

Assessment Rubric: SLOAC/PLOAC

Criteria	Above Level	At Level	Below Level
Outcome Statement: Clarity/Concision	Outcome statement captures features of learning that are distinctive of the discipline/service, and does so in a manner that can be understood by the public at large.	Outcome statement captures a feature of learning that is relevant to the discipline/service, but may be stated somewhat broadly (such that it does not entirely convey the distinctive learning outcomes of the course/program), or may employ jargon or terms of art that are not likely to be understood by individuals outside the discipline/service	Statement is too broad/vague, or too riddled with discipline/service-specific language, to be understood by the public at large.
Outcome Statement: Assessability	Outcome statement identifies specific student capabilities/behaviors that can be clearly observed and assessed	Outcome statement identifies student capabilities/behaviors, but may do so in a way that is difficult to observe, or open to significant ambiguity/subjectivity in assessment	Outcome statement fails to identify specific student capabilities/behaviors, or does so in a way that leaves a low likelihood for clear assessment
Assessment Method: Relevance & Rigor	Assessment method yields data that are obviously relevant to the outcome statement, and that afford the basis for clear substantive reflection about student learning	Assessment method yields some data of relevance, but that may not directly bear on the outcome statement. Data are suggestive of student learning with respect to the outcome statement, but may not provide enough information to yield substantive conclusions	Assessment method is either irrelevant to outcome statement, or is deeply insufficient to allow for substantive conclusions
Assessment Summary: Critical Reflection	Summary indicates insightful, collaborative discourse about the results of the assessment, and focuses on how these results reflect student learning with respect to the outcome statement	Summary indicates collaborative discourse about the results of the assessment, and offers some findings about student learning with respect to the outcome statement. This may involve discussions that are tangential to the actual assessment findings, or conclusions that are not entirely supported by assessment data.	Summary does not indicate collaboration in the assessment of the outcome. Reflection does not feature substantive conclusions, or instead relies heavily on speculation that is not well supported by assessment data.
Assessment Summary: Enhancement	Clearly establishes a realistic goal for enhancing either the outcome statement, assessment method, or activities of the program/service, and does so by clear and direct appeal to the summary findings. If no enhancement is planned, the decision is well justified by a clear and direct appeal to the summary findings.	Enhancement goals are identified, but may exceed realistic expectations, or may not be readily supported by summary findings.	Summary findings are not used to identify a realistic enhancement goal for the next cycle of assessment