**End-of-Program Assessment Report Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Does Not Meet / Did Not Include**  **In Need of Attention** | **Meets with Concerns**  **Emerging** | **Meets**  **Established** |
| **I. Student Learning Outcomes** | | | |
| Student learning outcomes consist of a *single* construct. | SLOs include more than a single, independent construct. | Some SLOs include more than a single, independent construct. | All SLOs include a single, independent construct (or reflect external professional standards related to student learning as dictated by accreditation body). |
| Student learning outcomes are *observable.* | SLOs are not observable and not sufficiently defined to allow for observation. | SLOs are generally observable but clarity is needed to allow for observation. | All SLOs are observable and sufficiently defined to allow for observation (or reflect external professional standards related to student learning dictated by accreditation body). |
| Student learning outcomes represent *discipline-specific* context. | SLOs are not presented in a discipline-specific context. | Some SLOs include discipline-specific context but others would benefit from additional contextualization. | SLOs are presented in the context of the discipline (or reflect external professional standards related to student learning dictated by accreditation body). |
| Internal and external *stakeholders are engaged* with student learning outcomes. | The program has limited or no systematic means to communicate SLOs or engage with internal stakeholders. SLOs are available on request. | The program does not solicit input from internal and external stakeholders. The program systematically shares existing SLOs to stakeholders. SLOs are publicly available on the program website and published on a variety of program documents, such as recruitment materials, course outlines, or advising documents. | The program systematically communicates existing SLOs to stakeholders as well as periodically solicits input and feedback from internal and external stakeholders regarding program SLOs. SLOs are publicly available on the program website and published on a variety of program documents, such as recruitment materials, course outlines, or advising documents. |
| **Comments:**  ***Graduate programs only: Comments related to the alignment of program-specific SLOs to the UNO Common Graduate SLOs.*** | | | |
| **II. Assessment Methods** | | | |
| Each student learning outcome has at least one *direct* measure. | No direct measures are identified and indirect measures such as course grades, perceptions, or self-evaluations may or may not be identified. | Some SLOs are measured by direct evidence of student knowledge or skills and others are measured by indirect means such as course grades, perceptions, or self-evaluations. | All SLOs are measured by direct evidence of student knowledge or skills and may be substantiated by indirect means such as course grades, perceptions, or self-evaluations (or measures are dictated by accreditation body). |
| Measures of student learning outcomes are *aligned* to corresponding SLOs. | Measures provide data that does not reflect the constructs represented in the SLOs. | Some measures provide data that reflect the constructs represented in the SLOs. | All measures provide data that reflect the constructs represented in the SLOs (or measures are dictated by accreditation body). |
| **Comments:** | | | |
|  | **Does Not Meet / Did Not Include**  **In Need of Attention** | **Meets with Concerns**  **Emerging** | **Meets**  **Established** |
| **III. Data Collection and Analysis** | | | |
| Data are *regularly collected* against the measures (at least annually). | Data have not been collected or have been collected sporadically. Plans for on-going, systematic collection have not been outlined. | Data collection is sporadic and/or plans for on-going, systematic collection have been outlined. | Data collection is routine. Plans for systematic collection are operationalized. |
| Data are *regularly analyzed* against the measures (at least annually). | Data have not been analyzed or have been analyzed sporadically. Plans for on-going, systematic analysis have not been outlined. | Data analysis is sporadic and/or plans for on-going, systematic analysis have been outlined. | Data analysis is routine. Plans for systematic analysis are operationalized. |
| Results are *sufficient for analysis*. | Data are limited by insufficient sample or only a single cycle of data is available. | For some SLOs: data represent all students in program (or reasonable sample); multiple data cycles are reported. | For all SLOs: Data represent all students in program (or reasonable sample); multiple cycles of data are reported. |
| Results are *communicated* within the program. | Results of program-level assessments are not communicated to program faculty. | Results are sporadically communicated to program faculty. | Results are consistently and intentionally communicated to program faculty. |
| **Comments:** | | | |
| **IV. Decisions and Actions** | | | |
| Evidence of *data-informed decisions* is provided. | No evidence of data-informed decisions is provided. | General statements related to data informed decisions are provided. | Specific examples of data-informed decisions are provided. |
| Action has been *determined* as result of decision. | No program-improvement actions are described nor are future actions outlined. | Future program-improvement actions are described and/or are under consideration. | Specific program-improvement actions have been initiated. |
| **Comments:** | | | |
|  | | | |
| **General Comments:** | | | |

*Revised by AAC December 2016: Adopted for use in 2018-19*