| 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 |