Assessment Practices Feedback Rubric
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Purpose of the rubric:
This rubric is a tool for highlighting and improving the use of best practices in student learning outcomes assessment. It identifies key components of each section of the WSU assessment plan individually as well as all sections together.

Users and uses of the rubric:
Programs can use this rubric to learn about good practices, assess their own practices, inform a redesign their assessment plan, or identify areas to seek professional development.

Assessment committees might use this rubric for those purposes as well, and to provide feedback to program representatives.

The University Assessment Council uses this rubric to review a sample of assessment plans annually. We use the results to:

- Invite programs to a dialogue about their assessment practices, successes, challenges, and needs
- Recognize programs with good assessment practices
- Offer support, feedback, and resources for assessment
- Inform the council’s efforts to support assessment across campus
- Provide data to the Higher Learning Commission in support of WSU’s accreditation.

Organization of the rubric:
The rubric is presented as a single table for each section of WSU’s assessment plan (mission statement, learning outcomes/program goals, curriculum map, assessment methods, results, action plans, timelines, reporting to stakeholders). Each table presents the key components of one of those sections as a checklist, followed by descriptions of three levels of assessment practice: Reflects best practices, Meets standards, and Needs development. Use the checklist to help you decide on a level and then to identify ways to improve your assessment practices or reasons to celebrate them!
### MISSION STATEMENT

Which of the following components are included in the mission statement? (Check all that apply.)

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ The program’s (not the department’s) <strong>purpose</strong> (i.e., why the program exists and what the program does that distinguishes it from other units or programs).</td>
<td></td>
</tr>
<tr>
<td>☐ The program’s key <strong>offerings</strong> (opportunities, experiences, areas of study that help program participants meet program goals).</td>
<td></td>
</tr>
<tr>
<td>☐ The target <strong>audience or stakeholders</strong> (types of individuals or groups that would benefit from the program).</td>
<td></td>
</tr>
<tr>
<td>☐ A <strong>focus on learners</strong> as the primary stakeholders (e.g., wording is clear to a general audience).</td>
<td></td>
</tr>
<tr>
<td>☐ None of the above – The mission statement was not submitted.</td>
<td></td>
</tr>
</tbody>
</table>

Which level best describes the quantity and quality of information in the mission statement? (Select one.)

- ☐ Reflects best practices: 
  - All components are included and are well developed.

- ☐ Meets standards (if both criteria apply): 
  - All or most of the components are included, but some need development.

- ☐ Needs development (If any of the following apply): 
  - Few or none of the components are included.
  - The statement is **too general** to distinguish it from other programs or it is **focused on the department** rather than the program.
  - Most or all components are included, but are **vague, unclear, or lack coherence**.

Please add any comments you’d like to share with the program’s representative(s) to celebrate or help them improve their mission statements.
### LEARNING OUTCOMES OR PROGRAM GOALS

Which of the following components are included in the outcomes/goals? (Check all that apply.)

- □ (For student services programs only:) An operational goal
- □ A focus on the results of learning or participating in the program (not on the learning process, program activities, or teaching.)
- □ A single behavior (e.g., "analyze" vs. "analyze, interpret, and report")
- □ A measurable, observable behavior using an action verb (e.g., "summarize"/"compare"/"design", not "understand"/"know"/"are familiar with"/"demonstrate understanding of...")
- □ A logical alignment to the mission statement
- □ Level-appropriate expectations (e.g., BA vs. MA students/programs)
- □ None of the above - Program learning outcomes or goals were not submitted.

Which level best describes the quantity and quality of information in the outcomes/goals? (Select one.)

- ○ Reflects best practices (if both criteria apply):
  - All outcomes meet all of the criteria OR the outcomes appear to be mandated by the program's specialized accrediting agency.
  - There are at least four outcomes in the assessment plan.
- ○ Meets standards (if both criteria apply):
  - Most outcomes meet all of the criteria.
  - There are at least four outcomes in the assessment plan.
- ○ Needs development (if either of the following apply):
  - Few or none of the outcomes meet all of the criteria.
  - There are fewer than four outcomes.

Please add any comments you'd like to share with the program's representative(s) to celebrate or help them improve their program learning outcomes or goals.
## CURRICULUM MAP

Which of the following components are included in the curriculum map? (Check all that apply.)

- [ ] All program learning outcomes are listed.
- [ ] Each course, learning opportunity, or relevant milestone (e.g., qualifying exams, prospectus, defense, mentored research) is listed individually.
- [ ] The development of learning across courses/learning opportunities is identified in each relevant course, activity, or milestone (e.g., introduction/development/mastery, 1/2/3, color coding, not X/present).
- [ ] Only one program's information is included (e.g., BA and MA should be in separate curriculum maps). (Concentrations or tracks within a program can be combined or separate.)
- [ ] None of the above — A curriculum map was not submitted.

Which level best describes the quantity and quality of information in the curriculum map? (Select one.)

- Ø Reflects best practices (if all criteria apply):
  - All is information is provided in a clear format.
  - The development of learning across courses/learning experiences within each outcome is clearly indicated.
  - Each outcome is addressed in multiple courses, activities, or milestones.

- Ø Meets standards (if any criteria apply):
  - Most information is provided.
  - It takes some effort to determine how each course, learning opportunity or milestone activity contributes to the development of learning in each outcome.

- Ø Needs development (If any of the following apply):
  - Little or none of the information is provided.
  - Only a subset of outcomes is provided.
  - Some of the courses, activities, or milestones are presented in groups (e.g., all 5000-level courses) rather than individually.
  - The development of learning for each outcome is not clearly indicated.

Please add any comments you'd like to share with the program's representative(s) to celebrate or help them improve their curriculum map.
### METHODS

**Which of the following components are included in the description of the assessment methods?** (Check all that apply.)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>What the <strong>data source</strong> is</td>
<td>(e.g., scores from specific exams or presentations, survey results, focus group responses)</td>
</tr>
<tr>
<td>How the data are <strong>gathered</strong></td>
<td>(by whom, from whom)</td>
</tr>
<tr>
<td>How often/when the data are gathered</td>
<td></td>
</tr>
<tr>
<td>Who evaluates or scores the data</td>
<td></td>
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<tr>
<td>The <strong>criteria</strong> for evaluating or scoring the data</td>
<td>(e.g., accuracy of content, coding responses as criticism vs compliment)</td>
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<tr>
<td>The evaluation <strong>scale</strong></td>
<td>(e.g., 0-100%; strongly agree to strongly disagree; the proportion of criticism to compliments)</td>
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<tr>
<td>The person or group <strong>responsible for reviewing the results</strong></td>
<td></td>
</tr>
<tr>
<td>The criteria or threshold for acceptable performance</td>
<td>(e.g., an 85% pass rate; an average 75% score across all students; more compliments than complaints)</td>
</tr>
<tr>
<td>None of the above - Assessment methods were not submitted.</td>
<td></td>
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To select a rating for the assessment method, you'll need the definition of two terms:

- **Useful data** means that the method will lead to scores, responses, results, etc., that isolate information about individual learning outcomes at an appropriate level of detail to provide an indication about what the program should retain or change. Global scores such as course grades that conflate multiple outcomes are not useful by this definition.

A **practical method** is one that can be implemented with existing time and resources.

### Which level best describes the quantity and quality of information in the assessment method? (Select one.)

- **Reflects best practices (if all criteria apply):**
  - The assessment plan includes at least two methods.
  - All or most components of the method description are provided.
  - The description includes sufficient detail to easily understand whether the assessment is appropriate for measuring the target learning outcome(s).
  - The assessment isolates useful data.
  - The assessment method is practical.

- **Meets standards:**
  - The assessment plan includes at least two methods.
  - All or most of the points are included, but some need clarification.
  - The assessment isolates useful data.
  - The assessment method is practical.

- **Needs development (If any of the following apply):**
  - The assessment plan has fewer than two methods.
  - Little or no information is provided. Many details need clarification.
  - The assessment will not provide useful data.
  - The assessment is not practical.
<table>
<thead>
<tr>
<th>Please add any comments you’d like to share with the program’s representative(s) to celebrate or help them improve their assessment methods.</th>
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<td></td>
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</table>
Which of the following components are included in the description of the results? (Check all that apply.)

- A summary of the scores, responses, or other data, including any problems that arose.
- A statement of whether the results met or failed to meet the threshold or criteria for acceptable performance.
- A data set (de-identified individual learner scores, responses, etc.), either in the description or as an attachment.
- None of the above - Results were not submitted.

Which level best describes the quantity and quality of information in the description of results? (Select one.)

- **Reflects best practices** (if all criteria apply):
  - All information is provided and is clear.
  - The data set supports the summary.
  - If applicable, results for the current year are linked to previous years' results or action plans.

- **Meets standards** (if all criteria apply):
  - Most information is provided.
  - The data set may or may not support the summary.
  - Some details may need clarification.

- **Needs development** (if any of the following apply):
  - Little or no information is provided.
  - The information is unclear.
  - The data set does not support the summary.

Please add any comments you’d like to share with the program’s representative(s) to celebrate or help them improve the description of their results.
**ACTION PLAN**

Action plans in response to the results can vary widely. Actions for outcomes there were met might include continued monitoring of the same outcome or a plan to assess a different outcome next year, for example. Actions for outcomes there were not met might include changes to the program’s curriculum, teaching methodology, assessment tools, etc. The key is for the actions to be a logical response to the assessment results.

Which of the following components are included in the action plan? (Check all that apply.)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>☐ The plan identifies at least one area of the program or of the assessment plan that will be monitored, remediated, or enhanced.</td>
<td>✐ The plan identifies a person or group responsible for carrying out the steps of the action plan.</td>
</tr>
<tr>
<td>☐ The plan states at least one logical step to improve the program in response to the results. (Changes not linked to the assessment results fall outside of this description.)</td>
<td>☐ None of the above – A program action plan was not submitted.</td>
</tr>
</tbody>
</table>

Which level best describes the quantity and quality of information in the action plan? (Select one.)

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| ☺ Reflects best practices (if all criteria apply):                  | • All information is provided and is clear.  
  • The chosen action(s) clearly and logically relate to the results.  
  • Actions focus on changes the program (not the learners) will make. |
| ☺ Meets standards (if both criteria apply):                         | • Most information is provided; some information may need clarification.  
  • The chosen action(s) clearly and logically relate to the results.  
  • Actions focus on changes the program (not the learners) will make. |
| ☺ Needs development (If either of the following apply):             | • Little or no clear information is provided.  
  • The chosen action(s) do not clearly or logically relate to the results.  
  • Actions focus on changes learners must make rather than on changes the program will make.  
  • The identified action is to make a plan at some future point. |

Please add any comments you’d like to share with the program’s representative(s) to celebrate or help them improve their action plan.
**TIMELINE FOR IMPLEMENTATION OF THE ACTION PLAN**

Which of the following components are included in the timeline? (Check all that apply.)

- ☐ The timeline sets a specific schedule for implementing the action plan.
- ☐ None of the above – A program action plan was not submitted.

Which level best describes the quantity and quality of information in the timeline? (Select one.)

- ☐ Reflects best practices:
  - **All parts** of the action plan have specific deadlines for implementation and completion.
- ☐ Meets standards:
  - **Most** parts of the action plan have specific deadlines for implementation and completion.
- ☐ Needs development:
  - **Few or none** of the parts of the action plan have specific deadlines for implementation or completion.

Please add any comments you'd like to share with the program's representative(s) to celebrate or help them improve their timeline.
REPORTING TO STAKEHOLDERS

Which of the following components are included in the plan for reporting to stakeholders? (Check all that apply.)

- ☐ Where/how (e.g., program website, newsletter, meetings) the program will communicate this year's assessment process, results, and action plan to its stakeholders
- ☐ To whom the program's assessment activities will be communicated (i.e., which stakeholders will receive the information)
- ☐ When the reporting will be completed
- ☐ None of the above – A plan for reporting to stakeholders was not submitted.

Which level best describes the quantity and quality of information in the plan for reporting to stakeholders? (Select one.)

- ☐ Reflects best practices (if all criteria apply):
  - All information is provided.
  - The report will be appropriately shared with students and other stakeholders in a timely manner.
  - More than one venue/mode for dissemination is planned.

- ☐ Meets standards (if both criteria apply):
  - Most information is provided.
  - The information will be appropriately shared with stakeholders in a timely manner.

- ☐ Needs development (if any apply):
  - Little or no information is provided.
  - The information provided is unclear.
  - The information will not be shared with stakeholders in a timely manner.

Please add any comments you’d like to share with the program's representative(s) to celebrate or help them improve their plan for reporting to stakeholders.
## OVERALL RATING

To help you decide on an overall rating, please review the ratings you selected for each section above.

Which level best describes the overall quality of this assessment plan? (Select one.)

<table>
<thead>
<tr>
<th>Reflects best practices (if all criteria apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All sections were submitted.</td>
</tr>
<tr>
<td>• Most sections reflect best practices, with extra weight given to outcomes, methods, results, and action plans.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meets standards (if both criteria apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All core sections were submitted.</td>
</tr>
<tr>
<td>• Most sections meet standards, with extra weight given to outcomes, methods, results, and action plans.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Needs development (if any apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Not all sections were submitted, or most sections were rated as &quot;needs development&quot; with extra weight given to outcomes, methods, results, and action plans.</td>
</tr>
</tbody>
</table>

Please add any comments you'd like to share with the program's representative(s) about the strengths in their assessment practices and opportunities for improvement.