Office of Academic Planning and Assessment

Meta-Assessment Rubric for Evaluating Annual Assessment Plans

Program/Unit Name:_____   **Assessment Cycle:**_____

Overall, this plan is:	*Developing*	*Minimally Compliant*	*Good*	*Exemplary*

Goals: Broadly stated intentions, aspirations, or ambitions. Goals need not be directly measurable.

Developing	Minimally Compliant	Good	Exemplary
☐ None entered; **or** ☐ So vague or incomplete that it's unclear what is to be accomplished	☐ At least one entered ☐ At least one provides enough detail to see how the Goal relates to the purpose of the unit	☐ More than one entered, **BUT** don't address the full purpose of the unit ☐ Provide enough detail to see how the Goals generally relate to the purpose of the unit	☐ More than one entered, **AND** address the full purpose of the unit ☐ Clearly articulate how the Goals relate to the purpose of the unit ☐ Supporting documents provided, when appropriate

Notes:

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

Developing	Minimally Compliant	Good	Exemplary
☐ None entered; **or** ☐ So vague or incomplete that it's unclear what is to be accomplished with the Objective ☐ Unclear how the Objectives could be measured ☐ All/majority are not accurately classified as Learning/Performance ☐ No Learning Objectives for degree programs	☐ At least one entered ☐ At least one fully articulates the Learning/Performance objectives expected ☐ At least one is measureable ☐ At least one is accurately classified as Learning/Performance	☐ More than one entered, but may not cover the full breadth of student learning required for the degree **OR** the services provided by the unit ☐ All provide enough detail to determine the general Learning/Performance Objectives expected ☐ All are generally observable and measureable ☐ All are accurately classified as student Learning/Performance	☐ More than one entered, and cover the full breadth of student learning required for the degree **OR** the support services provided by the unit ☐ All Learning Objectives clearly articulate how knowledge, skills, or abilities will be demonstrated; All Performance Objectives clearly articulate the desired improvement of services ☐ All are clearly observable and measurable ☐ All are accurately classified as student Learning/Performance, with a mixture of both Learning **AND** Performance (<u>If appropriate for the unit</u>) ☐ Supporting documents provided, when appropriate

Notes:

Indicators (Learning Objectives Only): The methods, instruments, processes, or techniques used to measure and evaluate the Learning Outcomes.
Indicators can be direct or indirect; although, academic units should include some direct indicators of student learning.

Developing	Minimally Compliant	Good	Exemplary
☐ None entered; **or** ☐ So vague or incomplete that it's unclear what the instrument was, how it was developed, and how it was used ☐ No direct indicators included ☐ Unclear how any can provide data for improving learning ☐ Course grades used by degree programs as indicators of student learning	☐ At least one Indicator is used for each Learning Objective ☐ At least one includes enough information to fully describe what the instrument was, how it was developed, and how it was used ☐ Direct Indicators used for a majority of Objectives ☐ Clear how at least one can provide data for improving student learning	☐ Multiple Indicators are used for some of the Learning Objectives ☐ Most include enough information to fully describe what the instrument was, how it was developed, and how it was used ☐ Direct Indicators are used for all Objectives ☐ Clear how most can provide data for improving student learning	☐ Multiple Indicators are used for most (or all) Learning Objectives ☐ All include enough information to fully understand what the instrument was, how it was developed, and how it was used ☐ A mix of direct and indirect Indicators are used for most (or all) Objectives ☐ Clear how all can provide data for improving student learning ☐ 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	Minimally Compliant	Good	Exemplary
☐ None entered; **or** ☐ So vague or incomplete that the specific result, target, benchmark, or value being used to determine whether the student met the Objective is unclear ☐ Criterion seem inappropriate for the Objectives	☐ Are provided for all Indicators and most seem reasonable ☐ Some lack context to help determine how they were selected and/or were appropriate for the Objectives	☐ Are provided for all Indicators and all seem reasonable ☐ All contain general contextual information to explain how they were selected and were appropriate for the Objectives	☐ Are provided for all Indicators and are reasonable, specific, and measurable ☐ All contain detailed contextual information (e.g., specific benchmarks, accepted standards, past results, etc.) explaining how they were selected and were appropriate for the Objectives ☐ 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	Minimally Compliant	Good	Exemplary
☐ No KPIs entered; **or** ☐ So vague or incomplete that it's unclear what the instrument or process was, how it was developed, and/or how it was used ☐ No direct KPIs included ☐ No criterion for success referenced, **or** ☐ Criterion for success are so vague or incomplete that the specific result, target, benchmark, or value being used to determine whether the student met the Objective is unclear ☐ Criterion for success seem unreasonable for the Objectives ☐ Unclear how all KPIs can provide data for improving performance	☐ At least one KPI is used for each Performance Objective, each includes a criterion for success, and most seem reasonable for the Objectives ☐ Direct KPIs are used for a majority of Objectives ☐ At least one includes enough information to fully understand what the instrument was, how it was developed, and/or how it was used, though some may lack context to help determine how the criterion for success were selected and were appropriate for the Objectives ☐ Clear how at least one KPI can provide data for improving performance	☐ Multiple KPIs are used for some of the Performance Objectives, and each includes a criterion for success and all seem reasonable for the Objectives ☐ Direct KPIs are used for all Objectives ☐ Most include enough information to fully understand what the instrument or process was, how it was developed, and how it was used, and all contain some contextual information to explain how the criterion for success were selected and were appropriate for the Objectives ☐ Clear how most KPIs can provide data for improving performance	☐ Multiple KPIs are used for most (or all) Performance Objectives, and each contain criterion for success that were reasonable, specific, measurable, and meaningful for the Objectives ☐ A mix of direct and indirect KPIs are used for most (or all) Objectives ☐ All include enough information to fully understand what the instrument or process was, how it was developed, and how it was used, and all contain specific contextual information to explain how the criterion for success were selected and were appropriate for the Objectives (e.g., specific benchmarks, accepted standards, past results, etc.) ☐ Clear how all KPIs can provide data for improving performance ☐ 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	Minimally Compliant	Good	Exemplary
☐ None entered; **or** ☐ So vague or incomplete that it's unclear what was actually learned from the assessments or measurements of the Objectives ☐ None align with the instruments and processes described within the Indicators & Criterion/KPIs ☐ None clearly articulate whether the expected Criterion were met and whether the Objective was accomplished ☐ None provide actionable data for improvement ☐ None demonstrate good processes for data collection and/or analysis	☐ Findings or Results are entered for most Objectives (or clarify why findings/results were not available) ☐ At least one aligns with the instruments and processes described within the Indicators & Criterion/KPIs ☐ At least one clearly articulates whether the expected Criterion were met and whether the Objective was accomplished ☐ At least one provides actionable data for improvement ☐ At least one demonstrates acceptable processes for data collection and/or analysis	☐ Findings or Results are entered for all Objectives (or clarify why Findings/Results were not available) ☐ Most align with the instruments and processes described within the Indicators & Criterion/KPIs ☐ Most clearly articulate whether the expected Criterion were met and whether the Objective was accomplished ☐ Most provide actionable data for improvement ☐ Most demonstrate good processes for data collection and/or analysis	☐ Findings or Results are entered for all objectives, are detailed, and are well organized. If Findings/Results not available, explanations include why and when next they will be reported ☐ All align with the instruments and processes described within the Indicators & Criterion/KPIs ☐ All provide clear and detailed evidence for the attainment of the expected Criterion and whether the Objective was accomplished ☐ All provide detailed actionable data that can clearly be used for improvement ☐ All demonstrate good processes for data collection and/or analysis ☐ Supporting documents provided, when appropriate

Notes:

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

Developing	Minimally Compliant	Good	Exemplary
☐ None entered; **or** ☐ So vague or incomplete that the specific steps taken for improvement in response to the Findings/Results are unclear ☐ None connect with, or follow from, the assessment Findings/Results ☐ All focus exclusively on "continuing" current processes without any discussion of steps taken for improvement, improving assessment processes, or increasing targets or criteria, rather than improving the program/unit	☐ At least one Action entered for the assessment plan ☐ At least one includes enough information to determine the specific steps taken for improvement in response to the Findings/Results ☐ At least one connects with, or follows from, the assessment Findings/Results ☐ At least one does not focus on "continuing" current processes without any discussion of steps taken for improvement, improving assessment processes, or increasing targets or criteria, rather than improving the program/unit	☐ More than one Action entered; although Actions may not be provided for all Findings/Results ☐ Most include enough information to determine the specific steps taken for improvement in response to the Findings/Results ☐ Most connect with, or follow from, the assessment Findings/Results ☐ Most do not focus on "continuing" current processes, but rather identify steps taken for improvement, improving assessment processes, or increasing targets or criteria, but rather focus on improving the program/unit	☐ Actions are provided for all Findings/Results ☐ All include specific and detailed information (e.g., timeline for implementation, needed resources, personnel involved) regarding steps taken for improvement in response to the Findings/Results ☐ All connect clearly with, or follow clearly from, the assessment Findings/Results ☐ (Almost) All focus on identifying and taking steps for improvement, rather than "continuing" current processes, focusing exclusively on improving assessment processes, or increasing targets or criteria ☐ Supporting documents provided, when appropriate

Notes:

Update to the Previous Cycle's Plan for Continuous Improvement (PCI Update): Narrative updating the unit's relative progress in completing their previous cycle's Plan for Continuous Improvement.

Developing	Minimally Compliant	Good	Exemplary
☐ Not entered; **or** ☐ Fails to update relevant progress regarding any of the previous cycle's PCI elements ☐ Does not provide relevant contextual information for any of the previous cycle's PCI elements	☐ Provides a progress update for some elements of the previous cycle's PCI ☐ The updates for the elements lack detail and specificity ☐ Provides relevant contextual information for some of the previous cycle's PCI elements ☐ The contextual information for the elements lack detail and specificity	☐ Provides a progress update for most elements of the previous cycle's PCI elements ☐ The updates for most elements are specific and detailed ☐ Provides relevant contextual information for most elements of the previous cycle's PCI elements ☐ The contextual information for most elements are specific and detailed	☐ Provides a progress update for all elements of the previous cycle's PCI elements ☐ The updates for all elements are specific and detailed ☐ Provides relevant contextual information for all elements of the previous cycle's PCI elements ☐ The contextual information for all elements are specific and detailed

Notes:

Plan for Continuous Improvement (PCI): Narrative summarizing all Actions to be implemented together into one coherent and detailed plan. This narrative should include a summary of all the identified Actions, as well as any other action-items not included elsewhere within the assessment plan. The action-items included within the PCI should be clearly based on a unit's Findings/KPI Results, and should provide additional contextual information or details about what these Actions are, how and when they will be implemented, and who will be responsible.

Developing	Minimally Compliant	Good	Exemplary
☐ Not entered; **or** ☐ So vague or incomplete the specific actions for improvement are unclear ☐ Fails to identify the specific assessment Results driving any of the Actions for improvement ☐ Does not provide any details regarding the implementation of the actions for improvement (e.g., timelines, resources needed, and personnel responsible)	☐ Identifies some (but not most) general actions for improvement ☐ Identifies the assessment Results driving some (but not most) actions for improvement ☐ Provides general details regarding the implementation for some (but not most) of the actions for improvement (e.g., timelines, resources needed, and personnel responsible)	☐ Identifies most actions for improvement ☐ Identifies the assessment Results driving most actions for improvement ☐ Provides general details regarding the implementation of most actions for improvement (e.g., timelines, resources needed, and personnel responsible)	☐ All actions for improvement are identified, specific, and detailed ☐ The assessment Results used to drive all actions for improvement are identified, specific, and detailed ☐ Provides specific and detailed information regarding the implementation of the actions (e.g., timelines, resources needed, and personnel responsible)

Notes:

Overall Comments on the Assessment Plan: