

Kent State University, Academic Degree-granting Assessment Report Rubric

Program Name Here	Proficient	Developing	Emerging	Missing
Program Student Learning Outcomes (SLOs) Start with a measurable/observable verb; succinct, denotes one action per SLO, based on skill, knowledge, or level of mastery specific to the discipline (i.e., unlikely acquired before program exposure). [Optional: Success Outcomes are other indicators, often operational, not directly tied to mastery of learning.]	SLOs are specific to the program, succinct, and measurable.	SLOs are somewhat clear and measurable.	SLOs are unclear (i.e., vague verbs like understand and know) and not measurable.	Absent
Learning Outcomes Feedback				
Assessment Plan Measures Data should be collected through direct observation of a performance of the outcome(s), either in-person/synchronously or by evaluating an artifact produced through the learning process. Indirect methods (e.g., surveys, interviews) could represent a second measure to support direct methods.	The measures are clearly linked and relevant for each SLO.	Some measures are relevant to the SLOs.	Measures are present but not relevant to the SLOs.	Absent
Measures Feedback				
Target Measures The target or criteria of success for the Measure, e.g., "80% of the students will achieve a score of 3 or above."	Measures all contain a stated and achievable target.	Measures include targets but not all are achievable.	Stated measure targets that are not achievable.	Absent
Target Feedback				
Assessment Results (Summary/Analysis) Include: 1. Qualitative or quantitative data in a narrative summary or table 2. A well-	Results directly address targeted measure and learning outcome	Results somewhat address targeted measure but are incomplete.	Results do not address targeted measure.	Absent

Kent State University, Academic Degree-granting Assessment Report Rubric

developed description of conclusions based on the data gathered. 3. Reference to the specific measure and achievement target involved.				
Results (Summary/Analysis) Feedback				
Action Plans Action Plans should: 1. Clearly describe how the assessment results will be translated into the next steps and action taken to effect change. 2. Succinctly outline the desired change and how it may be measured in the future. 3. Be geared toward the desired outcome of improving student learning or the program curriculum.	Action Plans are achievable and focused, offering a clear explanation to yield actionable data with sufficient details and a realistic timeline.	Action Plans are achievable, offering limited details to yield data with details and a timeline.	Action Plans are not achievable, offering unclear details.	Absent
Action Plan Feedback	Note – this is a feature that wasn’t utilized in Taskstream but will be expected of all SLOs in Planning & Self-Study (PSS). For 2023-24 and beyond, more details on Action Plans will be asked of programs – see PSS training guides for more information. Actions could include who and what plans will be in place for continuous improvement.			
OVERALL REVIEW Please select a score that corresponds to the level of completeness for this program assessment report:	Fully Complete - Content provided is fully applicable to the program. SLOs in Watermark PSS reflect the SLOs in the current Kent State catalog year (academic degrees only). No further recommendations.	Complete - Content provided is applicable to the program but recommendations are suggested for next year. SLOs in Watermark PSS reflect the SLOs in the current Kent State catalog year (academic degrees only).	Partially Complete - Content provided is not fully applicable to the program. Several revisions are needed to complete the submission. - OR - SLOs in Watermark PSS do not reflect the SLOs in the current Kent State catalog year (academic degrees only)	Incomplete - Content provided is not applicable to the program. Major revisions are needed to complete the submission. AND SLOs in Watermark PSS do not reflect the SLOs in the current Kent State catalog year (academic degrees only)
OVERALL FEEDBACK:				

GENERAL REMINDERS:

- Supporting documents can be attached to annual plans, but please always refrain from including any individual identifiable student information (e.g., Banner ID, names, etc.).
- Demonstrating learning outcomes across different modalities (e.g., online, in-person) is also important and encouraged.
- Note that it could be helpful for programs to focus on assessing one or two outcomes each year, so long as all outcomes are assessed cyclically to impact change over a reasonable amount of time (i.e., no more than 3 years).
- The annual report submission in the updated assessment platform, **Watermark Planning & Self-Study**, is always due **September 30 (for the previous academic year)**.
- Training options for Planning & Self-Study include on-demand videos plus virtual weekly Friday open labs, sign up here to reserve a spot: <https://www.kent.edu/provost/aal/assessment-reporting-platform-guides-watermark> . If you have a large group requesting another training session, please contact assessment@kent.edu.

Follow-up Questions for Academic Units:

- Who else needs to see this report and feedback?
- What will you do next with the information provided in this feedback report and your annual program assessment report?