

	Excellent 3	Good 2	Needs Improvement 1	No Evidence 0
Assessment				
1. Created an assessment plan that includes: learning outcomes, assessment measures, and targets.	Plan is clear to follow and includes all necessary elements and is up-to-date	Plan exists but is missing some components, all components exist but there is need for improvement, or plan is not up-to-date	Outcomes exist without an assessment plan or assessment has been done without outcomes	No evidence that a plan exists
2. Timetable is rigorous and feasible	Evidence exists that the program has an appropriate timeline (approximately 3-5 years) to complete an assessment cycle	Evidence exists that program uses a timeline for assessment cycles but timeline is either unrealistic (given department staffing and time constraints) or is not aggressive enough	Evidence exists that implementation is occurring, but no clear timeline exists	No evidence exists that program plans to complete a full cycle of assessment
Learning Outcomes				
3. Quality/Quantity of learning outcomes	Learning outcomes are of appropriate quality to field and major, are comprehensive, and an appropriate number exist	Some learning outcomes are not of appropriate quality for field and major and are not comprehensive enough, or an inappropriate number exist	Learning outcomes are not of appropriate quality, are not comprehensive enough, and an inappropriate number exist	No learning outcomes exist
Assessment Measures				
4. Outcomes have at least one assessment measure	All outcomes have at least one assessment measure	Some outcomes have at least one assessment measure	One outcome has at least one assessment measure	No outcomes have assessment measures

<p>5. Outcomes have at least one direct and one in direct assessment measure</p>	<p>The program uses more than one measure to evaluate each learning outcome, including at least one direct method.</p>	<p>The program uses one direct measure to evaluate each learning outcome, or more than one indirect</p>	<p>The measures are problematic or only indirectly measure each learning outcome. Some outcomes may have no assessment measures</p>	<p>There are no clear measures to assess the student learning outcomes</p>
---	--	---	---	--

Targets

<p>6. Targets exist for achieving learning outcomes</p>	<p>Clear targets for meeting learning outcomes exist and standards are of appropriate rigor</p>	<p>Targets exist but some are not of appropriate rigor or standards exist but measure only student targets, not program targets</p> <p>Or program plans to develop targets within the next year.</p>	<p>Targets exist but none of appropriate rigor</p>	<p>No documented evidence that targets exist for achieving learning outcomes</p>
--	---	--	--	--

Implementation of Plan

<p>7. Assessment of learning outcomes is specific</p>	<p>Assessment activities directly relate to learning outcomes</p>	<p>Assessment activities somewhat relate to learning outcomes</p>	<p>Assessment activities are unrelated to learning outcomes</p>	<p>There is no evidence that assessment has taken place</p>
<p>8. Program learning outcomes have been assessed</p>	<p>All outcomes in program have been assessed at least once</p>	<p>Some outcomes have been assessed at least once</p>	<p>One outcome has been assessed at least once</p>	<p>No evidence that outcomes have been assessed</p>
<p>9. Assessment cycle is progressing</p>	<p>Progress is made each year in a manner that will enable department to complete a full cycle in 3-5 years</p>	<p>Progress is occurring but slowly</p>	<p>Some overall progress is made, however there is no recent activity in the last academic year</p>	<p>No progress has been documented</p>

Results				
10. Identification of results	Results provide evidence of program's strengths and weaknesses based on targets for success set in assessment plan	Results show programs strengths and weaknesses, however link to targets for success in assessment plan is unclear	Results do not show programs strengths and weaknesses	No evidence of results from assessment
11. Use of Assessment	Results make clear that no improvements are necessary or, where necessary, a clear and comprehensive plan exists for all areas in need	Plan may exist but is not clear and comprehensive or does not cover all areas of documented weakness	Plan is not clear and comprehensive and does not cover all areas of weakness	In areas of weakness no plan for program improvement exists
12. Program has met learning outcomes	Program has met all learning outcomes	Program has met some learning outcomes	Program has met one learning outcomes	Program has not met any of their learning outcomes