RUBRIC FOR EVALUATING

STUDENT LEARNING OUTCOME ASSESSMENT

Course Name: _____

SLO Assessed: _____

Assessment Cycle: _____

Reviewer Name: _____

Review Date: _____

Overall Score: _____

Overall Comments:

ASSESSMENT PLANS:

ACHIEVED (3)	DEVELOPING (2)	NOT EVIDENT (1)	SCORE
Connection between method and SLO is clear.	Methods are not clearly linked to SLO achievement.	Methods miss outcomes or are not relevant to SLOs.	
Assessment plan is likely to yield information useful for making improvements.	Assessment plan is not specifically targeted toward finding areas of improvement.	Areas of improvement cannot be associated with the assessment plan.	
Evaluation criteria are clear with specific levels of performance required to meet expectations. Rubrics are provided to indicate measures of student performance.	Evaluation criteria are described but not specific. No rubric is provided.	Evaluation criteria are not clearly defined.	
Timeline for implementation is provided and key faculty/staff are identified.	Timeline or key personnel are not identified.	Neither a timeline nor key personnel are identified.	
Comments:		Total Score:	

ASSESSMENT FINDINGS:

ACHIEVED (3)	DEVELOPING (2)	NOT EVIDENT (1)	SCORE
Summary of results provides specific data to support student achievement.	Some detail is present in analysis but specific data is absent.	Analysis is too general or absent.	
Reflection of results is thorough and clear.	Reflection of results is limited.	Reflection of results is superficial.	
Comments:		Total Score:	

ACTIONS TO IMPROVE LEARNING:

ACHIEVED (3)	DEVELOPING (2)	NOT EVIDENT (1)	SCORE
Actions are clearly and directly tied to results.	Connection between actions and results is weak.	No connection between results and actions.	
Specific changes are clearly recommended to improve curriculum/instruction.	Actions do not clearly show how student learning will be improved.	No intent to improve learning is demonstrated.	
Recommended changes are realistic and targeted.	Recommended changes connect to results but are not reasonable or are not likely to affect the desired outcome.	No changes were recommended.	
A timeline is provided that is consistent with the actions outlined.	A timeline is provided but it does not match the actions outlined.	No timeline is provided.	
Key personnel are identified.		No key personnel is identified.	
Expected outcome of changes is described and addresses an increase in the number of students meeting the learning outcome.	Expected outcome is described but does not address a gap between expectations and results.	No expected outcome is described or the description is incomplete.	
Budget request is aligned with the actions described.	Budget request does not seem appropriate for the results/actions.	No budget request was made in a situation where such a request would be appropriate.	
Comments:		Total Score:	

Course Name:

Instructor Name:

Assessment Cycle (academic year):

Assessment 2015-2016

SLO being assessed:
Please make sure that the SLO you are assessing has been approved as part of the course outline in CurricUNET.

ASSESSMENT PLAN

Title:
Use a title that will allow you to differentiate this assessment from others.

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Description of Assessment Method (Task):
What are you doing to assess this SLO? This can be a description of an assignment, exam, term paper, presentation, etc.

- *Pay close attention to the verbs; if your SLO uses an active verb like* create, design, describe, demonstrate, write, *or* evaluate, *it probably can't be assessed by a multiple-choice test. Assessments for such SLOs can include roleplay, essay questions, student presentations/speeches, performances, demonstrations, poster sessions, simulations, hypothetical questions.*
- *Make sure your assessment addresses the entire SLO. If the SLO specifies that "students will describe the stages of X," then the assessment must include description of all the stages of X.*
- *In this area, describe your measurement criteria. Rubrics are an excellent way to do this and can be attached.*

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Criteria for Success:
What do the students need to do in order to demonstrate successful achievement of the SLO that you are assessing?

- *Percentages of students who score X% on a test should not be used unless all of the test questions assess the SLO. If the SLO can be assessed in a single test question, use student performance on that one question to assess the SLO.*
- *For performance-based assessments, it's a good idea to use a rubric describing three levels: students who DID NOT MEET the standard, students who MET the standard, and students who EXCEEDED the standard. That way you can use your highest standard as a goal for all students and build continuous improvement into your teaching.*
- *Identify the level of success for students and for the outcome, e.g. "80% of the students must earn 80% of the points in order to meet the outcome."*

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Timeline for Implementation:
When will you give the assignment, exam, term paper, etc.?

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Key Faculty/Staff:
Who is responsible for giving this assessment?

ASSESSMENT FINDINGS:

Summary of Results:
Here please write a summary of the results that you obtained for the assessment described in your plan. Use percentages as well as numbers.
- *Describe your findings in as much detail as possible. Use analysis of the rubric if you used one. If your assessment method involves multiple points or metrics, then provide data for all points/metrics.*

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Reflection/Analysis of Results:
What have you learned from the results that you summarized?
- *The goal of SLO assessment is* not *to evaluate you as a teacher, but to use your expertise as a good teacher to identify ways you can improve student learning. The objective of this entire process is to strengthen teaching and learning.*
- *If your analysis suggests a way in which your teaching could reach even more students, or result in a higher level of student achievement, you should ask for whatever you need—a tutor, a microscope, a subscription, a skeleton, a video camera, guest speakers-- to support this innovation.*

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Acceptable Criteria for Success Achievement:

Select one: (circle)   MET   NOT MET   EXCEEDED

ACTIONS TO IMPROVE LEARNING:

Action Details and Description:
What changes are you going to make based on the assessment results? Even assessments that meet set criteria can be evaluated for further improvements.

Implementation Plan (timeline):
When do you plan to implement the changes that you have described?

Key/Responsible Personnel:
Who is responsible for implementing the changes?

Expected outcome of this action:
How do you expect the action(s) that you've described to change the students' ability to successfully meet the SLO chosen?

Budget request amount:
Is there a dollar amount associated with the action? If so, indicate the amount.

- *Please be specific and be sure that your request is linked to the action you plan to take. Student workers average $12.50 per hour; if you are requesting a tutor, be sure to allow some hours for tutor training (by Learning Center staff) and meeting with you about goals, etc., if that's part of your plan.*

$0.00

Priority:

If you are asking for several things, specify their relative importance.

Select (circle one):   LOW   MEDIUM   HIGH

Status: Please complete this section to demonstrate   the ongoing nature of your assessment.

STATUS REPORT:
This should be completed after the timeline given in the "Actions to Improve Learning" section.

Current Status:

What is the status of the actions that you described in the "Actions to Improve Learning" section? Circle one:

Not Started

In Progress

Completed

Not Implemented

Budget Status:

If you requested money to support the action, what is the status of your request? If no budget request was made select "other." Circle one:

Approved

Pending Approval

Not Approved

Other

Additional Information / Next Steps:

Based on the information provided, how do you plan to proceed with the assessment of this SLO?