Check Your Assessment Status: Rubric for Evaluating Assessment Plans and Reports

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| Student Services | Click or tap here to enter text. | Years(s)2021-2022 | Click or tap here to enter text. |

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| **ASSESSMENT PLAN REVIEW** | | |
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| **Mission Statement: (Note: Areas change over time, make sure the Mission Statement currently reflects your area)**  A concise statement outlining the purpose of the area, who it serves, in what ways, and with what result. | | |
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| • 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. | • Statement of the program's purpose and who it serves.  • Aligned with the college and division mission statements.  • Scope and reach may be limited. | • 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. |
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| **Goal: A broadly worded statement that serves as the link between the area's mission and the specific program/unit outcomes/objectives. The Goal should clarify the over-arching intent of the program/area. It addresses what your are aspires to do in contributing to student**  **success and university enhancement.** | | |
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| • Clearly derived from program/unit mission.  • Describes in general terms what students/stakeholders are expected to achieve/learn or (i.e., communicate clearly and succinctly, understand small group dynamics, understand problem-solving techniques, attend graduate school) or gain (timely service, accurate information) | • Connects to the program/unit mission.  • Reflects program expectations of students with regard to overall learning or the unit's  overall service activities. | • Restatement of mission.  • Not derived from the program/unit  mission.  • Reflects specific outcomes/objectives. |
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| **Outcomes/Objectives: (Note: An Outcome should be specifically related to a particular skill, ability or action, try to avoid using "AND". Most times using "and" indicates different skills/abilities/actions are being referenced, skills/abilities/actions should be independently assessed in the plan i.e., Objective 1.1, Objective 1.2)**  **Academic Areas:** Specific statements that articulate the knowledge, skills, and abilities students should gain/demonstrate/identify through engagement in the academic program or learning experience.  **Academic Support or Administrative Areas:** Outcomes describe the desired quality or quantity of key services and these must be measurable. | | |
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| • 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. | • 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. | • 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.). |
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| **Measures/Metrics:** The variety of methods used to evaluate each outcome; the method of measurement, actual tool or instrument used. | | |
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| • 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). | • 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. | • 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. |
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| **Targets:** Result, target, benchmark, or value that will represent success at achieving a given outcome. | | |
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| • Aligned with measures and outcomes.  • Represent a reasonable level of success.  • Specific and measurable.  • Meaningful - based on benchmarks,  previous results, existing standards. | • Aligned with measures and outcomes.  • Target identified for each measure.  • Specific and measurable.  • Some targets may seem arbitrary. | • 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). |
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| **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?  •What has been done as a result of the prior assessment plan results? What has changed or been improved?  • 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? | | |
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| **Assessment Plan Comments** | | |
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| **Findings:** A concise summary of the results gathered from a given assessment measure. If percents are reported, numerators and denominator are required. | | |
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| • Complete, concise and well-organized.  • Appropriate data collection/analysis.  • Align with the language of the  corresponding achievement target.  • Provide solid evidence that targets were  met, partially met, or not met.  • Compares new findings to past trends,  as appropriate.  • Supporting documentation (rubrics,  surveys, more complete reports\*, etc.)  are included in the document repository.  *\*Reports must be free of student identifiable information.* | • Complete and organized.  • Align with the language of the  corresponding achievement target.  • Address whether targets were met.  • May contain too much detail or stray  slightly from intended data set.  • Reads "In Progress, Findings will be  completed by MONTH YEAR" "Findings were  not available for this year due to a  discontinuance of the national instrument  used for assessment." | • Incomplete or too much information.  • Not clearly aligned with achievement  targets.  • Questionable conclusion about whether  targets were met, partially met, or not  met.  • Questionable data collection/analysis;  may "gloss over" data to arrive at  conclusion.  • Reads "Findings Complete"  "Target Met" "In Progress" "No Findings" |
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| **Action Plans:** Actions to be taken to improve the program or assessment process based on analysis of results. Even if Targets were achieved, Action Plans are always required. Action Plans must be based on assessment plan Findings. | | |
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| • Action plans clearly follow from  assessment results and directly state  which finding(s) was used to develop  the plan.  • Identifies an area that needs to be  monitored, remediated, or enhanced and defines logical "next steps."  • Contains completion dates.  • Identifies a responsible person/group.  • Number of action plans are manageable. | • Reflects with sufficient depth on what  was learned during the assessment cycle.  • At least one action plan in place.  • Actions plans follow from assessment  results. | • Not clearly related to assessment results.  • Seems to offer excuses for results rather  than thoughtful interpretation or "next steps" for program improvement.  • No action plans or too many to manage.  • Too general; lacking details(e.g. timeframe, responsible party).  •Reads "No Action needed, Target Met" |
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| **Overall Assessment Comments:** | | |
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