

2015 Assessment Report Evaluation Rubric
(September 16, 2015)

	Absent/Beginning (1)	Developing (2)	Good/Satisfactory (3)	Exemplary/ Superior (4)
	Program Mission and Student Learning Goals			
1	Focus on Student Learning			
	The report does not provide a mission statement or the statement does not refer to student learning.	The statement refers to student learning but the goals for student learning are not clear.	The statement contains clear goals for student learning.	The report provides a compelling statement of the program's mission, including clear and meaningful goals for student learning.
	Student Learning Outcomes/Objectives (SLOs)			
2	Relationship to Mission and Goals			
	The report contains no SLOs, or none of the SLOs follow from the program mission and goals.	Some SLOs reflect some of the program goals, but some do not and/or some goals are not reflected in the SLOs.	The SLOs broadly reflect the mission and goals of the program.	The SLOs are well designed to capture the program mission and goals.
3	Specificity and Measurability			
	The report contains no SLOs, or none of the SLOs are stated clearly enough to be measurable.	Some of the SLOs are clearly specified and measurable, but the many are not.	Overall, the SLOs seem clear and measurable.	Each of the SLOs is stated precisely and measurable. Each makes clear the knowledge, skills, and/or attitudes that students are expected to acquire.
4	Program Learning Opportunities			
	No courses or other learning activities are described, or their links to the SLOs are unclear.	Some SLOs have learning opportunities, but many do not.	Adequate learning opportunities are provided for most or all SLOs .	Appropriate and well-designed program learning opportunities are available for all SLOs.

Assessment Methods and Targets				
5	Alignment Between Measures and SLOs			
	No direct methods (e.g., tests, essays, portfolios) are provided, or the alignment between the methods and the SLOs is unspecified.	Direct methods exist for some SLOs, but not all, or the relationship between methods and SLOs is often unclear.	Each SLO is assessed by at least one direct method.	The methods are direct and well designed to ensure that each SLO is thoroughly assessed.
6	Description of Methods			
	Methods lack descriptions, or no direct methods are used.	Some methods are described in sufficient detail to enable an evaluation of their potential effectiveness, but some are not	The report contains adequate descriptions of all the methods, including the assignment and how it was assessed.	All methods are described in considerable detail and seem well designed to provide thorough, accurate assessment.
7	Adequacy and Justification of Targets			
	No targets are provided, or the SLOs to which they apply are not specified.	Some SLOs and/or some methods have no targets; some targets are not justified or not clear.	Each method contains at least one target, and there is at least one target for each SLO. The targets are reasonable and clear.	All targets are clearly described and well justified; they promise to provide useful data regarding student mastery of SLOs.
8	Description of How the Method Was Administered and Data Were Collected			
	No information is provided about the administration of the assessment and data collection, such as which sections were assessed, the number of students assessed, etc.	Limited information is provided about the administration of the assessment and data collection, but not enough to generate confidence in the validity of the assessment findings.	Enough information is provided about how the assessment was administered and data collected to generate confidence in the assessment findings.	The description of the administration of the assessment and data collection is detailed and thorough.
	Assessment Findings			
9	Presentation of Findings			
	No findings are provided, or they are not related to specific targets.	Some targets have clearly related findings, but many do not; or most findings are insufficiently detailed to allow useful conclusions to be drawn.	Findings are available for all or most targets, although some findings may not be sufficiently disaggregated to allow useful conclusions to be drawn.	All targets have detailed findings that enable useful conclusions to be drawn about student achievement.

Analysis of Assessment Findings				
10	Interpretation of Findings			
	The report provides little or no analysis of the findings.	The report contains some analysis, but it does not make adequate reference to the SLOs or targets.	Each finding is analyzed, with reference to the SLOs and targets.	The analysis of the findings is detailed and thorough, and provides a clear understanding of the implications.
11	Impact of Past Improvements and Changes			
	The report contains no discussion of what impact previous changes in the program and/or assessment process have had.	The report contains some discussion of the impact of past changes, but the discussion is either incomplete or superficial.	The report addresses the impact of past changes in the program and/or assessment process.	The discussion of the impact of past changes in the program and/or assessment process is thorough and detailed.
12	Sharing and Discussion of Assessment Findings			
	The report does not answer this question, or assessment findings are not widely shared among potentially interested faculty.	Assessment findings are shared broadly within the department, but little or no discussion takes place.	Assessment findings are broadly shared, and faculty feedback is sought.	Assessment findings are broadly shared, and multiple faculty are actively involved in determining how to make use of them.
	Use of Assessment Findings for Program Improvement			
13	Improvement of the Educational Program			
	The report contains no plans, or the relationship to the assessment findings is unclear.	The report contains some plans related to the assessment findings, but the majority of actionable findings go unaddressed.	The report contains plans related to most of the assessment findings that require action.	The report contains detailed plans that seem well designed to address all the assessment findings effectively.
14	Improvement of the Assessment Process			
	The report contains no plans, or the relationship to the assessment findings is unclear.	The report contains some plans related to the assessment findings, but the majority of actionable findings go unaddressed.	The report contains plans related to most of the assessment findings that require action.	The report contains detailed plans that seem well designed to address all the assessment findings effectively.

15	Documentation			
	No supporting documents are provided, although some would be helpful.	One or more documents are provided, but many obvious supporting documents are missing.	Most relevant supporting documents are provided.	The report makes thorough use of documents to demonstrate the effectiveness of the assessment process.