FERRIS STATE UNIVERSITY

Academic Affairs Assessment Committee
Excellence in Assessment Award Rubric

This award recognizes individuals or teams demonstrating excellence in the use of assessment data to improve student learning, retention, the learning environment, and a culture of continuous improvement. One award is for course-level assessment and one is for recognizing other types of assessment activities.

Excellence in Assessment – **Course Level** (Project Name): _____

Excellence in Assessment – **Beyond Course Level** (Project Name): _____

Criterion	Excellent Model (10)	Appropriate Model (7)	Developing Model (5)
Outcome(s): clear, measurable outcomes that describe what you are striving to achieve	• Outcomes were clearly articulated • Outcomes were clearly linked to a course level, programmatic, or institutional outcome • Performance goals were established • Relevance of the specific outcomes are clearly stated	• Outcomes were clearly articulated • Outcomes were linked to a course level, programmatic, or institutional outcomes but lacked clarity • Performance goals were lacking definition • Some relevance may be stated but lacks sufficient detail	• Outcomes are not clearly articulated • Outcomes lacked a sufficient linkage to either course level, programmatic, or institutional outcomes • Performance goals were unclear and/or were lacking definition • Relevance was not clearly established
Criterion	Excellent Model (10)	Appropriate Model (7)	Developing Model (5)
Methods: assessment methods used are appropriate for the outcomes	• Clearly describes the methodology and data collection for assessment tools or process • Clear description of assessment process and tools, including evidence of valid and reliable measures	• Describes the methodology and data collection for assessment tools or process but lacks details • Description of the assessment process and tools does not include sufficient evidence of valid and reliable measures	• Methods and data collection for assessment tools or process is not clearly stated • Description of the assessment process does not utilize valid and reliable measures
Criterion	Excellent Model (10)	Appropriate Model (7)	Developing Model (5)
Criterion for Success: goals or target success rate that is reasonable	• Criterion for success was established and clearly stated • Evidence and rationale to support the selection of the criterion for success was clearly stated	• Criterion for success was established but lacked clarity and/or sufficient detail • Limited evidence and/or rationale to support the selection of the criterion for success was stated	• Criterion for success was not clearly established • Evidence and rationale for the criterion for success was not clearly established

Criterion	Excellent Model (10)	Appropriate Model (7)	Developing Model (5)
Results: data are directly and logically linked to the outcomes purported to be measured	• Evidence to support the extent to which the outcomes were met was clearly presented • Evidence of the impact of the assessment activity/activities on either the course, program, or institution • Relevance of the results are clearly stated	• Evidence to support the extent to which outcomes were met is presented but lacks detail • Evidence of the impact of the assessment activity/activities on either the course, program, or institution are presented but lack detail • Relevance of the results are not clearly stated	• Evidence to support the extent to which outcomes were met is not clearly stated • Evidence of the impact of the assessment activity/activities is not clearly presented • Relevance of the results is absent
Criterion	Excellent Model (10)	Appropriate Model (7)	Developing Model (5)
Actions: description of how the results were used to inform change/improvement	• Assessment data was shared with appropriate stakeholders (internal and external) • A clear plan for disseminating the assessment process, tools or outcomes for consideration to a broader audience is established • Description of how the results are utilized for continuous quality improvement	• Assessment data was shared with some of the appropriate stakeholders (internal and external) • A plan for disseminating the assessment process, tools, or outcomes for consideration to a broader audience is established but lacks detail and/or clarity • Description of how the results are utilized for continuous quality improvement lacks details and/or clarity	• Assessment data was not shared with the appropriate stakeholders (internal and external) • A plan for disseminating the assessment process, tools, or outcomes for consideration to a broader audience has not been established • Description of how the results are utilized for continuous quality improvement is not present
Criterion	Excellent Model (10)	Appropriate Model (7)	Developing Model (5)
Follow-Up: A description of how the assessment loop is closed	• Description of the process used to close the assessment loop following the activity/activities is clearly articulated OR a clear plan to close the loop is described	• Description of the process used to close the assessment loop following the activity/activities lacks details OR a clear plan to close the assessment loop lacks detail	• Description of the process used to close the assessment loop following the activity/activities does not exist OR a clear plan to close the assessment loop is absent

Total Score: _____