

	Satisfactory	Unsatisfactory
student learning outcomes	<ul style="list-style-type: none"> - three student learning outcomes are listed - describe knowledge and skills students will possess after completing courses or degrees in your program - observable and measureable using appropriate action verbs - do not including verbs that cannot be observed, ex. understand, comprehend, appreciate 	<ul style="list-style-type: none"> - less than three student learning outcomes listed or a very long list of student learning outcomes is listed - Describe a process, rather than an outcome (i.e. language focuses on what the program does, rather than what the student learns). - uses verbs that cannot be observed, ex. understand, comprehend, appreciate
methods	<ul style="list-style-type: none"> - at least two methods for each outcome including at least one direct method for each outcome that directly examines student work for evidence of learning - if used, rubrics are of high quality with clearly differentiated levels of achievement - if used, rubrics are included in report - direct methods are sustainable and built into regular assignments and/or exams 	<ul style="list-style-type: none"> - Not all outcomes at least two methods and include one direct method - poor quality rubrics are used which do not clearly differentiate levels of achievement - course grades used as an assessment method (end of course grades, not rubric scores that may be used as grades on particular assignments) - rubrics are not included
achievement targets	<ul style="list-style-type: none"> - represent a reasonable level of success (70-80%) - specific and measurable 	<ul style="list-style-type: none"> - no achievement targets listed - goal of 100% of students meeting a goal for a student learning outcome - aligned with assessment process rather than results (e.g. survey return rate, number of papers reviewed)
results	<ul style="list-style-type: none"> - compares new findings to past trends, as appropriate - provide solid evidence that targets were met, partially met, or not met; it's ok not to meet targets, as long as there is a plan to improve - appropriate data collection/analysis - complete, concise and well-organized - does not include information that could identify students 	<ul style="list-style-type: none"> - incomplete, too much, or poorly organized information - questionable conclusion about whether targets were met, partially met, or not met - questionable data collection/analysis; conclusions not supported by data - includes information that could identify students
use of results	<ul style="list-style-type: none"> - clearly respond to results of assessment - identifies an area that needs to be monitored, remediated, or enhanced and defines logical next steps; includes changes to major/minor, courses, or assignments to improve student learning - possibly identifies an area of the assessment process that needs improvement 	<ul style="list-style-type: none"> - not clearly related to assessment results - no plans to change major/minor, courses, or assignments to improve student learning