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| 1      | Excellent   | o Regardless of format, report contains all required elements: learning outcomes, evidence, results from assessment of at least one learning outcome, discussion of how the results were used to improve opportunities for student learning.  
   and  
   o At least one form of evidence includes a direct assessment of student work.  
   and  
   o Sufficient details provided for all report element, evidencing a strong, well-rounded, context appropriate assessment of at least one learning outcome for this cycle.  
   and  
   o Report includes discussion and/or evidence of future plans for ongoing assessment of student learning outcomes.  
   and  
   o In its entirety, the report provides convincing evidence that faculty are aware and responding to the strengths and weaknesses associated with opportunities for learning in their program, as indicated by the assessment of student learning.  
   and  
   o Report may, though not necessarily, include any of the following: multiple measures/evidence for a single learning outcome; advanced research design (e.g., experimental design); multiple years of assessment data; curriculum maps; benchmarks; detailed explication of how evidence was interpreted by faculty (e.g., common standards, rubrics, etc.). |
| 2      | Good        | o Regardless of format, report contains all required elements: learning outcomes, evidence, results from assessment of at least one learning outcome, discussion of how the results were used to improve opportunities for student learning.  
   and  
   o At least one form of evidence includes a direct assessment of student work.  
   and  
   o Sufficient details provided for majority of report elements, evidencing a strong, well-rounded, context appropriate assessment of at least one learning outcome for this cycle. One or two report sections could be strengthened with additional supporting detail (e.g., summary discussion of results are too broad; report does not provide sufficient detail about how evidence was collected and used to generate the summary results presented).  
   and  
   o In its entirety, report indicates a solid, complete, context-appropriate assessment of learning outcomes. |
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| 3      | Satisfactory | o Regardless of format, report contains all required elements: learning outcomes, evidence, results from assessment of at least one learning outcome, discussion of how the results were used to improve opportunities for student learning. Where relevant, report acknowledges weaknesses of any particular element, and a clear action plan for future cycles.  
and  
o Use of direct and/or indirect evidence of student learning outcomes.  
and  
o Some or all elements of the report could be significantly improved with a more clear translation of assessment processes associated with the assessment plan (e.g., beyond identifying the use of capstone writing samples as the evidence for the assessment, no discussion of how these were collected, how many were collected, how they were evaluated, etc.)  
o Report may, though not necessarily, be characterized by any of the following: lack of information given to help interpret the degree to which the assessment was context appropriate; disorganized write-up; over-reliance on indirect evidence. |
| 4      | Below Acceptable | o Regardless of format, report is considered incomplete as it is missing one or more of the required elements: learning outcomes, evidence, results from assessment of at least one learning outcome, discussion of how the results were used to improve opportunities for student learning.  
and  
o Report includes an attempt to acknowledge factors responsible for gaps/weaknesses, though the discussion may not contain an action plan and/or timeline. |
| 5      | Poor         | o Regardless of format, report is incomplete as it is missing one or more of the required elements: learning outcomes, evidence, results from assessment of at least one learning outcome, discussion of how the results were used to improve opportunities for student learning.  
o No attempt to acknowledge gaps/weaknesses, and no discussion of contextual factors responsible for incomplete report.  
o No plan and timeline articulated to address assessment gaps. |