Departments reporting course SLO assessment results will:

(Note that any empty columns results in a “Not Approved” status)

1. **Have appropriate wording for each current assessment topic.**

   **IDEAL:** Each current topic's wording is unique, well-expressed, specific, measurable, and is appropriate to a level of Bloom's Taxonomy for the discipline.

   **AREAS TO IMPROVE** (you can copy and paste these phrases into the comments section):
   - At least one current topic's wording is not appropriate to a level of Bloom’s Taxonomy for the discipline.
   - One or more topics are exactly the same as each other, or nearly so, and needs to be removed or replaced.
   - One or more current topics is too general, too broad, or hard to understand, and needs clarification and rewording.

   **NOT APPROVED** (copy and paste into comments section, be specific about which topic you are indicating): One or more current topics measures achievement (such as passing an exam or earning a particular grade in the course) rather than learning.

2. **Adequately describe the ”assessment method” for the most recently assessed topic(s).**

   **IDEAL:** The assessment method for each most recently assessed topic is well-expressed and appropriate to measuring students' learning.

   **AREAS TO IMPROVE**:
   - The assessment method for one or more most recently assessed topic is too general, too broad, or hard to understand, and needs clarification and rewording.
   - The assessment method used is student self-assessment, and the topics assessed require a more cognitive or objective teacher based assessment.

   **NOT APPROVED:** The assessment method for one or more most recently assessed topic measures achievement rather than learning (e.g., based on final course grades, course retention, or external certifications).

3. **Adequately describe the ”criteria” for student success to be considered when analyzing the assessment data collected for the most recently assessed topic(s).**

   **IDEAL:** The criteria for each most recently assessed topic adequately describe how student success in achieving the learning objective of the topic will be determined.

   **AREAS TO IMPROVE**:
   - The criteria for one or more most recently assessed topic does not adequately describe how student success in achieving the learning objective of the topic will be determined.
   - The criteria for one or more most recently assessed topic only describes a benchmark or percentage of students that should achieve success.
4. *adequately describe the "analysis" for the most recently assessed topic(s).*

**IDEAL:** The analysis for each most recently assessed topic indicates that a suitable cohort of students and sections was included in the assessment, and expresses and analyzes the results in a way that supports the action plan.

**AREAS TO IMPROVE:**

- The analysis for one or more most recently assessed topic expresses the results in a way that supports the action plan, but the cohort of students and sections included in the assessment is not representative.
- The analysis for one or more most recently assessed topic expresses the results in a way that supports the action plan, but does not indicate the cohort of students and sections included in the assessment.

**NOT APPROVED:** None of the analysis for the most recently assessed topics expresses the results in a way that supports the action plan.

5. *include an "action plan" for at least one assessment topic.*

**IDEAL:** Each current topic has a well-described plan for curriculum change and/or attributes success to specific resources (including future actions for continuing success or changing focus on the next assessment) for their most recent cycle.

**ACCEPTABLE:** One or more current topics have well-described plans for improving assessment process in the next cycle.

**AREAS TO IMPROVE:**

- One or more current topics have action plans for their most recent cycle, but they could be described better.

**NOT APPROVED:**

- One or more current topics have action plans for their most recent cycle, but they only say "NONE", “TBD”, “No change”, or something to that effect.
- One or more of the action plans for the most recent cycle contains a report of data or of actions previously taken.
- No current topics have any action plan for their most recent cycle, but they do have assessment data that could be used to form a plan.
- All action plans for the latest cycle of assessment contain an explanation of why the course was not assessed.
- One or more of the action plans for the most recent cycle is not supported by the analysis.

6. *for topics assessed in more than one "cycle", relate the analysis and/or action plan from one cycle to the next.*

**IDEAL:** Results for each most recently assessed topic show progress in learning, course delivery, or assessment methods from one cycle to the next.
ACCEPTABLE:

- Results for one or more most recently assessed topic, but not all, show progress in learning, course delivery, or assessment methods from one cycle to the next.

AREAS TO IMPROVE:

- Results for one or more most recently assessed topic are not compared to previous cycles and do not relate any elements of previous analysis or plans.
- There are no multiple cycles in the most recently assessed topic(s).

NOT APPROVED: Results for all most recently assessed topics are identical or nearly identical (showing no growth or change whatsoever) from last assessed cycle.