program, but there is no discussion or supportive evidence provided.	Alignment and contribution to mission is not addressed.	
Faculty Collaboration	Faculty thoroughly collaborate within and, as appropriate, between departments to create	Faculty moderately collaborate within and, as appropriate, between departments to create	Faculty slightly collaborate within and, as appropriate, between departments to create	Communication with faculty about assessment issues is minimal or non-existent.	

	Target (3)	Developing (2)	Beginning (1)	Not Observed (0)	Score/Level
	assessment measures and discuss the implications of assessment results.	assessment measures and discuss the implications of assessment results.	assessment measures and discuss the implications of assessment results.		
Communication and/or Collaboration with Students	PSLOs, measures, rubrics, and results are explicitly and directly communicated to students in two or more ways. If deemed appropriate, students are given opportunities to collaborate on assessment practices.	PSLOs, measures, rubrics, and results are directly communicated to students in one way. If deemed appropriate, students are given opportunities to collaborate on assessment practices.	PSLOs, measures, rubrics, and results are communicated passively and indirectly to students.	Communication with students about assessment is minimal or non-existent.	
Communication and Collaboration with External Stakeholders	PSLOs, measures, rubrics, and results are explicitly and directly communicated to external constituents (e.g. advisory boards, employers, community, alumni), who are given opportunities to collaborate on assessment practices.	PSLOs, measures, rubrics, and results are explicitly and directly communicated to external constituents (e.g. advisory boards, employers, community, alumni), but external stakeholders are not given opportunities to collaborate on assessment practices.	Communication with external stakeholders is minimal, and external stakeholders are not given opportunities to collaborate on assessment practices.	Communication and collaboration with external stakeholders are non-existent.	