2_Rubric for Assessment Activity 2014 *(rev 1/24/14)*   by Institutional Effectiveness Committee

Assessment

Description: This rubric is maintained by the Point Loma Nazarene University Institutional Effectiveness Committee for the purpose of assessing the academic unit's assessment wheel(s).
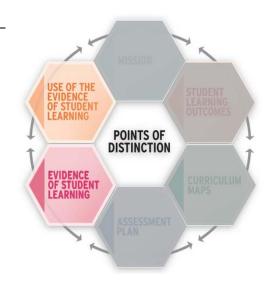
Glossary of Terms

Methods of Assessment: The activities used to measure student learning. Reports should contain an explanation of how assessment activities are being used.

Direct or Indirect Measures: Direct measures are where students demonstrate their learning by performing an activity that can be assessed. Indirect measures are self-reported opinions on learning.

Reliability: Reliable measures are consistent in 1) students would perform equally well if assessment process was repeated or presented in a unique way. 2) assessment methods allow assessors to score at an acceptable 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 assessments are more valid than indirect.

Assessment Activity Rubric 2014

Criteria	Highly Developed (4 pts)	Developed (3 pts)	Emerging (2 pts)	Initial (1 pt)
EVIDENCE OF LEARNING: Methods of Assessment (10, 13%)	Instruments or measurement tools (rubrics, etc.) identified and description of use is clearly articulated and developed enough to be meaningfully and consistently applied. Instruments (i.e. rubrics) included in report.	Instruments or measurement tools identified and description of use is articulated, but may need further development to be more meaningfully and consistently applied.	Instrument or measurement tools are identified, but incomplete, vague, or in early stages of development.	Instruments or measurement tools to assess student learning outcomes not identified.
EVIDENCE OF LEARNING: Direct or Indirect Measures (10, 13%)	All PLOs are assessed by three or more assessment activities. Both direct and indirect measures are used to assess each PLO. There is at least one direct measure for each learning outcome.	Most PLOs are assessed by three or more assessment activities and there is at least one direct assessment activity to assess each of the PLOs.	Program collects indirect measures of student learning (i.e. surveys, focus groups) and some direct evidence.	Program does not collect either direct or indirect measures of student learning.

Criteria	Highly Developed (4 pts)	Developed (3 pts)	Emerging (2 pts)	Initial (1 pt)
EVIDENCE OF LEARNING: Quality of Evidence (15, 20%)	All PLOs are supported by the evidence of student learning that is well developed and includes data that can be benchmarked to national standards, longitudinal, reliable and valid.	Most PLOs are supported by the evidence of student learning that is well developed and includes some data that can be benchmarked to national standards, longitudinal, reliable and valid.	Faculty collect evidence, but the reliability or the validity of the evidence collected is questionable and does not include data that can be benchmarked.	The collection of evidence does not appear to be aligned with the PLOs, is not well developed, and does not include data that can be benchmarked.
EVIDENCE OF LEARNING: Criteria for Success (10, 13%)	Assessment Plan includes targets for student performance for each method of assessment and rational of how targets are appropriate.	Assessment Plan lists several performance targets but does not include a rationale for targets and why they are appropriate.	Descriptions of performance targets unclear or inappropriate and without rationale.	Performance targets or other expectations missing.
USE OF EVIDENCE: Analysis of Findings (15, 20%)	Report articulates a well-reasoned critique of assessment data, which is presented in summary formats, that leads to conclusions for improved student learning that are clearly drawn from the analysis of data.	Report provides analysis of assessment data, which is presented in summary formats, that leads to conclusions for improved student learning.	Report includes qualitative or quantitative data but analysis is vague or questionably related to results.	Report does not include sufficient qualitative or quantitative data, and does not include analysis of data.
USE OF EVIDENCE: Recommendations and Planning Change (15, 20%)	Academic unit provides a coherent and viable plan to improve student learning by redesigning learning outcomes, instruction (curriculum or pedagogy), or assessment where necessary and includes rationale for how these modifications would improve student learning.	Academic unit provides ideas to improve student learning where necessary, but plan is lacking in coherence or viability. Rationale for connecting recommendations to student learning weak or missing.	Academic unit provides ideas for improvement of student learning, but no plan is presented. Lacks rationale for connecting recommendations to student learning.	Recommendations are missing or not based on assessment results.