Quadrennial Review Rubric

The Quadrennial Review Rubric provides a structured framework for evaluating General Education assessment reports submitted every four years, ensuring alignment with institutional standards and continuous improvement in student learning outcomes.

Legend

- **Exemplary** — □□ Green
- **Good** — □□ Yellow
- **Developing** — □□ Orange
- **Needs Improvement** — □□ Red

Download the Quadrennial Review Rubric S25

	Exemplary	Good	Developing	Needs Improvement
Outcomes				
Learning Outcomes	Instructions: The Learning Outcomes for General Education are determined by the General Education Committee and may be reviewed here: (Link). While reviewers will not evaluate these outcomes, they should review them for context before evaluating the quadrennial reports.			
Connection	Connection from course to general education is clearly expressed.	Connection from course to general education is loosely expressed.	Connection from course to general education is unclear.	No connection from course to general education.
Methods				
Outcome-Method Alignment	Clearly defined alignment between the outcome(s) and selected method(s) as described in the report.	Somewhat clearly defined alignment between the outcome(s) and selected method(s) as described in the report.	Alignment between outcome(s) and method(s) is not clear.	No evidence of alignment between outcome(s) and method(s).
Method & Method Type	Method(s) are clear; have face validity for specific purpose and student learning; use both direct and indirect method(s).	Method(s) are clear; have face validity for specific purpose and student learning; use ONLY direct OR indirect method(s).	Method(s) are clear; lack face validity for specific purpose OR student learning; use ONLY direct OR indirect method(s).	Method(s) lack clarity; lack face validity for specific purpose OR student learning; use ONLY direct OR indirect method(s).

	Exemplary	Good	Developing	Needs Improvement
Method Target	Clear student-focused target (i.e., rubric percentages by category; overall test and item performance; licensure exam scores; etc.). Rationale for choosing target is articulated (e.g., based on local standards, historical trends, external standards, etc.).	Clear student-focused target; target is not delimited (i.e., lacks rubric percentages by category; overall test and item performance; licensure exam scores; etc.). Rationale for choosing target is articulated (e.g., based on local standards, historical trends, external standards, etc.).	Clear student-focused target; target is not delimited (i.e., lacks rubric percentages by category; overall test and item performance; licensure exam scores; etc.). No rationale for choosing target is articulated (e.g., based on local standards, historical trends, external standards, etc.).	Unclear target OR not student-focused target; target is not delimited (i.e., lacks rubric percentages by category; overall test and item performance; licensure exam scores; etc.). No rationale for choosing target is articulated (e.g., based on local standards, historical trends, external standards, etc.).
Findings				
Data Reported (e.g., data collection/method of sampling, item analysis, frequency counts, instrument norming statistics, etc.)	Results presented include explanation of data collection method, sample size, background of students, item analysis, frequency counts, instrument norming where appropriate, etc.	Results presented include most of the following: explanation of data collection method, sample size, background of students, item analysis, frequency counts, instrument norming where appropriate, etc.	Results presented include some of the following: explanation of data collection method, sample size, background of students, item analysis, frequency counts, instrument norming where appropriate, etc.and/or the data reported is not clearly connected to the outcome.	Results are not presented, or the data reported does not connect to the outcome.
Analysis & Reflection	Interpretation of results clearly presented and appropriate based on analysis of the data; if possible, combines analysis of direct and indirect measures.	Interpretation of results is somewhat clear and appropriate based on analysis of the data.	Interpretation of results is unclear or inappropriate based on analysis of the data.	Interpretation of results not reported.

	Exemplary	Good	Developing	Needs Improvement
Action Plan	Clearly identifies plans for action based on assessment results, including timeline for implementation and persons responsible for implementation; action plans may include the following scenarios: 1) Target Exceeded—Consider longitudinal data and whether the assessment method should change, 2) Target Met—Continue to monitor over an identified timeline, 3) Target Not Met—Improvement Plan articulated, OR recognition of invalid/unreliable assessment process changes needed.	Evidence of plans for action tied to assessment results, but may not identify a timeline for implementation or persons responsible for implementation and/or all possible scenarios of assessment results.	Evidence of plans for action not clearly tied to assessment results and does not identify a timeline for implementation or all scenarios of assessment results.	Does not specify plans for action based on assessment results.

	Exemplary	Good	Developing	Needs Improvement
Evidence (e.g., raw data, rubrics, meeting minutes, student artifacts (free of all identifying information), etc.)	Sufficient evidence is provided to corroborate all data reported, such as rubrics; spreadsheets with rubric scores; interrater reliability information; aggregated test/item analysis; test psychometric statistics; disaggregated test/item analysis by groups of students with relevant characteristics; licensure exam scores; surveys; survey results; focus group themes/transcripts; meeting minutes; advisory board feedback or analysis; etc. Evidence is a mixture of direct and indirect measures. Findings are disaggregated by modality. This is true for ALL findings.	Supporting evidence provided is linked to data, but partially substantiates data reported and is a mixture of direct and indirect measures; this is true for MOST findings. Findings are disaggregated by modality.	The link between finding and supporting evidence is difficult to determine; this is true for SOME findings. There is not a mixture of direct and indirect measures. Findings are disaggregated by modality.	No substantiating evidence provided.
Quadrennial Summary				
Overall Action Plan for Next Quadrennial Cycle	Clearly identifies plans for action based on cumulative assessment results, including timeline for implementation and persons responsible for implementation.	Evidence of plans for action tied to assessment results but may not identify a timeline for implementation or persons responsible for implementation.	Evidence of plans for action not clearly tied to assessment results and does not identify a timeline for implementation or persons responsible for implementation.	No specified plans for action based on assessment results.

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