**Meta Assessment Rubric**

**(Aligned with the Assessment Plan developed by St. Cloud State University and available in Tk20.)**

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| **ALIGNMENT** | **Absent** | **Initial** | **Emerging** | **Established** | **Comments** |
| **Alignment** | Are not aligned | Have indicated OHC alignment and turned in spreadsheet to OHC Director.  Program outcomes reflect core of stated program mission.  Program mission reflects core of university mission. | Have indicated alignment and turned in spreadsheet to OHC Director.  Program outcomes reflect core of stated program mission.  Program mission reflects core of university mission.  Have aligned program and/or course outcomes to OHC in Tk20 | Have indicated alignment and turned in spreadsheet to OHC Director.  Program outcomes reflect core of stated program mission.  Program mission reflects core of university mission.  Have aligned program and/or course outcomes to OHC in Tk20  Have Aligned Courses outcomes to program outcome.  Have Aligned course outcomes to LE goal areas in Tk20  Have aligned national disciplinary standards with program outcomes in Tk20. |  |

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| **ASSESSMENT PLAN** | **Absent** | **Initial** | **Emerging** | **Established** | **Comments** |
| **Program Mission and Vision:** *Broad statement of purpose describing values and aspirations of the program or unit which supports the university’s mission.* | Absent | General statement of the intent of program.  Fails to demonstrate clear alignment with college or division mission.  Too general to distinguish the unit or too specific to encompass the entire mission. | Statement of the program’s purpose and who it serves.  Aligned and consistent with the college/unit mission statement. | Mission is clearly stated and concise.  Apparent relationship to university’s mission.  Aligned and consistent with the college and division mission statements. |  |
| **SMART Outcomes:** *Do the outcomes clearly state what students will know, understand, or be able to do when they complete their program? Do the outcomes identify learning that can be adequately measured?* | Outcomes are either absent or do not state how students can demonstrate learning. | SOME of the outcomes are specific, measurable, student-centered. | Each outcome describes how students can demonstrate their learning.  [ALL] Outcomes are specific, measurable, student-centered, program-level outcomes. | Each outcome describes how students can demonstrate their learning. Faculty have agreed on criteria and have identified examples of student performance at each level for each outcome.  Outcomes are important, specific, measurable, student-centered program-level outcomes |  |
| **Curriculum Map:** *graphical illustration of a program’s learning outcomes and their alignment with a program’s curriculum.* | No curriculum map  In Tk20 either under curriculum maps or attached under mission statement. | A curriculum map was provided. | The curriculum map identifies where and to what extent each outcome is addressed (Introduce/Reinforce/ Mastery) | The Curriculum Map identifies where/to what extent each outcome is addressed and offers evidence that students have sufficient opportunity to master the associated learning outcomes. It indicates the associated project/event/task. |  |
| **Timeline:** *Programs should indicate by outcomes in Tk20 the year and schedule by which each outcome will be assessed*. | Outdated  Does not exist in TK20. | Short-term planning  Partial timeline in TK20. | Multi-year plan in TK20  No evidence that the timeline is adhered to. | Sustainable, multi-year plan  Evidence in Tk20 that the plan is being followed. |  |

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| **Measures** | **Absent** | **Initial** | **Emerging** | **Established** | **Comments** |
| *Are the methods for assessing student learning clearly stated? Are the measures to be used capable of showing achievement of outcomes and identifying weaknesses within the outcome? The variety of methods used to evaluate each outcome and the criteria or indicators describe whether the outcomes were achieved.* | Absent or incomplete  Measures are not identified or adequately described.  No goals for student performance are identified | Based upon timeline and indicated schedule, some outcomes do not have measures listed  Measurement instruments have not been developed and/or implemented.  Measurements are vaguely described.  Measures do not clearly assess the associated outcomes.  Few direct measures are utilized/Primarily indirect measures.  Course grades used as an assessment method.  Performance goals are identified, but they are unclear or inappropriate. | Multiple measures (both direct and indirect) are used  At least one measure is identified for each student outcome.  Assessment instruments are described.  Some target levels of achievement are identified.  Some information is provided to suggest that measures are appropriate to the outcomes being assessed. | it is clear who is responsible and where and how the SLOs are measured.  At least 2 measures are identified for each objective.  Multiple direct and indirect measures; emphasis on direct. ·  Assessment instruments are clearly described (and attached where appropriate).  Target level of achievement is identified for each measure.  Detailed information is provided to show that measures are appropriate to the outcomes being assessed.  Measures assess some high impact practices (internships, capstone course projects, undergraduate research, etc.)  If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure.  Some measures allow performance to be gauged over time, not just in a single course  If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate that this is appropriate. |  |

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| **RESULTS and ANALYSIS** | **Absent** | **Initial** | **Emerging** | **Established** | **Comments** |
| **Findings:** *A concise summary of the results gathered from a given assessment measure.* *Are the data summarized adequately to explain achievement levels, and the strengths and weaknesses of the unit? Reflective consideration of what has been learned through the findings for the academic program or support unit.* | No evidence of Findings.  No evidence of analysis of findings. | Findings do not prove whether the targets were met, partially met, or not met.  Evidence shows that at least one outcome was assessed in this cycle.  Does not reflect on what has been learned during the assessment cycle.  Does not offer a clear “next step.”  Details are not given in analysis. | Addresses the achievement targets.  Complete and organized.  Some statistical analysis was used  Align with the language and methodology of the corresponding achievement target.  Reflects, with sufficient depth, on what was learned during the assessment cycle.  Offers “next steps.” | Concise and well-organized.  Provides solid evidence that targets were met, partially met, or not met.  Compares new findings to past trends as appropriate.  Evaluated with appropriate statistical analysis.  Reflects on student learning outcomes, program outcomes, and the assessment process where applicable.  Exhibits good understanding of implications to the academic program or support unit.  Defines a logical “next step” for the program in response to the findings and/or improve the assessment process.  Identifies key areas that need to be monitored, remediated, or enhanced. |  |
| **Strengths and/or Weaknesses Described** | There are no strengths and/or weaknesses recorded. | Strengths and/or weaknesses are vague and do not reflect careful consideration. | Strengths and/or weaknesses are recorded. Emphasis on strengths. | Strengths and/or weaknesses are recorded and aligned with the student learning outcomes.  Understanding is demonstrated in discussion and both strengths and weaknesses are considered. |  |
| **Program-level discussion of findings** | There is no evidence that the program has discussed the assessment process and/or results. | Evidence exists that some discussion occurred in:  1. informal conversation among faculty/staff members.  2. In other committee meetings. | Evidence exists that some discussion occurred in:  1. Informal conversation among faculty/staff members.  2. In other committee meetings.  3. In assessment committee meetings  4. As an agenda item in regularly scheduled meetings. | Evidence exists that some discussion occurred in:  1. Informal conversation among faculty/staff members.  2. In other committee meetings.  3. In assessment committee meetings  4. As an agenda item in regularly scheduled meetings.  5. In department/program meetings devoted entirely to assessment. |  |
| **Engagement** | No one is assigned the responsibility for assessing individual measures  Assessment is primarily the responsibility of the program chair. | The same faculty member is responsible for collecting and analyzing most/all assessment results  It is not clear that the results are shared with the faculty as a whole on a regular basis | Multiple faculty members are engaged in collecting and analyzing results  Results regularly are shared with the faculty  The faculty regularly engages in meaningful discussions about the results of assessment  These discussions lead to the development of specific, relevant plans for improvement | All program faculty members are engaged in collecting and analyzing results  Faculty regularly and specifically reflect on students’ recent achievement of performance goals and implement plans to adjust activities, expectations, outcomes, etc. according to established timelines.  Faculty and other important stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement. |  |

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| **RECOMMENDATIONS and ACTIONS** | **Absent** | **Initial** | **Emerging** | **Established** | **Comments** |
| **Changes:** *Actions to be taken to improve the program or assessment process based on analysis of results. Does the report show where and when changes will be made in response to assessment results?* | Program needs have not been identified or addressed.  Assessment needs have not been identified or addressed. | Program needs have been identified, but not addressed.  Assessment needs have been identified, but not addressed. | Program needs have been identified and addressed.  Assessment needs have been identified and addressed.  Responsibilities have been assigned and a target date has been set. | Plans have been implemented to respond to program or assessment needs. |  |
| **Resources** | Resources have not been identified or allocated to address the curricular or programmatic needs.  Resources have not been identified or allocated to address the assessment needs. | Resources have been identified to address the curricular or programmatic needs.  Resources have been identified to address the assessment needs. | Resources have been allocated to address the curricular or programmatic needs.  Resources have been allocated to address the assessment needs. | Curricular and program changes have been implemented using the allocated resources.  Assessment changes have been implemented using the allocated resources. |  |
| **Continuous Improvement** | Changes have not been made or reported.  No reflection is offered about previous results or plans | Box indicating change recommended planned or implemented, but no description, no responsibility, target date or priority listed.  Little or no reflection is offered about previous results or plans  Plans for improvement are provided, but they are not specific and and/or do not clearly connect to the results. | Changes haves been made based upon assessment results and are being assessed.  Box indicating change implemented, vague description, might have responsibility, target date or priority listed. | Changes have been made, documented, and assessed for impact.  Box indicating change planned and implemented, thorough description, responsible party, target date and priority listed and followed through based upon subsequent reports in system. |  |
| **Sharing of Analysis with Faculty, Staff, and Students** | No plans to share the analysis exist. | Plans to share the analysis are unclear | The report indicated that the analysis was shared with departmental faculty. | The report indicated that the analysis was shared with departmental faculty, staff, supervisors, students, and other stakeholders. |  |