

**RUBRIC TO EVALUATE AN ASSESSMENT PROGRAM**  
**University of Houston**

	<b>Does Not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>Learning Objectives</b>			
Sound learning objectives exist for each course.			
Sound learning objectives exist for each major/program.			
Sound learning objectives exist for each department.			
Sound learning objectives exist for each distinct student population			
Learning objectives are mission driven.			
Learning objectives are aligned from course to major/program to department.			
<b>Degree of Faculty Participation in Assessment</b>			
Faculty adequately participate in development of learning objectives.			
Faculty adequately participate in developing assessment measures (e.g., rubrics).			
Faculty adequately participate in collecting assessment data.			
Faculty adequately participate in using assessment data to make changes/improvements.			
<b>Adequacy of Resources Dedicated to Assessment</b>			
Sufficient staff members have been allocated to assessment.			
Sufficient faculty members have been allocated to assessment.			
Sufficient computing resources have been allocated to assessment.			

Sufficient financial resources have been allocated to assessment.			
Sufficient technical resources have been allocated to assessment.			
Sufficient training has been conducted.			
<b>Degree of Faculty Knowledge/Understanding</b>			
Faculty understand the difference between direct and indirect data.			
Faculty know how to draft sound learning objectives.			
Faculty understand that assessment data is not used for promotion and tenure decisions.			
Faculty understand that assessment data is to be used to improve student learning outcomes.			
<b>Data Collection</b>			
Measures of student learning are reliable.			
Measures of student learning are valid.			
Measures of student learning are easy to use.			
Measures of student learning are direct.			
Measures of student learning are used to collect data on a reasonable cycle.			
20-25% of each student population is assessed.			
Measures are used in instances appropriate for students to demonstrate their learning.			
<b>Data Analysis</b>			
Data analysis is rapid/timely.			
Data analysis is meaningful.			
Data analysis techniques are appropriate to the type of data.			
Data is appropriately aggregated.			
<b>Data/Results Presentation</b>			
Presentation is effective.			
Presentation method makes trends in data easily apparent.			
Presentation method makes problems/areas of low student performance evident.			
Presentation is graphic.			
Presentation is easily accessed by faculty.			
Presentation may be repeatedly accessed by faculty over time.			
Data is appropriately archived.			
<b>Closing the Loop</b>			
Data/Results are channeled/distributed appropriate for use in continuous improvement.			
Problems/needed changes/improvements are identified based on data/results.			
Action plans based on data/results review are developed.			
Progress toward action plan completion is monitored and documented.			
Effectiveness of actions taken is evaluated.			
Efficiency of action taken is evaluated.			
Data from multiple sources is given appropriate			

weight/consideration.			
<b>Assessment Process</b>			
Process is appropriately documented.			
Flowcharts/diagrams/graphics are used to illustrate the process.			
Flowcharts/diagrams/graphics are used to track data sources and cycles of data collection.			
An assessment policy exists.			
Process is logical.			
Process is appropriate.			
Parts of the process are well-integrated.			
Process is designed to improve student learning outcomes.			
Process is designed to contribute to accreditation.			
Process is designed to address the requirements of accrediting body/bodies.			
Assessment activities and processes are subject to evaluation and continuous improvement.			
<b>Feasibility of Assessment Program</b>			
Program doesn't overload/overburden faculty.			
Workload is shared/spread across faculty appropriately.			
Program doesn't overburden resources.			
Program can be executed in a timely fashion.			
Program is cyclical and logical (recognizes that it isn't necessary to measure everything at the same time).			
<b>Organizational Culture</b>			
Assessment becomes an ingrained activity/part of the culture.			
Faculty resistance declines.			
Faculty understand how assessment improves student learning as a pedagogical tool.			
Assessment is supported/valued by faculty.			
Faculty want assessment data and see it as a valuable tool in continuous improvement.			
Faculty realize that assessment measures can make teaching easier.			
Faculty generate new ideas/improvements.			
Faculty defend assessment to naysayers.			
Faculty share assessment and teaching innovations with each other.			
<b>Results of Assessment Process</b>			
Meaningful data is collected and used to make meaningful improvements.			
Student learning improves.			
Appropriate information is collected and archived (data, analyses, process/policy, and improvements/changes).			
Process aids in accreditation/reaccreditation.			
Assessment information is not used to appraise faculty performance.			