9/19/13 Rubric

2014 Assessment Progress Report

epartment Name:	
cademic Year:	

	1 - *	2 - **	3 - ***	4 - ****
Student Headcount	Does not track student usage	Tracks student usage Does not track unique users	Tracks student usage Tracks unique users	Tracks student usage and unique students Makes and records informed decisions about staffing and outreach efforts due to data
Needs and Satisfaction	Does not collect needs or satisfaction information	Collects needs or satisfaction information occasionally Does not aggregate findings	Annually/ biennially captures needs and satisfaction information and aggregates information	Annually/ biennially captures needs and satisfaction information and aggregates findings Makes and records informed decisions based on needs and satisfaction data Shares findings with stakeholders
Cohort Data	Does not track cohort data	Occasionally tracks cohort data	Regularly tracks cohort data	Regularly tracks cohort data Makes and records decisions based on cohort findings
Student Learning Outcomes	Student learning outcomes (SLOs) exist but are not measurable. It is not clear how students will demonstrate learning. ("Students understand; students increase knowledge" do not specify how outcome will be demonstrated or assessed.)	SLOs do not clearly indicate how students will demonstrate their leaming and/or may not be measurable. Activities may not be articulated as to where students will have the opportunity to achieve the outcomes.	The SLOs are clearly stated. SLOs are measurable. It is evident how the student will demonstrate achievement of the outcomes and what achievement will look like. Activities are articulated where students have the opportunity to achieve the SLOs; although, an outcome may not be articulated related to the ALOs or may not be measured using central tools.	The SLOs are clearly stated. SLOs are measurable. It is evident how the student will demonstrate achievement of the outcomes and what achievement will look like. Activities are articulated where students have the opportunity to achieve the SLOs. SLOs clearly tie to DLOs and are measured using division tools.
Six Column Model	Initially completes six column model with little or no follow-up on goals throughout the year	Completes six column model but can work to refine goals to make them more relevant to what the department finds most important	Completes six column model with relevant goals to improve programs, services, & student learning Goals are related to the University Core Themes	Completes six column model with relevant goals to improve programs, services, & student learning Goals are related to the University Core Themes Has identified a plan with dates to reexamine goals in the future.
Strategic Plan	Strategic plan is not developed entWeb/Rubrics/PrintRubric as	Strategic plan is in developing stages but is incomplete in terms	Strategic plan is developed but lacks ties to assessment,	Strategic plan is broad, incorporates assessment measures

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	of breadth or length of time. Vision can be articulated further.	program review, and/or six column model.	as well as program review action plan items. Strategic plan is complete and updated and ties to six column model.
Total:			