

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 measureable 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 measureable 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:

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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:

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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: