Department/Program Assessment Rubric

1. Email address *

2. Department/program *

3. Program Level *
   Mark only one oval.
   - Undergraduate
   - Graduate

4. Source of learning outcomes *
   Mark only one oval.
   - ABET outcomes
   - Internal to the NMT department/program
   - Other: __________________________

5. Are learning outcomes clear and possible to assess? *
   Learning outcomes are what students should know and be able to do upon completing the program. Complexly worded outcomes should be avoided, as should outcomes that are extremely difficult or impossible to assess.
   Mark only one oval.
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<th>4</th>
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</thead>
</table>
   All are unclear |   |   |   |   |   |
   All are clear    |   |   |   |   |   |

6. Do learning outcomes focus on knowledge and skills? *
   Outcomes should focus on things students know or be able to do.
   Mark only one oval.
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   Most do |   |   |   |   |   |
   Most do not |   |   |   |   |   |
7. Are outcomes mapped to the curriculum? *

Ideally departments should map outcomes to courses where they are assessed (i.e., curricular mapping). This is now mandatory for all undergraduate programs.

Mark only one oval.

- Yes
- No

8. Comments

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

9. Are the assessment methods capable of assessing student performance on outcomes? *

Each learning outcome should have clearly identified methods used to gauge performance. For example, an outcome for oral presentation skills could be assessed using faculty scoring of student presentations.

Mark only one oval.

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<tbody>
<tr>
<td>Methods do a poor job of assessing associated outcomes</td>
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<tr>
<td>Methods do a good job of assessing outcomes</td>
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10. Comments

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11. Are assessment results stated clearly and interpreted? *

Data should be clearly reported and interpreted.

Mark only one oval.

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<tbody>
<tr>
<td>Results and interpretation are unclear</td>
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<tr>
<td>Results and interpretation are very clear</td>
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12. Comments


13. **Were appropriate actions taken, or proposed?** *
   Based on the evaluation/interpretation of the assessment data some actions should be taken for continuous improvement of the program.
   *Mark only one oval.*
   - [ ] Yes
   - [ ] No

14. Comments


15. **Is there follow up from previous report?** *
   The report should describe what was done in response to the previous year's assessment.
   *Mark only one oval.*
   - [ ] Needs more follow up
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5
   Well done

16. Comments


17. Are dates of department meetings in which assessment was discussed included in the report? *

Departments should include this information in their reports in order to document broad faculty participation in the process. 

*Mark only one oval.*

☐ Yes

☐ No

18. Reviewer's general comments and suggestions

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

19. Name and Title of Reviewer *

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

☐ Send me a copy of my responses.