

ELEMENT	COMPONENT	CRITERIA				
		Non-Compliant	Initial	Emerging	Developing	Highly Developed
ONE: OUTCOMES	1.1 Student Learning Outcomes	No learning outcomes were identified	Outcomes do not identify what students are expected to learn upon degree completion	Outcomes identify what students are expected to learn upon degree completion, but it is not clear what the specific skill will be	Outcomes identify what students are expected to learn upon degree completion and it is somewhat clear what the specific skill will be	Outcomes identify what students are expected to learn upon degree completion and it is explicitly clear what the specific skill will be
			Outcomes do not describe what students are asked to do using action verbs (e.g. explain, create, identify)	Few outcomes describe what students are asked to do using actions verbs; most are vague	Most outcomes describe what students are asked to do using action verbs	All outcomes clearly describe what students are asked to do using action verbs
			It is clear that the learning or performance is done by the instructor or tool, not the student	Most of the action is done by the instructor or tool, not the student	Most of the learning or performance is done by the students	The student solely does the learning or performance independent of the instructor or tool
	1.2 Measurability	None of the outcomes have a clear, direct measure of student learning	Most outcomes do not include a clear and direct measure of student learning	Most outcomes include a clear and direct measure of student learning	All outcomes include a clear, direct measure of student learning	
	1.1 & 1.2 Recommendations					

ELEMENT	COMPONENT	CRITERIA				
		Non-Compliant	Initial	Emerging	Developing	Highly Developed
TWO: METHODOLOGY OF ASSESSMENT	2.1 Alignment of assessment with SLOs	No methods of assessment were identified or course grades were the only measure used	Most of the outcomes do not have an identifiable method of assessment	Some of the outcomes have an identifiable method of assessment	Most of the outcomes have an identifiable method of assessment	Each outcome has a clear, identifiable method of assessment
	2.2 Understandability	No methods of assessment were identified	The methods of assessment are unintelligible and confusing, with an unclear description of the methodology	Some of the methods of assessment are unintelligible while others are more clear; there are limited descriptions of methodology	The methods of assessment are mostly understandable; the methodology is clear, but needs further development	The methods of assessment are very easy to understand with clear methodology
	2.3 Fit	No methods of assessment were identified	The methods of assessment are not appropriate for the stated outcome	The methods of assessment do not match the stated outcome as well as they could and need further development	The methods of assessment are appropriate for the stated outcome, but further improvement is needed	The methods of assessment match the outcome and explicitly measure student learning
	2.4 Best Practices	No methods of assessment were identified	The methods of assessment appear minimal for the assessment of student learning; it is not clear if these methods are embedded in the program; limited use of only direct or indirect measures; no indication of formative or summative methods used throughout the program	The methods of assessment appear sufficient for the assessment of student learning; it is somewhat clear that these methods are embedded throughout the program; more use of both direct and indirect methods; program is using some formative and summative methods throughout the program	The methods of assessment appear to be above average for the assessment of student learning; these methods are embedded in most of the program; the program uses some indirect and direct measures; more work is needed to ensure variety as well as sequencing throughout the program	The methods of assessment appear to be best practices for the assessment of student learning; these methods are embedded throughout the program and nicely sequenced from intro to mastery, formative and summative methods are used to gain a thorough understanding of student achievement; the program uses a healthy array of direct and indirect measures that provide a more complete picture of student achievement
	2.5 Performance Standards	No performance standards were identified	An inappropriate performance standard for each assessment activity was set for the assigned measure, which hindered the analysis of the data	A somewhat appropriate performance standard was set for each assessment activity and assigned measure but may hinder the analysis of the data	An appropriate performance standard was set for most of the assessment activities and the assigned measure; the performance standard minimally helped the analysis of the data	A clearly appropriate performance standard was set for each assessment activity and assigned measure, the established performance standard helped drive the analysis of the data

ELEMENT	COMPONENT	CRITERIA				
		Non-Compliant	Initial	Emerging	Developing	Highly Developed
THREE: DATA ANALYSIS	3.1 Data	No analysis provided	The majority of the results have a “data not gathered” type of statement	Most results have either actual data results or an acceptable statement about the data that was analyzed	All results have either actual data or an acceptable statement about the data that was analyzed	All results have actual data that thoroughly details the assessment findings
	3.2 Match		Most results do not match assessment methods and targets	Some results do not match assessment methods and targets	Most results match assessment methods and targets	All results match assessment methods and targets
	3.3 Analysis		Analysis of results not done correctly	For most results, the analysis of findings are minimal	For some of the results, the findings are minimal	All results include analysis of findings
	3.4 Description		The results of the data provide little information regarding what students have learned; the statements are difficult to understand and don’t include any related documentation	The results provide a sufficient description of what students have learned; statements may be underdeveloped and/or fail to include related documentation.	The results provide thorough, yet succinct analysis describing what students have learned; statements are clear and include most related documentation.	The results provide a thorough and insightful, yet succinct analysis describing what students have learned; statements are exceptionally clear and include all related documentation
	3.1-3.4 Recommendations					

FOUR: ACTIONS AND EVIDENCE FOR IMPROVEMENT

ELEMENT	COMPONENT	CRITERIA				
		Non-Compliant	Initial	Emerging	Developing	Highly Developed
	4.1 Actions	No actions for improvement were identified	The recommendations and actions for improvement do not provide a description or insight into the issue identified nor are there concrete plans for improvement of either student learning or the assessment of student learning	The recommendations and actions for improvement are present and provide a minimal description of the insights gained into the issues identified, yet there is a vague plan for improving student learning or the assessment of student learning, and it is unclear how this will be carried out in future assessment activities	The recommendations and actions for improvement are present and provide significant insights into the issues identified; there is a plan for improvement of student learning or the assessment of student learning, but it is somewhat unclear how this will be addressed in future assessment activities	The recommendations and actions for improvement are clear and thoroughly express the significant insights into the issues identified; there is a clear plan for how the improvement to either student learning or the assessment of student learning will be implemented
	4.2 Follow - up	No information was provided that addressed the previous year's assessment activities	The narrative did not specify the information regarding the previous year's assessment activities, nor did it provide an explanation of the steps and measures that were taken to address any areas of needed improvement	The narrative did provide some information regarding the previous year's assessment activities, yet little was provided that explained the steps and measures that were taken to address any areas of needed improvement	The narrative did an adequate job of explaining the previous year's assessment activities and described the steps and measures that were taken to address any areas of needed improvement, yet further documentation is needed	The narrative did an excellent job of explaining the previous year's assessment activities and carefully detailed the steps and measures that were taken to address any areas of needed improvement; furthermore, additional documentation was provided to clarify precisely what the department did improve student learning and/or the assessment of student learning
	4.1 & 4.2 Recommendations					

OVERALL ASSESSMENT



The report does not comply with SACSCOC Standard R 8.2a (one or more elements deemed noncompliant)



The report complies with SACSCOC Standard R 8.2a (All elements must be assessed at the initial or above criteria)



The report should be recognized as an exemplar for SACSCOC Standard R 8.2a