

Enhancing the Assessment Process (Rubric XIII)

Faculty are encouraged to reflect on the effectiveness and sustainability of their assessment practices. While **process** improvements are valuable, **accreditors do not consider them direct evidence of improving student learning**. Programs should avoid **solely** refining the process year after year.

ISSUE	DESCRIPTION	EXAMPLES	SOLUTION
Misaligned Program Learning Outcome (PLO)	The PLO is not about a skill all degree majors receive training on.	The PLO only applies to teaching assistants (TAs).	Develop a new PLO about a skill all degree majors will master.
Tool/Results Misaligned with PLO	The assessment tool/ results do not adequately measure the curriculum's efficiency in training students to master the PLO.	- The results are about course or activity completion. - The results are about attendance. - The results are about publication output.	Develop a tool where the results point to areas in the curriculum that can be improved.
Inappropriate Cognitive Level	Tasks are too advanced or too basic for the PLO and degree (BS, PHD, etc.)	The PLO is about designing solutions, but the tool is about selecting solutions.	Develop a tool at the same level as the PLO and degree.
Misplaced Assessment	The outcome is assessed at the wrong point in the curriculum.	The PLO is assessed in an elective course.	Collect data in a course or activity all degree majors complete.
Resource-Heavy	The tool requires excessive time, technology, or expertise to implement.	Assessment data for one PLO is collected in multiple courses.	Focus on mastery-level courses and faculty-developed tools.
Difficult to Analyze	Results are hard to interpret or inconsistent.	- Results cannot be summarized in numbers. - Results vary widely between instructors.	Reach consensus on what counts as evidence of mastery.

Planning Sustainable Changes

Collaborative: Engage all faculty teaching in the program—not just one individual—to ensure shared ownership and diverse input.

Resource-Aware: Consider available time, technology, and faculty expertise. Seek partnerships across the university (institutional research, libraries, tutoring centers, etc.).

Timely and Measurable: Include a clear timeline for implementation and reassessment. Plan to evaluate impact **within 1–2 cycles**. After reassessment, faculty will:

- Keep the change: report results, integrate, and discontinue future reporting of the action.
- Revise the action: report results, update timeline, and reassess.

Need Help?

There are no one-solution-fits-all in assessment. The Office of Institutional Effectiveness (OIE) can support you at every step—ensuring your approach fits your program's goals, resources, and capacity.

[In-depth Assessment Guides](#)

[OIE Website](#)