

RUBRIC FOR ANALYSIS PROCESS OF 2016-2017 PROGRAM REPORTING

Enhancement Progress Rubric (2016-17 Compliance Assist Time Frame) for ____ Degree in _____

Summary Comments for improvement purposes:

	Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
Mission	Mission or purpose statement is a clear description of the program and the student learning addressed in the program.	Mission statement is a broad description of the program with a general reference to student learning.	Mission statement is a broad description of the program.	No mission statement for the program is present or the statement is for the department.
Student Learning Outcomes	There are at least 3 SLOs that clearly align with the program's mission (2 for a certificate). All SLOs are expressed with concrete action verbs that indicate specific knowledge or skills that will be demonstrated. All SLO statements avoid compound outcomes. SLOs represent models for campus.	There are at least 3 SLOs that reflect the program's mission (2 for a certificate). SLOs are expressed with action verbs that indicate knowledge or skills that will be demonstrated. SLOs may need revisions for clarity, to disaggregate multiple outcomes, etc., but they are generally acceptable.	There are fewer than 3 SLOs that reflect the program's mission (2 for a certificate), or the SLOs need significant revisions in order to indicate knowledge or skills that will be demonstrated.	No SLOs are presented, or SLOs presented do not indicate knowledge or skills that will be demonstrated in the program. SLOs need to be completely rewritten for the program.
Measures	All measures have descriptions that show clear alignment with the student learning outcomes. Each SLO has at least 1 direct measure associated with it. The data collection process is described to include sample size and scoring practices, and supporting documents are provided when appropriate.	All measures appear to align with the student learning outcomes they are associated with, although more description would be helpful in some cases. There is at least 1 direct measure for each SLO. No grades are used as measures.	Measures are presented, although not all of them appear to align with the student learning outcomes they are associated with. It does not appear that there is at least 1 direct measure for each SLO. No grades are used as measures.	There is not a direct measure for each SLO or objective. Most measures are indirect, are grades, or do not appear to align with the student learning outcomes or strategic objectives.
Targets	Targets exist for all measures and are quantitative. Vague terms like "satisfactory" or "meets expectations" are not used or are defined. A	Targets exist for all measures and are quantitative. Vague terms like "satisfactory" or "meets expectations" are not used or are defined.	A target is missing for 1 measure, or targets exist for all measures but are not quantitative, or targets exist for all measures but	Targets are missing for all measures.

RUBRIC FOR ANALYSIS PROCESS OF 2016-2017 PROGRAM REPORTING

	rationale is provided for the target.		have vague terms like “satisfactory” or “meets expectations” that are not defined.	
Findings	Findings are clearly presented, including data and analysis of what the data reflect about the program. Multiple periods of data are analyzed, along with trends or patterns in the data.	Findings are clearly presented, including data (sample size and relationship to target) and some analysis on what the data reflect about the program.	Findings are presented as “met,” “did not meet,” etc., i.e., they do not include data. Or, findings are not presented for all measures. Or, data is presented without some analysis of what the findings reflect about the program.	Findings are missing for all measures.
Action Plans	At least one action plan that focuses on student learning exists. The plan is clearly developed directly from the assessment findings, and it clearly reflects steps that will improve the associated learning. Actions are directed at improvements in the program, teaching methods, and/or curriculum.	At least one action plan that focuses on student learning exists. Actions are directed at improvements in the program, teaching methods, and/or curriculum. There are some specifics about the steps that will be taken.	At least one action plan exists, although it may not clearly relate to improvement of student learning.	No action plan is presented, or a vague statement about improving learning is provided.
Action Plan Follow-ups	A follow-up report for the previous action plan is provided. It explains with detail what was done to implement the plan. It describes what the overall results of implementation were, including assessment data. The follow-up report reflects on the impact of the action on the program.	A follow-up report for the previous action plan is provided. It generally explains what was done to implement the plan, what the overall results were, and the impact on the program.	A follow-up report for the previous action plan is provided, but it uses general terms and does not explain the impact on the program.	No follow-up report for action plan defined in the previous report is provided, or the report merely says that the plan was executed.