

Program/Degree:

Report Year:

Future Plan Cycle:

Note: If a particular element of this standard rubric does not apply to a specific LO, please explicitly address this, with justification for the alternate approach taken, in the appropriate place(s) within the plan and/or report.

ASSESSMENT REPORT FEEDBACK

MISSION

Criteria	Ratings		Score	Comments
Desired criteria (POTAR): Purpose: Why the program exists, including its unique or signature features Offerings: What students or clients will gain from the program (in broad terms, but specific to the discipline) Target: audience/Stakeholders: Who benefits from the program Aligned with the University and Division missions Realistic and achievable	Exceeds (E)	Four or more POTAR criteria are met		
	Meets (M)	Three POTAR criteria are met.		
	Approaching (A)	One to Two POTAR criteria is met		
	Unacceptable (U)	No POTAR criteria are met		

GOALS & CURRICULUM

Ratings	Goals	Curriculum
Exceeds (E)	Addresses Knowledge, Skills, Values & Achievements expected of students/ graduates	Curriculum map containing course names & course numbers is attached to, or provided in, plan
Meets (M)	Addresses Knowledge & Skills expected of students/ graduates	Both course names and course numbers provided in plan
Approaching (A)	Only addresses Achievements expected of students/ graduates	Specific course numbers or course names provided in plan OR General course numbers or course levels are provided in plan
Unacceptable (U)	No Goals are entered for the program OR None of the criteria are met	No curriculum information provided

	Goals	Curriculum	Score	Comments
Goal 1				
Goal 2				
Goal 3				
Goal 4				
Goal 5				
Goal 6				

ASSESSMENT REPORT FEEDBACK**LEARNING OUTCOMES, MEASURES & CRITERIA, METHODS, RESULTS & USE OF RESULTS**

Ratings	Learning Outcomes	Measures and Criteria	Methods	Results	Use of Results
Exceeds (E)	<p>SMART Criteria: Specific: What actions will students perform? What will be accomplished? Measurable: Is the outcome quantifiable? Can it be measured? How much change is expected? Attainable: Can the outcome be accomplished in the proposed time frame with the available resources and support? Results-focused: Does the outcome address the goal? Will the outcome have an impact on the goal? Time-bound: Does the outcome propose a timeline when the outcome will be met?</p> <p>SMART criteria, and clearly describes the actions students will perform to evidence the LO.</p>	<p>More than one direct assessment measure is used for this LO OR Measures are specific enough to produce results to guide curricular & programmatic change (i.e., identify exam questions and not an entire course) OR Appropriate rubric(s) is/are attached for at least one direct measure</p>	<p>Desired criteria: Collection: how data are collected Frequency: when (i.e. semester) or frequency with which data are collected Analysis: how data are analyzed, to include aggregated or summarized Sharing: how data are shared throughout the program (discussion) Evaluation: Describes the mechanisms in place for program evaluation, and for revision of curriculum</p> <p>Meets 4 to 5 criteria</p>	<p>Identifies programmatic strengths & weaknesses based on presented data OR Charts and/ or graphs used in order to present data OR Contains relevant trend data</p>	<p>Curricular and/or programmatic changes are described in details that address the implementation</p>
Meets (M)	<p>LO meets three to four SMART describes the SMART criteria, and clearly describes the actions students will perform to evidence the LO.</p>	<p>At least one direct measure of student learning for this LO AND Measures are specific & clearly describes the task students will perform to indicate the desired knowledge, skill, or ability AND Acceptable level of performance is clearly defined for each measure</p>	<p>Meets 3 criteria</p>	<p>Results are presented on same scale as described in measures and criteria from the associated plan AND Explicitly states whether or not LO is met</p>	<p>If changes are recommended: Describes the changes that are recommended to curriculum or assessment measures AND Clearly describes how proposed changes are linked to assessment results If no changes are recommended: Explicitly states why no changes are recommended</p>
Approaching (A)	<p>LO meets one to two SMART criteria but does not describe the actions what students should be able to do students will perform to evidence the LO.</p>	<p>Measures are present, but not specific (i.e., measures do not clearly describe the task that students will perform) OR All measures are indirect i.e. course evaluations, student surveys, et c.) OR Acceptable level of performance is not clearly defined for each measure</p>	<p>Meets one or two of the criteria</p>	<p>Results presented with no statement whether or not LO is met</p>	<p>Use of Results simply state that no changes are recommended but no explanation is given for why no changes are recommended</p>
Unacceptable (U)	<p>No LO provided OR LO meets none of the SMART criteria</p>	<p>No measures and criteria OR The only measure is course grades</p>	<p>No methods provided for this LO or for the program as a whole</p>	<p>No data provided OR Results not presented as described in Measures & Criteria</p>	<p>No changes are recommended and no explanation is given for why no changes are recommended</p>

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ASSESSMENT REPORT FEEDBACK

LEARNING OUTCOMES, MEASURES & CRITERIA, METHODS, RESULTS & USE OF RESULTS

	LEARNING OUTCOMES			MEASURES AND CRITERIA			METHODS			RESULTS			USE OF RESULTS		
	LO	Comments on LO	LO Score	M&C	Comments on M&C	M&C Score	Methods	Comments on Methods	Methods Score	Results	Comments on Results	Results Score	Use of Results	Comments on Use of Results	Use of Results Score
Learning Outcome 1															
Learning Outcome 2															
Learning Outcome 3															
Learning Outcome 4															
Learning Outcome 5															
Learning Outcome 6															
Learning Outcome 7															
Learning Outcome 8															
Learning Outcome 9															
Learning Outcome 10															

GENERAL COMMENTS ON REPORT: