|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| General Education Core Foundation Assessment Inventory Rubric | | | | |
| **Criteria** | | **Initial (1)** | **Developing (2)** | **Highly Developed (3)** |
| **Submission status** | 1. Timeliness 2. Quality of completion | 1. Document submitted late. 2. Document is incomplete OR completed with non-cohesive information | 1. Document submitted on time. 2. Document missing minor elements, but we can still assess inventory and/or is completed in a later template format. | 1. Document consistently submitted on time (at least 2 times in a row) 2. Document is complete (with related links) using the most updated format. |
| **Core**  **Foundation**  **SLO** and **ILO** linked to CF SLO | 1. SLO identified (identified and written out) 2. Alignment of SLO to ILO. | 1. SLO not identified or is identified, but are too broad and lacks clarity. 2. No evident alignment between SLO and ILO. | 1. SLO identified and articulates competencies with an action verb 2. Implied or loose alignment to ILO. | 1. SLO identified and articulates competencies with an action verb that clearly demonstrates the skill or behavior to be observed and measured 2. Clear alignment between SLO and ILO. |
| **Means of Assessment** | 1. Assessment tool (learning activity, assignment, or test) 2. Description/Quality of assessment tool (appropriateness of data tool, variability of tool) 3. Faculty participation/ collaboration/engagement (if applicable) | 1. Assessment tool not identified 2. No clear description of assessment tool and/or does not assess SLO. 3. One faculty or one course assessing the PLO (if more should be involved). | 1. Assessment tool is identified 2. Assessment tool assesses SLO at some level. 3. Evidence of faculty collaboration is present. (if applicable – i.e. multiple sections) | 1. More than 1 assessment tool identified. 2. Assessment tool assesses SLO comprehensively. 3. Faculty collaboration is strongly evident (ex: multiple faculty from different sections of same course). |
| **Criteria of Success** | A. Clearly stated (what defines success and is of appropriate rigor) | 1. No criteria stated | 1. Criteria is present, but needs refining (clarity, level) | 1. Criteria is clearly stated and explained relative to purpose of degree (i.e. 80% pass rate). |
| **Results of assessment and Analysis** | 1. Raw data reported 2. Summarizes the results (related links) 3. Analysis of data | 1. Few to no raw data are reported. 2. Summary of findings are not reported 3. No analysis of data OR analysis is not supported by the data | 1. Raw data are generally reported from most assessment activities 2. Summary of findings are reported on some outcomes. 3. Some analysis of data is provided. | 1. Raw data are reported on all assessment activities 2. Summary of findings on all outcomes are reported with comparing/ contrasting of findings from multiple measures. 3. Clearly developed and well thought out analyses are reported and supported by the data. |
| **Actions and**  **Follow up**  (Closing the loop) | 1. Follow up actions identified 2. Follow up actions alignment with the analysis | 1. No follow up action identified, or only an action to maintain status quo is identified 2. Follow up action does not align with the analysis of data. | 1. Follow up action/s is identified. 2. Follow up action/s have influenced some actions to change or maintain program outcomes and is grounded in the analysis of appropriate data. | 1. Follow up action/s for all assessment tools are extensively described. 2. All follow up actions reflect the thoughtful use of the analyses with overt evidence that present data have influenced meaningful, programmatic changes (learning experiences, course map, test design, etc). |

University of Guam

General Education Core Foundation Annual Assessment Inventory

Reporting Period: AY\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| GE Mission Statement: | *General Education at the University of Guam provides a framework that guides students through the acquisition of foundational knowledge leading to higher order intellectual skills and in-depth study in a major degree program. Throughout this process General Education is committed to a well-rounded, student-centered educational experience that incorporates indigenous, local, regional, and global knowledge.* | |
| Identify Tier, course, and semester offered | TIER 1 Course:  Fanuchånan 🞏 Fañomnåkan 🞏 | TIER 2 Course:  Fanuchånan 🞏 Fañomnåkan 🞏 |
| Where are the CF-SLOs published?  *(e.g., catalog, web, TracDat)* |  | |
|  | Core Foundation SLO #\_\_\_\_\_ | |
| Core Foundation SLO *(identified, written out, link to ILO)* |  | |
| ILO *(linked to GE-CF-SLO)* |  | |
| Means of Assessment *(learning activity, assignment, or test along with a description and how the activity was assessed)* |  | |
| Criteria of Success  (what defines success and is of appropriate rigor) |  | |
| Results of Assessment  *(Raw data and summary)* |  | |
| Analysis  *(well thought out and supported by data)* |  | |
| Actions and Follow-Up – *closing the loop*  *(follow-up identified, described and related to data – how have the results been used to improve student learning?)* |  | |