ASSESSMENT REPORT

Rubric and Feedback Tool

This rubric and feedback tool is designed to simultaneously provide feedback and evaluation.

Assessment staff can use it to offer feedback to programs/units on their reports, while Chairs, Deans, VPs/Directors, and Assessment Committee members can utilize it for oversight, review, and continuous improvement of reports.

# USER GUIDE

 **Read the entire report and follow the instructions below to provide holistic feedback on its overall quality.**

1. **Familiarize yourself with each criterion.**
2. **Understand what to “look for.”**
3. **Indicate whether you observed the “look fors” with a Yes or No answer.**
4. **If you indicated “No” for any criterion, offer feedback. You can:**
	1. **Choose the feedback from the list that best matches your observations. You may select more than one, OR**
	2. **Use the “Other” option to provide customized feedback.**
5. **Complete the overall evaluation. Add additional comments (if any) to elaborate on your review.**

RUBRIC CRITERIA:

## Implemented Changes

### **What should you look for?**

**LOOK FOR:** Implemented changes based on findings from the last time the outcome was assessed. Flag instances where plans for future improvements are presented (This section must focus on the past). If no changes were made, look for a rationale. (This may not apply to new programs or new outcomes).

**Did you observe what you are looking for?**

**YES**

**NO**

### **Feedback/Suggestions for Improvement**

1. This section is missing documentation of data-based changes. Describe the actions taken based on data from the last time the outcome was assessed.
2. This section discusses future plans, but it shouldn’t. Focus on actions taken based on data from the last time the outcome was assessed.
3. No improvement strategies have been implemented since the last assessment of the outcome. Provide a rationale for this.
4. This section contains irrelevant information. Focus on actions taken based on data from the last time the outcome was assessed.
5. Other:

## Results

### **What should you look for?**

**LOOK FOR:** A descriptive (narrative) summary of results that includes the number of student work products reviewed and/or individuals surveyed (sample size), population size, how participants or data points were selected from the population, and a statement of whether the target was met or not. Flag instances of inaccurate data reporting (e.g., success criteria stated as percentages, but results reported as averages). If data are incomplete or missing, look for an explanation.

**Did you observe what you are looking for?**

**YES**

**NO**

### **Feedback/Suggestions for Improvement**

1. Results are presented solely as data tables. Include a summary specifying the sample size, population size, and whether the target was met.
2. Data reporting does not seem accurate. Ensure that results are reported accurately.
3. Provide a justification for missing data; simply stating that data was not collected is insufficient.
4. Data tables are not readable due to formatting issues. Present them in a clear way to facilitate understanding and verification of results.
5. Other:

## Interpretation

### **What should you look for?**

**LOOK FOR:** An analysis of what the data reveals (e.g., examination of how actual performance compares to the target, articulation of contributing factors, identification of patterns observed, speculation on why the results appear as they do, and/or exploration of root causes). Flag instances where results are copied/summarized without interpretation, or where statements like “We are satisfied with the results” are used, as these undermine thoughtful engagement with data.

**Did you observe what you are looking for?**

**YES**

**NO**

### **Feedback/Suggestions for Improvement**

1. Insufficient data interpretation. Analyze what the data reveals (e.g., contributing factors, patterns, root causes, etc.).
2. Avoid statements like “We are satisfied with the results.” Dig deep into the data, ask questions, uncover insights even if the target was met.
3. Avoid copying/summarizing results without interpretation. Analyze what the data reveals (e.g., contributing factors, patterns, root causes, etc.).
4. Other:

## Data Conclusion

### **What should you look for?**

**LOOK FOR:** A statement of whether the target (success criterion) has been met or not.

**Did you observe what you are looking for?**

**YES**

**NO**

### **Feedback/Suggestions for Improvement**

1. Data conclusion does not seem accurate. Review the data to ensure the conclusion aligns with the evidence.
2. Other:

## Reflection

### **What should you look for?**

**LOOK FOR:** Statements indicating whether improvement strategies implemented since the last time the outcome was assessed positively or negatively impacted current results. (This may not apply to new programs or new outcomes).

**NOTE TO THE EVALUATOR:** If no recommended improvements were identified in the last assessment cycle, programs/units cannot go back and revise past reports. However, your feedback should emphasize that they need to be mindful of this “look for” in future assessments.

**Did you observe what you are looking for?**

**YES**

**NO**

### **Feedback/Suggestions for Improvement**

1. No mention of past improvements’ positive or negative impact on current results. Include this reflection in the report.
2. If no changes were made, their impact on current results cannot be assessed. Acknowledge this rather than leaving this section blank.
3. Implementing improvements and assessing their impact is key to assessment. Keep this in mind for future assessments.
4. Other:

## Use of Results

### **What should you look for?**

**LOOK FOR:**

* Improvement plans even when the targets are met. Flag overuse of “no improvements needed” type of conclusions.
* Curricular and/or instructional improvement plans informed by the assessment results for learning outcomes. (Essential for educational programs).
* Improvements that are not overly concentrated in the assessment tools/processes alone (e.g., changing the target, assessment instrument, rubric).
* Improvement plans that are linked to the assessment data being analyzed.
* Actionable recommendations that avoid vague/overly broad language. (e.g., “Improve student engagement” is vague).

**Did you observe what you are looking for?**

**YES**

**NO**

### **Feedback/Suggestions for Improvement**

1. Avoid “no improvement is needed” type of conclusions. Analyze the data deeply to identify improvement strategies, even when targets are met.
2. Improvements focus primarily on assessment. Include curricular/instructional changes for learning outcomes and operational changes for others.
3. Avoid stating “We will continue to monitor this outcome” without identifying improvement strategies.
4. Improvement plans are not clearly connected to the assessment results. Link improvements to the findings and analysis.
5. Recommended improvements are vague. Clearly outline what steps will be taken.
6. Other:

# OVERALL EVALUATION

Based on your observations, what is your overall evaluation of this assessment report?

### **Exemplary**

The report demonstrates thoughtful engagement with the assessment process, showing alignment with the “look- fors” and receiving “Yes” responses across all criteria. It stands out as a model report.

### **Foundationally Strong with Opportunity for Growth**

The report is foundationally strong, with “Yes” responses in three essential areas: Results, Interpretation, and Use of Results. Opportunities for growth exist in others, as evidenced by “No” responses. Feedback and suggestions for improvement provided by the reviewer(s) should guide revisions to help refine and enhance the report for greater alignment and impact.

### **Needs Improvement**

The report provides a starting point for further development. While there are “Yes” responses, the prevalence of “No” responses across the criteria highlight the need for focused attention. Feedback and suggestions for

improvement provided by the reviewer(s) should guide revisions to help refine and enhance the report for greater alignment and impact.

**Additional comments (if any):**

### **This Rubric and Feedback Tool was created by the Office of Assessment & Accreditation. Direct questions/comments to** **oie@uhd.edu**