

Assessment of Student Learning Peer Review Rubric

Approved by UND Assessment Committee: 4/10/24

Program Name: _____ Year of Review: _____

Purpose of Peer Review:

- Determine how effectively programs document assessment of student learning and for achievement of learning goals (HLC Criteria 4.B.1).
- Acknowledge a program's assessment strengths and opportunities for growth.
- Provide improvement-oriented objective feedback that is based on good practice to programs on their assessment processes (HLC Criteria 4.B.3).
- Assist programs in using assessment results to create continuous improvement plans to enhance student learning (HLC Criteria 4.B.2).

Assessment Plan

	0 Not Present	1 Developing	2 Acceptable	3 Exemplary
<p>Outcomes</p> <p><i>Answers what the program is trying to accomplish.</i></p> <p><i>Learning Outcomes: statements describing the specific knowledge, skills and abilities participants completing an educational program should achieve.</i></p> <p><i>Success Outcomes: describe what the program, process, or service will achieve; not focused on learning.</i></p>	None	<p>Outcomes are unclear or challenging to measure.</p> <p>Outcomes do not meet the above criteria.</p>	<p>Outcomes begin with an action verb that denotes what the instructor can observe/measure.</p> <p>Outcomes are measurable.</p> <p>Outcomes are specific/single-barreled.</p> <p>Outcomes align with the mission and vision of the program.</p>	<p>Outcomes are appropriate to the level of learning upon graduation. (e.g., higher order of Bloom's Taxonomy).</p> <p>Outcomes begin with an action verb that denotes what the instructor can observe/measure.</p> <p>Outcomes are measurable.</p> <p>Outcomes are specific/single-barreled.</p> <p>Outcomes align with the mission and vision of the program and are specific to the academic discipline.</p>
<p>Measures</p> <p><i>A procedure describing how students will demonstrate they meet the specific outcomes. Usually is embedded into a course as a class assignment.</i></p> <p><i>Provides details about exact sources of direct assessment data to collect.</i></p> <p><i>Method = category for the measure (assignment, exam, presentation, etc.)</i></p>	None	<p>Measure descriptions and data collection methods are vague (missing, unclear).</p> <p>A measure is not associated with each outcome.</p> <p>Measures do not align with the outcome(s).</p> <p>No direct assessment methods are used.</p>	<p>Measures and data sources are clearly described.</p> <p>All outcomes have an associated assessment measure and data source identified.</p> <p>Measures clearly align with the outcome(s).</p> <p>A single assessment method predominates (e.g., only uses exams).</p> <p>Most outcomes are evaluated using at least one direct assessment method.</p>	<p>Methods are clearly described, information related to data collection is clear.</p> <p>Details regarding data sources and collection are clear.</p> <p>The courses used are 300/400-level (undergraduate programs) from the required curriculum.</p> <p>Methods clearly align with the outcome(s).</p> <p>Multiple assessment methods are used (e.g., papers, exams, projects, presentations, etc.)</p> <p>All outcomes have at least one direct assessment method AND some use multiple methods for assessment.</p>
<p>Targets</p> <p><i>Specification of desired results for objectives.</i></p> <p><i>Cutoff criteria are evident.</i></p>	None	<p>Targets identified are unclear.</p> <p>Targets are not provided for each method.</p>	<p>Targets clearly identified for each method and outcome.</p> <p><i>"Gathering baseline data" is acceptable for this rating.</i></p>	<p>Targets clearly identified for each method and outcome.</p> <p>Targets are based on past data and/or external data source (e.g. industry standard, licensure requirement, accreditation criteria).</p>

Assessment Results & Findings

	0 Not Present	1 Developing	2 Acceptable	3 Exemplary
Results <i>Collect the data, gather evidence, and aggregate the results.</i>	None	Limited data presented and/or vague summary of results. Unclear how results relate to student learning outcomes.	Results reported and summarized for most measures. Results clearly align with the student learning outcomes. <i>Acceptable rating will be given if no students are enrolled in educational program.</i>	Results reported and clearly described for all outcomes and measures. Clearly align with the student learning outcomes. Results are presented alongside past data.
Findings (Analysis) <i>The interpretation of the data -make meaning and draw conclusions from results.</i>	None	Analysis of results provided. Unclear how conclusions relate to student learning outcomes assessment.	Analysis of results provided. Articulates whether a target was met or unmet at the measure OR outcome level. Conclusions were provided at the measure OR outcome level. Conclusions clearly align with student learning outcomes. <i>Acceptable rating will be given if no students are enrolled in educational program.</i>	Analysis of results provided. Articulates whether a target was met or unmet at the measure AND outcome level. Conclusions were provided at the measure AND outcome level. Conclusions clearly align with student learning outcomes. Analysis includes comparisons to previous assessment data.
Action Plan <i>Identify strategies for continuous improvement of student learning. Includes purposeful reflection and discussion by involved faculty and staff.</i> <i>Demonstrates a focus on data-informed decision making.</i>	None	Action plan and strategies are identified but broadly stated. Action plan not clearly linked to assessment results and interpretation. Plans for future assessment are not noted. <i>"Maintain current practices" will be rated at Developing level.</i>	Action plan and strategies are identified and specific. Action Plan is based on assessment results and interpretation. Action Plan addresses at least one student learning outcome and/or improvements to the assessment process.	Action plan and strategies are identified and specific. Action Plan is based on assessment results and interpretation. Action Plan addresses at least one student learning outcome and/or improvements to the assessment process. Includes description of how results and action plan are discussed with key stakeholders.

General Comments/ Feedback to Program:

Resources:

[Quality of Assessment Rubric](#), version 2. Auburn University.
[Assessment Progress Template \(APT\)](#). James Madison University.
 Suskie, L. *Assessing Student Learning: A Common Sense Guide*. (2018) 3rd Ed.

[Assessment Plan Feedback Rubric](#), George Mason University
[How to Write Learning Outcomes Worksheet](#), Campus Labs.
 Assessment Skills Framework, NILOA.