

Rubric for Review of NM Common Course Assessment Reports

Reporting Institution: UNM Valencia Campus

New Mexico Common Core Area:

Competency Number Assessed: (note that not all competencies have to be assessed – mark all that apply to this assessment)

State Competency 1	State Competency 2	State Competency 3
State Competency 4	State Competency 5	State Competency 6

Institution Course Number:

NM Common Core Number :

Date Reviewed by Committee:

Comments:

Rubric for Review of NM Common Course Assessment Reports

Reviewers: Select the box in each row that best reflects the content of the report being reviewed.

	Not Evident	Developing	Functional	Experienced
Description of Assessment Procedures	Assessment procedure is not described.	Description of assessment procedure is vague, incomplete or unclear. For example, a description of the student assignment is provided, but other information about the procedure must be inferred or assumed. Rubric may or may not be attached.	Basic assessment procedure is clearly described and includes most of the following: a brief description of student assignment, how/when assignment was distributed and collected, which students/courses were included (sampling), how student product was evaluated, and if a rubric (attached) was used.	Assessment procedure is clearly, completely and succinctly described, including a brief description of student assignment, how/when assignment was distributed and collected, which students/courses were included (sampling), how student product was evaluated, and if a rubric (attached) was used.
Assessment Data and Results	Assessment data and/or results of assessment are not reported.	Some results are reported, but they may be unclear, incomplete, stated in averages (e.g. average student <i>score</i> was 70%), grade based, or it may not be clear how results provide information about student learning on the stated outcome.	For the most part results are reported in a clear format. Scores are reported in terms of student performance against set benchmarks (e.g. 70% of students performed at the “competent” level), and it appears that results provide information about student learning on the outcome.	Results are clearly and succinctly reported in a readily accessible format, and are in terms of student performance against set benchmarks (e.g. 70% of students performed at the “competent” level). It is readily apparent how results provide information about student learning on the stated outcome.
Analysis & Interpretation/ Reflection on Results or Trends	Neither analysis NOR interpretation of results are provided.	There is reference to or some implication that analysis/ interpretation of the results has occurred, but no clear conclusions have been articulated.	Report includes clearly articulated analyses and interpretation of/reflection on the assessment results. It may be unclear whether analysis/interpretation was drawn by an individual or through collaboration.	A clear, complete, and succinct analysis, interpretation of and reflection on the assessment results is provided, and it is readily apparent that conclusions were drawn through collaboration and consensus of appropriate stakeholders.
Plans for Improving Assessment Process and/or Student Learning	A plan for improvement of the assessment OR student learning was not articulated.	Some indication of a need for improvement (assessment process OR student learning) is included, but burden for improvement is placed primarily upon students (students need to do more/be more), no plan for improvement is provided, or plans provided are overly broad or generalized.	Clear and actionable plans for improvement (assessment process AND/OR student learning) are provided, and for the most part appear to be appropriate given reported analysis and interpretation of assessment results.	Specific, actionable and insightful or creative plans for improvement (assessment process AND/OR student learning) are provided, and are clearly responsive to specific needs identified in reported analysis and interpretation of assessment results.