Rubric for Reviewing Academic Program Reports (Planning)

Review Criteria	4 – Exemplary	3 – Good	2 – Developing	1 – Beginning	0 – Absent
1. Mission Statement:	Clearly and concisely	Generally articulates what	Partially articulates what	Vague and unclear	No data entered
	articulates what students	students will be prepared to	students will be prepared	articulation of what	
(1). Describe the purpose and focus	will be prepared to do	do after graduation with the	to do after graduation	students will be prepared	
of your academic program (e.g.,	after graduation with the	knowledge and skills gained	with the knowledge and	to do after graduation.	
what students with this degree will	knowledge and skills	from the program. Some	skills gained from the		
be prepared to do after graduation	gained from the program.	elements of the mission	program. Some key	May or may not identify	
with knowledge and skills gained in		statement may lack detail or	elements of the program	the location or modality	
the program).	Clearly identifies the	precision.	may not be reflected in	in which the program is	
	location(s) where the		the mission statement.	delivered.	
(2). The physical geographic location	program is delivered.	Clearly identifies the			
of program delivery should be clearly		location(s) where the	May or may not identify	May or may not state	
stated for all programs included in	Clearly states whether	program is delivered.	the location or modality	when students first	
the program assessment plan. This	the program is offered		in which the program is	enrolled in the program.	
refers to the campus and/or the	through distance	Clearly states whether the	delivered.		
program approved teaching site	education and in what	program is offered through			
(e.g., Taos, Galveston, Fort Worth,	delivery format (e.g.,	distance education and in	May or may not state		
etc.).	asynchronous,	what delivery format (e.g.,	when students first		
(0) (0)	synchronous, or both).	asynchronous, synchronous,	enrolled in the program.		
(3). If the program is available		or both).			
through distance education	Clearly states when students were first	Classic states when			
technology, this should be noted and		Clearly states when students were first enrolled			
the format of delivery should also be	enrolled in program.				
clearly stated (e.g., asynchronous, synchronous, or both).		in program.			
sylicinolous, of both).					
2. Program Student Learning	All outcomes stated with	All outcomes are stated	Most outcomes are	Outcomes are <i>vague</i> , <i>lack</i>	No data entered
Outcomes (PLOs):	clarity and specificity	with <i>general</i> clarity and	stated with <i>partial</i> clarity	clarity and specificity.	
	including precise verbs,	specificity including	and specificity including	Verbs are imprecise.	
The specified knowledge, skills,	<i>rich</i> description of the	predominantly precise	some precise verbs,	There is no description of	
abilities, or attitudes that students	content/skill, and	verbs, description of the	minimal description of	the content/skill.	
are expected to attain by the end of	specification of who	content/skill, and	the content/skill. Some	Outcomes do not specify	
a learning experience or program of	should be assessed (e.g.,	specification of who should	outcomes specify who	who should be assessed	
study.	"graduating seniors in the	be assessed (e.g.,	should be assessed (e.g.,	(e.g., "graduating seniors	
	Biology B.S. program").	"graduating seniors in the	"graduating seniors in the	in the Biology B.S.	
		Biology B.S. program").	Biology B.S. program").	program").	
	All outcomes stated in				
	student-centered terms				

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	(i.e., what a student	All outcomes stated in	Outcomes are <i>generally</i>	Outcomes are <i>not</i> stated	
	should know, think, or	student-centered terms	not stated in student-	in student-centered terms	
	do).	(i.e., what a student should	centered terms (i.e., what	(i.e., what a student	
		know, think, or do).	a student should know,	should know, think, or	
	Academic program		think, or do).	do).	
	provides at least 4 PLOs,	Academic program			
	one must be WIM for	provides at least 4 PLOs,	Academic program	Academic program	
	undergraduate degree	one must be WIM for	provides less than 4 PLOs.	provides less than 4 PLOs.	
	programs.	undergraduate degree	WIM is missing for	WIM is missing for	
		programs.	undergraduate degree	undergraduate degree	
	Certificate program		programs.	programs.	
	provides at least 2 PLOs.	Certificate program			
		provides at least 2 PLOs.	Certificate program	Certificate program	
			provides less than 2 PLOs.	provides less than 2 PLOs.	
3. Program Operational Objectives	All objective(s) stated	All objective(s) stated with	Most objective(s) are	Objective(s) are absent or	No data entered
(POs):	with <i>clarity and</i>	<i>general</i> clarity and	stated with <i>partial</i> clarity	vague, lacking clarity and	
	<i>specificity</i> including	specificity including	and specificity including	specificity. Verbs are	
Specific, measurable statements	precise verbs, rich	predominantly precise	some precise verbs,	imprecise. There is no	
about improvements a unit would	description of the	verbs, description of the	minimal description of	description of the	
like to make to its programs or	action/outcome, and	action/outcome, and	the action/outcome.	action/outcome.	
services. Each objective should flow	specification of what will	specification of what will be	Some objectives specify	Objectives do not specify	
directly from a more general goal of	be assessed (e.g.,	assessed (e.g., employment	what will be assessed	what will be assessed	
the unit.	employment rates at	rates at graduation among	(e.g., employment rates	(e.g., employment rates	
	graduation among Ph.D.	Ph.D. students).	at graduation among	at graduation among	
	students).		Ph.D. students).	Ph.D. students).	
		All objective(s) follow			
	All objective(s) follow	logically from the program's	Some objective(s) follow	Objective(s) do <i>not</i> follow	
	logically from the	mission and/or SMU	logically from the	logically from the	
	program's mission and/or	strategic goals.	program's mission and/or	program's mission and/or	
	SMU strategic goals.		SMU strategic goals.	SMU strategic goals.	
		<i>Mos</i> t objectives provide an			
	All objectives provide an	opportunity to measure	Objectives <i>generally</i> do	Objectives do <i>not</i> provide	
	opportunity to measure	program quality and impact	not provide an	an opportunity to	
	program quality and	through substantive and	opportunity to measure	measure program quality	
	impact through	detailed data collection.	program quality and	and impact through	
	substantive and detailed		impact through	substantive and detailed	
	data collection.	Academic program and/or	substantive and detailed	data collection.	
		certificate program	data collection.		
		provides at least 1 PO.			

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	Academic program		Academic program	Academic program	
	and/or <i>certificate</i>		and/or <i>certificate</i>	and/or <i>certificate</i>	
	<i>program</i> provides at least		<i>program</i> does not	<i>program</i> does not	
	1 PO.		provide any PO.	provide any PO.	
4. Measures: Describe the measure and discuss	Relationship between measure and outcome(s)/objective(s) is	Relationship between measure and outcome(s)/objective(s) is	Relationship between measure and outcome(s)/objective(s) is	Relationship between measure and outcome(s)/objective(s) is	No data entered
why it is the appropriate choice for evaluating your outcome. Measures	clearly explained and logical.	generally explained and logical.	partially explained and in most cases logical.	unclear and illogical.	
describe the methods of collecting			_	Outcomes/objectives	
and evaluating assessment data.	All outcomes/objectives	All outcomes/objectives	Most	may not be assessed	
	assessed using multiple	assessed using at least one	outcomes/objectives	using at least one direct	
	measures, at least one of which is a direct measure	direct measure (e.g.,	assessed using at least	measure (e.g., portfolio,	
	(e.g., portfolio, capstone	portfolio, capstone project, enrollment data, career	one direct measure (e.g., portfolio, capstone	capstone project, enrollment data, career	
	project, enrollment data,	outcome data, etc.).	project, enrollment data,	outcome data, etc.).	
	career outcome data,	outcome duta, etc.,.	career outcome data,	outcome data, etc.,.	
	etc.).	Desired result specified	etc.).	Desired result is <i>neither</i>	
		AND justified (e.g., Last year		specified <i>nor</i> justified	
	Desired result specified	the typical student scored	Desired result specified	(e.g., Students will earn at	
	AND justified (e.g., Last year the typical student	20 points on measure x. The current cohort underwent	but <i>not</i> justified (e.g., Students will earn at least	least 70).	
	scored 20 points on	more extensive coursework	70 on their capstone	The data collection	
	measure x. The current	in the area, so we hope that	assignment).	process is not explained	
	cohort underwent more	the average student scores	ussignment).	and/or not appropriate to	
	extensive coursework in	22 points or better.).	The data collection	the specification of	
	the area, so we hope that	,	process is <i>partially</i>	desired results.	
	the average student	The data collection process	explained and is		
	scores 22 points or	is <i>generally</i> explained and	somewhat appropriate to		
	better.).	generally appropriate to the	the specification of		
		specification of desired	desired results		
	The data collection	results.			
	process is <i>clearly</i>				
	explained and is				
	appropriate to the				
	specification of desired results.				
	resuits.				

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5. Targets:	Targets are <i>clearly</i>	Targets are <i>clearly</i> defined	Some targets are defined,	Targets are <i>either not</i>	No data entered
A benchmark by which performance	defined for <i>all</i>	for <i>most</i>	but they lack clarity and	defined at all <i>or</i> are	
will be evaluated (e.g., threshold(s) of acceptability used to determine	outcomes/objectives.	outcomes/objectives.	specificity.	extremely vague and lack specificity.	
success).	All targets align with the	Most targets align with the	Targets <i>may not</i> be		
	program's mission and	program's mission and	directly aligned with the	Targets are <i>not</i> aligned	
	outcomes/objectives.	objectives.	program's mission or	with the program's	
			objectives.	mission or objectives.	
	All targets are specific	Most targets are specific			
	and leave no room for	and clear.	Targets are somewhat		
	ambiguity.		vague and may not		
			provide a clear measure		
			of success.		
6. Results and Findings:	Status for <i>all</i> targets is	Status for <i>all</i> targets is	Status for some targets is	No target status is	No data entered
	provided.	provided.	provided.	provided.	
(1). Provide results and findings from		Results are present, and			
the information collected through	Results are present, and	they <i>generally</i> relate to	Some results are present,	Results are <i>not</i>	
the measures.	they <i>directly</i> relate to	outcomes/objectives and	and they may or may not	presented, or results do	
	outcomes/objectives and	the desired results for	relate to	not relate to	
(2). Interpret results.	the desired results for	outcomes/objectives, are	outcomes/objectives and	outcomes/objectives and	
	outcomes/objectives, are	<i>generally</i> presented.	the desired results for	the desired results for	
	<i>clearly</i> presented.		outcomes/objectives, are	outcomes/objectives	
		Past iteration(s) of results	<i>partially</i> presented.	presented.	
	Past iteration(s) of results	(e.g., last year's) provided			
	(e.g., last year's) provided	for <i>majority</i> of assessments	Past iteration(s) of results	Past iteration(s) of results	
	for <i>all</i> assessments in	in addition to current year's.	(e.g., last year's) may or	(e.g., last year's) are not	
	addition to current year's.		may not be provided for	provided for assessments	
		Interpretation of results are	assessments in addition	in addition to current	
	Interpretation of results	generally reasonable given	to current year's.	year's.	
	are <i>clearly</i> reasonable	the objectives, desired			
	given the objectives,	results of objectives, and	Interpretation of results	Interpretation of results is	
	desired results of	methodology. And,	may or may not be	missing or does not relate	
	objectives, and	interpretation includes how	reasonable given the	to the given objectives,	
	methodology. And,	classes/activities might have	objectives, desired results	desired results of	
	interpretation includes	affected results.	of objectives, and	objectives, and	
	how classes/activities		methodology.	methodology.	
	have affected results.	Some evidence is provided	Interpretation may or	Interpretation does not	
		that this step was	may not include an	include an explanation of	
		accomplished.	explanation of how		

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	<i>Clear</i> evidence is		classes/activities affected	how classes/activities	
	provided that this step		results.	affected results.	
	was accomplished.				
	·		No evidence is provided	No evidence is provided	
			that this step was	that this step was	
			accomplished.	accomplished.	
7. Use of Results for Seeking	Action plan(s) clearly	Action plan(s) for	Some action plans for	All action plans lack	No data entered
Improvement (Action Plan):	follow from assessment	improvement are	improvement are	detail.	
	results and <i>directly</i> state	acknowledged, and there is	mentioned, but they may		
Every program is expected to	which finding(s) were	reasonable detail provided.	lack detail or specificity.	No evidence of an action	
establish and submit a minimum of	used to develop the plan.			plan for improvement.	
one action plan for improvement		Some actions taken or	Program describes some		
regardless of whether all targets are	Program outlines a well-	planned for improvement	actions taken or planned	<i>Not</i> related to	
met.	structured plan for	are described with a	for improvement in	assessment results.	
	improvement, including	moderate level of detail.	student learning, but the		
	specific actions,	Implementation details such	implementation details	At least one action plan in	
	responsible parties,	as responsible parties and	are vague or not well-	place.	
	timelines, and a clear re-	timelines are included.	defined. Too general;		
	assessment schedule.		lacking details (e.g., time		
		The update explains how	frame, responsible party,		
	The update <i>clearly</i>	assessment results have	etc.).		
	articulates how	influenced decisions or			
	assessment results have	changes in the program,	Not clearly related to		
	directly informed	though it may not be	assessment results.		
	decisions and changes in	exhaustive.			
	the curriculum, pedagogy,		At least one action plan in		
	and other aspects	At least one action plan in	place.		
	impacting learning.	place.			
8. Status Update on Action(s)	Actions from the previous	Actions from the previous	Some actions from the	There is no mention of	No data entered
Identified in the Previous	assessment cycle are	assessment cycle are	previous assessment	any actions from the	
Assessment Cycle:	thoroughly documented,	acknowledged and	cycle are briefly	previous assessment	
	including their detailed	described with <i>reasonable</i>	mentioned, but the	cycle. The update is	
	description and	detail, including an update	details are lacking. There	entirely lacking in detail	
	implementation status.	on their implementation	is <i>limited</i> information	regarding actions, their	
		status.	regarding their	implementation status, or	
	For actions still in		implementation status.	any plans for	
	progress, the update	For actions still in progress,		reassessment.	
	provides a	there is a <i>clear</i> indication of			

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	comprehensive overview	what transpired during the	It is somewhat clear that	No information is	
	of what transpired during	year, where the program is	some actions are still in	provided about any	
	the year, the current	in terms of implementation,	progress, but the update	action items that are still	
	status of implementation,	and a general timeframe for	lacks a comprehensive	in progress. There is no	
	and a specific timeframe	re-assessment.	description of where the	insight into the program's	
	for re-assessment. The		program stands in the	current status in	
	description is clear and	Completed actions are	implementation process	implementing these	
	well-organized.	summarized, and their	or when reassessment is	actions, nor when they	
		impact on student learning	expected.	expect to re-evaluate	
	Completed actions are	is <i>briefly</i> expanded upon.		program-level outcomes.	
	summarized <i>in-depth</i> ,	The update provides some	For completed actions,		
	and the update	information about changes	there is a basic summary	If actions were initiated in	
	elaborates on their	in program assessment	of their impact on	the past, there is no	
	significant impact on	results since the	student learning, but it	reporting on their	
	student learning. It	implementation of the	lacks depth and detail.	progress or expected	
	provides a thorough	action plan.	The update provides	impact. The update	
	explanation of the		limited insight into any	doesn't provide any	
	changes observed in		changes observed in	information about	
	program assessment		program assessment	changes or outcomes in	
	results since the action		results since the action	the program assessment	
	plan's implementation.		plan was implemented.	results since the initiation	
	The information is			of the action plan.	
	comprehensive and				
	supports a strong				
	commitment to				
	improvement and				
	accountability.				
Overall Comment:					
Overall Score (out of 32)					