A: Student Learning Outcomes

Scoring Results: Not Scored

☐ List of SLOs exist	Initial
☐ List of SLOs has 4-12 items	Emerging
☐ SLOs are connected to mission/values and are for the program as a whole	Emerging
☐ SLOs lend themselves to demonstrations of student learning	Emerging
☐ Outcomes are related to institution-wide learning outcomes	Emerging
☐ SLOs are well-organized	Developed
☐ SLOs focus on the most important knowledge, skills, and values of the program	Developed
☐ SLOs take into account relevant institution-wide outcomes	Developed
☐ SLOs express learning that can be demonstrated	Developed
☐ SLOs are reasonable and appropriate for the level (undergraduate and graduate SLOs are clear)	Developed
☐ SLOs describe how students can demonstrate learning	Highly Developed
☐ Faculty agree on explicit criteria, such as rubrics, for assessing students' mastery	Highly Developed
☐ Faculty have identified exemplars of student performance at varying levels for each outcome	Highly Developed

B: Curriculum Alignment with Outcomes

Scoring Results: Not Scored

☐ There is some relationship between the program/department learning outcomes and the overall curriculum	Initial
☐ There is some limited opportunity to develop each learning outcome	Initial
☐ Students have reasonable opportunities to develop each of the outcomes	Emerging
☐ Some opportunities may be limited due to course sequencing and frequencies	Emerging
☐ Program learning outcomes are aligned with course learning outcomes, evidence of this is in the syllabi	Developed
☐ Program learning outcomes aligned with university learning outcomes	Developed
☐ Program learning outcome alignment summarized in a map or matrix that shows which courses provide introduction to, development of, and mastery of, each learning outcome	Developed
☐ Curriculum clearly provides adequate opportunities for students to develop increasing mastery with respect to each outcome	Highly Developed
☐ Program outcomes aligned with course learning outcomes in a manner to ensure achievement of introductory, developing, and mastery-levels	Highly Developed
☐ Map or matrix shows alignment between program, course, and university outcomes	Highly Developed
☐ There is evidence that all aspects of department effort and energy (curriculum development, pedagogy, grading, advising) contribute in some way toward mastering learning outcomes	Highly Developed

C: Assessment Planning

Scoring Results: Not Scored

☐ Plan exists for outcomes to be assessed in the current	Initial
☐ Multi-year assessment plan exists	Emerging
☐ Department allocates time and resources for developing rubrics and data gathering	Emerging
☐ All outcomes are scheduled to be assessed within the multi-year plan	Developed
☐ Schedule is reasonable and attainable	Developed
☐ Multi-year plan is fully articulated, including both when and how each outcome will be assessed	Highly Developed
☐ Plan is routinely examined and revised, as needed	Highly Developed
☐ Departments systematically collect and archive student work	Highly Developed

D: Assessment Implementation

Scoring Results: Not Scored

☐ Some potentially valid evidence for some outcomes is collected	Initial
☐ Faculty have developed relevant criteria for assessing each outcome	Emerging
☐ Appropriate evidence of student learning is being collected	Emerging
☐ Faculty use explicit criteria, such as rubrics, to assess student attainment of each outcome	Developed
☐ Where multiple reviewers of student work are utilized, assessment criteria is applied consistently	Developed
☐ Assessment criteria, such as rubrics, have been pilot-tested and refined over time; they usually are shared with students	Highly Developed
☐ Reviewers of student work are calibrated, and faculty routinely find high inter-rater reliability	Highly Developed
☐ Faculty take comparative data into account when interpreting results and deciding on changes to improve learning	Highly Developed

E: Use of Assessment Data

Scoring Results: Not Scored

☐ Assessment data is collected	Initial
☐ The chair or a faculty member may examine results, but they are not examined collectively	Initial
☐ Results from this or last year's outcomes were discussed by relevant faculty this year	Emerging
☐ Thought was given as to whether results could be used to improve the program	Emerging
☐ Thoughtful analysis of results indicates ways to improve the program, which are implemented or planned for if possible or appropriate	Developed
☐ Faculty customarily discuss assessment results	Highly Developed
☐ Timeframe adopted for implementing improvements based on findings	Highly Developed
☐ Results have been used to plan improvements	Highly Developed
☐ Results are used to argue for more relevant resources in the department annual report when appropriate	Highly Developed
☐ Follow-up studies indicate whether changes have improved learning	Highly Developed

F: Student Awareness

Scoring Results: Not Scored

☐ Outcomes are in bulletin and/or on department website	Initial
☐ Outcomes are included in some syllabi	Emerging
☐ Outcomes are included in most syllabi	Developed
☐ Students may have opportunity to participate in creation and use of rubrics	Highly Developed
☐ Program outcomes in all course syllabi	Highly Developed
☐ Student's knowledge of SLOs is evaluated (from e.g. data from SEIs analyzed)	Highly Developed