

	Emergent (1)	Developed (2)	Highly Developed (3)	Unknown (0)
Reflection and Closing the Loop	Report only lists suggestions that were made for addressing assessment findings from the previous year.	Report indicates the recommendations that were made and the steps that were taken to address the recommendations from the previous year's assessment.	Report indicates the recommendations that were made and the steps that were taken to address the recommendations from the previous year's assessment. In addition, the report indicates the potential impact the implementation of the recommendations have had on achievement of the specific outcome.	
Student Outcomes	Student outcomes are vague or overly broad; outcomes do not suggest what students might be able to do to show mastery.	Most outcomes are reasonably clear and specific; some outcomes suggest what students might be able to do to show mastery.	Outcomes have unambiguous content; outcomes suggest what students would be able to do to show mastery.	
Alignment Between Outcomes and Learning Opportunities (Map)	Alignment between outcomes and learning opportunities is incomplete. Some outcomes not addressed in coursework and/or some coursework addresses no outcomes.	Alignment between outcomes and learning opportunities are articulated. Each outcome is addressed in at least one course and each course addresses at least one outcome.	Alignment between outcomes and learning opportunities is well articulated, and clearly shows where outcomes will be introduced, developed and practiced.	
Evidence of Learning (Assessment Methodology)	Quality of evidence is of questionable reliability or validity; limited amount of student evidence is used; only one type of evidence is used.	Quality of evidence is adequate or limited by practical concerns; amount of evidence used seems reasonable; more than one type of evidence was used.	Evidence is of good quality and/or steps were taken to overcome limitations; there is explicit justification for the quantity of evidence collected; more than one kind of evidence is used to add value to the overall process.	
Analysis of Evidence	Analysis is limited to totals or overall averages and/or analysis simply reports statistics with no reflection; analysis does not examine various dimensions of learning or performance across subgroups of students.	Analysis conveys a relatively complete picture of the evidence by making connections between various features of the assessment process; analysis looks at more obvious dimensions of learning or subgroups of students.	Analysis is insightful and makes connections between issues and higher level (e.g.: campus/disciplinary) trends; analysis examines various dimensions of learning in ways that are sophisticated.	
Sharing/Collaboration of Results (covered in reporting process)	Collaboration/sharing of results is limited, with little to no sharing of assessment findings across faculty in the program.	Collaboration/sharing of results is adequate, with the findings from the reports being shared across multiple to all faculty in the program.	Collaboration/sharing of results is exemplary, with the findings from the report being shared with all faculty in the program. In addition, all faculty are included in discussions that lead to the creation of recommendations/next steps in addressing findings from the report.	
Use of Assessment Results (Recommendations)	Recommendations are not evident or are disconnected from the analysis; there is no discussion of prior assessment work or follow up on previous recommendations.	Recommendations are clearly connected to the outcomes assessed or issues uncovered; there is some discussion of how assessment links to other issues or developments in the department; there is follow up or discussion of earlier cycles of assessment.	Recommendations are clearly connected to the outcomes assessed or issues uncovered; there is meaningful discussion of how assessment links to issues in the department; recommendations from previous cycles of assessment clearly support improvement.	
Multi-year Assessment Plans	There is no convincing discussion of plans for future assessment.	Outcomes to be assessed in the future are named; there is some understanding of when and where evidence will need to be collected.	Outcomes to be assessed in the future are linked to a multi-year plan for assessment; plans or discussions guide assessment efforts, including when and where to collect evidence.	