

Academic Department Assessment Report Review Criteria

Check the appropriate criterion level and provide comments in the provided space. Comments should briefly explain why the rating was selected and should include words of appreciation for strengths and offer suggestions for improvement (if applicable).

Section & Criterion	Highly Developed	Satisfactory	Needs Revision
<p>Section 01 Current Year</p> <p><i>Assessment Cycle & Student Learning Outcomes</i></p>	<p>The department's SLO chart includes a multi-year assessment plan indicating when each outcome will be assessed.</p> <p>All SLOs are assessed more than once between program reviews.</p> <p>SLOs are well organized and concise.</p> <p>SLOs do not confuse learning processes with learning outcomes.</p> <p>Outcomes are explicit statements of criteria, clearly describe how students can demonstrate their learning, and are assessable.</p>	<p>The department's SLO chart includes a multi-year assessment plan indicating when each outcome will be assessed.</p> <p>All SLOs are assessed at least once between program reviews.</p> <p>SLOs may be disorganized or are not concise.</p> <p>SLOs do not confuse learning processes with learning outcomes.</p> <p>Each outcome describes how students can demonstrate their learning and are assessable.</p>	<p>The department's SLO chart does not include a formal plan for assessing each outcome.</p> <p>Not all SLOs are assessed between program reviews.</p> <p>SLOs are disorganized, and/or overly detailed.</p> <p>SLOs may confuse learning processes (doing an internship) with learning outcomes (e.g. application of theory to real-world problems).</p> <p>Outcomes do not identify what students can do to demonstrate learning. Statements such as "Students understand the scientific method" do not specify how understanding can be demonstrated and assessed.</p>
<p>Section 02 Assessment Report (skip if program review submitted in section 01)</p> <p>#1 &2 <i>Assessment Methods</i></p>	<p>Assessment methods are appropriate based on the SLO.</p> <p>Includes at least two assessment methods, at least one is direct.</p> <p>Direct assessment data is the primary source to determine student achievement levels.</p>	<p>Assessment methods are appropriate based on the SLO.</p> <p>Includes at least two assessment methods, at least one is direct.</p> <p>Indirect assessment is the primary source to determine student achievement levels.</p>	<p>Assessment methods are not appropriate based on the SLO</p> <p>Assessment methods are missing, or include only one method, or include only indirect evidence.</p>
<p>#3-6 <i>Analysis & Interpretation of Findings</i></p>	<p>Includes:</p> <ul style="list-style-type: none"> -Sample includes all students or a meaningful sample. -Results are summarized including the percentage of students that met or exceed the SLO. -Student learning strengths and weaknesses. -Uploaded documents support analysis & findings and aid in explaining the assessment process. 	<p>Includes:</p> <ul style="list-style-type: none"> - Sample includes all students or a meaningful sample. --Results are summarized including the percentage of students that met or exceed the SLO. -Student learning strengths and weaknesses. -Uploaded documents support analysis & findings. 	<p>Does not include one or more of the following:</p> <ul style="list-style-type: none"> -Sample does not include all students or is not a meaningful sample. -Summarized results and/or percentage of students that met or exceed the SLO. -Student learning strengths and weaknesses. -Uploaded documents do not support analysis or findings, or additional uploaded documentation is needed.

<p>#7-8 <i>Use of Results</i></p>	<p>Results are planned to be used in <u>at</u> least two ways to improve student learning.</p> <p>Last year's planned use of results were implemented effectively and evidence of the impact of these changes are described.</p>	<p>Results are planned to be used at least one way to improve student learning.</p> <p>Last year's planned use of results were implemented and the impact of changes are listed.</p>	<p>Results are not planned to be used to improve student learning.</p> <p>Last year's planned use of results have not been implemented or it is unclear how the results impacted students learning or the department.</p>
<p>Section 03 Next Year (skip if #1 indicates program review will be submitted)</p> <p>#2-4 <i>Assessment Methods</i></p>	<p>SLO(s) to assess next year is indicated and matches the department's SLO chart.</p> <p>Assessment methods are appropriate based on the SLO.</p> <p>Includes at least two assessment methods, at least one is direct.</p>	<p>SLO(s) to assess next year is indicated and matches the department's SLO chart.</p> <p>Assessment methods are appropriate based on the SLO.</p> <p>Includes at least two assessment methods, at least one is direct.</p>	<p>SLO to assess next year is missing or doesn't match the department's SLO chart.</p> <p>Assessment methods are not appropriate based on the SLO</p> <p>Assessment methods are missing, or include only indirect evidence.</p>
<p>#5 <i>Outcome Target</i></p>	<p>Includes target percentage of students that meet or exceed each SLO.</p> <p>Target is challenging yet realistic.</p>	<p>Includes target percentage of students that meet or exceed each SLO.</p> <p>Target is realistic but not challenging (maintain previous target level(s)).</p>	<p>Does not include the target percentage of students that meet or exceed each SLO.</p> <p>Or Target seems unrealistic (too high or too low given previous data).</p>

*Adapted from: WASC (2007). *Rubric for Assessing the Quality of Academic Program Learning Outcomes*.

Report strengths:

Suggestions for improvement:

Assessment Committee comments: