STARS Assessment Rubric

Reporting Cycle	Criteria			(4) Developed	(3) Emerging	(2) Initial	(1) Insufficient	(0) Unable to Review
Plan	Outcome		Name	Outcome names are clear, succinct, descriptive, and relate directly to the outcome statement.	Outcome names are somewhat clear and directly relate to the outcome statement.	Outcome names unclear and are indirectly related to the outcome statement.	Outcome names are unclear and do not relate to the outcome statement.	No outcome name has been provided.
			Statement	Outcomes are clearly and specifically written in terms of what students should be able to do using appropriate verbs, with succinct description of the content/skill/attitude/behavior, and identifies students to be assessed. *E.g., upon completion of the assessment process, assessment liaisons will demonstrate the ability to synthesize assessment results to create targeted improvements to their academic program.*	Outcomes are clearly and specifically written in terms of what students should be able to do with applicable verbs, and some description of the content/skill/attitude/behavior, and identifies students to be assessed. Minor clarification is necessary.	Outcomes are somewhat clear or lack specifics related to what students should be able to do with some description of the content/skill/attitude/behavior. The outcome identifies students to be assessed.	Outcomes are not clear, lack specifics related to what students should be able to do with minimal description of the content/skill/attitude/behavior, and do not identify students to be assessed.	No outcome statement has been provided.
			Status	The appropriate number of outcomes have been identified. The appropriate outcome status has been selected for each outcome that is in the system. At least 1 student learning outcome has been identified in each of the following categories: communication, discipline-specific knowledge, and critical thinking.	The appropriate number of outcomes have been identified. The appropriate outcome status has been selected for each outcome that is in the system.	The appropriate number of outcomes have been identified. At least half of the outcomes in the system have the appropriate status selected.	The appropriate number of outcomes have been identified. Less than half of the outcomes in the system have the appropriate status selected.	The appropriate number of outcomes have not been identified. No outcome status has been provided.
			Assessment Year	All relevant assessment years have been selected.				All relevant assessment years have **not** been selected.
	Strategic Linkages		Types of linkages	Articulates connections between the objectives and all of the following: the FAMU strategic plan, the college/school strategic plan, the programmatic goals, the specialized accreditor (if applicable). In addition to all the linkages above, it must include one or more of the following: Performance-based Funding metrics, President's goals, or the General Education Outcomes.	Articulates connections between the objectives and all of the following: the FAMU strategic plan, the college/school strategic plan, the programmatic goals, and the specialized accreditor (if applicable).	Articulates connections between the objectives and at least half of the following: the FAMU strategic plan, the college/school strategic plan, the programmatic goals, and the specialized accreditor (if applicable).	Articulates connection(s) between the objectives and less than half of the following: the FAMU strategic plan, the college/school strategic plan, the programmatic goals, and the specialized accreditor (if applicable).	Strategic linkages are not present.
			Quality of linkages	Articulates direct connections for all indicated linkages.	Articulates direct connections for most indicated linkages.	Articulates weak connections for some indicated linkages.	Articulates weak connections for most indicated linkages.	Articulates weak linkages for all indicated linkages.
	Assessment Measures		Quality of measure	Assessment measures are appropriate for the outcome and a description of the assessment measure is provided, including how it aligns with the outcome, when it will be administered, and how it will be used. No course grades are used. If exam grades are used, it is clear what portions of the exam will be used and how they align with the outcome.	Assessment measures are mostly appropriate for the outcome. A description of the assessment measure is provided, but lacks minor details. No course grades are used. If exam grades are used, it is clear what portions of the exam will be used and how they align with the outcome.	Some measures are appropriate for the outcome. Minimal assessment measure description is provided. Some course grades are used. Exam grades are used without evidence of alignment with outcome.	Few measures are appropriate for the outcome and the assessment measures lack description. Course grades are heavily used. Exam grades are heavily used.	Assessment measures are not present or lack information to tie them to the outcome.
			Types of measures	At least 2 assessment measures are present, and there is variety in the type (direct or indirect) of measures used. Assessment measures are used for at least 2 assessment cycles*. *Not applicable for programs that have not gone through at least 2 assessment cycles.	At least 2 assessment measures are present, and at least 1 direct measure is included. Assessment measures are used for at least 2 assessment cycles*. *Not applicable for programs that have not gone through at least 2 assessment cycles.	At least 2 assessment measures are present, and at least 1 direct measure is included.		Does not include at least 2 assessment measures. No direct measure was included.
	Criterion			Criterion is directly tied to one outcome. Criterion indicates number/percentage of students who will attain a specific level of mastery. Level of student learning mastery is justified within the context of historical performance or other evidence of appropriateness.	Criterion appears to be tied to one outcome, but clarification is necessary. Criterion indicates number/percentage of students who will attain a specific level of mastery, however clarification is necessary. Level of mastery is presented with justification, but requires clarification.	Criterion appears to be tied to more than one outcome. Criterion indicates number/percentage of students who will attain a specific level of mastery, however details are missing. Level of mastery justification is weak.	Criterion is tied to more than one outcome. Criterion does not indicate number/percentage of students who will attain a specific level of mastery. Level of student learning mastery justification is not present.	Criterion is missing.
	Attachments			The attachments that are provided make it clear what instruments will be used; how they will be used; and how they will be reported.	Attachments are provided, but minor clarification is needed to understand how they will be used; how they will be reported.	Attachments are provided, considerable clarification is needed to understand how they will be used or how they will be reported.	Attachments that are provided are not relevant to the assessment.	No attachments are provided. The attachments provide identifying information.

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Report	Results & Analysis	Results		An overall statement of findings is provided that clearly addresses the criterion, measure, and related outcome. The statement includes the following: number of students in the sample, number of students who met the benchmark for success (criterion), percentage of successful students. This information is included by course modality (face-to-face, distance, or hybrid). For programs with multiple locations, a separate result statement is provided for each location. If no data was collected, explanation has been provided to justify why it is not available.	An overall statement of findings is provided addressing the criterion, measure, and related outcome but requires minor clarification to make it easier to follow. This information is included by some but not all course modalities (face-to-face, distance, or hybrid) and it is not clear why some modalities were not included. For programs with multiple locations, a separate result statement is provided for each location. If no data was collected, explanation has been provided to justify why it is not available.	Overall statement of findings is present but requires significant clarification. It is not clear how the information is related to the measure and criterion. This information is included by some but not all course modalities (face-to-face, distance, or hybrid) and it is not clear why some modalities were not included. For programs with multiple locations, a separate result statement is provided for each location. If no data was collected, explanation has been provided to justify why it is not available.	Overall statement of findings is vague. Insufficient evidence is provided to determine if criteria for success were met or unmet. Did not provide justification for why data was not collected. Information has not been provided for course modalities or alternate locations.	No summary is provided or the summary doesn't match the measure.
		Analysis of Findings		Interpretation of results has been provided related to the outcome and it is grounded in the desired results and data collected. Analysis references prior year results for comparison. Analysis identifies actions, challenges, or contextual factors that influenced the results. Analysis focuses on 'take-aways' from looking at modality, location, or other types of disaggregation of the data leading to potential improvements.	Interpretation of results has been provided related to the outcome and it is related to the desired results and data collected, but it requires minor clarification. Analysis references prior year results for comparison. Analysis identifies actions, challenges, or contextual factors that influenced the results. Analysis focuses on 'take-aways' from looking at modality, location, or other types of disaggregation of the data leading to potential improvements.	Interpretation of results has been provided related to the outcome and it is somewhat grounded in the desired results and data collected. Significant clarification is necessary. Does not include analysis of prior year for comparison. Somewhat identifies actions, challenges, or contextual factors that influenced the results. Analysis somewhat focuses on 'take-aways' from looking at modality, location, or other types of disaggregation of the data leading to potential improvements.	Interpretation of results has been provided related to the outcome, but it is not grounded in the desired results and data collected. Does not include analysis of prior year for comparison. Analysis has minor discussion of factors influencing the results or does not address them. Analysis lacks consideration of modality, location, or other types of disaggregation of the data leading to potential improvements.	Analysis is missing or does not match the measure.
	Attachments			The attachments that are provided make it clear what instruments were used; how they were used; and how the data were gathered and utilized.	Attachments are provided, but some clarification is needed to understand how they were used; how the data were gathered and reported.	Some attachments are provided, considerable clarification is needed to understand how they were used; how the data were gathered and reported.	Attachments that are provided are not relevant to the assessment.	No attachments are provided or the attachments include identifying information.
	Improvement Narratives			Planned improvements are clearly articulated and tied to the results & analysis, and are within the control of the program. The updates are specific in detailing dates of implementation and where the change in the program/curriculum will occur).	Planned improvements are related to results and analysis, however minor clarification is necessary. Planned improvements are somewhat within the control of the program. The updates contain details regarding dates of implementation and where the change in the program/curriculum will occur, however minor clarification is necessary.	Some modifications are noted but the connection to the results & analysis is weak. It is not clear if the planned improvement is within the control of the program. The updates require significant clarification regarding implementation.	Planned improvements are not based on results & analysis, and are poorly articulated. No implementation information has been provided for the update. Narrative states that no improvements are needed without justification.	Improvement narratives are not provided for all measures.
	Overall Reflection			Addresses the overall assessment of the program/department and provides a discussion related to lessons learned and future assessment opportunities. Provides an evaluation of how past assessment contributed to successes in the current cycle and opportunities for growth remain that can be addressed in the next cycle. The reflection identifies where and when assessment was discussed within the program, and how stakeholders were involved in the process of making programmatic changes.	Mostly addresses the overall assessment of the program/department and provides some discussion related to lessons learned and future assessment opportunities. A discussion of past assessment and current opportunities is present, but lacks clarity. Vague references were made to where and when assessment was discussed with stakeholders.	Somewhat addresses the overall assessment of the program/department but lacks significant detail. The discussion of past assessment and current opportunities is vague or lacks elements. Lacks reference to where and when assessment was discussed with stakeholders.	Does not address the overall assessment of the program/department and/or the discussion related to lessons learned and future assessment opportunities is vague. Lacks discussion of past assessment and current opportunities. It is not evident that assessment was discussed within the program.	No overall reflection was provided.