Program: _____

	NA*	Benchmark	Satisfactory	Exemplary
Outcomes	__	__ Not aligned with program mission __ Not measurable __ Outcomes are expressed as statements that include multiple outcomes	__ Aligned with and specific to the program mission __ Clearly measurable __ Expressed in language that focuses on what students will be able to demonstrate	__ Have evolved based on previous assessments __ Are responsive to new information
Target	__	__ Target lacks clear rationale	__ Target is clearly stated and has defensible rationale	__ Targets are responsive to previous assessments, new information and changing environments __ Targets will advance the program and its students
Data Source	__	__ Data is collected, but not at a consistent point in the program __ Data collection is post-hoc rather than planned	__ Data collected includes work performed near the end of the academic program __ Sample is from student representing mode of expected performance	__ Data is collected from a culminating experience shared by all students __ Sampling is random (for larger programs) or all majors are included (<10 grads per year) __ Criteria for student work is coordinated among program faculty who contribute
Means of Assessment	__	__ Does not match outcomes __ Data collection process not described	__ Content to be assessed fits outcomes __ Data collection process is briefly described __ Appropriate measures are used	__ Designed to promote curricular improvement __ Rationale is clearly articulated
Means of Scoring	__	__ Rubric or standards are not attached __ Scores are not broken down for analysis (e.g., based on holistic grade)	__ Rubric provided that describes different levels of performance __ Scoring allows for analysis of aspects of student performance	__ Rubric clearly differentiates different levels of performance __ Reliability is ensured through more than one scorer
Evidence Storage	__	__ Student work is not retained __ Data storage location is not specific	__ Samples of student work are retained __ Data is stored in a specific, identified location so it can be easily located upon request	__ Evidence that assessment is used to improve curriculum is publicly available (e.g. published) __ Assessment is referenced, when appropriate, in the curriculum change process
Findings	__	__ Holistic scoring does not allow for analysis of components of student performance __ Means of scoring was insufficient to enable assessment of outcome	__ Components of student performance are identified and analyzed	__ Multiple data points are available __ Trends over time are discussed
Dissemination	__	__ Findings are submitted to university but not discussed among faculty	__ Findings are discussed at a faculty meeting	__ Findings are disseminated to all stakeholders (e.g., instructors)
Actions	__	__ Actions not aligned with outcomes sought __ No improvements described for findings that fail to meet the target	__ Action plan is developed from findings and is aligned with outcomes sought __ Clearly describes intended changes and hypothesized improvements __ Program shows use of assessment results for improvement	__ Responsibilities for action are assigned in the report __ Target implementation date for action is stated __ Implement and planned changes are described and linked to assessment data (if no changes are reported, an explanation is provided)
Reporting	__	__ Annual report was submitted, but was incomplete or not up-to-date	__ Report is complete (all questions are answered) and up-to-date	__ Additional documentation describes methods, findings, and actions taken in complete detail __ Report shows continuity with previous reports
Pacing	__	__ Assessment records are not complete for the 3-year period (prior, current, following)	__ Assessment records are complete for the 3-year period (prior, current, following)	__ All outcomes are assessed annually

*NA: not available for evaluation based on information provided