

Annual Assessment Report Rubric
SUNY Delhi

Program: _____ Date: _____

SCORE: _____/15 Maximum *(Score interpretation: 13-15 Highly Developed, 10-12 Developed, 6-9 Emerging, 0-5 Initial)*

Criterion	Initial (0)	Emerging (1)	Developed (2)	Highly Developed (3)
Learning Outcomes	<p>___ Outcomes are not provided.</p> <p>___ Outcomes are not linked to program or college mission or goals.</p> <p>___ Outcomes are not appropriate for the program level (Assoc or Bach).</p>	<p>___ Outcomes are written in general, broad, or abstract statements.</p> <p>___ Outcomes are not linked to program or college mission or goals, but language in report suggests the development or intent of linkages.</p> <p>___ Some outcomes are not appropriate for the program level (Assoc or Bach).</p>	<p>___ Most outcomes are clearly stated and measureable.</p> <p>___ Outcomes are casually linked to program or college mission and goals.</p> <p>___ Most outcomes are and appropriate for program level (Assoc or Bach).</p>	<p>___ All or almost all outcomes are clearly stated and measureable.</p> <p>___ All outcomes are tied to program and college mission and goals.</p> <p>___ Outcomes form a cohesive set of learning goals appropriate to the program level (Assoc or Bach).</p>
How Assessed	<p>___ Few, if any, direct measures are indicated.</p> <p>___ Report does not include any discussion identifying population or students assessed.</p> <p>___ Methods are not defined by standards of mastery, criterion, or competency.</p> <p>___ Assessment is mainly in lower level courses.</p>	<p>___ Direct or indirect methods are used to assess some but not all outcomes.</p> <p>___ Report includes some general discussion identifying population and students assessed.</p> <p>___ Some methods are defined by standards of mastery, criterion, or competency but only generally.</p> <p>___ Assessment favors lower level courses.</p>	<p>___ Direct measures are used to assess all outcomes.</p> <p>___ Repot includes specific population assessed and number of students assessed. ___ Each method defines clear standards of mastery, criterion, or competency against which results are assessed.</p> <p>___ Assessment occurs at different levels in curriculum.</p>	<p>___ Direct measures are used for all learning outcomes with indirect assessments as supplemental measures.</p> <p>___ Report included population assessed and number of students assessed.</p> <p>___ Each method defines clear standards of mastery, criterion, or competency against which results are assessed.</p> <p>___ Assessment occurs at different levels in curriculum with focus on upper division courses.</p>
Assessment Results	<p>___ Few if any results are reported.</p> <p>___ Results that are reported form only a general narrative.</p> <p>___ It is not evident how reported levels of achievement should be interpreted by the reader.</p> <p>___ The results are mostly overall course grades.</p>	<p>___ Some results are reported.</p> <p>___ Results reported may not clearly indicate levels of learning.</p> <p>___ It is not always evident how reported levels of achievement should be interpreted by the reader.</p> <p>___ The results include course grades.</p>	<p>___ Results are reported for most assessments as numerical data or other clear indicators. ___ Levels of achievement are generally clearly reported for the external reader, although there may be some need for clarification.</p>	<p>___ Results are reported for all assessments as numerical data or other clear indicators.</p> <p>___ Levels of achievement are clearly interpreted for the reader.</p> <p>___ External reader can be confident that valid assessment took place.</p>

