



## Assessment Rubric for Universal Competencies 5.1-5.3

### Statement of objectives/outcomes (Learning outcome has been defined)

4	3	2	1	0
<p>Clearly stated, measurable, realistic, and clearly relates to the program's Mission. Nucleus Faculty, stakeholders input evident.</p>	<p>Clearly stated and appropriate, relates to the program's mission but not all measurable. Some faculty nucleus and stakeholders input evident.</p>	<p>Clearly stated but not necessarily realistic, mission relevant or measurable. Input of faculty nucleus apparent.</p>	<p>Cryptically stated, have to be deduced from prose; realism, mission relevance and measurability can only be guessed. Not clear others input was involved.</p>	<p>Not stated</p>

### Measurement methods of student achievement

4	3	2	1	0
<p>Practical, sustainable, including direct and indirect measures</p>	<p>Practical, including direct and indirect measures, but perhaps not sustainable</p>	<p>Practical, but uses only indirect measures</p>	<p>Stated, but implementation or relevance is unclear</p>	<p>Not stated</p>

### Actual data collection (Evidence of learning has been gathered)

4	3	2	1	0
<p>Clear evidence of complete, regular data collection, as part of normal operations</p>	<p>Regular data collection on some measures, but irregular collection on others</p>	<p>Incomplete, irregular data collection</p>	<p>Irregular data collection, only in preparation for an accreditation evaluation</p>	<p>No evidence of data collection</p>

### Questions?

Contact Crystal Calarusse, NASPAA Chief Accreditation Officer: [calarusse@naspaa.org](mailto:calarusse@naspaa.org)



**Analysis of Data (Evidence of learning has been analyzed)**

4	3	2	1	0
Clear evidence of qualitative and/or quantitative analysis, providing relevant results.	Some qualitative and/or quantitative analysis, but with unclear results	Vague analysis with little or no justification or connection to objectives/ outcomes.	Listing of results, with no clear conclusions.	No analysis of data

**Remedial action (Any Evidence used to make programmatic decisions)**

4	3	2	1	0
Methodical analysis of assessment data identifies opportunities for program improvement, programmatic changes have been implemented.	Methodical analysis of assessment data identifies opportunities for program improvement, programmatic changes are still in planning phase.	Apparent use of assessment data but no clear connection between the data and programmatic decisions.	Programmatic decisions based on subjective opinion with little or no reference to assessment data.	No evidence of programmatic changes based on assessment.

*Adapted from rubric developed by the Accreditation Board for Engineering and Technology (ABET)*

**Questions?**

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