Outcomes Assessment	Absent or Emerging (1)	Designed & Developing (2)	Implemented & Integrated (3)
Program Goals	Program goals are identified.	Program goals are aligned with professional organizations, accrediting agencies, and university mission.	Program goals are sound, and embedded in all features of the program (e.g., syllabi, course descriptions, assessments, field work, research).
Student Learning Standards	Student learning standards are under development.	Student learning standards have been identified.	Student learning standards are aligned with and integrated across all elements of the program.
Assessments	Assessments are under development.	A variety of assessments have been created, and assessment processes and criteria, such as rubrics, have been developed.	A variety of assessments and scoring criteria, including performance based assessments, have been developed, and are aligned with and integrated across all elements of the program.
Data Aggregation & Reporting	Plans for collecting, aggregating and reporting student learning data are under development.	Data aggregation and reporting methods have been developed and are being implemented.	Data aggregation and reporting procedures are operationalized and use appropriate information technology.
Feedback Loop for Program Improvement	Plans for using student learning data to inform program modifications are being developed.	The program uses some student learning data to guide program improvement decisions.	The program regularly uses student learning data, along with other sources of information, to guide program improvement decisions.
OVERALL	The program has begun to identify student learning outcomes and assessments, but does not yet have a process for using student learning data for program improvement.	The program has identified student learning outcomes and a variety of assessments, and uses some student learning data as a guide to program improvement.	The program has identified important student learning outcomes and draws on a variety of high-quality assessments of student learning, and uses this information to guide program improvement.

Outcomes Assessment Rating Guide for Programs

Ratings: 1 = Emerging   2 = Developing   3 = Implemented

1. Program Goals
- Have program goals been established, aligned with standards of relevant professional and accrediting organizations, and integrated across all elements of the program (e.g., course descriptions, syllabi, assessments, field work, research and inquiry activities)?
- Do the program goals support the mission of the school or college, and the urban research university?

2. Student Learning Standards
- Are all relevant professional and accreditating standards considered?
- Are the standards aligned and integrated (e.g., assessments, assignments, courses, programs, syllabi, student handbooks)?

3. Assessments
- Are there multiple forms of assessment (e.g., portfolios, work samples, observations, internships)?
- Are assessments aligned with program goals and learning standards?
- Are assessments embedded in courses & experiences?
- Are assessments primarily performance-based?
- Is student self-assessment a part of the performance?
- Have exemplars (examples of exemplary performances) been developed and circulated?
- Are rubrics clear, aligned with standards and the performance itself, and available to students in advance of the performance?
- Is assessment ongoing, and includes formative as well as summative feedback.
- Are procedures taken to minimize measurement error (e.g., bias)?
- Is there a process in place for summative rating of significant performances?
    - Who analyzes the performance (What are their qualifications? Is it a single person or multiple raters)?
    - Is training necessary for assessors?
    - How is the performance analyzed? Are procedures explicit?

- If multiple raters, does each rater independently render a judgment (inter-rater reliability) or does the group pool and discuss their individual judgments (interpretive community)?
- Do students have opportunities for self-assessment and, where appropriate, peer feedback?
- What kinds of feedback are provided to students (e.g., evaluation forms)?

5. Data Collection, Aggregation & Reporting
- Is there a process for recording and reporting individual student performances?
- Is there a timeline for collecting, analyzing, and reporting data?
- Is there a system at the program level for storing, aggregating, and reporting student performances?
- Has appropriate technology been utilized (e.g., electronic portfolios, websites)?
- Are existing data sources used?

6. Feedback Loop
- Are results from the assessments of student learning used to guide program improvement?
- Are there procedures for providing performance information to students, faculty, and relevant organizations?
- Is information collected from graduates and other members of the professional community?
- Is there a process for evaluating and modifying the assessments themselves?
- Is feedback used to improve collaborating organizations?