

Tri-College Teagle Foundation Systematic Improvement Grant:
Sustainable Department-Level Assessment of Student Learning (Round 2: Spring 2012-Fall 2014)

Project Report from Faculty Participants*

Rubric

	Problematic	Good	Strong
The department has articulated student learning goals.	In the report, there is no evidence of discussion or agreement on learning goals.	The report describes the process, including challenges and successes, and provides a list of student learning goals.	The report describes the process, including challenges and successes, and provides a comprehensive list of goals that are worded in terms of what a student will be able to do.
Specific learning objectives are stated that reflect each goal that will be assessed.	In the report, the objectives or the relationship between the objectives and the learning goals are unclear.	The report includes learning objectives that clearly follow from the learning goal selected for assessment.	The report includes learning objectives that clearly follow from the learning goal selected for assessment, and that are meaningful and measurable.
Strategies used to achieve learning objectives are identified.	In the report, strategies are not described.	The report identifies the strategies used to achieve the objectives.	The report describes the strategies used, which follow naturally from the objectives.
Direct Assessment is used.	The measures reported are indirect only.	One or more of the measures described in the report can be considered to be direct assessment.	One or more of the measures detailed in the report clearly constitute direct assessment.
Project leaders have discussed project and its findings with others.	The report suggests that little or no discussion has occurred.	The report documents that members of the department have discussed the project fully.	The report describes how members of the department have discussed the project fully, and how aspects of the project have been presented to others on campus.
Report makes explicit recommendations for change in curricular practices to be implemented in Year 3.	The report is inconclusive about the results of assessment being used to inform practice.	Within the report, the implications of the assessments are discussed, as are courses of action to facilitate improvement of any deficits discovered.	Within the report, specific changes to improve student learning are identified which follow clearly from the results of the assessments. Plans for follow-up assessments are discussed.

* Reports are requested by October 20, 2014.