

Rubric for Evaluating Institutional Student Learning Assessment Processes

This is intended for institutions to use as a tool to help them assess the status of their current assessment efforts in terms of Middle States' accreditation standards and expectations. This tool is **not** intended to be used by any evaluators or to prescribe specific Commission actions regarding the institution.

- No plans = **No documented evidence that the institution has plans** to do this.
- No evidence = The institution appears to be aware that it should do this, but there is **no documented evidence that this is happening**.
- A few areas = The institution has documented evidence that this is happening **in just a few areas** (for example, only in programs with specialized accreditation).
- Some areas = The institution has documented evidence—not just assurances—that this is happening **in some but not most areas** (for example, in a number of academic programs but not yet in general education)
- Most areas = The institution has documented evidence—not just assurances—that this is happening **in most but not all areas**.
- Everywhere = The institution has documented evidence—not just assurances—that this is happening **everywhere**.

	<i>For academic programs, the general education curriculum, and institutional goals articulated in the mission statement, vision statement, or elsewhere:</i>	No plans	No evidence	A few areas	Some areas	Most areas	Everywhere
1	Institutional leaders demonstrate sustained—not just one-time or periodic—support for promoting an ongoing culture of assessment and for efforts to improve teaching.						
2	Clear statements of expected learning outcomes at the institutional, unit, program, and course levels have been developed and have appropriate interrelationships.						
3	Those with a vested interest in the learning outcomes of the institution, program, or curriculum are involved in developing, articulating, and assessing them.						
4	Statements of program-level expected learning outcomes are made available to current and prospective students.						
5	Course syllabi include statements of expected learning outcomes.						
6	Targets or benchmarks for determining whether student learning outcomes have been achieved have been established and justified; the justifications demonstrate that the targets are of appropriate college-level rigor and are appropriate given the institution's mission.						
7	Multiple measures of student learning, including direct evidence, have been collected and are of sufficient quality that they can be used with confidence to make appropriate decisions.						
8	The evidence of student learning that has been collected is clearly linked to expected learning outcomes.						
9	Student learning assessment results have been shared in useful forms and discussed with appropriate constituents, including those who can effect change.						
10	Student learning assessment results have been used to improve teaching and by institutional leaders to inform planning and budgeting decisions.						
11	In any areas in which the above are not yet happening, concrete, feasible, and timely plans are in place.						
12	Assessment processes have been reviewed and changes have been made to improve their effectiveness and/or efficiency, as appropriate.						
13	There is sufficient engagement, momentum, and simplicity in current assessment practices to provide assurance that assessment processes will be sustained indefinitely.						