# Rubric for Assessment Report Evaluation

**Assessment Steering Committee, Updated 9/3/2020**

<table>
<thead>
<tr>
<th>OVERALL LEVEL OF REPORT</th>
<th>4 – ADVANCED</th>
<th>3 – SATISFACTORY</th>
<th>2 – DEVELOPING</th>
<th>1 – UNSATISFACTORY</th>
<th>NO REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong> (Report contains required information)</td>
<td>All data provided for the following:</td>
<td>Missing 1 – 2 of the following:</td>
<td>Missing 3 or more of the following:</td>
<td>SLOs are present. No data provided for the following:</td>
<td>Program on hiatus or new program</td>
</tr>
<tr>
<td>Term data collected</td>
<td>Term data collected</td>
<td>Term data collected</td>
<td>Term data collected</td>
<td>Term data collected</td>
<td>No report</td>
</tr>
<tr>
<td>Next scheduled assessment analysis term/year</td>
<td>Next scheduled assessment analysis term/year</td>
<td>Next scheduled assessment analysis term/year</td>
<td>Next scheduled assessment analysis term/year</td>
<td>Next scheduled assessment analysis term/year</td>
<td>No report</td>
</tr>
<tr>
<td>Progress (e.g., Ready for Review)</td>
<td>Progress (e.g., Ready for Review)</td>
<td>Progress (e.g., Ready for Review)</td>
<td>Progress (e.g., Ready for Review)</td>
<td>Progress (e.g., Ready for Review)</td>
<td>No report</td>
</tr>
<tr>
<td>Program level</td>
<td>Program level</td>
<td>Program level</td>
<td>Program level</td>
<td>Program level</td>
<td>No report</td>
</tr>
<tr>
<td>Person completing report</td>
<td>Person completing report</td>
<td>Person completing report</td>
<td>Person completing report</td>
<td>Person completing report</td>
<td>No report</td>
</tr>
</tbody>
</table>

### Student Learning Outcomes (SLOs)

<table>
<thead>
<tr>
<th>Certificate Program</th>
<th>Degree Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum of 2 SLOs</td>
<td>Minimum of 3 SLOs (recommended 3-5)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Student Learning Outcomes (SLOs)</strong></th>
<th>4 – ADVANCED</th>
<th>3 – SATISFACTORY</th>
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<th>1 – UNSATISFACTORY</th>
<th>NO REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>All SLOs describe specific observable student behaviors</td>
<td>Most SLOs describe specific observable student behaviors</td>
<td>Some SLOs describe specific observable student behaviors</td>
<td>No SLOs describe specific observable student behaviors</td>
<td>No SLOs describe specific observable student behaviors</td>
<td>No report</td>
</tr>
<tr>
<td>All SLOs are measurable (i.e., outcomes describe how students will meet standards)</td>
<td>Most SLOs are measurable</td>
<td>Some SLOs are measurable</td>
<td>No SLOs are measurable (may not use taxonomies for learning)</td>
<td>No SLOs are measurable (may not use taxonomies for learning)</td>
<td>No report</td>
</tr>
<tr>
<td>Adequate number of SLOs (Certificate = Minimum of 2 SLOs; Degree = Minimum of 3 SLOs; 3-5 SLOs recommended)</td>
<td>Adequate number of SLOs</td>
<td>Fewer than the minimum SLOs</td>
<td>Fewer than the minimum SLOs</td>
<td>Fewer than the minimum SLOs</td>
<td>No report</td>
</tr>
<tr>
<td>Direct/Indirect Assessment Methods and Data Collection</td>
<td>4 – ADVANCED</td>
<td>3 – SATISFACTORY</td>
<td>2 – DEVELOPING</td>
<td>1 – UNSATISFACTORY</td>
<td>NO REPORT</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
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<td>---------------</td>
<td>-------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>All data collection (results) reported</td>
<td>Most data collection (results) reported</td>
<td>Some data collection (results) reported</td>
<td>No data collection (results) reported</td>
<td>No report</td>
<td></td>
</tr>
<tr>
<td>Explanation linking all SLOs with assessments is clear</td>
<td>Explanation linking most SLOs with assessments is clear</td>
<td>Assessment methods appear to align with SLOs, but explanation is unclear or is not provided</td>
<td>No explanation given as to why nothing has been done</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If using one assessment for multiple SLOs, an explanation of how the instrument assesses each is clear</td>
<td>If using one assessment to assess multiple SLOs, an explanation of how one instrument assesses each SLO may not be clear</td>
<td>If assessment methods are reported, no methods align with stated SLOs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All SLOs are measured using direct methods</td>
<td>All SLOs are measured using direct methods</td>
<td>Some SLOs are measured using only indirect methods</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Progress” selected reflects extended cycle, if applicable</td>
<td>“Progress” selected reflects extended cycle, if applicable</td>
<td>“Progress” selected does not reflect extended cycle, if applicable</td>
<td>“Progress” selected does not reflect extended cycle, if applicable</td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Assessment Results &amp; Analysis</th>
<th>4 – ADVANCED</th>
<th>3 – SATISFACTORY</th>
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<tr>
<td>Results are present, and there is reference in the analysis for all assessed SLOs</td>
<td>Results are present, and there is reference in the analysis to most assessed SLOs</td>
<td>Presentation of data is weak (i.e., results are too broad or do not provide measures of student performance on assessed SLOs)</td>
<td>No analysis of results is provided</td>
<td>No report</td>
<td></td>
</tr>
<tr>
<td>History of results is provided and is used in conjunction with the current year’s results to make inferences about student learning</td>
<td>Some history of results is mentioned, but not always connected to current results</td>
<td>No mention of history of results (i.e., results from previous assessment cycles), if applicable</td>
<td>No mention of history of results (i.e., results from previous assessment cycles), if applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Detailed explanation and discussion of results including whether or not outcome was achieved</td>
<td>Limited level of detail in explanation and discussion of whether or not outcome was achieved</td>
<td>No explanation/ discussion of results including whether or not outcome was achieved</td>
<td>No interpretation of results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If on extended cycle, written explanation is provided in “Action(s) Taken”</td>
<td>If on extended cycle, written explanation is provided in “Action(s) Taken”</td>
<td>If on extended cycle, no written explanation is provided in “Action(s) Taken”</td>
<td>If on extended cycle, no written explanation is provided in “Action(s) Taken”</td>
<td></td>
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</tr>
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</tr>
<tr>
<td>Use of Results/Actions Taken</td>
<td>All actions are clearly derived from interpretation of results</td>
<td>Most actions are clearly derived from interpretation of results</td>
<td>Some actions are clearly derived from an interpretation of results</td>
<td>No actions are stated</td>
<td>No report</td>
</tr>
<tr>
<td></td>
<td>All actions address specific, measurable deficiencies of student performance on specific SLOs and/or address areas for improvement of student learning</td>
<td>Most actions address specific, measurable deficiencies of student performance on specific SLOs and/or address areas for improvement of student learning</td>
<td>Some actions address specific, measurable deficiencies of student performance on specific SLOs and/or address areas for improvement of student learning</td>
<td>If reported, the actions do not support results are not faculty-driven do not enhance student learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All actions are faculty-driven and clearly defined in terms of timeframe and who is responsible for implementation</td>
<td>Most actions are faculty-driven and clearly defined in terms of timeframe and who is responsible for implementation</td>
<td>Some actions are faculty-driven and clearly defined in terms of timeframe and who is responsible for implementation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clear evidence that the program is <em>seeking</em> (and experiencing) improvement, where possible, based on historical trends already identified in “Analysis of Results” (i.e. “Closing the loop”)</td>
<td>Limited evidence that the program is <em>seeking</em> (and experiencing) improvement, where possible, based on historical trends already identified in “Analysis of Results” (i.e. “Closing the loop”)</td>
<td>No evidence that the program is <em>seeking</em> (and experiencing) improvement, where possible, based on historical trends already identified in “Analysis of Results” (i.e. “Closing the loop”)</td>
<td></td>
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**Definitions for Overall Level of Report**

**No report (0 points)**  
A new program; an existing program undergoing curriculum change or on hiatus.

**Unsatisfactory (5 – 8 points)**  
A program with outcomes, methods, and no assessment completed; incomplete assessment report.

**Developing (9 – 13 points)**  
Started assessment, tweaking methods, need to provide more information about the assessment methods, weak discussion of results, hard to determine validity due to lack of explanation, perhaps no actions stated; room for improvement.

**Satisfactory (14 – 18 points)**  
Sufficient report; has a few areas needing clarification and/or enhancement. On the way to becoming advanced. Data is collected, but not analyzed due to program being on extended cycle.

**Advanced (19 – 20 points)**  
Clear measures, clear process, good interpretation and use of results, clearly closes the loop, provides evidence of seeking improvement based on analysis of results; complete report.