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| **Evaluation of Outcomes** | | | | | |
| **Department Name:** | | | | | |
| **Program Name (for SLO’s only):** | | | | | |
| **Degree Level (for SLO’s only):** | | | | | |
|  | | | | | |
|  | **Criterion** | **Established** | **Emerging** | **Not Evident** | **Comments and Suggestions** |
|  | Assessment procedures explain how outcomes are assessed | Assessment methods clearly match outcomes. A specified level of achievement using given. | Assessment methods not clearly related to outcomes. A specified level of achievement was not clearly described for all outcomes. | Missing |  |
| 1. | Data analysis is clearly presented and complete on the form | All needed data is present and understandable. Also, no student identification can be seen. | Data seems incomplete and/or difficult to follow and/or students are identified. | Missing |  |
| 2. | Results of assessments are  meaningful and can be acted upon | Discussion of results are clear and analyzed findings indicate where outcomes excel, meet standards, and fall short. | Discussion of results are discernable, evidence of some analysis exists. | Missing |  |
| 3. | Specific plans for improvements are formulated in response to results | Logical and specific actions based on the findings given. | Logical and specific actions given for most assessed outcomes. | Missing or indicated for all outcomes ‘no changes are needed’ |  |
|  | General Comments: | | | | |
|  | Name(s) and Date: | | | | |