## Office of Academic Planning and Assessment

## **Rubric for Evaluating Annual Assessment Plans**

Program/Unit Name:				Assessment Cycle:	
I	Overall, this plan	is: Developing	Acceptable	Exemplary	
Goals: Broadly stated intention,	aspirations, or amb	oitions. Goals need no	t be directly measurable.		
Developing		А	cceptable		Exemplary
□ None entered; or are vague, unclear, or incomplete □ Aren't appropriate to the program/aren't relevant to its mission		☐ At least one entered ☐ Outlines in broad terms what is to be accomplished ☐ Most are appropriate for the program		☐ Reasonable number entered ☐ Appropriate for the program and clearly align to the goals of the college/division ☐ Supporting documents provided, when appropriate	
Notes:	1			, ,,	
Objectives: Specific, measurabl	e statements. Lear	ning Objectives articu	late the knowledge, skills,	and abilities gained	or demonstrated. Performance
Objectives describe the desired qu		ent of key services.		-	
Developing			cceptable		Exemplary
☐ None entered; or are vague, uncleading processes, rather that	•	☐ At least one entered ☐ Most are observable a	and massurashla	☐ Clear and co	number entered
☐ Unclear how they could be measur☐ Aren't appropriate to the program☐ No learning objectives for degree p	red /aren't relevant	☐ Most are appropriate ☐ Are accurately classifice learning/performance	for the program	☐Are observal described ☐Are appropr	ble, measurable, and sufficiently iate and align with the College/Division 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
☐ None entered; or are vague, unclear, or incomplete	$\square$ At least one measure for each objective	$\square$ Multiple indicators, with a mix of direct and indirect,
☐No direct measures included in the plan	☐ Direct measures utilized for a majority of objectives	for most (or all) objectives
☐Course grades used as an assessment method	☐ Most are described with sufficient detail	$\square$ Instruments reflect best practices and described with
☐ Aren't appropriate for the objective(s)	☐ Most are appropriate for the objective(s)	clear detail
		$\square$ Clear how indicators provide data for continuous
		improvement
		$\square$ Supporting documents provided, when appropriate
Notes:		
Criterion (Learning Objectives Only): Resu	lt, target, benchmark, or value that will represent suc	cess at achieving a Learning Outcome.
Criterion (Learning Objectives Only): Resu Developing	It, target, benchmark, or value that will represent suc	cess at achieving a Learning Outcome.  Exemplary
Developing	Acceptable	Exemplary
Developing  ☐ None entered; or are vague, unclear, or incomplete	Acceptable  □Criterion identified for each indicator	Exemplary  Criterion are specific, measurable, and meaningful -
Developing  ☐ None entered; or are vague, unclear, or incomplete ☐ Criterion seem arbitrary or inappropriate	Acceptable  □ Criterion identified for each indicator □ Most are generally described and measureable	Exemplary  Criterion are specific, measurable, and meaningful - based on benchmarks, accepted standards, past results,
Developing  ☐ None entered; or are vague, unclear, or incomplete ☐ Criterion seem arbitrary or inappropriate ☐ Language is vague or subjective making it difficult to	Acceptable  Criterion identified for each indicator  Most are generally described and measureable  Most are appropriate for the indicator	Exemplary  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
Developing  ☐ None entered; or are vague, unclear, or incomplete ☐ Criterion seem arbitrary or inappropriate ☐ Language is vague or subjective making it difficult to	Acceptable  Criterion identified for each indicator  Most are generally described and measureable  Most are appropriate for the indicator	Exemplary  Criterion are specific, measurable, and meaningful - based on benchmarks, accepted standards, past results, etc.  Are appropriate and reasonable
Developing  ☐ None entered; or are vague, unclear, or incomplete ☐ Criterion seem arbitrary or inappropriate ☐ Language is vague or subjective making it difficult to	Acceptable  Criterion identified for each indicator  Most are generally described and measureable  Most are appropriate for the indicator	Exemplary  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
Developing  ☐ 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	Acceptable  Criterion identified for each indicator  Most are generally described and measureable  Most are appropriate for the indicator	Exemplary  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
Developing  ☐ 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	Acceptable  Criterion identified for each indicator  Most are generally described and measureable  Most are appropriate for the indicator	Exemplary  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
Developing  ☐ 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	Acceptable  Criterion identified for each indicator  Most are generally described and measureable  Most are appropriate for the indicator	Exemplary  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
Developing  ☐ 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	Acceptable  Criterion identified for each indicator  Most are generally described and measureable  Most are appropriate for the indicator	Exemplary  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
Developing  ☐ 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	Acceptable  Criterion identified for each indicator  Most are generally described and measureable  Most are appropriate for the indicator	Exemplary  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
Developing  ☐ 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	Acceptable  Criterion identified for each indicator  Most are generally described and measureable  Most are appropriate for the indicator	Exemplary  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
Developing  ☐ 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	Acceptable  Criterion identified for each indicator  Most are generally described and measureable  Most are appropriate for the indicator	Exemplary  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
Developing  ☐ 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	Acceptable  Criterion identified for each indicator  Most are generally described and measureable  Most are appropriate for the indicator	Exemplary  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

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
☐ None entered; or are vague, unclear, or incomplete	$\square$ At least one for each objective	☐ Multiple KPIs with a mix of both direct and indirect,
☐ No direct measures included	☐ Direct measures utilized for a majority of objectives	for most (or all) objectives
$\square$ No criterion for success referenced, or is arbitrary or	☐ Criterion for success referenced and are appropriate	☐ Instruments/processes used reflect best practices and
off-base	for most of the objectives	described with clear detail
☐ Aren't appropriate for the objectives	☐ Most are described in sufficient detail	☐ Referenced criterion are meaningful – based on
	☐ Most align with the objective	benchmarks, accepted standards, past results
		$\square$ Are appropriate, reasonable, and clearly aligned with
		the objective
		☐ Clear how KPI results provide data for continuous
		improvement
		☐Supporting documents provided, when appropriate
Notes:		
1		
	nary of the results gathered from the assessment Indi	
Developing	Acceptable	Exemplary
☐ None entered; or are vague, unclear, or incomplete	☐ Entered for most objectives (or clarify why	☐ Complete, concise, and well organized. If
□Not clearly aligned with the Indicators &	findings/results not available)	findings/results not available, explanation includes why
Criterion/KPIs	☐ Most align with Indicators & Criterion/KPIs	and when next available
□ Not clear if expected criterion were met	☐ Most sufficiently address whether expected criterion	□ Align clearly with Indicators & Criterion/KPIs
☐ Questionable data collection/analysis	were met	☐ Provided clear evidence for relative attainment of
	☐ Most provide actionable data	expected criterion, and reference past trends
		☐ Provide clear courses of action for continuous
		improvement
Notes:		Cupporting documents provided when expressints
		☐ Supporting documents provided, when appropriate
Notes.		☐ Supporting documents provided, when appropriate
Notes.		☐ Supporting documents provided, when appropriate
Notes.		☐ Supporting documents provided, when appropriate
Notes.		□Supporting documents provided, when appropriate
Notes.		□ Supporting documents provided, when appropriate
Notes.		□ Supporting documents provided, when appropriate

Actions: S	pecific step	s or actions taken	to improve a pr	rogram/unit b	ased on analysis	of the assessment	Findings/KPI Results.

Developing	Acceptable	Exemplary	
□None entered; or are vague, unclear, or incomplete	☐ Most actions follow from the assessment results	☐ Plans clearly follow from the assessment results	
☐ Language focuses on "continuing" current processes	☐ Most sufficiently reflect what was learned from the	☐ Plans clearly reflect what was learned from the	
without improvement	assessment process	assessment process	
☐ Does not specify actions taken to improve the	☐ Most clarify action(s) taken for program improvement	☐ Plans detail specific action(s) taken for program	
program in response to the assessment results	in response to assessment results	improvement as in response to assessment results	
☐ Focuses exclusively on improving the assessment	☐ Improving assessment processes is not the primary	☐ Contain specific details regarding implementation;	
process rather than the program	focus	including dates, resources needed, and personnel	
	☐ Include general information regarding implementation	☐Supporting documents provided, when appropriate	
Notes:			
Previous Cycle's "Plan for Continuous Im	provement": Narrative undating the unit's relative	progress in completing their previous cycle's Plan	
•	provement": Narrative updating the unit's relative	progress in completing their previous cycle's Plan	
•	provement": Narrative updating the unit's relative  Acceptable	progress in completing their previous cycle's Plan  Exemplary	
for Continuous Improvement.			
for Continuous Improvement.  Developing	Acceptable  □ Narrative provides a general update of the progress of most items outlined in the previous cycle's "Plan for	Exemplary	
for Continuous Improvement.  Developing  Not entered; or is vague, unclear, or incomplete	Acceptable  Narrative provides a general update of the progress of most items outlined in the previous cycle's "Plan for Continuous Improvement"	Exemplary  □ Narrative updates the progress of all items outlined in	
for Continuous Improvement.  Developing  Not entered; or is vague, unclear, or incomplete  Fails to update relevant progress with regards to	Acceptable  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	Exemplary  □ Narrative updates the progress of all items outlined in the previous cycle's "Plan for Continuous Improvement"	
Developing  Not entered; or is vague, unclear, or incomplete  Fails to update relevant progress with regards to previous cycle's "Plan for Continuous Improvement"	Acceptable  Narrative provides a general update of the progress of most items outlined in the previous cycle's "Plan for Continuous Improvement"	Exemplary  Narrative updates the progress of all items outlined in the previous cycle's "Plan for Continuous Improvement"  Provides relevant contextual information for all action	
for Continuous Improvement.  Developing  Not entered; or is vague, unclear, or incomplete  Fails to update relevant progress with regards to	Acceptable  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	Exemplary  Narrative updates the progress of all items outlined in the previous cycle's "Plan for Continuous Improvement"  Provides relevant contextual information for all action	

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
☐ Not entered; or is vague, unclear, or incomplete	☐ Narrative summarizes actions for continuous	☐ Narrative provides specific details of the actions taken
☐ Fails to summarize actions to be implemented for	improvement	for continuous improvement
continuous improvement	☐ Assessment results used to drive continuous	☐ Assessment results used for continuous improvement
☐ Unclear which assessment results are used to drive	improvement are described	are provided with specific detail
continuous improvement		☐ Contains specific details regarding the implementation
		of the actions, including dates, resources needed, and
		personnel responsible
Notes:		
<b>Overall Comments on the Assessment Pla</b>	an·	
	****	