

Rubric for Evaluating Annual Assessment Plans

Program/Unit Name: _____

Assessment Cycle: _____

Overall, this plan is:	<i>Developing</i>	<i>Acceptable</i>	<i>Exemplary</i>
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Goals: Broadly stated intention, aspirations, or ambitions. Goals need not be directly measurable.

Developing	Acceptable	Exemplary
<ul style="list-style-type: none"> None entered; or are vague, unclear, or incomplete Aren't appropriate to the program/aren't relevant to its mission 	<ul style="list-style-type: none"> At least one entered Outlines in broad terms what is to be accomplished Most are appropriate for the program 	<ul style="list-style-type: none"> Reasonable number entered Appropriate for the program and clearly align to the goals of the college/division Supporting documents provided, when appropriate

Notes:

Objectives: Specific, measurable statements. Learning Objectives articulate the knowledge, skills, and abilities gained or demonstrated. Performance Objectives describe the desired quality or improvement of key services.

Developing	Acceptable	Exemplary
<ul style="list-style-type: none"> None entered; or are vague, unclear, or incomplete Focus only on processes, rather than effectiveness Unclear how they could be measured Aren't appropriate to the program/aren't relevant No learning objectives for degree programs 	<ul style="list-style-type: none"> At least one entered Most are observable and measurable Most are appropriate for the program Are accurately classified as student learning/performance 	<ul style="list-style-type: none"> Reasonable number entered Clear and concise Are observable, measurable, and sufficiently described Are appropriate and align with the College/Division Supporting documents provided, when appropriate

Notes:

Indicators (Learning Objectives Only): The methods, instruments, processes, or techniques used to evaluate the Learning Outcomes. Can be direct or indirect; although, direct is preferred.

Developing	Acceptable	Exemplary
<ul style="list-style-type: none"> • None entered; or are vague, unclear, or incomplete • No direct measures included in the plan • Course grades used as an assessment method • Aren't appropriate for the objective(s) 	<ul style="list-style-type: none"> • At least one measure for each objective • Direct measures utilized for a majority of objectives • Most are described with sufficient detail • Most are appropriate for the objective(s) 	<ul style="list-style-type: none"> • Multiple indicators, with a mix of direct and indirect, for most (or all) objectives • Instruments reflect best practices and described with clear detail • Clear how indicators provide data for continuous improvement • Supporting documents provided, when appropriate

Notes:

Criterion (Learning Objectives Only): Result, target, benchmark, or value that will represent success at achieving a Learning Outcome.

Developing	Acceptable	Exemplary
<ul style="list-style-type: none"> • None entered; or are vague, unclear, or incomplete • Criterion seem arbitrary or inappropriate • Language is vague or subjective making it difficult to determine whether criterion were satisfied 	<ul style="list-style-type: none"> • Criterion identified for each indicator • Most are generally described and measurable • Most are appropriate for the indicator • Most align with the objective 	<ul style="list-style-type: none"> • Criterion are specific, measurable, and meaningful - based on benchmarks, accepted standards, past results, etc. • Are appropriate and reasonable • Are clearly aligned with the indicator/objective • Supporting documents provided, when appropriate

Notes:

KPIs (Performance Objectives Only): The method used to evaluate a Performance Objective and the expected result, target, benchmark, or value that will represent success. Can be direct or indirect; although, direct is preferred.

Developing	Acceptable	Exemplary
<ul style="list-style-type: none"> • None entered; or are vague, unclear, or incomplete • No direct measures included • No criterion for success referenced, or is arbitrary or off-base • Aren't appropriate for the objectives 	<ul style="list-style-type: none"> • At least one for each objective • Direct measures utilized for a majority of objectives • Criterion for success referenced and are appropriate for most of the objectives • Most are described in sufficient detail • Most align with the objective 	<ul style="list-style-type: none"> • Multiple KPIs with a mix of both direct and indirect, for most (or all) objectives • Instruments/processes used reflect best practices and described with clear detail • Referenced criterion are meaningful – based on benchmarks, accepted standards, past results • Are appropriate, reasonable, and clearly aligned with the objective • Clear how KPI results provide data for continuous improvement • Supporting documents provided, when appropriate

Notes:

Findings/KPI Results: A clear and concise summary of the results gathered from the assessment Indicators and/or KPIs.

Developing	Acceptable	Exemplary
<ul style="list-style-type: none"> • None entered; or are vague, unclear, or incomplete • Not clearly aligned with the Indicators & Criterion/KPIs • Not clear if expected criterion were met • Questionable data collection/analysis 	<ul style="list-style-type: none"> • Entered for most objectives (or clarify why findings/results not available) • Most align with Indicators & Criterion/KPIs • Most sufficiently address whether expected criterion were met • Most provide actionable data 	<ul style="list-style-type: none"> • Complete, concise, and well organized. If findings/results not available, explanation includes why and when next available • Align clearly with Indicators & Criterion/KPIs • Provided clear evidence for relative attainment of expected criterion, and reference past trends • Provide clear courses of action for continuous improvement • Supporting documents provided, when appropriate

Notes:

Actions: Specific steps or actions taken to improve a program/unit based on analysis of the assessment Findings/KPI Results.

Developing	Acceptable	Exemplary
<ul style="list-style-type: none"> • None entered; or are vague, unclear, or incomplete • Language focuses on “continuing” current processes without improvement • Does not specify actions taken to improve the program in response to the assessment results • Focuses exclusively on improving the assessment process rather than the program 	<ul style="list-style-type: none"> • Most actions follow from the assessment results • Most sufficiently reflect what was learned from the assessment process • Most clarify action(s) taken for program improvement in response to assessment results • Improving assessment processes is not the primary focus • Include general information regarding implementation 	<ul style="list-style-type: none"> • Plans clearly follow from the assessment results • Plans clearly reflect what was learned from the assessment process • Plans detail specific action(s) taken for program improvement as in response to assessment results • Contain specific details regarding implementation; including dates, resources needed, and personnel • Supporting documents provided, when appropriate

Notes:

Previous Cycle’s “Plan for Continuous Improvement”: Narrative updating the unit’s relative progress in completing their previous cycle’s Plan for Continuous Improvement.

Developing	Acceptable	Exemplary
<ul style="list-style-type: none"> • Not entered; or is vague, unclear, or incomplete • Fails to update relevant progress with regards to previous cycle’s “Plan for Continuous Improvement” 	<ul style="list-style-type: none"> • Narrative provides a general update of the progress of most items outlined in the previous cycle’s “Plan for Continuous Improvement” • Provides relevant contextual information for some of the action items 	<ul style="list-style-type: none"> • Narrative updates the progress of all items outlined in the previous cycle’s “Plan for Continuous Improvement” • Provides relevant contextual information for all action items

Notes:

Plan for Continuous Improvement: Narrative summarizing all Actions to be implemented as a result of the Assessment Findings/KPI Results for continuous improvement. Identifies both the specific actions being taken and the Findings/KPIs used to drive those actions.

Developing	Acceptable	Exemplary
<ul style="list-style-type: none"> • Not entered; or is vague, unclear, or incomplete • Fails to summarize actions to be implemented for continuous improvement • Unclear which assessment results are used to drive continuous improvement 	<ul style="list-style-type: none"> • Narrative summarizes actions for continuous improvement • Assessment results used to drive continuous improvement are described 	<ul style="list-style-type: none"> • Narrative provides specific details of the actions taken for continuous improvement • Assessment results used for continuous improvement are provided with specific detail • Contains specific details regarding the implementation of the actions, including dates, resources needed, and personnel responsible

Notes:

Overall Comments on the Assessment Plan: