**Meta-Assessment Scoring Rubric and Feedback Form (2023-2024)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Curriculum Map**: The program includes a curriculum map that lists all program PSLOs, the core/required courses for the program, and indicates which courses address each PSLO (using the “X” or the “I” and “R”). The program also shows which courses include the assessments for the 2 PSLOs selected for continuous improvement (ex. by using an “A”). In exemplary reports, the program indicates which courses include the assessments for all PSLOs (not just the two they are focusing on currently for continuous improvement). | | | | | | | |
| The program does not include a curriculum map with **all** PSLOs and core/required courses listed. | The program includes a curriculum map with all PSLOs and core/required courses listed, but the map does not indicate which courses address each PSLO and/or in which courses the 2 PSLOs are assessed. | | The program includes a curriculum map with all PSLOs and core/required courses, and the map clearly indicates which courses address each PSLO. The program also indicates which courses include the assessments for the 2 PSLOs selected for continuous improvement | | The program includes a curriculum map with all PSLOs and core/required courses, and the map clearly indicates which courses address each PSLO. The program also indicates which courses include the assessments for all PSLOs (not just the two identified for continuous improvement). | | |
| 1 – Beginning | 2 – Developing | | 3 – Good | | 4 - Exemplary | | |
|  | | | | | | | |
| **2. Program Student Learning Outcomes (PSLOs)**: The program identifies at least two PSLOs for continuous improvement that are appropriate for the level of the degree program (ex. higher level learning outcomes for graduate programs). The PSLOs are stated using precise learning verbs (observable and measurable) and clearly specify the knowledge, skills, and/or abilities students should achieve. Exemplary reports include more than two PSLOs (that meet all criteria) that the program is focusing on for continuous improvement (there are more than 2 PSLOs in the report that include measures, results, etc.). | | | | | | | |
| The program does not identify at least two PSLOs that are appropriate for the level of the degree program. | | The program identifies at least two appropriate PSLOs, but some do not use precise learning verbs and/or do not clearly specify the knowledge, skills, and/or abilities students should achieve. | | The program identifies at least two appropriate PSLOs that use precise learning verbs and clearly specify the knowledge, skills, and/or abilities students should achieve. | | | The program identifies more than the minimum of two PSLOs (that meet all criteria) that they are focusing on for continuous improvement for the current assessment report. |
| 1 – Beginning | | 2 – Developing | | 3 – Good | | 4 - Exemplary | |
|  | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **3. PSLO Assessment Methods –** For at least 2 PSLOs, the program describes two measures (including at least one direct measure) that they use to assess student achievement of the outcome and explains their data collection process (e.g., course name/number, semester, students included in the sample). The measures used (i.e., specific test/quiz questions, survey items, rubric criteria) must be sufficiently granular to assess only the outcome(s) of interest (e.g., rubric or exam items as opposed to final exam/program grades or course grades). For exemplary reports, the program demonstrates that the granular measures clearly align with the outcome (the items being used from the assessment tool are well-aligned with the subject and cognitive level of learning expected). \**To demonstrate that the measures align with the outcome, programs must include all assessment instruments used for the measures of each PSLOs (e.g., test/quiz items, assignment descriptions and/or well-defined grading rubrics, survey items, etc.) or provide enough detail to determine if the measures align with the outcomes.* | | | | | | | | | | | |
| The program does not describe two measures (at least one direct) that they use to assess each PSLO and/or does not describe the data collection process. | | | The program describes two measures (at least one direct) that they use to assess each PSLO and specifies the data collection process, but one or more of the measures are not aligned with the outcome and/or sufficiently granular to assess only the outcome(s) of interest. | | | The program describes two measures for each PSLO (at least one direct), describes data collection, all measures are sufficiently granular to assess only the outcome of interest, and the program demonstrates that all measures align with the outcomes. | | | | | In addition to having measures that are aligned and sufficiently granular, the program provides additional information about the quality of their measures (e.g., reliability or validity) or their sampling procedure. |
| 1 – Beginning | | | 2 – Developing | | | 3 – Good | | | | | 4 - Exemplary |
|  | | | | | | | | | | | |
| **4. PSLO Assessment Results and Analyses:**  For at least 2 PSLOs, the program provides the results for each measure by summarizing the findings using clear, succinct language and/or by presenting them in a clear and efficient manner (summary statistics and graphs/tables used to present quantitative findings and lists, themes, and/or descriptive narratives used for qualitative findings), the results are specific to the outcome measure, and sufficiently granular to determine specific areas for improvement. In exemplary reports, the program analyzes the results and discusses the actionable, “big take-aways” from the results and discusses formative assessments faculty are using to improve student achievement of the PSLOs. | | | | | | | | | | | |
| The program does not provide results for both PSLOs and does not provide an explanation for any missing results. | If any results are missing, the program explains why and indicates when they will have findings to report. For results that are included, the program summarizes the results using clear, succinct language and/or by presenting them in a table/graph, but they are NOT specific to the outcome measure and/or sufficiently granular. | | | | The program provides the results for both PSLOs by summarizing the findings using clear, succinct language and/or by presenting them in a table/graph, the results are specific to the outcome measure, and they are sufficiently granular, but the program does not discuss the actionable, big take-aways and/or formative assessments. | | | | The program provides the results for both PSLOs by summarizing the findings using clear, succinct language and/or by presenting them in a table/graph, the analyses are sufficiently granular, and the program discusses the big take-aways and includes a discussion of relevant formative assessments. | | |
| 1 – Beginning | 2 – Developing | | | | 3 – Good | | | | 4 - Exemplary | | |
|  | | | | | | | | | | | |
| **5. Status of Continuous Improvement Strategies for PSLOs:** For at least 2 PSLOs, the program provides an update on the strategies they are using to improve student learning (as specified in the last full/3-year report). The strategies clearly relate to the outcome (the program must provide sufficient detail to show how the strategies relate to the outcome). In exemplary reports, the update discusses how the strategies are being implemented and explains how faculty were involved in purposeful reflection about the status of the strategies (e.g., timelines, progress, any adjustments needed). | | | | | | | | | | | | |
| Program does not provide an update on the improvement strategies for both PSLOs. | Program provides an update on the improvement strategies for both PSLOs, but one or more of the strategies do not clearly relate to the outcomes. | | | Program provides an update on the improvement strategies for both PSLOs and they clearly relate to the outcomes, but it is not clear how the strategies are being implemented and/or how faculty were involved in reflection about the strategies. | | | | Program provides an update on the improvement strategies for both PSLOs, they clearly relate to the outcomes, it is clear how the strategies are being implemented and how faculty were involved in reflection about the strategies. | | | | |
| 1 – Beginning | 2 – Developing | | | 3 – Good | | | | 4 - Exemplary | | | | |
|  | | | | | | | | | | | | |
| **\*\*6. Trends, Interpretations, and Impact (3-year reports only):** For at least 2 PSLOs, the program provides a clear, succinct summary of the results for all measures over the last 3 years, discusses the trends (or lack thereof) in the findings, and interprets these findings in relation to improvements in student learning. In exemplary reports, programs discuss the impact of their strategies for improvement (or explains the lack of impact and discusses if additional monitoring and improvements are needed). | | | | | | | | | | | | |
| Program does NOT provide a clear, succinct summary of results of all measures for 3-years. | | Program provides a clear, succinct summary of results for all measures for the 3-years but does not discuss trends, interpret findings in relation to improvements in student learning, or does not discuss the impact of their strategies for improvement. | | | | | Program provides a clear, succinct summary of results for all measures for the 3-years, discusses trends, and the interprets findings in relation to improvements in student learning, but the program does not discuss the impact (or lack of impact) of their strategies for improvement. | | | Program provides a clear, succinct summary of results for all measures for the 3-years, discusses trends, interprets findings in relation to improvements in student learning, and discusses the impact of their strategies for improvement (or explains the lack of impact and discussed if additional monitoring and improvements are needed). | | |
| 1 – Beginning | | 2 – Developing | | | | | 3 – Good | | | 4 - Exemplary | | |
|  | | | | | | | | | | | | |