Rubric for Evaluating Program Assessment Plans and Reports

Program Name __________________________  Assessment Cycle(s) __________________________  Date Reviewed __________________________

Assessment Map Available: Yes  No  Assessment Report Complete: Yes  No  Use of Results for Improvement: Yes  No

ASSESSMENT PLAN

Mission Statement
A clear, concise statement outlining the ultimate principles that guide the work of the program, who it serves, in what ways and with what results.

○ Exemplary (3)  ○ Acceptable (2)  ○ Developing (1)

○ Clear and concise
○ Specific to the program (identifies what it does that separates it from other units or programs.)
○ 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.

Mission Notes:
**Goals (if used)**
A clear, concise statement outlining the ultimate principles that guide the work of the program, who it serves, in what ways and with what results.

<table>
<thead>
<tr>
<th>O Exemplary (3)</th>
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_Goal Notes:_
## Student Learning Outcomes (SLO)
Specific statements that articulate the knowledge, skills, and abilities students should gain or improve through engagement in the academic program or learning experience; for administrative units, outcomes describe the desired quality of key services.

<table>
<thead>
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<tbody>
<tr>
<td>o Observable and measurable.</td>
<td>o Observable and measureable.</td>
<td>o Describe a process, rather than an outcome (i.e. language focuses on what the program does, rather than what the student learns).</td>
</tr>
<tr>
<td>o Encompass a discipline-specific body of knowledge for academic units (may also include general competencies); focus on the cumulative effect of the program.</td>
<td>o Encompass the mission of the program and/or the central principles of the discipline.</td>
<td>o Unclear how an evaluator could determine whether the outcome has been met.</td>
</tr>
<tr>
<td>o Reasonable number of outcomes identified - enough outcomes to adequately encompass the mission while still being manageable to evaluate and assess.</td>
<td>o Aligned with program, college, and university mission.</td>
<td>o Incomplete - not addressing the breadth of knowledge, skills, or services associated with the program.</td>
</tr>
<tr>
<td>o Uses action verbs.</td>
<td>o Appropriate, but language may be vague or need revision.</td>
<td>o Outcomes identified don't seem aligned with the program mission.</td>
</tr>
<tr>
<td>o Describes the level of mastery expected, appropriate to degree type (BS/BA, MS/MA if applicable.</td>
<td>o Associations between SLOs and campus goals are generally logical and relevant</td>
<td>o Fails to note appropriate associations (to goals, standards, institutional priorities, etc.).</td>
</tr>
<tr>
<td>o Aligned with college and university goals and with professional organizations, where applicable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Accurately classified as &quot;student learning&quot; or &quot;not student learning&quot;.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Associations (to goals, standards, institutional priorities, etc.) are identified, where appropriate.</td>
<td></td>
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### Student Learning Outcomes Notes:
- 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.
- Describes the level of mastery expected, appropriate to degree type (BS/BA, MS/MA if applicable).
- Aligned 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.
**Measures**
The variety of measures used to evaluate each outcome; the means of gathering data.

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<tr>
<td>o Multiple measures for some or all outcomes.</td>
<td>o At least 1 measure or measurement approach per outcome.</td>
<td>o Not all outcomes have associated measures.</td>
</tr>
<tr>
<td>o Direct and indirect measures used; emphasis on direct.</td>
<td>o Direct and indirect measures are utilized.</td>
<td>o Few or no direct measures used.</td>
</tr>
<tr>
<td>o Instruments reflect good research methodology.</td>
<td>o Described with sufficient detail.</td>
<td>o Methodology is questionable.</td>
</tr>
<tr>
<td>o Feasible - existing practices used where possible; at least some measures apply to multiple outcomes.</td>
<td>o Implementation may still need further planning.</td>
<td>o Instruments are vaguely described; may not be developed yet.</td>
</tr>
<tr>
<td>o Purposeful - clear how results could be used for program improvement.</td>
<td>o In general, measures are of sound quality, and the data they produce are directly related to the SLOs with which they are linked</td>
<td>o Course grades used as an assessment method.</td>
</tr>
<tr>
<td>o Described with sufficient detail (documents; e.g. rubrics, assignments, attached in Document Repository, where appropriate).</td>
<td>o All measures are related to SLOs</td>
<td>o Do not seem to capture the &quot;end of experience&quot; effect of the curriculum/program.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o It is unclear how measures will be able to provide data about SLO’s, they may be too broad, only provide general data or are not specific to the SLOs to which they are linked</td>
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</table>

**Measures notes:**
### Achievement Targets
Result, target, benchmark, or value that will represent success at achieving a given outcome.

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<tr>
<td>o Aligned with measures and outcomes.</td>
<td>o Aligned with measures and outcomes.</td>
<td>o Targets have not been identified for every measure, are not aligned with the measure, and/or not aligned with the SLO.</td>
</tr>
<tr>
<td>o Represent a reasonable level of success.</td>
<td>o Target identified for each measure.</td>
<td>o Seem off-base (too low/high).</td>
</tr>
<tr>
<td>o Specific and measurable.</td>
<td>o Specific and measurable.</td>
<td>o Language is vague or subjective (e.g. &quot;improve&quot;, &quot;satisfactory&quot;) making it difficult to tell if met.</td>
</tr>
<tr>
<td>o Meaningful - based on benchmarks, previous results, existing standards.</td>
<td>o Some targets may seem arbitrary.</td>
<td>o Aligned with assessment process rather than results (e.g. survey return rate, number of papers reviewed).</td>
</tr>
<tr>
<td></td>
<td>o Targets are planned or identified for each measure, and directly linked to SLOs.</td>
<td>o Targets have not been identified for every measure, are not aligned with the measure, and/or are not aligned with the SLO.</td>
</tr>
<tr>
<td></td>
<td>o When the same measure is used for multiple SLOs the targets identified supports the specific SLO to which it is linked.</td>
<td>o It is clear how meeting/not meeting targets as defined will translate into knowledge about student learning and program improvement</td>
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### Achievement Target Notes:
- Aligned with measures and outcomes.
- Represent a reasonable level of success.
- Specific and measurable.
- Meaningful - based on benchmarks, previous results, existing standards.
- Target identified for each measure.
- Specific and measurable.
- Some targets may seem arbitrary.
- Targets are planned or identified for each measure, and directly linked to SLOs.
- When the same measure is used for multiple SLOs the targets identified supports the specific SLO to which it is linked.
- It is clear how meeting/not meeting targets as defined will translate into knowledge about student learning and program improvement.
General considerations for assessment plan:

1. Is it likely that this assessment plan will yield information useful for making improvements in the student learning experience and/or the program?

2. Are internal and/or external stakeholders (may include students, customers, faculty, staff, administrators, advising boards, employers, etc.) involved in the assessment process?

3. Is the plan feasible with current resources and staff?

4. Is there a plan for collecting, tabulating, and analyzing assessment results? Who will be responsible for this work and when will it be done?

5. Have all elements of the assessment plan been marked as "final" in the software system?
## Findings
A concise summary of the results gathered from a given assessment measure.

### O Exemplary (3)
- 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.*

### O Acceptable (2)
- 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.
- Findings clearly relate to the SLOs with which they are linked.
- Implications of findings are explained so that outside reviewers understand what the program has learned about student learning from the findings, and how these findings can be used to improve the program.

### O Developing (1)
- 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.
- Implications of findings are not described. Targets may be identified as met/not met or partially met, but what this means in relation to student learning is either not explained, or not explained in a way that directly connects to the goals, SLOs and mission of the program.
- Findings do not seem to translate into useable information for program improvement and student learning.

### Finding Notes:

Assessment Committee, IU South Bend
Adapted from Bob Smallwood, Texas A&M University & others. Last updated 01/11/2013
**Action Plans**
Actions to be taken to improve the program or assessment process based on analysis of results.

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<tr>
<td>o Exhibits an understanding of the implications of assessment findings.</td>
<td>o Reflects with sufficient depth on what was learned during the assessment cycle.</td>
<td>o Not clearly related to assessment results.</td>
</tr>
<tr>
<td>o Identifies an area that needs to be monitored, remediated, or enhanced and defines logical &quot;next steps&quot;.</td>
<td>o At least one action plan in place.</td>
<td>o Does not provide next steps for program improvement.</td>
</tr>
<tr>
<td>o Possibly identifies an area of the assessment process that needs improvement.</td>
<td></td>
<td>o No action plans or too many to manage.</td>
</tr>
<tr>
<td>o Contains completion dates.</td>
<td></td>
<td>o Too general; lacking details (e.g. time frame, responsible party).</td>
</tr>
<tr>
<td>o Identifies a responsible person/group.</td>
<td></td>
<td>o Action plans focus more on the assessment process than data gathered from measures of student learning.</td>
</tr>
<tr>
<td>o Number of action plans are manageable.</td>
<td></td>
<td>o Action plans do not seem to connect directly to the data collected in this cycle.</td>
</tr>
<tr>
<td>o Actions plan represent strategic actions that can be taken with resources and facilities currently available in the short term, while additional resources are being pursued.</td>
<td></td>
<td>o Action plans from previous cycles have not been followed according to plan, or seem to have been abandoned without explanation or data to support cessation.</td>
</tr>
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**Action Plan Notes:**
- o Not clearly related to assessment results.
- o Does not provide next steps for program improvement.
- o No action plans or too many to manage.
- o Too general; lacking details (e.g. time frame, responsible party).
- o Action plans focus more on the assessment process than data gathered from measures of student learning.
- o Action plans do not seem to connect directly to the data collected in this cycle.
- o Action plans from previous cycles have not been followed according to plan, or seem to have been abandoned without explanation or data to support cessation.
- o Action plans do not seem to indicate strategic programmatic change based on the data. May be only surface-level changes, (i.e. provide more tutoring), or rely more on entities outside of the program than on actions that can be taken by the program to effect change.
General considerations for assessment report:

1. Are assessment results being used to improve student learning or the program?
2. Has the report been marked as ‘final’ in the software system?

Assessment Report Feedback:

Thank you for your continued dedication to data-based decision making in your program. Based on a review by the Assessment Committee, the membership offers the following feedback and advice for the program’s assessment to inform your practice next year.

Strengths of the plan:

Items needing clarification:

Items that need to be added or modified:

Feedback for action planning: