Jackson State University Rubric for Assessing Assessment Plans/Reports

Descriptor	3 (Exemplary)	2 (Acceptable)	1(Unacceptable)
Descriptive Information • Identify descriptive information • Identify program/unit mission	The program/unit mission statement is clear and concise-all reviewers clearly understand the direction and purpose of the unit and its mission is aligned with the mission of the University.	The program/unit mission statement is provided but may lack clarity in one or more areas.	There is no program/unit mission statement.
Student Learning Outcomes (SLO) • Identify 3 or more measurable SLOs aligned to the prescribed curriculum	3 to 5 measurable SLOs are included SLOs are clearly aligned to the prescribed curriculum .	At least 3 measurable SLOs are included. SLOs are aligned to the prescribed curriculum.	Less than 3 SLOs are listed. SLOs are not aligned to the prescribed curriculum. SLOs are not measureable.
Means of Assessment (MOA) • Identify 2 or more assessments for each SLO • Identify direct/ indirect assessment methods as a means of assessing student learning outcomes	2 or more (MOA) are listed for each intended student learning outcome. Multiple assessment methods (direct and indirect) are indicated for assessing student learning outcomes.	2 (MOA) are listed for each intended student learning outcome. MOA use direct and indirect assessment measures.	No means of assessment is proposed. MOA are very limited and do not address the means of assessment.
Criteria for Success • Identify criteria for success for each SLO.	Specific criteria for success are proposed for each SLO. Repeating SLOs criteria for success clearly reflects increases in academic programming. Criteria for success specifically address student success measures.	Criteria for success are proposed for each SLO but are somewhat vague. Repeating SLOs criteria for success reflects increases in academic programming. Criteria for success address student success measures.	Criteria for success are missing for one or more SLOs. Repeating SLOs criteria for success does not reflect increases in academic programming. Criteria for success does not address student success measures.

Data Collection/Results • Identify data and information are collected over time and analyzed.	Sufficient data is reported in adequate detail for each SLO. Data results are clearly linked to the criteria for success and indentify whether or not the criteria was met, unmet, or exceeded expectation.	Data is reported but more data and/or detail would increase confidence in the results. Data results are linked to the criteria for success and indentify whether or not the criteria was met, unmet, or exceeded expectation.	Inadequate data were collected to assess the SLO. Data is not linked to the criteria for success and does not indentify whether or not the criteria was met, unmet, or exceeded expectation.
Use of Results • Identify data results in findings should be relevant to the program. • Identify areas needs for improvement	Specific academic programming improvements that clearly stem from results of assessment are identified. Needed areas of improvement have been identified and will likely add to the quality of service provided to students.	Improvements are identified relative to assessment results. Needed areas of improvement have been identified	No academic programming improvements are identified relative to assessment results. Needed areas of improvement have not been identified
Major Difficulties • Identify difficulties for each goal	Major difficulties, if any, encountered are clearly recorded for each SLO.	Major difficulties, if any, encountered are recorded for each SLO.	Major difficulties, if any, encountered are recorded for one or more SLOs but does not constitute a defined difficulty.
GOALS/OBJECTIVES for Next Year	Specific, measureable SLOs are included for the upcoming fiscal/academic year.	Measureable SLOs are included for the upcoming year but may lack clarity in one area or dimension.	SLOs are not included for the upcoming year.