

AAC Evaluation Rubric

	Beginning (1)	Developing (2)	Established (3)	Exemplary (4)	Score/Level
Report Completeness	Many sections of the report are missing or very limited information is included; a large number of required documents are missing.	Some sections of the report are missing or very limited information is included; some required documents are missing.	Most sections of the reports are well developed and useful information is reported; most required documents are included.	Clear and comprehensive report with all required sections completed; all required documents included.	
Assessment Activities	Very few assessment activities are implemented such as only one outcome is assessed and/or only one activity is implemented; implemented activities and assessment tools do not appear to be appropriate for the outcome; no use, or use of low quality rubrics.	At least one outcome is assessed every semester with at least one activity conducted per outcome; some implemented activities and assessment tools do not appear to be appropriate for the outcome; some use of low quality rubrics.	Appropriate number of assessment activities are conducted for an appropriate number of outcomes. Most implemented activities and assessment tools are appropriate for the outcome; most rubrics used are appropriate.	Appropriate number of assessment activities are conducted for an appropriate number of outcomes. All implemented activities and assessment tools are appropriate for the outcome; rubrics used are appropriate.	
Assessment Results	Assessment results are not reliable; too few students are assessed; aggregate results are based on a single activity; use of grades or averages instead of scores.	Some assessment results are not reliable; most results are based on a small sample that does not reliably represent the student population; scores are based on or derived from grades and averages.	Few assessment results appear not to be reliable; some results are based on a small sample of students; scoring is unrelated to grades but does not appear to be reliable and objective.	Assessment results are reliable and based on appropriate sample of students; scoring is reliable and based on well-developed analytic rubric; scoring is conducted by multiple assessors to ensure objectivity.	
Assessment Analysis and Findings	Little or no analysis of collected data; or overuse of "we met our target."	There is minimal evidence of analysis and evaluation of assessment activities and results. Analysis is of marginal use. Findings are not clearly summarized and recorded.	There is evidence of analysis of assessment results for most of the assessed learning outcomes. Findings are recorded, however they may lack thoroughness.	Thoughtful analysis of assessment results for all assessed outcomes. Findings are meaningful.	
Use of Assessment Results-Improvement	No evidence of results and no improvement actions are adopted; or overuse of "no changes needed at this time."	At least one improvement action was adopted as a result of assessment but it may not be clear how it/ they relate to assessment results and/or if it/they may lead to real improvement.	Some improvement actions are adopted as a result of assessment that clearly relates to the assessment results and it has the potential to result in real improvement.	Multiple improvement actions have been adopted as a result of assessment, improvement actions are clearly related to assessment results and have the potential to result in real improvement.	
Documentation	Little or no documentation of assessment activities, results, analysis, findings, improvement, actions, or implemented improvement actions.	Some demonstration is provided but not in a consistent way. Does not appear to be the result of an established process. Little documentation on the implemented improvement actions.	Documentations available for most assessment activities, results, analysis, etc., and there is clear indication that a process is in place and being practiced. Some documentation on the	Clear and complete documentation of assessment activities, results, analysis, findings, improvement actions and implemented improvement actions. There is clear evidence	

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			implemented improvement actions.	of the existence of a documentation process.	
Faculty Involvement	It appears that only one person is leading the effort. Faculty do not appear to have contributed to the analysis and evaluation of assessment results and in developing assessment findings and improvement actions.	Limited contribution of faculty in the analysis and evaluation of assessment results and in developing assessment findings and improvement actions.	Most faculty members appear to have contributed in the analysis and and evaluation of assessment results and in developing assessment findings and improvement actions.	There is clear evidence of broad participation of faculty and staff in all assessment activities.	