

Academic Program Assessment Rubric - Year 1

| Cycle | Summary Ratings | Compliance Rating | | | |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| | | On Hold | Non-compliant 2 | Non-compliant 1 | Compliant |
| Overall | Overall Rating For Undergraduate Assessments Aggregate rating of the program assessments | IE has approved a delay in the submission of a plan/report. | Plan/Report does not meet minimum SACSCOC standards or is missing or has not been corrected based on previous comments | Minor revision or clarification needed for some elements | All elements meet SACSCOC/BOG standards |
| | Overall Rating For Graduate Assessments Aggregate rating of the program assessments (ALC requirements do not apply to Graduate Programs) | IE has approved a delay in the submission of a plan/report. | Plan/Report does not meet minimum SACSCOC standards or is missing or has not been corrected based on previous comments | Minor revision or clarification needed for some elements | All elements meet SACSCOC standards |
| Cycle | Component Ratings | Compliance Rating | | | |
| | | Missing Element(s) | Unacceptable | Needs Work | Acceptable |
| Planning | Learning Outcome Statement Should be actionable and realistic. | No learning outcome statement is present. | Is not stated as a learning outcome or stated in terms of assignment, course, or degree completion. | The learning outcome statement is unclear or misaligned. | The learning outcome will produce actionable results for program improvement. |
| | Method of Assessment Should include type of assessments, how the program is being measured, and should provide information specific to the stated measure. | No stated method of assessment. | Measures are inappropriate; or not connected/specific to the learning outcome. | Method needs further description or refinement of the scoring criteria and/or process. | Scoring criteria and process are clear and appropriate for the method of assessment. |
| | Performance Targets Should be thought of as PROGRAM benchmarks. Specify what numbers would indicate that the program has met its programmatic goal. | No performance target present. | Performance targets are incongruent with the methodology. | Minor revisions for clarity. | Performance targets are appropriate and well-stated. |
| Reporting | Discussion of Results Include specific findings, including number of students included in the assessment, and interpretation of results. | No assessment results present. | Assessment results present, but unclear how they relate to methods. | Assessment results are unclear or without interpretation. | All data reported appropriately with brief interpretation of results. |
| | Use of Assessment Results Should include actionable items for PROGRAM improvement. | No plan for utilization of results is present. | Use of results is not stated as an action plan. | The action plan is not grounded in the interpretation of assessment of results. | Any action plan to continue the assessment is based on the interpretation. |

Academic Program Assessment Rubric - Year 2

| Cycle | Summary Ratings | Compliance Rating | | | |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| | | On Hold | Non-compliant 2 | Non-compliant 1 | Compliant |
| Overall | Overall Rating For Undergraduate Assessments Aggregate rating of the program assessments | IE has approved a delay in the submission of a plan/report. | Plan/Report does not meet minimum SACSCOC standards or is missing or has not been corrected based on previous comments | Minor revision or clarification needed for some elements | All elements meet SACSCOC/BOG standards |
| | Overall Rating For Graduate Assessments Aggregate rating of the program assessments (ALC requirements do not apply to Graduate Programs) | IE has approved a delay in the submission of a plan/report. | Plan/Report does not meet minimum SACSCOC standards or is missing or has not been corrected based on previous comments | Minor revision or clarification needed for some elements | All elements meet SACSCOC standards |
| Cycle | Component Ratings | Compliance Rating | | | |
| | | Missing Element(s) | Unacceptable | Needs Work | Acceptable |
| Planning | Learning Outcome Statement Should be actionable and realistic. | No learning outcome statement is present. | Is not stated as a learning outcome or stated in terms of assignment, course, or degree completion. | The learning outcome statement is unclear or misaligned. | The learning outcome will produce actionable results for program improvement. |
| | Method of Assessment Should include type of assessments, how the program is being measured, and should provide information specific to the stated measure. | No stated method of assessment. | Measures are inappropriate according to Year 1 action plan; or not connected/specific to the learning outcome. | Method needs further description or refinement of the scoring criteria and/or process. | Scoring criteria and process are clear and based on the Year 1 action plan. |
| | Performance Targets Should be thought of as PROGRAM benchmarks. Specify what numbers would indicate that the program has met its programmatic goal. | No performance target present. | Performance targets are incongruent with the methodology. | Minor revisions for clarity. | Performance targets are appropriate to the method and well-stated. |
| Reporting | Discussion of Results Include specific findings, including number of students included in the assessment, and interpretation of results. | No assessment results present. | Assessment results present, but unclear how they relate to methods and Year 1 results. | Assessment results are unclear or without interpretation. | All data reported appropriately with meaningful interpretation. |
| | Use of Assessment Results Should include actionable items for PROGRAM improvement. | No plan for utilization of results is present. | Action plan does not say how results will be used to improve or change the program. | The action plan is not grounded in the interpretation of assessment of results. | The action plan is developed and includes a change to implement in the program based on the interpretation. |

Academic Program Assessment Rubric - Year 3

| Cycle | Summary Ratings | Compliance Rating | | | |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| | | On Hold | Non-compliant 2 | Non-compliant 1 | Compliant |
| Overall | Overall Rating For Undergraduate Assessments Aggregate rating of the program assessments | IE has approved a delay in the submission of a plan/report. | Plan/Report does not meet minimum SACSCOC standards or is missing or has not been corrected based on previous comments | Minor revision or clarification needed for some elements | All elements meet SACSCOC/BOG standards |
| | Overall Rating For Graduate Assessments Aggregate rating of the program assessments (ALC requirements do not apply to Graduate Programs) | IE has approved a delay in the submission of a plan/report. | Plan/Report does not meet minimum SACSCOC standards or is missing or has not been corrected based on previous comments | Minor revision or clarification needed for some elements | All elements meet SACSCOC standards |
| Cycle | Component Ratings | Compliance Rating | | | |
| | | Missing Element(s) | Unacceptable | Needs Work | Acceptable |
| Planning | Learning Outcome Statement Should be actionable and realistic. | No learning outcome statement is present. | Is not stated as a learning outcome or has not addressed the changes stated in Year 2. | The learning outcome statement is unclear or misaligned on how it relates to the changes stated in Year 2. | The learning outcome will produce actionable results for program improvement. |
| | Method of Assessment Should include type of assessments, how the program is being measured, and should provide information specific to the stated measure. | No stated method of assessment. | Measures are inappropriate; or not related to LO; or if changes to methods were stated in Year 2 and were not implemented. | Method needs further description or refinement of the scoring criteria and/or process. | Scoring criteria and process are clear and appropriate for the method of assessment and changed if stated in Year 2. |
| | Performance Targets Should be thought of as PROGRAM benchmarks. Specify what numbers would indicate that the program has met its programmatic goal. | No performance target present. | Performance targets are incongruent with the methodology. | Minor revisions for clarity. | Performance targets are appropriate and well-stated. |
| Reporting | Discussion of Results Include specific findings, including number of students included in the assessment, and interpretation of results. | No assessment results present. | Assessment results present, but unclear how they relate to methods and Year 2 results. | Assessment results are unclear or without interpretation in respect to the program. | All data reported appropriately with meaningful interpretation in relation to the program. |
| | Use of Assessment Results Should include actionable items for PROGRAM improvement. | No plan for utilization of results is present. | Action plan does not say how results will be used to improve the program | The action plan is not grounded in the interpretation of assessment of results. | Based on interpretations, action plan states a change to improve the program or a new learning outcome to assess. |