RUBRIC FOR EVALUATING ANNUAL ASSESSMENT REPORTS

Program Review Committee

Glossary of Terms:

Academic unit: an academic unit is a department. There are 19 academic units at Westmont.

Program: a program is defined as a major or major/concentration.

Methods of assessment: tools and instruments used to measure student learning.

Direct methods of assessment: include standardized and locally developed tests, student portfolios, embedded assessments, course activities, and oral examinations (competence interviews).

Indirect methods of assessment: include surveys, interviews, focus groups, and reflective essays.

Reliability: Reliable methods are consistent. Students would perform equally well if assessment process was repeated or presented in a unique way. Reliable assessment methods allow assessors to score at an acceptance rate of consistency.

Validity: Valid measures are meaningful. The results of the assessment process inform the assessor by providing data that is useful, and informs the success of student learning. Direct assessment is more valid than indirect.

Note: Fractional scores are acceptable but not required

Criteria	Highly Developed 4 points	Developed 3 points	Emerging 2 points	Initial 1 point
Previous PRC Recommendations	Completely addresses all items that were previously identified.	Addresses most items that were previously identified.	Marginally addresses most items that were previously identified.	Ignores the PRC's recommendations.
Quality of Evidence and Measuring Instruments	Faculty collect quality reliable and valid evidence for each outcome. Instruments or measurement tools (rubrics) identified and description of use is clearly articulated and developed enough to be meaningfully and consistently applied. Instruments are attached to the report.	Faculty collect reliable and valid evidence for each outcome. Instruments or measurement tools identified and description of use is clearly articulated but may need further development to be more meaningfully and consistently applied.	Faculty collect evidence, but the reliability or the validity of the evidence collected is questionable. Instruments or measurement tools identified, but incomplete, vague, or in early stages of development.	The collection of evidence is neither valid nor reliable. Instruments or measurement tools to access student learning are not identified.
Methods of Assessment	Both direct and indirect measures are used.	Only direct measures are identified and used.	Only indirect measures are collected.	Neither direct nor indirect measures of student learning are collected.
Use of Evidence	There is an explicit,	There is an	The connection	The connection

	well-reasoned connection between the assessment results and proposed changes.	adequate connection between the assessment results and proposed changes.	between the assessment results and proposed changes are either unclear or not well-reasoned.	between the assessment results and proposed changes are indiscernible.
Completeness	The report is complete.	Most required categories in the report are addressed.	Some required categories in the report are addressed.	Most required categories remain unaddressed.
Style	The report is concise, clear and well-written.	Most sections of the report are concise, clear and well-written.	Some sections of the report are too lengthy, or vague, or poorly written.	The report is either too lengthy, or vague, or poorly written.
Evidence of Collaboration and Communication	There is explicit and documented evidence of departmental discussions and faculty collaboration on assessment, closing the loop activities and report preparation.	There is adequate evidence of departmental discussions and faculty collaboration on assessment, closing the loop activities and report preparation.	Evidence exists of either departmental discussions or faculty collaboration on most assessment activities.	There is insufficient evidence of departmental discussions or faculty collaboration on assessment activities.