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
• 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.

☐ Acceptable
• Statement of the program’s purpose and who it serves.
• Aligned with the college and division mission statements.
• Scope and reach may be limited.

☐ Developing
• 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 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
• 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.

☐ Acceptable
• 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.

☐ Developing
• 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
  - 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).

- Acceptable
  - 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.

- Developing
  - 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.

- 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.

Notes:

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

- Exemplary
  - Aligned with measures and outcomes.
  - Represent a reasonable level of success.
  - Specific and measurable.
  - Meaningful - based on benchmarks, previous results, existing standards.

- Acceptable
  - Aligned with measures and outcomes.
  - Target identified for each measure.
  - Specific and measurable.
  - Some targets may seem arbitrary.

- Developing
  - 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 Plan Comments

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### ASSESSMENT REPORTS

#### Findings

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

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete, concise and well-organized.</td>
<td>Complete and organized.</td>
<td>Incomplete or too much information.</td>
</tr>
<tr>
<td>Appropriate data collection/analysis.</td>
<td>Align with the language of the corresponding achievement target.</td>
<td>Not clearly aligned with achievement targets.</td>
</tr>
<tr>
<td>Align with the language of the corresponding achievement target.</td>
<td>Address whether targets were met.</td>
<td>Questionable conclusion about whether targets were met, partially met, or not met.</td>
</tr>
<tr>
<td>Provide solid evidence that targets were met, partially met, or not met.</td>
<td>May contain too much detail or stray slightly from intended data set.</td>
<td>Questionable data collection/analysis; may &quot;gloss over&quot; data to arrive at conclusion.</td>
</tr>
<tr>
<td>Supports documentation (rubrics, surveys, more complete reports*, etc.) are included in the document repository.</td>
<td>*Reports must be free of student-identifiable information.</td>
<td></td>
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</tbody>
</table>

#### Action Plans

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

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

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</table>
| • 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