



**Discipline Name:** [Click here to enter text.](#)

**Awards:**

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- [Click here to enter text.](#)

|                           | Unacceptable             | Developing               | Acceptable               | Exemplary                | Not Applicable           |
|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Overall, this plan is:    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                          |
| PSLOs                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Curriculum Maps           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Assessment Plans (Gen Ed) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Assessment Plans (PSLOs)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Results                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Action Strategy Results   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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**Summary of results:**

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## Program Student Learning Outcomes (PSLOs)

Specific, measurable statements that articulate the knowledge, skills, values, & abilities gained or demonstrated by graduates of the program.

☐ Not applicable to this discipline

|                         |                          |              |                          |            |                          |            |                          |           |
|-------------------------|--------------------------|--------------|--------------------------|------------|--------------------------|------------|--------------------------|-----------|
| Overall,<br>section is: | <input type="checkbox"/> | Unacceptable | <input type="checkbox"/> | Developing | <input type="checkbox"/> | Acceptable | <input type="checkbox"/> | Exemplary |
|-------------------------|--------------------------|--------------|--------------------------|------------|--------------------------|------------|--------------------------|-----------|

|                                                                         | Unacceptable                                                                                                                                      | Developing                                                                                                                                                                                                                                       | Acceptable                                                                                                                               | Exemplary                                                                                                                                                                                             |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| S<br>t<br>u<br>d<br>e<br>n<br>t<br>C<br>e<br>n<br>t<br>e<br>r<br>e<br>d | <input type="checkbox"/> No PSLOs entered, or none focus on what students will learn or describe what students will be able to do, know or value. | <input type="checkbox"/> Some of the PSLOs confuse learning processes (e.g., doing an internship) with learning outcomes, &/or some do not focus on what students will learn or do not describe what students will be able to do, know or value. | <input type="checkbox"/> All of the PSLOs focus on what students will learn or describe what students will be able to do, know or value. | <input type="checkbox"/> All of the PSLOs focus on what students will learn & describe what students will be able to do, know or value. All PSLOs are titled, &, where appropriate, grouped by award. |

### Notes

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|                                                                              |                          |                                                                                                                      |                          |                                                                                                  |                          |                                                                                                 |                          |                                                                                                                                                                                  |
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| C<br>l<br>e<br>a<br>r<br>A<br>c<br>t<br>i<br>o<br>n<br>V<br>e<br>r<br>b<br>s | <input type="checkbox"/> | No PSLOs entered, or none of the SLOs include action verbs describing observable & measurable behaviors by students. | <input type="checkbox"/> | Some of the PSLOs include action verbs describing observable & measurable behaviors by students. | <input type="checkbox"/> | All of the PSLOs include action verbs describing observable & measurable behaviors by students. | <input type="checkbox"/> | All of the PSLOs include action verbs, and most are high-level action verbs describing observable & measurable behaviors by students (e.g., evaluate, synthesize, analyze, etc.) |
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## Notes

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Program Student Learning Outcomes (PSLOs) continued next page

|                                      | Unacceptable                                                                                                                  | Developing                                                                                                                                            | Acceptable                                                                                                                                                  | Exemplary                                                                                                                                                                    |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| L<br>a<br>n<br>g<br>u<br>a<br>g<br>e | <input type="checkbox"/> No PSLOs entered, or the outcomes frequently use jargon unclear to people outside of the discipline. | <input type="checkbox"/> Most of the terms used in the PSLOs are understandable to people outside of the discipline, but there is significant jargon. | <input type="checkbox"/> Almost all of the terms used in the PSLOs are under-standable to people outside of the discipline. Any use of jargon is necessary. | <input type="checkbox"/> All of the terms used in the PSLOs are under-standable to people outside of the discipline. Any jargon used is necessary and its meaning explained. |

### Notes

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|                                 |                                           |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| F<br>o<br>c<br>u<br>s<br>e<br>d | <input type="checkbox"/> No PSLOs entered | <input type="checkbox"/> The PSLOs are quite vague & need clarification (e.g., Students will demonstrate information literacy skills). Or the SLOs are so specific it is challenging to see larger picture & the possible assessments are limited (e.g., Students will use the college's online services to retrieve information). There are too few or too many PSLOs (<3, >8, unless required by accreditor). | <input type="checkbox"/> Most of the PSLOs appear to balance breadth & clarity (e.g., Students will locate information & evaluate it critically for its validity & relevance) so that the larger picture of learning may be seen & the potential for numerous assessment methods exists. There is a reasonable number of PSLOs (usually 3 – 8 is acceptable, unless discipline accreditors require more). | <input type="checkbox"/> All of the PSLOs appear to balance breadth & clarity (e.g., Students will locate information & evaluate it critically for its validity & relevance) so that the larger picture of learning may be seen & the potential for numerous assessment methods exists. There is a refined number of PSLOs (usually 3 – 5, unless discipline accreditors require more). |
|---------------------------------|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Notes

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The relationships between the program's courses & the program student learning outcomes (PSLOs) & general education competencies. The curriculum maps illustrate which courses teach which PSLOs & general education competencies.

☐ No Core Curriculum courses (i.e., no general education competencies)

| Overall,<br>section is:                   | <input type="checkbox"/> Unacceptable                                  | <input type="checkbox"/> Developing                                                                                                                                           | <input type="checkbox"/> Acceptable                                                                                                                                                                                                    | <input type="checkbox"/> Exemplary                                                                                                                                                                                                                                  |
|-------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                           | Unacceptable                                                           | Developing                                                                                                                                                                    | Acceptable                                                                                                                                                                                                                             | Exemplary                                                                                                                                                                                                                                                           |
| Comprehensive for PSLOS                   | <input type="checkbox"/> Curriculum maps absent or largely incomplete. | <input type="checkbox"/> Most program level student learning outcomes are tied to the discipline courses in the degree plan. Some non-Core courses are not tied to any PSLOs. | <input type="checkbox"/> All program level student learning outcomes are tied to at least one discipline course in the degree plan, & some to more than one. All non-Core courses, including electives, are tied to at least one PSLO. | <input type="checkbox"/> All program level student learning outcomes are covered by multiple discipline courses in the degree plan. All non-Core courses, including electives, are tied to at least one PSLO, and levels of mastery are identified for each course. |
| <b>Notes</b><br>Click here to enter text. |                                                                        |                                                                                                                                                                               |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                     |

|                          |                           |                                               |                          |                                                                                                                       |                          |                                                                                                                      |                          |                                                                                                                                                                                                                              |
|--------------------------|---------------------------|-----------------------------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Comprehensive for Gen Ed | <input type="checkbox"/>  | Curriculum maps absent or largely incomplete. | <input type="checkbox"/> | Most of the required general education competencies are tied to the Core Curriculum courses taught by the discipline. | <input type="checkbox"/> | All of the required general education competencies are tied to the Core Curriculum courses taught by the discipline. | <input type="checkbox"/> | All of the required general education competencies are tied to the Core Curriculum courses taught by the discipline. Levels of mastery are tied to particular courses, and some courses may address additional competencies. |
|                          | Notes                     |                                               |                          |                                                                                                                       |                          |                                                                                                                      |                          |                                                                                                                                                                                                                              |
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|                          |                           |                                               |                          |                                                                                                                       |                          |                                                                                                                      |                          |                                                                                                                                                                                                                              |

The methods, instruments, processes, or techniques used to evaluate the general education competencies. The student achievement target MAY NOT APPLY, depending on how & what is measured. In many cases, general education is assessed through assessment of the PSLO, and the review should be entered there.

☐ Not applicable to this discipline      Core Curr. Courses Assessed

☐ Same as PSLO assessment (i.e., gen ed assessed only using assessment of a PSLO to which it is tied)

Gen Ed Competencies Assessed

|                      |                          |              |                          |            |                          |            |                          |           |
|----------------------|--------------------------|--------------|--------------------------|------------|--------------------------|------------|--------------------------|-----------|
| Overall, section is: | <input type="checkbox"/> | Unacceptable | <input type="checkbox"/> | Developing | <input type="checkbox"/> | Acceptable | <input type="checkbox"/> | Exemplary |
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|              |            |            |           |
|--------------|------------|------------|-----------|
| Unacceptable | Developing | Acceptable | Exemplary |
|--------------|------------|------------|-----------|

|                                                                                        |                                           |                                                                                                                                     |                          |                                                                                                                                                                                                                                                    |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| M<br>e<br>a<br>s<br>u<br>r<br>e<br>m<br>e<br>n<br>t<br>o<br>f<br>G<br>e<br>n<br>E<br>d | <input type="checkbox"/>                  | <b>No assessment plan entered, or it is vague,</b> unclear, or incomplete.<br><i>and</i><br><b>No supporting documents provided</b> | <input type="checkbox"/> | <b>Discipline is only using an indirect measure</b> to assess the achievement of the Gen Ed competencies.<br><i>and/or</i><br><b>Insufficient supporting documents are provided.</b><br><i>and/or</i><br><b>The assessment is poorly described</b> | <input type="checkbox"/> | <b>Discipline is using a direct measure</b> to assess the achievement of the Gen Ed competencies <b>to allow a focused discussion of the process and results;</b> or, if an indirect measure is being used, the reasons for doing so are clearly explained<br><i>and</i><br><b>at least one Core Curriculum course is being assessed</b> (if offered)<br><i>and</i><br><b>Sufficient supporting documents are provided,</b> including the assignment, and they are linked to the assessment<br><i>and</i><br><b>The assessment is clearly described</b> | <input type="checkbox"/> | <b>Discipline is using one or more direct measures</b> to assess the achievement of the Gen Ed competencies <b>to allow a focused discussion of the process and results</b><br><i>and</i><br><b>multiple Core Curriculum courses are being assessed</b> (if offered)<br><i>and</i><br><b>Sufficient supporting documents are provided for each assessment,</b> including the assignment, and they are linked to the assessment & organized.<br><i>and</i><br><b>The assessment plan is thoroughly described</b> |
|                                                                                        | <b>Notes</b><br>Click here to enter text. |                                                                                                                                     |                          |                                                                                                                                                                                                                                                    |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                                        |                                           |                                                                                                                                     |                          |                                                                                                                                                                                                                                                    |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                                        |                                           |                                                                                                                                     |                          |                                                                                                                                                                                                                                                    |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

Assessment Plans (General Education) continued next page

|                                                                         | Unacceptable                                                                                                                                                | Developing                                                                                                                                                         | Acceptable                                                                                                                                                                          | Exemplary                                                                                                                                                                                                    |
|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A<br>p<br>p<br>r<br>o<br>p<br>r<br>i<br>a<br>t<br>e<br>n<br>e<br>s<br>s | <input type="checkbox"/> <p>No assessment plan entered, or there is no obvious relationship between the Gen Ed competency &amp; the assessment measure.</p> | <input type="checkbox"/> <p>The plan is poorly described with little detail. Actionable results are unlikely, or it is hard to see how they might be produced.</p> | <input type="checkbox"/> <p>There is an evident relationship between the Gen Ed competency &amp; the assessment measure. Actionable &amp; meaningful results could be produced.</p> | <input type="checkbox"/> <p>There is an evident relationship between the Gen Ed competency &amp; the assessment measure(s) being used. Actionable &amp; meaningful results will very likely be produced.</p> |

## Notes

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| S<br>t<br>u<br>d<br>e<br>n<br>t<br>A<br>c<br>h<br>i<br>e<br>v<br>e<br>m<br>e<br>n<br>t<br>T<br>a<br>r<br>g<br>e<br>t | <input type="checkbox"/> <p>Target level of individual student achievement is not identified.</p> | <input type="checkbox"/> <p>Target level of individual student achievement appears low in some cases (e.g., &lt;70%).</p> | <input type="checkbox"/> <p>Target level of individual student achievement is identified &amp; reasonable (e.g., 70% or more). Depending on the outcome, partial achievement may not even be possible (e.g., student will successfully titrate a solution).</p> | <input type="checkbox"/> <p>Target level of individual student achievement is identified &amp; ambitious (e.g., 80% or more). Depending on the outcome, partial achievement may not even be possible (e.g., student will successfully titrate a solution).</p> |
|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Notes

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**Assessment Plans (General Education) continued next page**

|                                                                                                                      | Unacceptable             |                                                        | Developing               |                                                                             | Acceptable               |                                                                                                                                                       | Exemplary                |                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------------------------------------|--------------------------|-----------------------------------------------------------------------------|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| P<br>r<br>o<br>g<br>r<br>a<br>m<br>A<br>c<br>h<br>i<br>e<br>v<br>e<br>m<br>e<br>n<br>t<br>T<br>a<br>r<br>g<br>e<br>t | <input type="checkbox"/> | Target level of program achievement is not identified. | <input type="checkbox"/> | Target level of program achievement appears low in some cases (e.g., <70%). | <input type="checkbox"/> | Target level of program achievement is identified & reasonable (e.g., 70% of students will successfully explain cultural influences on medieval art). | <input type="checkbox"/> | Target level of program achievement is identified & ambitious (e.g., 80% of students will successfully explain cultural influences on medieval art) or is clearly defined based on external benchmarks & research. |

## Notes

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|                            |                          |                                                                                                                                                                                                                                                                        |                          |                                                                                                                                                                                                                                                                                        |                          |                                                                                                                                                                                                                                  |                          |                                                                                                                                                                                                                                                                                       |
|----------------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| E<br>q<br>u<br>i<br>t<br>y | <input type="checkbox"/> | Issues of equity are not considered in the assessment design. The assessment plan does not explicitly incorporate <a href="#">best practices</a> to account for potential biases in the assessment process or content, likely leading to distorted assessment results. | <input type="checkbox"/> | Issues of equity are not sufficiently considered in the assessment design. The assessment plan explicitly incorporates some <a href="#">best practices</a> to account for potential biases in the assessment process or content, but possibly leading to distorted assessment results. | <input type="checkbox"/> | Issues of equity are sufficiently considered in the assessment design. The assessment plan explicitly incorporates multiple <a href="#">best practices</a> to account for potential biases in the assessment process or content. | <input type="checkbox"/> | Issues of equity are substantially considered in the assessment design. The assessment plan explicitly incorporates comprehensive <a href="#">best practices</a> to account for potential biases in the assessment process or content, likely leading to unbiased assessment results. |
|----------------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



The methods, instruments, processes, or techniques used to evaluate the program student learning outcomes.

☐ Not applicable to this discipline

PSLOs Reviewed

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| Overall,<br>section is:                                   | <input type="checkbox"/> Unacceptable                                                                                                   | <input type="checkbox"/> Developing                                                                                                                                                                                      | <input type="checkbox"/> Acceptable                                                                                                                                                                                                                                                                                                                                                                                               | <input type="checkbox"/> Exemplary                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                           | Unacceptable                                                                                                                            | Developing                                                                                                                                                                                                               | Acceptable                                                                                                                                                                                                                                                                                                                                                                                                                        | Exemplary                                                                                                                                                                                                                                                                                                                                                                              |
| Measure<br>ment of<br>PSLO                                | <input type="checkbox"/> No assessment plan entered, or it is vague, unclear, or incomplete.<br>and<br>No supporting documents provided | <input type="checkbox"/> Discipline is only using an indirect measure to assess the achievement of the PSLO<br>and/or<br>Insufficient supporting documents are provided.<br>and/or<br>The assessment is poorly described | <input type="checkbox"/> Discipline is using a direct measure to assess the achievement of the PSLO to allow a focused discussion of the process and results; or, if an indirect measure is being used, the reasons for doing so are clearly explained<br>and<br>Sufficient supporting documents are provided, including the assignment, and they are linked to the assessment<br>and<br>The assessment plan is clearly described | <input type="checkbox"/> Discipline is using one or more direct measures to assess the achievement of the PSLO to allow a focused discussion of the process and results<br>and<br>Sufficient supporting documents are provided for each assessment, including the assignment, and they are linked to the assessment & organized.<br>and<br>The assessment plan is thoroughly described |
| <b>Notes</b><br><a href="#">Click here to enter text.</a> |                                                                                                                                         |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                        |

|                                           |                 | Unacceptable                                                                                                                          |                                                                                                                                                                                                                             | Developing                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                 | Acceptable |  | Exemplary |  |
|-------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--|-----------|--|
|                                           |                 | <input type="checkbox"/> No assessment plan entered, or there is no obvious relationship between the PSLO and the assessment measure. | <input type="checkbox"/> The plan is poor. Target level of individual student achievement appears low (e.g., <70%) with little detail. In some cases results are unlikely, or it is hard to see how they might be produced. | <input type="checkbox"/> There is an evident relationship between the PSLO & the assessment measure (e.g., 70% or more). Depending on the outcome, partial achievement may not even be possible (e.g., student will successfully mix concrete). | <input type="checkbox"/> There is an evident relationship between the PSLO & the assessment measure (e.g., 80% or more). Depending on the outcome, partial achievement may not even be possible (e.g., student will successfully mix concrete). |            |  |           |  |
| Student Achievement                       | Appropriateness |                                                                                                                                       |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                 |            |  |           |  |
|                                           | Notes           | Click here to enter text.                                                                                                             |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                 |            |  |           |  |
|                                           | Next Target     |                                                                                                                                       |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                 |            |  |           |  |
| <b>Notes</b><br>Click here to enter text. |                 |                                                                                                                                       |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                 |            |  |           |  |

| P<br>r<br>o<br>g<br>r<br>a<br>m<br>A<br>c<br>h<br>i<br>e<br>v<br>e<br>m<br>e<br>n<br>t<br>T<br>a<br>r<br>g<br>e<br>t | <input type="checkbox"/> | Target level of program achievement is not identified. | <input type="checkbox"/> | Target level of program achievement appears low in some cases (e.g., <70%). | <input type="checkbox"/> | Target level of program achievement is identified & reasonable (e.g., 70% of students will successfully describe the functions of the three branches of government). | <input type="checkbox"/> | Target level of program achievement is identified & ambitious (e.g., 80% of students will successfully troubleshoot DC circuits) or is clearly defined based on external benchmarks & research. |
|----------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------------------------------------|--------------------------|-----------------------------------------------------------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                      |                          |                                                        |                          |                                                                             |                          |                                                                                                                                                                      |                          |                                                                                                                                                                                                 |

## Notes

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Assessment Plans (PSLOs) continued next page



|                            | Unacceptable                                                                                                                                                                                                                                                                                                  | Developing                                                                                                                                                                                                                                                                                                                    | Acceptable                                                                                                                                                                                                                                                              | Exemplary                                                                                                                                                                                                                                                                                                                    |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| E<br>q<br>u<br>i<br>t<br>y | <input type="checkbox"/> <p><b>Issues of equity are not considered in the assessment design.</b> The assessment plan does not explicitly incorporate <a href="#">best practices</a> to account for potential biases in the assessment process or content, likely leading to distorted assessment results.</p> | <input type="checkbox"/> <p><b>Issues of equity are not sufficiently considered in the assessment design.</b> The assessment plan explicitly incorporates some <a href="#">best practices</a> to account for potential biases in the assessment process or content, but possibly leading to distorted assessment results.</p> | <input type="checkbox"/> <p><b>Issues of equity are sufficiently considered in the assessment design.</b> The assessment plan explicitly incorporates multiple <a href="#">best practices</a> to account for potential biases in the assessment process or content.</p> | <input type="checkbox"/> <p><b>Issues of equity are substantially considered in the assessment design.</b> The assessment plan explicitly incorporates comprehensive <a href="#">best practices</a> to account for potential biases in the assessment process or content, likely leading to unbiased assessment results.</p> |

## Notes

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| Unacceptable | Developing | Acceptable | Exemplary |
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|                                                                              |                           |                                                                                                                                          |                          |                                                                                                                                                                                                                                                                                                                                                     |                          |                                                                                                                                                                                                                                                                                                                                                                                                         |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| A<br>g<br>g<br>r<br>e<br>g<br>a<br>t<br>e<br>R<br>e<br>s<br>u<br>l<br>t<br>s | <input type="checkbox"/>  | The extent to which students achieved the PSLO &/or Gen Ed competency is not given.<br><i>and/or</i><br>No supporting documents provided | <input type="checkbox"/> | The extent to which students achieved the PSLO &/or Gen Ed competency is not adequately described. Results are not aggregated or not presented in sufficient detail. If a rubric or exam is used, results are not broken out by rubric element or exam questions by outcome assessed<br><i>and/or</i><br>Insufficient supporting documents provided | <input type="checkbox"/> | The extent to which students achieved the PSLO &/or Gen Ed competency is adequately described. Results are both aggregated and presented in sufficient detail to allow a focused action strategy (if appropriate). If a rubric or exam is used, results are broken out by rubric element or exam questions by outcome assessed<br><i>and</i><br>Sufficient supporting documents are provided and linked | <input type="checkbox"/> | The extent to which students achieved the PSLO &/or Gen Ed competency is thoroughly described. Results are both aggregated and thoroughly presented in detail to allow a focused action strategy (if appropriate). If a rubric or exam is used, results are broken out by rubric element or exam questions by outcome assessed<br><i>and</i><br>Sufficient supporting documents are provided for each assessment & organized and linked |
|                                                                              | Notes                     |                                                                                                                                          |                          |                                                                                                                                                                                                                                                                                                                                                     |                          |                                                                                                                                                                                                                                                                                                                                                                                                         |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                              | Click here to enter text. |                                                                                                                                          |                          |                                                                                                                                                                                                                                                                                                                                                     |                          |                                                                                                                                                                                                                                                                                                                                                                                                         |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                              |                           |                                                                                                                                          |                          |                                                                                                                                                                                                                                                                                                                                                     |                          |                                                                                                                                                                                                                                                                                                                                                                                                         |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                         |

The data collected from the PSLO &/or general education competency assessments. If students are performing at a commendable level (e.g., 90%+), the action strategy may involve a closer focus on those who aren't completing the course or on another PSLO. If no action strategy is defined, the reasons should be detailed under Conclusions.

|                      |                          |              |                          |            |                          |            |                          |           |
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| Overall, section is: | <input type="checkbox"/> | Unacceptable | <input type="checkbox"/> | Developing | <input type="checkbox"/> | Acceptable | <input type="checkbox"/> | Exemplary |
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Results continued next page





|                                                                                             | Unacceptable                                                                                       | Developing                                                                                                                                                                                                                                                                                         | Acceptable                                                                                                                                                                                                                                                                                                                                                                                                                    | Exemplary                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C<br>o<br>m<br>p<br>a<br>r<br>i<br>s<br>o<br>n<br>o<br>f<br>R<br>e<br>s<br>u<br>l<br>t<br>s | <input type="checkbox"/> <p>Results are not compared and no explanation is given as to why not</p> | <input type="checkbox"/> <p>Results are compared between modalities or formats and/or between locations and/or between ECHS &amp; other sections, but such comparisons lack detail or needed supporting documents (or if comparisons were not done, the reasons why are not clearly explained)</p> | <input type="checkbox"/> <p>Results are adequately compared between different locations, and between ECHS/dual credit &amp; other sections, and between modalities or formats, and between different Core Curriculum courses (if appropriate) (or if comparisons were not done, the reasons why are clearly explained or identified as not being applicable). and Sufficient supporting documents are provided and linked</p> | <input type="checkbox"/> <p>Results are thoroughly compared between different locations, and between ECHS/dual credit &amp; other sections, and between modalities or formats, and between different Core Curriculum courses (if appropriate) (or if comparisons were not done, the reasons why are clearly explained or identified as not being applicable). and Sufficient supporting documents are provided for each assessment &amp; organized and linked</p> |

## Notes

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|                                                                                        |                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                            |
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| F<br>a<br>c<br>u<br>l<br>t<br>y<br>I<br>n<br>v<br>o<br>l<br>v<br>e<br>m<br>e<br>n<br>t | <input type="checkbox"/> <p>The extent to which the discipline's faculty were involved in the analysis of the results is not described or does not involve more than one faculty member</p> | <input type="checkbox"/> <p>The extent to which the results were reviewed is unclear or vague or involved only a small percentage of faculty. It is not clear if many faculty, such as adjuncts, were informed of the results &amp; little, if any, discussion between faculty members seems to have occurred.</p> | <input type="checkbox"/> <p>The extent to which the results were reviewed is adequately described with a specific time frame Most of the faculty, including adjuncts, were informed of the results &amp; discussion between faculty members occurred.</p> | <input type="checkbox"/> <p>The extent to which the results were reviewed is thoroughly described with a specific time frame. Nearly all of the full-time faculty, including adjuncts, were informed of the results &amp; discussion between faculty members occurred.</p> |
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## Notes

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|                                                     | Unacceptable                                                   | Developing                                                                                                                                                                                                 | Acceptable                                                                      | Exemplary                                                                                 |
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| C<br>o<br>n<br>c<br>l<br>u<br>s<br>i<br>o<br>n<br>s | <input type="checkbox"/> <p>Conclusions are not described.</p> | <input type="checkbox"/> <p>Conclusions are described only briefly and very generally when more detailed inferences could or should have been made, or they seem unrelated or contrary to the results.</p> | <input type="checkbox"/> <p>Conclusions are described in sufficient detail.</p> | <input type="checkbox"/> <p>Conclusions are thoroughly described, providing insights.</p> |

## Notes

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|                                 |                                                                                                                                                                                                  |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                             |
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| A<br>c<br>t<br>i<br>o<br>n<br>s | <input type="checkbox"/> <p>No action strategies are described despite the results not meeting the expected targets and/or Those responsible for implementing any actions are not identified</p> | <input type="checkbox"/> <p>Decisions, strategies, or action plans are either vaguely described or it is not clear how they relate to the conclusions and/or Those responsible for implementing any actions are not identified</p> | <input type="checkbox"/> <p>Decisions, strategies, or action plans are clearly described &amp; related to conclusions and If no action strategies for improvement are provided, the rationale is explained or obvious (e.g., student and program achievement are both over 90%). and/or Those responsible for implementing any actions are identified</p> | <input type="checkbox"/> <p>Decisions, strategies, or action plans for continuous improvement are thoroughly described &amp; related to conclusions. and Those responsible for implementing any actions are identified.</p> |
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☐ Target met, no action strategy required

### Notes

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Results continued next page



|                                      | Unacceptable             |                                                    | Developing               |                                                                             | Acceptable               |                                                                                    | Exemplary                |                                                                                                                       |
|--------------------------------------|--------------------------|----------------------------------------------------|--------------------------|-----------------------------------------------------------------------------|--------------------------|------------------------------------------------------------------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------|
| T<br>i<br>m<br>e<br>l<br>i<br>n<br>e | <input type="checkbox"/> | The timeline for the action strategy is not given. | <input type="checkbox"/> | The timeline for the action strategy is drawn out or not adequately stated. | <input type="checkbox"/> | The timeline for the action strategy is time bound, feasible, & adequately stated. | <input type="checkbox"/> | The timeline for the action strategy is ambitious but feasible (e.g., the following semester), & described in detail. |

☐ Target met, no action strategy required

### Notes

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Narrative updating the discipline's relative progress in completing any action strategies for continuous improvement, including those from the previous cycle.

☐ Action strategy results not required      **Action Strategies Reviewed**      [Click here to enter text.](#)

|                      |                          |                     |                          |                   |                          |                   |                          |                  |
|----------------------|--------------------------|---------------------|--------------------------|-------------------|--------------------------|-------------------|--------------------------|------------------|
| Overall, section is: | <input type="checkbox"/> | <b>Unacceptable</b> | <input type="checkbox"/> | <b>Developing</b> | <input type="checkbox"/> | <b>Acceptable</b> | <input type="checkbox"/> | <b>Exemplary</b> |
|----------------------|--------------------------|---------------------|--------------------------|-------------------|--------------------------|-------------------|--------------------------|------------------|

|                                                                                        | <b>Unacceptable</b>      |                                                                     | <b>Developing</b>        |                                                                              | <b>Acceptable</b>        |                                                                            | <b>Exemplary</b>         |                                                                           |
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| <b>I<br/>m<br/>p<br/>l<br/>e<br/>m<br/>e<br/>n<br/>t<br/>a<br/>t<br/>i<br/>o<br/>n</b> | <input type="checkbox"/> | How any action strategies were implemented is <b>not described.</b> | <input type="checkbox"/> | How any action strategies were implemented is only <b>vaguely described.</b> | <input type="checkbox"/> | How any action strategies were implemented is <b>adequately described.</b> | <input type="checkbox"/> | How any action strategies were implemented is <b>described in detail.</b> |
|                                                                                        |                          |                                                                     |                          |                                                                              |                          |                                                                            |                          |                                                                           |

### Notes

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| <b>I<br/>m<br/>p<br/>a<br/>c<br/>t</b> | <input type="checkbox"/> | Any impact of action strategies on student success and/or the assessment process is <b>not described.</b> | <input type="checkbox"/> | Any impact of action strategies on student success and/or the assessment process is only <b>vaguely described.</b> <i>and/or</i> <b>Insufficient supporting documents provided</b> (if appropriate). | <input type="checkbox"/> | Any impact of action strategies on student success and/or the assessment process is <b>described</b> , even if it was less than desired. <i>and/or</i> <b>Sufficient supporting documents are provided</b> (if appropriate) | <input type="checkbox"/> | Any impact of action strategies on student success and/or the assessment process is <b>thoroughly described</b> , even if it was less than desired. <i>and</i> <b>Sufficient supporting documents are provided</b> & organized (if appropriate) |
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| C<br>o<br>n<br>c<br>l<br>u<br>s<br>i<br>o<br>n<br>s       | <input type="checkbox"/> | Conclusions are not described. | <input type="checkbox"/> | Conclusions are vaguely described or seem unrelated to the results. | <input type="checkbox"/> | Conclusions are adequately described with some detail. | <input type="checkbox"/> | Conclusions are thoroughly described, providing insights. |
|                                                           |                          |                                |                          |                                                                     |                          |                                                        |                          |                                                           |
| <b>Notes</b><br><a href="#">Click here to enter text.</a> |                          |                                |                          |                                                                     |                          |                                                        |                          |                                                           |