

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

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

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

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

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

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

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

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

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

**Notes:**

**Overall Comments on the Assessment Plan:**