Rubric for Evaluating Assessment Plans and Reports

Program Name [   ]   **Year** [   ]

ASSESSMENT PLAN

Mission Statement

A concise statement outlining the purpose of the program, who it serves, in what ways, and with what result.

○ Exemplary	○ Acceptable	○ Developing
• Clear and concise. • Specific to the unit (identifies what it does that separates it from other units). • Addresses the larger impact of the program. • Identifies stakeholders. • Aligned with the college and division mission and with respective professional organization, if applicable.	• Statement of the program's purpose and who it serves. • Aligned with the college and division mission statements. • Scope and reach may be limited.	• General statement of the intent of the program. • Identifies the functions performed but not the greater purpose. • Does not identify stakeholders. • Fails to demonstrate clear alignment with with college or division mission. • Too general to distinguish the unit or too specific to encompass the entire mission.

Notes:

[   ]

Outcomes/Objectives

Specific statements that articulate the knowledge, skills, and abilities students should gain or improve through engagement in the academic program or learning experience; for administrative units, outcomes describe the desired quality of key services.

○ Exemplary	○ Acceptable	○ Developing
• Observable and measurable. • Encompass a discipline-specific body of knowledge for academic units (may also include general competencies); focus on the cumulative effect of the program. • Reasonable number of outcomes identified - enough outcomes to adequately encompass the mission while still being manageable to evaluate and assess. • Uses action verbs. • Describe the level of mastery expected, appropriate to degree type (BS/BA, MS, PhD) if applicable. • Align with college and university goals and with professional organizations, where applicable. • Accurately classified as "student learning" or "not student learning". • Associations (to goals, standards, institutional priorities, etc.) are identified, where appropriate.	• Observable and measurable. • Encompass the mission of the program and/or the central principles of the discipline. • Aligned with program, college, and university mission. • Appropriate, but language may be vague or need revision.	• Describe a process, rather than an outcome (i.e. language focuses on what the program does, rather than what the student learns). • Unclear how an evaluator could determine whether the outcome has been met. • Incomplete - not addressing the breadth of knowledge, skills, or services associated with the program. • Outcomes identified don't seem important/aligned with the program mission. • Fails to note appropriate associations (to goals, standards, institutional priorities, etc.).

Notes:

[   ]

Measures

The variety of methods used to evaluate each outcome; the means of gathering data.

○ Exemplary	○ Acceptable	○ Developing
• Multiple measures for some or all outcomes. • Direct and indirect measures used; emphasis on direct. • Instruments reflect good research methodology. • Feasible - existing practices used where possible; at least some measures apply to multiple outcomes. • Purposeful - clear how results could be used for program improvement. • Described with sufficient detail (documents attached in Document Repository, where appropriate).	• At least 1 measure or measurement approach per outcome. • Direct and indirect measures are utilized. • Described with sufficient detail. • Implementation may still need further planning.	• Not all outcomes have associated measures. • Few or no direct measures used. • Methodology is questionable. • Instruments are vaguely described; may not be developed yet. • Course grades used as an assessment method. • Do not seem to capture the "end of experience" effect of the curriculum/ program.

Notes:

Achievement Targets

Result, target, benchmark, or value that will represent success at achieving a given outcome.

○ Exemplary	○ Acceptable	○ Developing
• Aligned with measures and outcomes. • Represent a reasonable level of success. • Specific and measurable. • Meaningful - based on benchmarks, previous results, existing standards.	• Aligned with measures and outcomes. • Target identified for each measure. • Specific and measurable. • Some targets may seem arbitrary.	• Targets have not been identified for every measure, or are not aligned with the measure. • Seem off-base (too low/high). • Language is vague or subjective (e.g. "improve", "satisfactory") making it difficult to tell if met. • Aligned with assessment *process* rather than results (e.g. survey return rate, number of papers reviewed).

Notes:

General considerations

• Is it likely that this assessment plan will yield information useful for making improvements in the student learning experience and/or the program?

• Are internal and/or external stakeholders (may include students, customers, faculty, staff, administrators, advising boards, employers, etc.) involved in the assessment process?

• Is the plan feasible with current resources and staff?

• Is there a plan for collecting, tabulating, and analyzing assessment results? Who will be responsible for this work and when will it be done?

• Have all elements of the assessment plan been marked as "final" in the software system?

```

```

ASSESSMENT REPORTS

Findings

A concise summary of the results gathered from a given assessment measure.

○ Exemplary	○ Acceptable	○ Developing
• Complete, concise and well-organized. • Appropriate data collection/analysis. • Align with the language of the corresponding achievement target. • Provide solid evidence that targets were met, partially met, or not met. • Compares new findings to past trends, as appropriate. • Supporting documentation (rubrics, surveys, more complete reports*, etc.) are included in the document repository. *Reports must be free of student-identifiable information.*	• Complete and organized. • Align with the language of the corresponding achievement target. • Address whether targets were met. • May contain too much detail or stray slightly from intended data set.	• Incomplete or too much information. • Not clearly aligned with achievement targets. • Questionable conclusion about whether targets were met, partially met, or not met. • Questionable data collection/analysis; may "gloss over" data to arrive at conclusion.

Notes:

```

```

Action Plans

Actions to be taken to improve the program or assessment process based on analysis of results.

○ Exemplary	○ Acceptable	○ Developing
• Action plans clearly follow from assessment results and directly state which finding(s) was used to develop the plan. • Identifies an area that needs to be monitored, remediated, or enhanced and defines logical "next steps." • Contains completion dates. • Identifies a responsible person/group. • Number of action plans are manageable.	• Reflects with sufficient depth on what was learned during the assessment cycle. • At least one action plan in place. • Actions plans follow from assessment results.	• Not clearly related to assessment results. • Seems to offer excuses for results rather than thoughtful interpretation or "next steps" for program improvement. • No action plans or too many to manage. • Too general; lacking details(e.g. time frame, responsible party).

Notes:

```

```

Analysis Questions

Program's answer to:

- Based on the analysis of your findings, what changes are you currently making to improve your program? Identify the specific findings you analyzed and how they led to your decision.
- Provide an update for completed or ongoing action plans from the previous year(s). Highlight your improvements.

○ Exemplary	○ Acceptable	○ Developing
• Demonstrates thorough analysis of findings. • Elaborates on specific findings used to make program improvements. • Makes a clear connection between finding(s) and action plan(s). • Provides thorough status update of previous and/or ongoing action plan(s).	• Completed analysis question. • Identifies finding(s) used to make program improvements. • Changes/improvements made to program relate to finding(s). • Refers to previous and/or ongoing action plan(s).	• Analysis question incomplete, or • Vague or unclear response to question. • Failure to identify finding(s) used to make program improvements. • Does not refer to previous and/or ongoing action plan(s).

Notes:

Assessment Report Comments