Rubric for Evaluating Program Assessment Reports: Template I & Curriculum Map (updated to reflect PAR adjustments implemented for 2021 – 2023)

Score	No evidence	Beginning	Developing	Established
Assessment Process	No evidence or insufficient information was provided	- Program engages in little or no review of student performance on the PLOs. - Results of assessment are not discussed or are minimally discussed among faculty and stakeholder engagement is absent or limited.	- Program reviews student performance against outcomes but not on a regular or routinized basis. - Results of assessment are discussed, among faculty with minimal engagement of other stakeholders (staff, students, alumni, and/or outside professionals of the field).	- Program has a regular or established process for reviewing student performance against outcomes (i.e., routinized process) - Broad-based engagement of faculty and instructional staff - Results of assessment are discussed among faculty and shared on a regular basis with other stakeholders (staff, students, alumni, and/or outside professionals of the field) as appropriate - The program may have an especially distinctive, creative, or innovative way of approaching assessment
Continuous Improvement	No evidence or insufficient information was provided ***2021 – 23 adjustment*** *-No substantive curriculum, instructional, programmatic change was made* *-Limited or no reflection on action items from the prior PAR*	- ~~No description or examples of how any action plan has had an impact on the program's development or performance~~ - Gaps or challenges to the assessment process identified in the last report may not be fully addressed - Ratings of no evidence or beginning from the last review have not been addressed ***2021 – 23 adjustment*** - ***The program did not make at least one substantive curriculum, instructional, or programmatic change*** - ***The program provided a general summarized review of action items from the prior PAR but did not provide a status update for specific items (e.g., continue to pursue, place on hold, discontinue the item, etc.)***	- ~~Some improvements are described and examples are provided without making specific connections to previous action plans or providing clear rationale of any new items~~ - Gaps or challenges to the assessment process identified in the last report may not be fully addressed - General responses to ratings of no evidence or beginning from the last review are provided ***2021 – 23 adjustment*** - ***At least one substantive curriculum, instructional, or programmatic change was made BUT the program may not have provided rationale if the substantive change was a newly introduced item (not from the prior PAR)*** - ***The program listed other action items from the prior PAR but did not provide status updates for each item (e.g., continue to pursue, place on hold, discontinue the item, etc.)***	- ~~The program has implemented actions or next steps from its previous report and/or identified other improvements that were made (i.e., specific improvements are described and examples are provided).~~ - ~~Clear rationale is provided where action items identified in the last review were substituted with new items.~~ - Gaps or challenges to the assessment process identified in the last report or self-identified improvements were addressed - The program addressed matters related to any ratings of no evidence or beginning received in the last review ***2021 – 23 adjustment*** - ***At least one substantive curriculum, instructional, or programmatic change was made*** - ***If the substantive change was a newly introduced item (not from the prior PAR), rationale was provided*** - ***The program also listed other action items from the prior PAR and provided status updates for each item (e.g., continue to pursue, place on hold, discontinue the item, etc.)***

| Curriculum Map | No curriculum map was provided | - A limited number of PLOs are mapped to multiple learning opportunities in the curriculum OR all of the PLOs are mapped to only one required course or experience
- UG Programs Only: Program has not mapped the connections between the five core University Learning Outcomes and its curriculum | - A majority of the PLOs are mapped to multiple learning opportunities in the curriculum.
- Map does not identify degree of emphasis placed on PLOs in the relevant courses OR the level of competency students will achieve in mapped courses
- *UG Programs Only*: Program has identified connections between the five core University Learning Outcomes and its curriculum in the map though the narrative description may not be complete | - All of the PLOs are mapped to multiple learning opportunities in the curriculum
- Curriculum map demonstrates a pattern of courses that fosters student achievement of each PLO
- Curriculum map identifies the degree of emphasis placed on PLOs in the relevant courses OR defines the level of competency students will achieve in mapped courses.
- Other learning experience (e.g., internships, service-learning, etc.) may be identified
- *UG Programs Only*: Program has identified connections between the five core University Learning Outcomes and its curriculum. The program's narrative includes a discussion of how the program helps cultivate students' development of the six University Learning Outcomes |

Rubric for Evaluating Program Assessment Reports: Template II (updated to reflect PAR adjustments)

* 2021 – 23 Adjustment: Programs required to submit complete row data on 1/3 of their PLOs (but no fewer than 2).

Score	No evidence	Beginning	Developing	Established
Program Intended Learning Outcomes * Learner-centered statements of what students will know, do, and become as a result of completing the program (e.g., students will [action verb]). See Bloom's Taxonomy.	No evidence presented of intended learning outcomes	- PLOs not functional (e.g. incomplete, overly detailed, disorganized, or not measurable). - Describe a process or delivery of education (i.e., what the instructor does for students) rather than intended student learning (i.e., what the intended result is to be) - Do not address the breadth of knowledge, skills, or services associated with the cumulative effect of the program	- Written in a way that they can be measured - Most outcomes are clearly defined or the meaning is easily discernible - Most outcomes are written as learner-centered statements - Encompass the mission of the program and/or the central principles of the discipline - Focus is too narrow to represent the cumulative effect of the program	- Written in a way that they can be measured - All outcomes are written as learner-centered statements with action verbs - The outcomes are clearly defined - Encompass program, college, and university mission and goals - Align with professional standards, as appropriate. - Focus on the cumulative effect of the program
Measures (the evidence that is used to evaluate outcomes achievement)	No evidence presented of measures used	- Measures apply to too many outcomes at once - Few or no direct measures used. - Methods are mismatched, inappropriate, or otherwise do not provide evidence linked to the intended learning outcomes	- At least one measure per outcome. - A variety of direct and indirect measures used to assess outcomes - The evidence used is mostly linked to the intended outcomes - Measures section lacks clear description and detail	- Multiple measures for at least some outcomes - Direct and indirect measures used; emphasis on direct (i.e., data gathered is primarily focused on student learning activities) - Purposeful and clear how results could be used for program improvement - Measures section is described in sufficient detail

Updated for adjustments made to 2021 – 2023 PARs

Key Findings	No findings or analysis presented	- Results/findings lack specificity. - Lack of connection between the outcomes, the data gathered, and the results reported. - Degree of proficiency met is unclear.	- Some findings are reported that address outcomes and evaluate student achievement of them. - Degree of proficiency met is included. -	- Complete, concise, and well organized; provides statements summarizing the data finding(s), the meanings, and conclusions based on these finding(s) - Aligned with proficiency targets as appropriate - Includes interpretation of the degree to which desired outcomes were met - Compares new findings with past results, where appropriate
Actions Taken or Planned based on Findings * NOTE: You will refer back to these action items in your next PAR.	No evidence presented of actions taken or planned	- Limited evidence that findings from assessment have been used to improve the curriculum, individual courses, pedagogy, etc. - No actions are documented; or there are too many plans to reasonably manage	- Some evidence that findings from assessment have been used to improve the curriculum, individual courses, pedagogy, etc. - At least one concrete action has been documented or planned with relevant details, timelines, etc.	- Actions or plans have been implemented and documented and/or detailed plans for implementation have been provided - Actions or plans clearly follow from assessment results and state directly which finding(s) motivated the action. - Actions or plans define logical "next steps"