

President's Award for Excellence & Innovation in Teaching and Learning Through Outcomes Assessment Rubric

	Exemplary	Accomplished	Developing
<p>Outcomes Statements Clearly state what students will know, think, or do as a result of activity.</p>	<ul style="list-style-type: none"> Clearly defined and measurable. 	<ul style="list-style-type: none"> Mostly defined and measurable. 	<ul style="list-style-type: none"> Vague or undefined.
<p>Assessment Multiple assessment methods utilized, including direct and indirect assessment methods.</p>	<ul style="list-style-type: none"> Multiple assessments used, including direct and indirect assessments. Assessments aligned with intended outcome. Clear criteria and rubric(s) provided. Opportunities for student self-assessment and feedback. 	<ul style="list-style-type: none"> Multiple assessments used. Assessments partially aligned with intended outcome. Criteria and rubrics somewhat clear. Limited opportunities for student self-assessment and feedback. 	<ul style="list-style-type: none"> One assessment method used. Assessments not aligned with intended outcome. Unclear criteria and rubrics. No opportunity for student self-assessment and feedback.
<p>Reflect/Collaborate Evidence of thoughtful reflection and departmental collaboration. Discussion shall reflect on assessment data and results, including the connection of assessment results and curriculum changes or resource requests. Discussion may also reflect on and strengthen assessment methods.</p>	<ul style="list-style-type: none"> Evidence of reflection on strengths, weaknesses, <i>and</i> learning process. Meaningful departmental collaboration. Uses data effectively to make connections. 	<ul style="list-style-type: none"> Evidence of reflection on strengths, weaknesses, <i>or</i> learning process. Limited collaboration or ineffective use of collaborative opportunities. Attempts to use data to make connections 	<ul style="list-style-type: none"> Minimal reflection on learning. No evidence of collaboration. Does not use data.
<p>Action/ Follow Up Action steps identified and implementation planned</p>	<ul style="list-style-type: none"> Specific action steps and anticipated results for student improvement. Linked to identified strengths and/or weaknesses. Timeline and resources identified. 	<ul style="list-style-type: none"> Vague action steps and anticipated results for student improvement. Partially linked to identified strengths and/or weaknesses. Timeline or resources may be missing or unclear. 	<ul style="list-style-type: none"> No action steps and anticipated results for student improvement. Little connection to identified strengths and/or weaknesses. No timeline or resources provided.