

	Exceeds Requirements 10 - 12	Meets Requirements 7-9	Partially Meets Requirements 4-6	Does Not Meet Requirements 1-3	Score
<p>Learning Outcomes When students successfully complete the program, what should they know? What should they be able to do? What should they value?</p>	<ul style="list-style-type: none"> o All outcomes clearly stated; o Compatible with IU South Bend campus goals and mission statements; o Measurable; o An appropriate range of measures; o Cover key/focused components of learning; o Reflect multiple levels of learning, primarily higher levels of learning (e.g. Bloom’s Taxonomy: synthesis, application, analysis.) 	<ul style="list-style-type: none"> o Most are clearly stated; o Most are compatible with IU South Bend campus goals and mission statements o Most are measurable; o An adequate range of measures; o Most cover key/focused components of learning; o Reflect multiple levels of learning, including higher levels of learning. 	<ul style="list-style-type: none"> o Some are clearly stated; o Some are compatible with IU South Bend campus goals and mission statements o Some are measurable; o Too many or too few in number o Most cover key/focused components of learning; o Some reflect multiple levels of learning, and some may reflect higher levels of learning 	<ul style="list-style-type: none"> o Not clearly stated; o Not compatible with IU South Bend campus goals and mission statements o Inappropriate number to reflect required student learning o Not measurable; o Do not cover key/focused components of learning; o Generally reflect basic knowledge. 	7
<p>Tools and Processes Direct Measures – directly evaluate student work. Examples of direct measure include exams, papers, projects, and computer programs, interactions with a client or musical performances. Indirect Measures – indirectly evaluate student learning and include asking students and alumni how well they thought they learned, tracking their graduate school or job placement rates, and so on.¹</p>	<ul style="list-style-type: none"> o Appropriate number of observations; o All measure mastery of student learning using multiple methods; o Include a wide range of student work samples; o Tells you what needs to change and where in the curriculum it must be changed. 	<ul style="list-style-type: none"> o Adequate number of observations; o Measure student learning; o Include student work samples; o Measures how closely target is achieved and guides curriculum changes 	<ul style="list-style-type: none"> o Some observations; o Some measure student learning; o Includes some student work samples; o Measures how closely target is achieved but may not suggest specific actions for improvement. 	<ul style="list-style-type: none"> o Few or no observations; o No appropriate methods to measure desired student learning; o No student work samples; o Does not measure target achievement, does not make necessary curricular changes clear. 	3
<p>Benchmarks/Performance Targets Level of performance students should achieve for selected measures.</p>	<ul style="list-style-type: none"> o Well defined and appropriate levels of student learning are identified; o Measures how closely target is achieved 	<ul style="list-style-type: none"> o Defined and adequate levels of student learning are identified; 	<ul style="list-style-type: none"> o Loosely defined or insufficient levels of student learning are identified; 	<ul style="list-style-type: none"> o No benchmarks or targets for student learning are identified; 	1
<p>Results and Analysis Information is gathered, summarized and provided to faculty for review, discussion and analysis</p>	<ul style="list-style-type: none"> o Clearly developed and well-conceived analysis; o Clear findings are reported on all methods o Faculty and other relevant stakeholders review and discuss all data 	<ul style="list-style-type: none"> o Analyses are provided; o Findings are reported on all methods; o Faculty review and discuss all data. 	<ul style="list-style-type: none"> o Analyses are provided; o Findings are reported on most methods; o Limited review and discussion. 	<ul style="list-style-type: none"> o No analysis; o Insufficient findings or number of methods used; o Limited or no review and discussion. 	6
<p>Actions How do faculty use assessment information to modify and improve their program?</p>	<ul style="list-style-type: none"> o A thorough plan is developed with broad-based faculty participation to improve curriculum, assessment planning, and/or student learning outcomes; o Actions provide thorough evidence that findings have influenced curricular and co-curricular decision making 	<ul style="list-style-type: none"> o A plan to improve is developed with faculty participation; o Actions provide evidence that findings have influenced curricular and co-curricular decision making 	<ul style="list-style-type: none"> o A plan is with partial faculty participation is developed; o Unclear connections between findings and curricular and co-curricular decision making. 	<ul style="list-style-type: none"> o No plan has been developed; o No evidence-based decision making is discernible. 	5

1. Walvoord, Barbara (2004). Assessment Clear and Simple. San Francisco: Jossey-Bass.

This rubric is based on a model used by the University of Idaho

	Comments
<p>Learning Outcomes When students successfully complete the program, what should they know? What should they be able to do? What should they value?</p>	<p>The learning outcomes, called educational goals in their plan, are reasonable, and pointedly answer the questions at the left. Their curriculum map shows that they have a clear idea of how students progress in knowledge both in general learning outcomes and in the components of those outcomes, most notably learning outcome #1.</p>
<p>Tools and Processes Direct Measures – directly evaluate student work. Examples of direct measure include exams, papers, projects, and computer programs, interactions with a client or musical performances. Indirect Measures – indirectly evaluate student learning and include asking students and alumni how will they thought they learned, tracking their graduate school or job placement rates, and so on.¹</p>	<p>The department uses the following two direct measures:</p> <ol style="list-style-type: none"> (1) Standard testing involving the Force Concept Inventory includes pre- and post-testing (2) In class assessment <ol style="list-style-type: none"> (a) Exams, quizzes (b) Lab reports and practical's (c) Research experience <p>The department also uses some indirect measures:</p> <ol style="list-style-type: none"> (1) Graduate school admissions (2) Communications between faculty and alumni (3) Selected items on student evaluations <p>The Force Concept Inventory testing is stated in the reported as being a limited measure, principally aimed at two critical courses. Other direct measures need to be developed and used to assess other portions of the program. The measurement of writing skills as evidenced in lab reports needs to be clarified as to method. Examinations and quizzes provide only composite measures, and usually do not adequately measure any one measure.</p> <ul style="list-style-type: none"> - In future reports please specify what information is collected from IUEval for assessment - Assessment tools need to be specific to learning outcomes. Course grades are not specific to individual learning outcomes. Additional assessment measures need to be developed for upper level classes. - The assessment committee encourages you to explore the Major Field Test, and suggest applying for an assessment grant to pilot it.
<p>Benchmarks/Performance Targets Level of performance students should achieve for selected measures.</p>	<p>None was supplied in the report.</p>
<p>Results and Analysis Information is gathered, summarized and provided to faculty for review, discussion and analysis</p>	<ul style="list-style-type: none"> - Assessment data collection and analysis requires the participation of all faculty - Please include a summary of the data collected
<p>Actions How do faculty use assessment information to modify and improve their program?</p>	<p>Some changes have been made due to the information obtained from assessment tools. The most notable of these has been recognition of the need to improve the quality of laboratory instruction.</p>

- *The department need to develop benchmarks and targets*

General Education Learning Goals

Curriculum Map – The curriculum map reflects thoughtful analysis of the curriculum as demonstrated by the revision in the learning outcomes.