

**Academic Program Assessment Committee  
Assessment of Assessment Rubric**

	<b>Underdeveloped (1)</b>	<b>Minimally Developed (2)</b>	<b>Well Developed (3)</b>	<b>Highly Developed (4)</b>
<b>Assessment Data = Quantitative or qualitative data gathered that is used to objectively measure student learning.</b>				
<b>Assessment Process</b> (How is the assessment process described, explained, or demonstrated?)	There is <b>no evidence</b> that assessment data is being gathered or that there is a system in place for continual review.	A <b>minimal</b> assessment process is articulated but does not represent an ongoing cycle of assessment.	A <b>developing</b> assessment process is articulated and <b>there is evidence of an ongoing cycle of assessment.</b>	An <b>established</b> assessment process is articulated and there is a <b>systematic process embedded in the curriculum</b> that informs curricular change.
<b>Learning Outcomes</b> (How are the assessed student learning outcomes and/or program outcomes defined, detailed, and integrated into the curriculum?)	The outcome needs to clearly and specifically state what students will learn (instead it seems like a <b>broader goal</b> ).	Outcome is <b>appropriately specific</b> but does not clearly state a measurable outcome.	Outcome is appropriately specific, clearly stated, and is <b>measurable</b> .	Outcome is appropriately specific, clearly stated, measurable, and <b>has been incorporated into or linked to necessary courses.</b>
<b>Assessment Artifacts and Instruments</b> (What specific measures or mechanisms have been used-- assignments, surveys, exams, rubrics, scoring scales--for this assessment?)	<b>No specific</b> assessment mechanism is articulated for this outcome.	An assessment <b>mechanism has been identified</b> for this outcome, but there is no indication of how data will be used to measure student learning concerning the outcome.	A specific assessment mechanism is included for this outcome, and it is <b>effectively articulated how data will measure student learning for the outcome.</b> (The assessment report includes examples of questions, assignments, rubrics, etc.)	Multiple assessment mechanisms are included with <b>clearly articulated intentions designed to triangulate the resulting data</b> when measuring the outcome and student learning.
<b>Use of Results</b> (Is there documented use of the results of this round of assessment, or any previous assessments?)	There is <b>no evidence</b> that assessment data have been analyzed and used for decision making.	<b>Assessment data are referred to</b> , but are not presented as part of an ongoing decision-making process.	Assessment data have been analyzed and are presented <b>as part of an ongoing decision-making process.</b>	Assessment data have been analyzed, there is a process in place for continuous use of results, and there is <b>at least one example of an attempt to improve the program based on assessment results.</b>

See: <http://www.belmont.edu/oair/assessment-support/assessment%20on%20assessment%20rubric.pdf>