

<b>Meta-Analysis Rubric</b>			
<b>A rubric to evaluate the overall assessment process.</b>			
Designed by Bresciani, M.J. and Jacovec, L. M.			
using the work of Ewell, 1997; Lopez, C., 2002; Maki, P., 2002; and Eckel, Green, Hill, 2001; Palomba & Banta, 1999			
	<b>Exemplary</b>	<b>Developing</b>	<b>Beginning</b>
<b>Shared Purpose</b>			
<b>Common Language</b>	Articulate the level of understanding of the CUPR common language document through self-report surveys, interviews, and document analyses of assessment plans.	Articulate some level of understanding of the CUPR common language document through self-report surveys, interviews, and document analyses of assessment plans.	Articulate no level of understanding of the CUPR common language document.
<b>Conceptual Understanding</b>	Articulate the level of understanding of the Shared Conceptual Understanding document through self-report surveys, interviews, and document analyses of assessment plans.	Articulate some level of understanding of the Shared Conceptual Understanding document through self-report surveys, interviews, and document analyses of assessment plans.	Articulate no level of understanding of the Shared Conceptual Understanding document.
<b>Student Learning</b>	Demonstrate the extent to which assessment is used to improve student learning.	Demonstrate some extent to which assessment is used to improve student learning.	Does not demonstrate an extent to which assessment is used to improve student learning.
<b>Teaching</b>	Demonstrate the extent to which assessment is used to improve student teaching.	Demonstrate some extent to which assessment is used to improve student teaching.	Does not demonstrate an extent to which assessment is used to improve student teaching.
<b>Assessment Plans</b>	All academic programs have complete assessment plans.	Some academic programs have complete assessment plans.	No academic programs have complete assessment plans.
<b>Faculty's Innate Intellectual Curiosity</b>	Demonstrate that faculty's participation in assessment is based on innate intellectual curiosity or is intrinsically motivated.	Demonstrate to some extent that faculty's participation in assessment is based on innate intellectual curiosity or is intrinsically motivated.	Unable to demonstrate that faculty's participation in assessment is based on innate intellectual curiosity or is intrinsically motivated.
<b>Administrator's Innate Intellectual Curiosity</b>	Demonstrate that administrator's participation in assessment is based on innate intellectual curiosity or is intrinsically motivated.	Demonstrate to some extent that administrator's participation in assessment is based on innate intellectual curiosity or is intrinsically motivated.	Unable to demonstrate that administrator's participation in assessment is based on innate intellectual curiosity or is intrinsically motivated.
<b>Using the Results</b>	Results from the assessment process are used to inform discussions, decisions, and recommendations.	Results from the assessment process are somewhat used to inform discussions, decisions, and recommendations.	Results from the assessment process are not used to inform discussions, decisions, and recommendations.
<b>Expectation of Student Learning</b>	Explicit statements regarding the institution's expectations for student learning are widely publicized.	Some statements regarding the institution's expectations for student learning are publicized.	None of the statements regarding the institution's expectations for student learning are publicized.
<b>Expectation of Student Learning Assessment</b>	Explicit statements regarding the institution's expectations for the evaluation of student learning are widely publicized.	Some statements regarding the institution's expectations for the evaluation of student learning are publicized.	None of the statements regarding the institution's expectations for the evaluation of student learning are publicized.

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<b>Collaboration Across the Institution</b>			
Collaboration	Demonstrate that Colleges, FCTL, UPA, CWSP, SA, and UGA work together to promote assessment efforts.	Somewhat demonstrate that colleges, FCTL, UPA, CWSP, SA, and UGA work together to promote assessment efforts.	Does not demonstrate that colleges, FCTL, UPA, CWSP, SA, and UGA are working together to promote assessment efforts.
Flexibility	There is flexibility in the process, so that each program can maintain its autonomy and unique definition of meaning through assessment.	There is some flexibility in the process, so that each program can maintain its autonomy and unique definition of meaning through assessment	There is no flexibility in the process, so that each program can maintain its autonomy and unique definition of meaning through assessment.
Shared Resources	Demonstrate that assessment resources are shared across Colleges and Divisions.	Demonstrate that some assessment resources are shared across Colleges and Divisions.	Unable to demonstrate that assessment resources are shared across Colleges and Divisions.
<b>Rituals, Practices, Symbols</b>			
Annual Awards	Annually present an award for Undergraduate Education Assessment.	Nominated for an award for Undergraduate Education Assessment.	Not eligible for an award for Undergraduate Education Assessment.
Accomplishments	Sponsoring of an annual quality assessment conference where faculty have an opportunity to showcase their assessment accomplishments.	There is some sponsoring to develop a quality assessment conference where faculty have an opportunity to showcase their assessment accomplishments.	There is no sponsoring of a quality assessment conference where faculty have an opportunity to showcase their assessment accomplishments.
Program Documentation	There is systematic use of TracDAT or other documentation tools such as Word, Excel, the Web, ASSESS, etc.	There is some use of TracDAT or other documentation tools such as Word, Excel, the Web, ASSESS, etc.	There is no documentation collected for use in TracDAT or other documentation tools such as Word, Excel, the Web, ASSESS, etc.
University Documentation	Creation and use of an institutional electronic portfolio web site, where annual and bi-annual assessment plans and results are posted on program web sites, yet it links to one central web site.	Some creation and use of an institutional electronic portfolio web site, where annual and bi-annual assessment plans and results are posted on program web sites, yet it links to one central web site.	Have no documentation collect for creation and/or use of an institutional electronic portfolio web site, where annual and bi-annual assessment plans and results are posted on program web sites, yet it links to one central web site.
Participation	There is 100% participation/response by programs to CUPR's requests.	There is 50% participation/response by programs to CUPR's requests.	There is 0% participation/responses by programs to CUPR's requests.
<b>Leadership Commitment</b>			
Using the Results	Results from the assessment process are used to inform discussions, decisions, and recommendations.	Results from the assessment process are somewhat used to inform discussions, decisions, and recommendations.	Results from the assessment process are not used to inform discussions, decisions, and recommendations.
Evidence for Reward	Engagement in the assessment process is recognized and/or rewarded.	Engagement in the assessment process is somewhat recognized and/or nominated for reward.	There is no engagement in the assessment process to be recognized and/or rewarded.
Administrator Resources (Annual Allocation)	Senior administrators annually provide resources for the assessment process.	Senior administrators annually provide some resources for the assessment process.	Senior administrators annually provide no resources for the assessment progress.
Administrator Resources (Additional Allocation)	Senior administrators provide additional resources to enhance assessment practices and improve faculty and staff's understanding of assessment process and use of assessment results.	Senior administrators provide some additional resources to enhance assessment practices and improve faculty and staff's understanding of assessment process and use of assessment results.	Senior administrators provide no additional resources to enhance assessment practices and improve faculty and staff's understanding of assessment process and use of assessment results.

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<b>Leadership Commitment Cont.</b>	<b>Exemplary</b>	<b>Developing</b>	<b>Beginning</b>
Administrator Resources (Special Projects)	Senior administrators regularly provide resources for special projects to enhance the assessment process (e.g., pilot projects, summer stipends, departmental grants, and support for professional development).	Senior administrators periodically provide resources for special projects to enhance the assessment process (e.g., pilot projects, summer stipends, departmental grants, and support for professional development).	Senior administrators regularly do not provide resources for special projects to enhance the assessment process (e.g., pilot projects, summer stipends, departmental grants, and support for professional development).
Faculty Resources (Annual Allocation)	Faculty leaders annually provide resources for the assessment process.	Faculty leaders annually provide a few resources for the assessment process.	Faculty leaders annually provide no resources for the assessment process.
Faculty Resources (Additional Allocation)	Faculty leaders provide additional resources to enhance assessment practices and improve faculty and staff's understanding of assessment process and use of assessment results.	Faculty leaders provide additional resources to enhance assessment practices and improve faculty and staff's understanding of assessment process and use of assessment results.	Faculty leaders provide additional resources to enhance assessment practices and improve faculty and staff's understanding of assessment process and use of assessment results.
Faculty Resources (Special Projects)	Faculty leaders regularly provide resources for special projects to enhance the assessment process (e.g., pilot projects, summer stipends, departmental grants, and support for professional development).	Faculty leaders infrequently provide resources for special projects to enhance the assessment process (e.g., pilot projects, summer stipends, departmental grants, and support for professional development).	Faculty leaders do not provide resources for special projects to enhance the assessment process (e.g., pilot projects, summer stipends, departmental grants, and support for professional development).
Administrator's Authorization	Senior administrators routinely authorize various campus offices (e.g., institutional research) to provide the support services needed to carry out the assessment process.	Senior administrators infrequently authorize various campus offices (e.g., institutional research) to provide the support services needed to carry out the assessment process.	Senior administrators do not authorize various campus offices (e.g., institutional research) to provide the support services needed to carry out the assessment process.
Faculty Authorization	Faculty leaders routinely authorize various campus offices (e.g., institutional research) to provide the support services needed to carry out the assessment programs.	Faculty leaders infrequently authorize various campus offices (e.g., institutional research) to provide the support services needed to carry out the assessment programs.	Faculty leaders do not authorize various campus offices (e.g., institutional research) to provide the support services needed to carry out the assessment programs.
Balance	There is balance between administrative and faculty leadership.	There is a growing attempt for balance between administrative and faculty leadership.	There is no balance between administrative and faculty leadership.
Faculty Advocates	Faculty leaders advocate the continual improvement of student learning as an institutional priority	Faculty leaders somewhat advocate the continual improvement of student learning as an institutional priority	Faculty leaders do not advocate the continual improvement of student learning as an institutional priority
Administrator Advocates	Administrative leaders advocate the continual improvement of student learning as an institutional priority	Administrative leaders somewhat advocate the continual improvement of student learning as an institutional priority	Administrative leaders do not advocate the continual improvement of student learning as an institutional priority

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<b>Reward and Recognition</b>			
Participation	Faculty and administrators participate in the annual assessment conference	Faculty and administrators infrequently participate in the annual assessment conference.	Faculty and administrators do not participate in the annual assessment conference
Publications	There are a number of publications and presentations on assessment	There are some publications and presentations on assessment	There are no publications and presentations on assessment
Awards	There are Undergraduate Education Awards given for achievement in assessment.	There are Undergraduate Education Awards that consider assessment as a portion of the award criteria.	There are no Undergraduate Education Awards given for achievement in assessment.
Use of Results	Results from the assessment process are used to inform discussions, decisions, and recommendations.	Results from the assessment process are somewhat used to inform discussions, decisions, and recommendations.	Results from the assessment process are not used to inform discussions, decisions, and recommendations.
Recognition (on the Web)	Faculty and/or staff's achievements in assessment are showcased on-line.	Faculty and/or staff is making achievements in assessment are showcased on-line.	Faculty and/or staff has no achievements in assessment showcased on-line.
Recognition (other)	Administrators achievements in assessment are showcased in other ways.	Administrators making achievements in assessment in other ways.	Administrators have no achievements in assessment in other ways.
Celebrations	The institution publicly and regularly celebrates what it has learned about student learning, performance, and achievement through assessment.	The institution sometimes publicly and regularly celebrate what it has learned about student learning, performance, and achievement through assessment.	The institution does not publicly and regularly celebrate what it has learned about student learning, performance, and achievement through assessment.
Promotion and Tenure	Assessment practices and research are used in promotion and tenure decisions.	Assessment practices and research are sometimes used in promotion and tenure decisions.	Assessment practices and research are not used in promotion and tenure decisions.
<b>Education and Support</b>			
Evaluation of Assessment	All assessment plans are evaluated as exemplary given the criteria articulated on the Bresciani & Allen rubric and feedback on those assessment plans is given to the faculty.	Some assessment plans are evaluated as exemplary given the criteria articulated on the Bresciani & Allen rubric and feedback on those assessment plans is given to the faculty.	No assessment plans are to be evaluated as exemplary.
Participation	100% Attendance of faculty and administration to assessment workshops	50% Attendance of faculty and administration to assessment workshops	0% Attendance of faculty and administration to assessment workshops
Website	The UAPR website is used	Learning how to use the UAPR website	The UAPR website is not used
Use of Results - Planning	We are able to link planning to assessment.	We are trying to link planning to assessment.	We are unable to link planning to assessment.
Use of Results - Budgeting	We are able to link budgeting to assessment.	We are trying to link budgeting to assessment.	We are unable to link budgeting to assessment.
Administrator's Responsiveness	There is high responsiveness from administrators to faculty and/or staff's needs and concerns for assessment.	There is moderate responsiveness from administrators to faculty and/or staff's needs and concerns for assessment.	There is little responsiveness from administrators to faculty and/or staff's needs and concerns for assessment.
Faculty Responsiveness	There is high responsiveness from administrators to faculty and/or staff's needs and concerns for assessment.	There is moderate responsiveness from administrators to faculty and/or staff's needs and concerns for assessment.	There is little responsiveness from administrators to faculty and/or staff's needs and concerns for assessment.

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<b>Budget</b>	A budget line has been established and sufficient resources are allocated annually in order to sustain a comprehensive assessment program.	Plan to establish a budget line and allocate sufficient resources annually in order to sustain a comprehensive assessment program. Special request money is used to support assessment	No plans for a budget line to be established or sufficient resources allocated annually in order to sustain a comprehensive assessment program.
<b>Funding</b>	Funds are available and sufficient to support consultation, workshops, and professional development for faculty in the area of assessment of student learning and teaching.	Some funds are available to support consultation, workshops, and professional development for faculty in the area of assessment of student learning and teaching.	Funds are unavailable and non-sufficient to support consultation, workshops, and professional development for faculty in the area of assessment of student learning and teaching.

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<b>Education and Support Cont.</b>			
Budget for Improvements	Administrators and key faculty are given the responsibility and authority to use budgeted resources to support academic changes based on assessment findings.	Administrators and key faculty have some responsibility and authority to use budgeted resources to support academic changes based on assessment findings.	Administrators and key faculty are not given the responsibility and authority to use budgeted resources to support academic changes based on assessment findings.
Website Label	The UAPR web site is perceived to be of great help in understanding assessment.	The UAPR web site is perceived to be of some help in understanding assessment.	The UAPR web site is not perceived to be helpful in understanding assessment.
Information	Information about assessment activities and their results are communicated regularly to the campus community.	Information about assessment activities and their results are communicated infrequently to the campus community.	Information about assessment activities and their results are not communicated regularly to the campus community.
Allocation of Resources	The institution systematically and routinely links assessment results to the allocation of resources for the improvement of student learning.	The institution infrequently links assessment results to the allocation of resources for the improvement of student learning.	The institution has not systematically and routinely linked assessment results to the allocation of resources for the improvement of student learning.
<b>Depth and Pervasiveness</b>			
Faculty Engagement	Faculty members systematically engage in effective assessment.	Faculty members engage in effective assessment some times.	Faculty members do not engage in effective assessment.
Faculty Collaboration	Faculty members routinely collaborate to determine appropriate measures for program outcomes and to justify and recommend improvements based on results.	Faculty members infrequently collaborate to determine appropriate measures for program outcomes and to justify and recommend improvements based on results.	Faculty members do not collaborate to determine appropriate measures for program outcomes and to justify and recommend improvements based on results.
Faculty Support	Faculty members speak both publicly and privately in support of assessment.	Faculty members support assessment but do not speak out in public.	Faculty members do not support assessment.
Faculty Education	Faculty members systematically educate persons unfamiliar with institutional and program assessment about the value of assessment.	Faculty members infrequently educate persons unfamiliar with institutional and program assessment about the value of assessment.	Faculty members do not systematically educate persons unfamiliar with institutional and program assessment about the value of assessment.
Faculty Exploration	Faculty members continually explore the uses of assessment in the context of research on learning theories, and active learning strategies.	Faculty members infrequently explore the uses of assessment in the context of research on learning theories, and active learning strategies.	Faculty members do not continually explore the uses of assessment in the context of research on learning theories, and active learning strategies.
Faculty Use of Results	Faculty members routinely link their results from the assessment process and use them to inform discussions, decisions, and recommendations.	Faculty members infrequently link their assessment results from the assessment process and use them to inform discussions, decisions, and recommendations.	Faculty members don't have any assessment results from the assessment process and use them to inform discussions, decisions, and recommendations
Administrator's Engagement	Administrators systematically engage in effective assessment	Administrators engage in effective assessment sometimes.	Administrators do not engage in effective assessment

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	<b>Exemplary</b>	<b>Developing</b>	<b>Beginning</b>
<b>Depth and Pervasiveness Cont.</b>			
Administrator's Collaboration	Administrators routinely collaborate to determine appropriate measures program outcomes and to justify and recommend improvements based on results.	Administrators infrequently collaborate to determine appropriate measures program outcomes and to justify and recommend improvements based on results.	Administrators do not routinely collaborate to determine appropriate measures program outcomes and to justify and recommend improvements based on results.
Administrator's Support	Administrators speak both publicly and privately in support of assessment.	Administrators support assessment.	Administrators do not support assessment.
Administrator's Education	Administrators systematically educate persons unfamiliar with institutional and program assessment programs about the value of assessment.	Administrators infrequently educate persons unfamiliar with institutional and program assessment programs about the value of assessment.	Administrators do not systematically educate persons unfamiliar with institutional and program assessment programs about the value of assessment.
Administrator's Exploration	Administrators continually explore the uses of assessment in the context of research on learning theories, and active learning strategies.	Administrators infrequently explore the uses of assessment in the context of research on learning theories, and active learning strategies.	Administrators do not explore the uses of assessment in the context of research on learning theories, and active learning strategies.
Administrator's Use of Results	Administrators routinely link their assessment results from the assessment process and use them to inform discussions, decisions, and recommendations.	Administrators infrequently link their assessment results from the assessment process and use them to inform discussions, decisions, and recommendations.	Administrators do not link their assessment results from the assessment process and use them to inform discussions, decisions, and recommendations.
Student Involvement	Throughout their academic programs, students are systematically provided occasions to reflect upon their academic work, in oral and written forms, about the levels of success they think they have experienced in achieving the learning outcomes articulated by faculty.	Throughout their academic programs, students are sometimes provided occasions to reflect upon their academic work, in oral and written forms, about the levels of success they think they have experienced in achieving the learning outcomes articulated by faculty.	Throughout their academic programs, students are not provided occasions to reflect upon their academic work, in oral and written forms, about the levels of success they think they have experienced in achieving the learning outcomes articulated by faculty.
<b>Sustainability</b>			
Characteristics	All of the aforementioned characteristics are met.	Some of the aforementioned characteristics are met.	None of the aforementioned characteristics are met.
Student Learning	Academic units and programs consider assessment of student learning to be integral to their educational and research operations.	Academic units and programs consider assessment of student learning to be somewhat important to their educational and research operations.	Academic units and programs do not consider assessment of student learning to be integral to their educational and research operations.
Flexibility	There is flexibility in the process, so that each program can maintain its autonomy and unique definition of meaning through assessment.	There is some flexibility in the process, so that each program can maintain its autonomy and unique definition of meaning through assessment.	There is no flexibility in the process, so that each program can maintain its autonomy and unique definition of meaning through assessment.
Continuous Improvement	Academic units and programs regard assessment findings as essential for continuous improvement of their program offerings.	Academic units and programs regard assessment findings as helpful but not integral knowledge essential for continuous improvement of their program offerings.	Academic units and programs do not regard assessment findings as helpful or integral of knowledge essential for continuous improvement of their program offerings.
Diversity	There is great diversity of the process.	There is some diversity of the process.	There is no diversity of the process.
Documentation	The institution maintains a system of data collection and documentation of the entire assessment process, which helps sustain an effective assessment program.	The institution maintains data collection and documentation of the entire assessment process, which sustains an effective assessment program but it is not systematic.	The institution does not maintain a system of data collection and documentation of the entire assessment process, which helps sustain an effective assessment program.

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<b>Sustainability Cont.</b>			
Meta-Analysis	The comprehensive assessment program is evaluated regularly and is modified as necessary for maximum effectiveness.	The comprehensive assessment program is evaluated somewhat and is modified as necessary for maximum effectiveness.	The comprehensive assessment program is not evaluated regularly and is modified as necessary for maximum effectiveness.
Program Evaluation	Institutional and departmental assessment programs are annually reviewed and updated.	Institutional and departmental assessment programs are infrequently reviewed and updated.	Institutional and departmental assessment programs are not reviewed and updated.
Evaluation of Decisions Made	The effectiveness of the changes made to curriculum, academic resources, and support services from assessment results are evaluated and documented.	Changes are made in curriculum, academic resources, and support services from assessment results but those changes are not evaluated.	No changes are made in curriculum, academic resources, and support services from assessment results.
Resources	The institution provides financial resources and other support for all aspects of the assessment process, including assisting and writing meaningful and manageable outcomes, research and evaluation design, data collection and maintenance, interpretation, and decision-making, and consultation services and assistance with systematic documentation.	The institution provides some financial resources and other support for all aspects of the assessment process, including assisting and writing meaningful and manageable outcomes, research and evaluation design, data collection and maintenance, interpretation, and decision-making, and consultation services and assistance with systematic documentation.	The institution provides no financial resources and other support for all aspects of the assessment process, including assisting and writing meaningful and manageable outcomes, research and evaluation design, data collection and maintenance, interpretation, and decision-making, and consultation services and assistance with systematic documentation.
Documentation	The institution maintains a system of data collection and documentation of the entire assessment process, which helps sustain an effective assessment program.	The institution maintains data collection and documentation of the entire assessment process, which sustains an effective assessment program but it is not systematic.	The institution does not maintain a system of data collection and documentation of the entire assessment process, which helps sustain an effective assessment program.
Student Learning	Student learning is central to the mission of the institution.	Student learning is growing towards being central to the mission of the institution.	Student learning is not central to the mission of the institution.
Culture of Evidence	A "culture of evidence-based decision-making" has emerged, sustained by a faculty and administrative commitment to excellent teaching and effective learning.	Working towards a "culture of evidence-based decision-making", to be sustained by a faculty and administrative commitment to excellent teaching and effective learning.	A "culture of evidence-based decision-making" has not yet emerged, to be sustained by a faculty and administrative commitment to excellent teaching and effective learning.
New Hires	All new hires (administrators and faculty) demonstrate a commitment to assessment and if not, are trained in assessment.	Some new hires (administrators and faculty) demonstrate a commitment to assessment and if not, are trained in assessment	No new hires (administrators and faculty) demonstrate a commitment to assessment.
Methodology/Process	The methodology and process used for assessment fits the operation, needs, and resources of the program employing the process.	The methodology and process used for assessment sort of fits the operation, needs, and resources of the program employing the process.	The methodology and process used for assessment does not fit the operation, needs, and resources of the program employing the process.
Faculty/ Expert Designed	The assessment process, while institutionally expected and supported, is faculty/expert designed.	The assessment process, while institutionally expected and supported, is somewhat faculty/expert designed.	The assessment process, while institutionally expected and supported, is not faculty/expert designed.