# 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.<br>• Specific to the unit (identifies what it does that separates it from other units).<br>• Addresses the larger impact of the program.<br>• Identifies stakeholders.<br>• Aligned with the college and division mission and with respective professional organization, if applicable. | • Statement of the program's purpose and who it serves.<br>• Aligned with the college and division mission statements.<br>• Scope and reach may be limited. | • General statement of the intent of the program.<br>• Identifies the functions performed but not the greater purpose.<br>• Does not identify stakeholders.<br>• Fails to demonstrate clear alignment with with college or division mission.<br>• 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.<br>• Encompass a discipline-specific body of knowledge for academic units (may also include general competencies); focus on the cumulative effect of the program.<br>• Reasonable number of outcomes identified - enough outcomes to adequately encompass the mission while still being manageable to evaluate and assess.<br>• Uses action verbs.<br>• Describe the level of mastery expected, appropriate to degree type (BS/BA, MS, PhD) if applicable.<br>• Align with college and university goals and with professional organizations, where applicable.<br>• Accurately classified as "student learning" or "not student learning".<br>• Associations (to goals, standards, institutional priorities, etc.) are identified, where appropriate. | • Observable and measurable.<br>• Encompass the mission of the program and/or the central principles of the discipline.<br>• Aligned with program, college, and university mission.<br>• 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).<br>• Unclear how an evaluator could determine whether the outcome has been met.<br>• Incomplete - not addressing the breadth of knowledge, skills, or services associated with the program.<br>• Outcomes identified don't seem important/aligned with the program mission.<br>• 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.<br>• Direct and indirect measures used; emphasis on direct.<br>• Instruments reflect good research methodology.<br>• Feasible - existing practices used where possible; at least some measures apply to multiple outcomes.<br>• Purposeful - clear how results could be used for program improvement.<br>• Described with sufficient detail (documents attached in Document Repository, where appropriate). | • At least 1 measure or measurement approach per outcome.<br>• Direct and indirect measures are utilized.<br>• Described with sufficient detail.<br>• Implementation may still need further planning. | • Not all outcomes have associated measures.<br>• Few or no direct measures used.<br>• Methodology is questionable.<br>• Instruments are vaguely described; may not be developed yet.<br>• Course grades used as an assessment method.<br>• 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.<br>• Represent a reasonable level of success.<br>• Specific and measurable.<br>• Meaningful - based on benchmarks, previous results, existing standards. | • Aligned with measures and outcomes.<br>• Target identified for each measure.<br>• Specific and measurable.<br>• Some targets may seem arbitrary. | • Targets have not been identified for every measure, or are not aligned with the measure.<br>• Seem off-base (too low/high).<br>• Language is vague or subjective (e.g. "improve", "satisfactory") making it difficult to tell if met.<br>• 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 Plan Comments**

# ASSESSMENT REPORTS

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

| ◯ Exemplary | ◯ Acceptable | ◯ Developing |
|---|---|---|
| • Complete, concise and well-organized.<br>• Appropriate data collection/analysis.<br>• Align with the language of the corresponding achievement target.<br>• Provide solid evidence that targets were met, partially met, or not met.<br>• Compares new findings to past trends, as appropriate.<br>• Supporting documentation (rubrics, surveys, more complete reports*, etc.) are included in the document repository.<br>**Reports must be free of student-identifiable information.* | • Complete and organized.<br>• Align with the language of the corresponding achievement target.<br>• Address whether targets were met.<br>• May contain too much detail or stray slightly from intended data set. | • Incomplete or too much information.<br>• Not clearly aligned with achievement targets.<br>• Questionable conclusion about whether targets were met, partially met, or not met.<br>• 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.<br>• Identifies an area that needs to be monitored, remediated, or enhanced and defines logical "next steps."<br>• Contains completion dates.<br>• Identifies a responsible person/group.<br>• Number of action plans are manageable. | • Reflects with sufficient depth on what was learned during the assessment cycle.<br>• At least one action plan in place.<br>• Actions plans follow from assessment results. | • Not clearly related to assessment results.<br>• Seems to offer excuses for results rather than thoughtful interpretation or "next steps" for program improvement.<br>• No action plans or too many to manage.<br>• 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.<br>• Elaborates on specific findings used to make program improvements.<br>• Makes a clear connection between finding(s) and action plan(s).<br>• Provides thorough status update of previous and/or ongoing action plan(s). | • Completed analysis question.<br>• Identifies finding(s) used to make program improvements.<br>• Changes/improvements made to program relate to finding(s).<br>• Refers to previous and/or ongoing action plan(s). | • Analysis question incomplete, or<br>• Vague or unclear response to question.<br>• Failure to identify finding(s) used to make program improvements.<br>• Does not refer to previous and/or ongoing action plan(s). |

Notes:

**Assessment Report Comments**