

Criteria to Evaluate Assessment Program (2017)

Elements	Needs Revision	Effective	Exemplary
Program goals and intended student learning outcomes	Program goals are developed, but student learning outcomes are only partially developed	Program goals and student learning outcomes are developed but lack disciplinary uniqueness	Program goals and student learning outcomes are developed and reflect the uniqueness of the program
Assessment methods/tools appropriate for learning outcome	Methods of assessment, and procedures for implementation are partially identified, but lack clarity	Implementation of several assessment activities (methods and procedures) are developed to assess most learning goals and intended outcomes	Systematic assessment of student learning using multiple measures is implemented and reflects the uniqueness of the academic program and discipline
Multiple measures are identified including direct and indirect measures	Assessment using direct measures is evident, and feedback is gathered from some stakeholders on a limited basis, for limited purposes	Assessment using direct measures is varied in format. Feedback is gathered from key stakeholders (at least current students and alumni) through indirect methods, and is disseminated for analysis at the program level	Assessment data is gathered from more than 3 direct measures and feedback is gathered from all key stakeholders (current students, faculty, alumni, employers of graduates, graduate schools, etc.) using indirect measures
Analysis of results/feedback mechanisms	Some evidence provided of a periodic review of student learning outcomes for some learning goals; analysis is not timely	Evidence of formal review process of actual student learning outcomes for most program goals on a routine basis	Evidence of a formal and effective feedback & improvement mechanism: review process, engagement with students/stakeholders on a consistent schedule
Use of assessment results	No use of data evident OR Newly approved plan and not at this point yet	Response based on using data analysis for most learning outcomes and monitoring in place to measure effectiveness of changes	Evidence of a formal and effective feedback mechanism using data: data analysis used to improve curriculum or instruction, or learning. Consistent monitoring in place to track effectiveness of any program changes.
Integrated Learning Assessment	Integrated learning outcome is not clearly articulated and lacks discipline focus. Assessment format/process is not described. Assessment results are not reported.	Integrated learning outcome is articulated but lacks discipline focus. Assessment format/process described in basic terms. Assessment results are reported with some follow up use of data.	Integrated learning outcome is detailed and reflects the discipline. Assessment format/process described in detail. Assessment results are reported in detail and used to create a program response which is also described.
Utility of assessment plan	Scope of plan is not reasonable OR strategies outlined do not provide direct evidence of student learning	Plan provides for direct evidence of student learning and the scope of the plan is reasonable. All components of plan are acceptable.	Plan is appropriate in scope and timeliness. Provides detailed information to program for future actions if required.

Evaluation of UWO Advising Learning Outcomes Assessment

Elements	Needs Revision	Effective	Exemplary
Description of Advising Model	Lack of or incomplete description of advising model	Description of all elements of model	Detailed description with rationale and overview
Identification of advising objectives mapped to Advising Learning Outcomes	Lack of or incomplete mapping of outcomes to advising objectives.	Clear and mapping of objectives and outcomes	Clear and detailed mapping with related information provided
Identification of data to be collected	Lack of clarity in identification of data or missing data elements	Each outcome has appropriate data identified for reporting	Clear and detailed identification of data elements for each advising outcome with rationale
Interpretation of advising data	No or little analysis or interpretation of data. Response does not indicate program changes.	Response based on using data analysis for advising outcomes with some implementation plans for change	Evidence of an effective and detailed program response based on data including implementation plans
Clarity, organization of information	Minimal detail and some organization issues	Organized plan with all elements described	Well-organized plan that is complete in all elements that is detailed with a rationale