

**Appendix I:**  
**Rubric to Evaluate Assessments**

	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
<b>Alignment of Method/Assignment to SLO(s)</b>	Connection between method/assignment and SLO(s) is clear.	Method/ assignment is not clearly linked to SLO(s) achievement.	Method/ assignment misses outcomes or is not relevant to SLO(s).
<b>Degree of Higher-Order or “Critical Thinking” Elicited</b>	Students analyze, apply, and/or synthesize information to support their purpose.	Students explain and/or summarize information but with no purpose beyond demonstrating comprehension.	Students regurgitate isolated facts with little to no personal assimilation.
<b>Useful</b>	Assessment plan is likely to yield information useful for making improvements.	Assessment plan is not specifically targeted toward finding areas of improvement.	Areas of improvement cannot be associated with the assessment plan.
<b>Dialogue Generated</b>	Faculty/ staff almost always collaborate on creating assessments, implementing them, and/or analyzing the results.	Faculty/ staff sometimes collaborate on creating assessments, implementing them, and/or analyzing the results.	Faculty/ staff rarely collaborate on creating assessments, implementing them, and/or analyzing the results.
<b>Ability to Keep the Assessment Cycle Going into Perpetuity</b>	The entire assessment cycle is manageable and replicable.	Some of the assessment cycle is manageable and replicable.	The assessment cycle is overwhelming in scope.
<b>Engagement in SLOs and Assessment</b>	Enough faculty/ staff assess to shape and consistently apply departmental evaluation criteria.	Usually enough faculty/ staff assess to shape and consistently apply departmental evaluation criteria, but some assess more frequently than others, and/or some don't assess at all.	Even when multiple faculty/ staff teach a course and/or oversee a student service area, only one person assesses.