**Weave Cycle 2024-2025 Program-level Academic Assessment Report Evaluation Rubric**

**Program (Emphasis) Degree:**

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| **Weave Report** | | | | | |
|  | **Non-compliant** | **Needs improvement** | | **Compliant** | **Exemplary** |
| ***Program Description***  **Comments:** | Description not entered | Description does not provide adequate context for the program | | Description provides a clear picture of what the program teaches students; description provides context for the program  Hours to degree are included  Location/mode of delivery is included | Lists the careers and/or opportunities that are available to students after completing the program |
| ***Assessment Plan***  ***(Student Learning Outcomes, Measures, Targets)***  **Comments:** | Less than 4 SLOs  Less than 2 measures per outcome  Overall course grades used as measures  No targets are set | 4 SLOs present; not all are student learning outcomes  2 measures per outcome, but measures are not appropriate  Measures are unclear  Targets are set but not appropriate  Outcomes, measures, or targets are restated multiple times  Graduate-level SLOs/measures do not demonstrate knowledge of the literature of the discipline  Graduate-level SLOs/measures do not demonstrate ongoing student engagement in research and/or appropriate professional practice and training experiences  SLOs for multiple degree levels (BS, MS, PhD) of an academic unit are identical | | 4 SLOs minimum; all are program-level learning outcomes  2 appropriate measures per outcome; one is direct  Measure instrument and evaluation method are clear  Numerical targets are set; target is appropriate  Overall course grades not used as measures  Language used to describe targets and measures is consistent  Graduate-levels SLOs/measures demonstrate knowledge of the literature of the discipline  Graduate-level SLOs/measures demonstrate ongoing student engagement in research and/or appropriate professional practice and training experiences  SLOs show progressive distinction between degree levels, when applicable | Multiple types of measures are used  Additional measures which add value are used |
| ***Findings***  ***(May be found in Findings or Analysis of Findings sections)***  **Comments:** | Findings not entered  Findings not separated by mode of delivery and location (where applicable) | Some findings are missing  Majority of findings were “not reported this period”  Sample sizes not included  Finding statements do not mirror target statements  Findings are not separated by semester and/or state the semester(s) data are from | | All findings have data or an acceptable statement entered  All findings are separated by location and mode of delivery, if applicable  Findings are separated by semester and/or state the semester(s) data are from  Sample sizes are included  Target achievement is appropriately marked (met, not met, partially met) | Language used to describe findings is consistent with the language used for targets and measures |
| **Annual Program and Action Plan Analysis Document** | | | | | |
|  | **Non-compliant** | **Needs improvement** | | **Compliant** | **Exemplary** |
| ***Analysis of Findings***  **Comments:** | No analysis of findings statement | Analysis restates information already provided  Analysis is perfunctory  Analysis does not provide enough detail | | Analysis examines why students did or did not meet the target  Areas for improvement/change are briefly mentioned | Analysis includes comparison to previous years’ data  Analysis includes comparison of data between semesters or location and explains why differences may have occurred |
| ***Action Plans***  **Comments:** | No action plans | Action plans are perfunctory  Action plans do not provide enough detail/information | | Action plans are present  Action plans provide detail on what actions will be taken  Action plans are appropriately marked (planned, in progress, completed, discontinued)  Action plans are linked to student learning outcomes | New action plans are based on the analysis of the findings (analysis of data presented in report) |
| ***Action Plan Updates/Results***  **Comments:** | Action plans that are in progress, completed, or discontinued do not have updates/results | Updates/results are provided but no context or data is given  Results/Closing the loop is perfunctory  Results/Closing the loop does not provide adequate details/data | | In progress, completed, and discontinued action plans have updates/results  Completed action plans are examined (using data) to determine if action(s) led to improvement(s) |  |
| ***Additional Information (optional)***  **Comments:** |  | Additional Information does not provide enough context/detail  Additional Information repeats information found in other sections of the Weave report or analysis document | | Additional Information provides additional context to the program |  |
| ***Program Inventory Review***  **Comments:** | Program review data are not provided  Graduation/enrollment data are not analyzed | Data is provided but not analyzed  Program graduation/enrollment numbers are not disaggregated by emphasis area/program, as applicable  Enrollment and graduation analysis is perfunctory or does not include enough detail  Plans to increase enrollment and/or graduation numbers are vague | | Enrollment and graduation numbers are included and match the IR Workbook data  Enrollment and graduation numbers have been analyzed  Each emphasis area/program is accounted for, if applicable | The program has specific plans to increase enrollment and graduation numbers  The narrative gives a compelling case for the ideal cohort |
| **Additional Comments:** | | | **Recommendations:**  Address the categories/items marked 1 and 2 in next year’s report  See the Office of Institutional Effectiveness for assistance  Keep up the good work | | |
| ***SACSCOC Standard 8.2.a***  The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for each of its educational programs. | | | **Compliance:**  Report cannot be found compliant with Standard 8.2.a.  Report is compliant with Standard 8.2.a  Report documents exemplary compliance with Standard 8.2.a | | |