**2015-2016 Certificate and Stand-Alone Minor Assessment Report Evaluation Rubric**

**Program (Emphasis) Degree:** Click here to enter text.

Instructions: Mark each statement that applies. If at least one 1 or 2 statement is marked, then that row receives either a 1 or 2 score, with 1 superseding. To receive an overall row score of 4, all statements in the 4 column must be marked. A score of 3 or 4 indicates that instructions for completing 2015-2016 Assessment Reports were followed.

**Please note Certificates and Stand-Alone Minors have unique Guidelines. Please refer to the Instructions for Assessment Reports for details.**

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| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **Score/Comments** |
| [ ]  < 2 outcomes [ ]  < 1 measures for each outcome[ ]  Course grades used as measures  | [ ]  2 outcomes minimum [ ]  1 measure minimum for each SLO but same measure is used repeatedly without distinct targets for each outcome | [ ]  2 outcomes minimum; both meet the requirements for student learning outcomes [ ]  1 direct measures minimum for each SLO.  | [ ]  2 strong outcomes minimum; all meet the requirements for student learning outcomes [ ]  At least one strong direct measure for each outcome. [ ]  Course grades not used as measures | **Plan****Score****1**[ ]  **2** [ ]  **3** [ ]  **4** [ ] **Comments:**Click here to enter text. |
| [ ]  Findings not entered[ ]  Findings not separated by site for dual-site/mode programs (indicated by an \* next to program name) | [ ]  Not all Findings have been entered or the majority of Findings have a “data not gathered” type of statement [ ]  Not all Findings separated by site for dual-site/mode programs (indicated by an \* next to program name)[ ]  Sample sizes not included[ ]  Findings statements do not mirror target statements [ ]  Findings were not separated by program  | [ ]  All Findings fields have either actual Findings or an acceptable statement entered[ ]  Sample sizes included for the majority of Findings[ ]  Most Findings statements mirror Target statements [ ]  Target Level Achievement is correctly marked for most Findings[ ]  Partial academic year data entered as Findings (data which was to be collected more than once was not) | [ ]  All Findings have actual Findings data entered[ ]  All Findings separated by site/mode for dual-site/mode programs (indicated by an \* next to program name)[ ]  Sample sizes included in all Findings[ ]  Findings statements mirror target statements [ ]  Findings are separated by semester, appropriately collected only once, or indication of combined semesters apparent [ ]  Target Level Achievement is correctly marked | **Findings****Score** **1**[ ]  **2** [ ]  **3** [ ]  **4** [ ] **Comments:**Click here to enter text. |
| [ ]  No Action Plans entered | [ ]  Action Plans entered do not address “target not met” or “partially met” measures/outcomes[ ]  Additional Action Plans are necessary to address “target not met” measures/outcomes | [ ]  An Action Plan is developed and/or appropriately linked to each outcome that had measure(s) with a “Not Met” or “Partially Met” target. [ ]  For reports with all “targets met” - at least one Action Plan was developed [ ]  For reports with all “targets met” - Continuous Improvement Initiatives reporting field is sufficient | [ ]  An Action Plan is developed and/or appropriately linked to each outcome that had measure(s) with a “Not Met” or “Partially Met” target **and** the results of these actions should provide evidence of continuous improvement activities[ ]  The appropriate number of Action Plans were developed to provide evidence of continuous improvement activities | **Action Plans****Score** **1**[ ]  **2** [ ]  **3** [ ]  **4** [ ] *(Action Plans are not required in Year 1 Reports. 2014-2015 is Year 1; score not required)***Comments:**Click here to enter text. |
| [ ]  Action Plans not updated (indicated by all 2005-2006 through 2014-2015 action plans still in “planned” implementation stage) | [ ]  Most Action Plans not updated (indicated by most 2005-2006 through 2014-2015 action plans still in “planned” implementation stage) | [ ]  Most Action Plans updated (indicated by few 2005-2006 through 2014-2015 action plans still in “planned” implementation stage) | [ ]  Action Plans updated (indicated by no 2005-2006 through 2014-2015 action plans still in “planned” implementation stage) | **Action Plan Tracking****Score****1**[ ]  **2** [ ]  **3** [ ]  **4** [ ] **Comments:** Click here to enter text. |

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| **1** | **2** | **3** | **4** | **Score/Comments** |
| [ ]  Analysis not entered | [ ]  Only one Analysis topic entered (either Strength or Attention Needed)[ ]  Analysis is perfunctory | [ ]  “Strength Analysis” summarizes how the program has provided evidence of improvements based on analysis of assessment results, however **more detail could have been included**[ ]  “Attention Needed Analysis” discussion is based on learning outcomes that need improvement, however **more detail could have been included** or plans for improvement could have been summarized | [ ]  “Strength Analysis” summarizes how the program has provided evidence of improvements based on analysis of assessment results. [ ]  “Attention Needed Analysis” discussion is based on learning outcomes that need improvement and initial plans for improvement are summarized or discussed | **Analysis****Score** **1**[ ]  **2** [ ]  **3** [ ]  **4** [ ] **Comments:**Click here to enter text. |
| [ ]  Closing the Loop discussions are not apparent in either Analysis fields or Annual Report fields.  | [ ] Closing the Loop discussions are perfunctory. | [ ]  Closing the Loop discussions are found in the Analysis or Closing the Loop fields. However, **more detail could have been included** | [ ]  Closing the Loop discussions are found in the Analysis or Closing the Loop fields. The response is comprehensive, substantive, and thoughtful | **Closing the Loop****Score** **1**[ ]  **2** [ ]  **3** [ ]  **4** [ ] **Comments:**Click here to enter text. |

**Overall Assessment of Program’s Assessment Report:**

|  |  |
| --- | --- |
| **(Please note rubric scores do not necessarily correlate with the following ratings. For example, a commended report need not have all ratings of 4. Likewise a report that rates all 4s may not be commended.)****Select one:**[ ] Report does not support SACSCOC Comprehensive Standard 3.3.1[ ] Report inadequately supports SACSCOC Comprehensive Standard 3.3.1[ ] Report adequately supports SACSCOC Comprehensive Standard 3.3.1[ ] Report should be commended as one which demonstrates the spirit of SACSCOC Comprehensive Standard 3.3.1 | **Recommendations:**[ ] Improvements could be made next year[ ] Good work, but see IE for assistance [ ] Keep up the good work, it is appreciated |

**Additional Comments:** Click here to enter text.