<table>
<thead>
<tr>
<th>Rate each item below using the scale E=Excellent, A=Acceptable, R=Revise.</th>
<th>E = Excellent</th>
<th>A = Acceptable</th>
<th>R = Revise</th>
<th>Comments and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENT LEARNING OUTCOMES (SLOs)</strong></td>
<td>E A R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLOs are concise, clearly worded, detailed, and limited in scope (outcomes are not bundled together).</td>
<td>E A R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLOs are stated in terms of measurable knowledge, skills, or behaviors.</td>
<td>E A R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLOs align with the department/program mission.</td>
<td>E A R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLOs are linked to and aligned with the college/division and/or university strategic priorities and goals.</td>
<td>E A R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLOs are linked to and aligned with appropriate marketable skills.</td>
<td>E A R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ASSESSMENT METHODS</strong></td>
<td>E A R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide specifics about how results are obtained (i.e., what is assessed, who administers, who is assessed, description of measure, when administered, where assessed).</td>
<td>E A R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment types selected align with descriptions of assessment methods.</td>
<td>E A R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods are clearly aligned and matched with SLOs.</td>
<td>E A R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use at least one direct assessment method. (e.g., essay, exam, etc.)</td>
<td>E A R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standards of success are clearly aligned with SLOs and assessment methods.</td>
<td>E A R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear and reasonable targets and desired levels of achievement are specified for each assessment method.</td>
<td>E A R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RESULTS</strong></td>
<td>E A R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Results are dated during the reporting year.</td>
<td>E A R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Results are aligned with SLOs, assessment methods, and standards of success.</td>
<td>E A R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide sample/population size (number assessed).</td>
<td>E A R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide descriptive data (e.g., headcount, percentage, average, median, mode, etc.).</td>
<td>E A R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussions of results are clear, concise, objective, and substantive.</td>
<td>E A R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Results conclusions identified (e.g., Standard of Success Met, Standard of Success Not Met, Inconclusive) are aligned with results provided.</td>
<td>E A R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essential, relevant documents utilized to support the results discussion and analysis are attached, as applicable (e.g., charts, tables, rubrics, meeting minutes, etc.) [Not individual student work.]</td>
<td>E A R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTIONS/USE OF RESULTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Action plans are presented when standards of success are not met, there are inconclusive results, or when standards are met but data indicate changes are needed to curriculum or pedagogy.</td>
<td>E</td>
<td>A</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>Actions are clearly based on assessment results, and assessment results are cited in the action.</td>
<td>E</td>
<td>A</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>Actions are aligned with the learning outcomes.</td>
<td>E</td>
<td>A</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>Action plans are specific and clear (i.e., who is responsible, what is to be done, when implemented, where implemented, and how implemented).</td>
<td>E</td>
<td>A</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>The report clearly demonstrates “closing the loop.”</td>
<td>E</td>
<td>A</td>
<td>R</td>
<td></td>
</tr>
</tbody>
</table>