Office of Academic Planning and Assessment

Rubric for Evaluating Annual Assessment Plans

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

| Overall, this plan is: | *Developing* | *Acceptable* | *Exemplary* |

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

Developing	Acceptable	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:

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
☐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	☐At least one entered ☐Most are observable and measureable ☐Most are appropriate for the program ☐Are accurately classified as student learning/performance	☐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
☐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)	☐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)	☐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
☐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	☐Criterion identified for each indicator ☐Most are generally described and measureable ☐Most are appropriate for the indicator ☐Most align with the objective	☐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
☐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	☐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	☐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
☐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	☐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	☐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
☐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	☐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	☐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
☐Not entered; or is vague, unclear, or incomplete ☐Fails to update relevant progress with regards to previous cycle's "Plan for Continuous Improvement"	☐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	☐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
☐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	☐Narrative summarizes actions for continuous improvement ☐Assessment results used to drive continuous improvement are described	☐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: