| Dimension | Exceeds (4) | Proficient (3) | Developing (2) | Beginning (1) |
| --- | --- | --- | --- | --- |
| Outcomes |  | * At least 3 outcomes are included
* SLOs – the outcomes reflect knowledge, skills and/or dispositions a student should be able to demonstrate
* General Unit outcomes – the outcome is relevant to the unit’s function at the University
 | * At least 3 or less outcomes are included
* SLOs – the outcomes moderately reflect knowledge, skills and/or dispositions a student should be able to demonstrate
* General Unit outcomes – the outcome is moderately relevant to the unit’s function at the University
 | * At least 2 or fewer outcomes are included
* SLOs – the outcomes do not reflect knowledge, skills and/or dispositions a student should be able to demonstrate
* General Unit outcomes – the outcome is not relevant to the unit’s function at the University
 |
| Assessment Measures |  | * At least 2 assessment measures (direct/direct or direct/indirect) are included
* Measures are related to the outcome
* Measures address all aspects of the outcome (over time)
* Measures provide measurable/ascertainable results
 | * At least 2 measures (direct/direct or direct/indirect) are included
* Measures are related to the outcome
* Measures do not address all aspects of the outcome (over time)
* Measures do not provide measurable/ascertainable results
 | * Less than 2 assessment measures (direct and/or indirect or 2 indirect) are included
* Measures are not related to the outcome
* Measures do not address all aspects of the outcome (over time)
* Measures do not provide measurable/ascertainable results
 |
| Performance Targets |  | * Enter target or criteria of success for the measure
* Use component (not student or respondent) as unit of analysis
* Relate to the outcome and assessment measures
* Specific (“x% of responses will be correct for each question” or “y% of scores for each item on rubric or survey will be at least 4”)
* Did not use “most” or “majority” in the target statement
* No “all “or “100%” targets in the target statement
 | * Enter target or criteria of success for the measure
* Use component (not student or respondent) as unit of analysis
* Relate to the outcome and assessment measures
* Specific (“x% of responses will be correct for each question” or “y% of scores for each item on rubric or survey will be at least 4”)
* Use “most” or “majority” in the target statement
* All or 100% targets is included in the target statement
 | * Enter target or criteria of success for the measure
* Did not use component as unit of analysis
* Did not relate to the outcome and assessment measures
* Not specific in describing the % of the component
* Use “most” or “majority” in the target statement
* All or 100% targets is included in the target statement
 |
| Results |  | * Enter met/not met counts. Attach result files or provided a summary of the results
* Target achievement status indicated
* Qualitative analysis with more details of the results
 | * Enter met/not met counts. Did not attach result files nor provided a summary of the results
* Target achievement status indicated
* Brief qualitative analysis of the results
 | * Did not enter met/not met counts. Did not attach result files nor provided a summary of the results
* Target achievement target achievement status not indicated
* No qualitative analysis
 |
| Action Plans (1) |  | * Select an appropriate action type based on the findings of the measures
* Describe the recommended action appropriate to the selected action type
* Provide date to track the progress of follow-up actions in the assessment software system. use assessment software system to track the progress of follow-up actions and complete those actions on the recommended due date
 | * Select an appropriate action type based on the findings of the measures
* Describe the recommended action appropriate to the selected action type
* Provide date to track the progress of follow-up actions in the assessment software system. use assessment software system to track the progress of follow-up actions and complete those actions after the recommended due date
 | * Did not select an appropriate action type based on the findings of the measures
* Did not accurately describe the recommended action appropriate to the action type
* Did not provide date to track the progress for follow-up action
* Did not use assessment software system to track the progress of follow-up actions and did not complete those actions on the recommended due date
 |
| Action Plans (2) |  | * Use assessment software system to track the progress of follow-up actions and complete those actions on the recommended due date
* Provide evidence of improvements made to achieve target achievement levels
 | * Use assessment software system to track the progress of follow-up actions and complete those actions after the recommended due date
* Provide evidence of improvements made to target achievement levels
* General Unit outcomes – the outcome is relevant to the unit’s function at the University
 | * Did not use assessment software system to track the progress of follow-up actions
* Did not provide evidence of improvements made
 |