

Department/Program Assessment Rubric

* Required

1. Email address *

2. Department/program *

3. Program Level *

Mark only one oval.

- Undergraduate
- Graduate

4. Source of learning outcomes *

Mark only one oval.

- ABET outcomes
- Internal to the NMT department/program
- Other: _____

5. Are learning outcomes clear and possible to assess? *

Learning outcomes are what students should know and be able to do upon completing the program. Complexly worded outcomes should be avoided, as should outcomes that are extremely difficult or impossible to assess.

Mark only one oval.

	1	2	3	4	5	
All are unclear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	All are clear

6. Do learning outcomes focus on knowledge and skills? *

Outcomes should focus on things students know or be able to do.

Mark only one oval.

	1	2	3	4	5	
Most do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Most do not

7. Are outcomes mapped to the curriculum? *

Ideally departments should map outcomes to courses where they are assessed (i.e., curricular mapping). This is now mandatory for all undergraduate programs.
Mark only one oval.

- Yes
- No

8. Comments

9. Are the assessment methods capable of assessing student performance on outcomes? *

Each learning outcome should have clearly identified methods used to gauge performance. For example, an outcome for oral presentation skills could be assessed using faculty scoring of student presentations.
Mark only one oval.

	1	2	3	4	5	
Methods do a poor job of assessing associated outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Methods do a good job of assessing outcomes

10. Comments

11. Are assessment results stated clearly and interpreted? *

Data should be clearly reported and interpreted.
Mark only one oval.

	1	2	3	4	5	
Results and interpretation are unclear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Results and interpretation are very clear

12. Comments

13. Were appropriate actions taken, or proposed? *

Based on the evaluation/interpretation of the assessment data some actions should be taken for continuous improvement of the program.

Mark only one oval.

Yes

No

14. Comments

15. Is there follow up from previous report? *

The report should describe what was done in response to the previous year's assessment.

Mark only one oval.

	1	2	3	4	5	
Needs more follow up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Well done

16. Comments

17. Are dates of department meetings in which assessment was discussed included in the report? *

Departments should include this information in their reports in order to document broad faculty participation in the process.

Mark only one oval.

Yes

No

18. Reviewer's general comments and suggestions

19. Name and Title of Reviewer *

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