Rubric for Evaluating Program Assessment Plans and Reports

Program Name ____________________________ Assessment Cycle(s) 2014/2015 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. In broad ways, it sets a tone and a philosophical position from which a program’s goals and objectives/outcomes follow.

<table>
<thead>
<tr>
<th>O Exemplary (3)</th>
<th>O Acceptable (2)</th>
<th>O Developing (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Strong statement of the program’s primary functions or activities, purpose and who designed to serve</td>
<td>o Statement of the program’s primary functions or activities</td>
<td>o General statement of the intent of the program</td>
</tr>
<tr>
<td>o Clear and concise</td>
<td>o Statement of the program’s purpose</td>
<td>o Identifies functions or activities performed but is unclear</td>
</tr>
<tr>
<td>o Specific to the program (identifies what it does that separates it from other units or programs)</td>
<td>o Describes those the program is designed to serve</td>
<td>o Does not identify stakeholders</td>
</tr>
<tr>
<td>o Along with stating the values and guiding principles, addresses the larger impact of the program</td>
<td>o States the values and guiding principles that define its standards</td>
<td>o Aligned partially or not aligned at all with the department, college, division and university mission</td>
</tr>
<tr>
<td>o Identifies all stakeholders</td>
<td>o Identifies some stakeholders</td>
<td>o Too general to distinguish the unit/program or too specific to encompass the entire mission</td>
</tr>
</tbody>
</table>

Mission Notes:
- Format: “The mission of (name of your program or unit) is to (your primary purpose) by providing (your primary functions or activities) to (your stakeholders).” (Additional clarifying statements) (Based on the University of Central Florida Program Assessment Handbook 2005)
Goals (if used)
A clear, concise, general statement outlining the ultimate principles that guide the work of the program, what the program intends to accomplish, who it serves, in what ways and with what results. Program goals are long range intended outcomes for the program and the curriculum.

<table>
<thead>
<tr>
<th>Exemplary (3)</th>
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<tbody>
<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 Focus on what students (or what users of your service) will be able to do rather than what is taught or programmed</td>
<td>o Describe a process, rather than a goal</td>
</tr>
<tr>
<td>o Reasonable number of goals identified (4 to 5) - enough to adequately encompass the mission while still being manageable to evaluate and assess.</td>
<td>o Encompass the mission of the program and/or the central principles of the discipline</td>
<td>o Incomplete - not addressing the breadth of knowledge, skills, or services associated with the program goals identified</td>
</tr>
<tr>
<td>o Aligned with college and university goals and with professional organizations, where applicable</td>
<td>o Provides bridge between mission statement and the concrete-specific nuts and bolts of program outcomes</td>
<td>o Unreasonable amount of goals to be manageable</td>
</tr>
<tr>
<td>o Accurately classified as &quot;student learning&quot; or &quot;not student learning&quot;.</td>
<td>o Aligned with program, department, college, unit and university mission</td>
<td>o Goals are not seem aligned with the program mission</td>
</tr>
<tr>
<td>o Associations (to outcomes, standards, institutional priorities, etc.) are identified, where appropriate</td>
<td>o Appropriate, but language may be vague or need revision</td>
<td>o Associations (if any) between outcomes and campus goals are not logical or relevant</td>
</tr>
<tr>
<td>o Associations between outcomes and campus goals are logical and relevant</td>
<td>o All elements of the mission statement are identified in the goals</td>
<td>o Fails to note appropriate associations (to standards, institutional priorities, Blue Print, etc.)</td>
</tr>
</tbody>
</table>

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.

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<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 Observable and measureable</td>
<td>o Describes a process, rather than an outcome (i.e. language focuses on what the program does, rather than what the student learns; for administrative unit rather than what the quality of service is).</td>
</tr>
<tr>
<td>o Action verbs combined with description of specific ability students are able to demonstrate</td>
<td>o Uses action verbs</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 (4 to 5) - enough outcomes to adequately encompass the mission while still being manageable to evaluate and assess</td>
<td>o Focus on what students (or what users of service) will be able to do rather than what is taught or programmed</td>
<td>o Incomplete - not addressing the breadth of knowledge, skills, or services associated with the program</td>
</tr>
<tr>
<td>o Describes the level of mastery expected, appropriate to degree type (BS/BA, MS/MA if applicable)</td>
<td>o Encompass the mission of the program and/or the central principles of the discipline</td>
<td>o Outcomes identified do not seem aligned with the program mission or goals</td>
</tr>
<tr>
<td>o Aligned with department, college and university goals and with professional organizations, where applicable</td>
<td>o Associated with program, department, college, and university mission</td>
<td>o Fails to note any appropriate associations (to goals, standards, general education, institutional priorities, etc.).</td>
</tr>
<tr>
<td>o Associations between SLOs (to goals, standards, general education, and institutional priorities, etc.) are logical and relevant</td>
<td>o Mostly, appropriate language (may be vague or need revision)</td>
<td>o Associations that are made seem arbitrary</td>
</tr>
</tbody>
</table>

**Student Learning Outcomes Notes:**

- Encompass a discipline-specific body of knowledge for academic units (may also include general competencies); focus on the cumulative effect of the program
- Action verbs combined with description of specific ability students are able to demonstrate
- Reasonable number of outcomes identified (4 to 5) - enough outcomes to adequately encompass the mission while still being manageable to evaluate and assess
- Describes the level of mastery expected, appropriate to degree type (BS/BA, MS/MA if applicable)
- Aligned with department, college and university goals and with professional organizations, where applicable
- Associations between SLOs (to goals, standards, general education, and institutional priorities, etc.) are logical and relevant
- Observable and measureable
- Uses action verbs
- Focus on what students (or what users of service) will be able to do rather than what is taught or programmed
- Encompass the mission of the program and/or the central principles of the discipline
- Associated with program, department, college, and university mission
- Mostly, appropriate language (may be vague or need revision)
- Associations between SLOs and campus goals are generally logical and relevant
- Associations between SLOs and general education are generally logical and relevant
- More than half of the outcomes are direct measures
- All elements of the mission statement and goals are identified in the outcomes
- Accurately classified as "student learning" or "not student learning" in assessment system

Assessment Committee, IU South Bend
Adapted from Bob Smallwood, Texas A&M University & others. *Last updated 01/30/2015*
**Measures**
The variety of measures used to evaluate each outcome; the means of gathering data. The measure is the actual tool used, i.e. survey, pre/posttest, description of variables used if institutional data, etc. Tool/measure used should be described.

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<tr>
<td>o Multiple measures (3 or more) are identified</td>
<td>o At least 1 measure or measurement approach per outcome</td>
<td>o Some outcomes have associated measures</td>
</tr>
<tr>
<td>o Direct and indirect measures used; emphasis on direct</td>
<td>o Direct and indirect measures of student learning utilized</td>
<td>o Few or no direct measures used</td>
</tr>
<tr>
<td>o Assessment measures allow student performance to be gauged over time</td>
<td>o Described with sufficient detail</td>
<td>o Methodology is questionable</td>
</tr>
<tr>
<td>o Instruments reflect good research methodology</td>
<td>o Designed to measure each outcome specifically</td>
<td>o Instruments are vaguely described; may not be developed yet; copy not available in Document Repository</td>
</tr>
<tr>
<td>o Feasible - existing practices used where possible; at least some measures apply to multiple outcomes</td>
<td>o At least partially implemented with rest clearly planned</td>
<td>o Course grades used as an assessment method</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 data they produce are directly related to the SLOs with which they are linked</td>
<td>o Do not seem to capture the &quot;end of experience&quot; effect of the curriculum/program</td>
</tr>
<tr>
<td>o All measurement tools are in Document Repository (e.g. rubrics, assignments, attached in Document Repository, where appropriate)</td>
<td>o All measures are related to SLOs</td>
<td>o It is unclear how measures will be able to provide data about SLOs, they may be too broad, only provide general data or are not specific to the SLOs to which they are linked</td>
</tr>
<tr>
<td></td>
<td>o Some measurement tools are in Document Repository (e.g. rubrics, assignments)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Seem to capture the &quot;end of experience&quot; effect of the curriculum/program</td>
<td></td>
</tr>
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**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 all measures and outcomes</td>
<td>o Most targets are aligned with measures and outcomes</td>
<td>o Some targets have been identified for some measures</td>
</tr>
<tr>
<td>o Each outcome/measure has its own specific target which is measurable</td>
<td>o Targets are planned or identified for each measure, and directly linked to SLOs</td>
<td>o Targets 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 Most targets are specific and measurable</td>
<td>o Seem off-base (too low/high)</td>
</tr>
<tr>
<td>o All targets are specific and measurable</td>
<td>o Some targets may seem arbitrary</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 When the same measure is used for multiple SLOs each has its own target identified specific to each individual SLO to which it is linked</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 It is clear how meeting/not meeting targets as defined will translate into knowledge about student learning and program improvement</td>
<td></td>
</tr>
</tbody>
</table>

**Achievement Target Notes:**
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. The findings are the results found from gathering data using a measure, reported in a concise and consistent format.

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</thead>
<tbody>
<tr>
<td>o Appropriate data collection/analysis</td>
<td>o Complete and organized</td>
<td>o Incomplete or too much information</td>
</tr>
<tr>
<td>o Provides solid evidence that targets were met, partially met, or not met</td>
<td>o Format allows for trends to easily be seen visually</td>
<td>o Not clearly aligned with achievement targets</td>
</tr>
<tr>
<td>o Are interpreted in relation to the assessment itself</td>
<td>o Align with the language of the corresponding achievement target</td>
<td>o Questionable conclusion about whether targets were met, partially met, or not met.</td>
</tr>
<tr>
<td>o Interpreted in relation to the program/department/unit outcomes</td>
<td>o Addresses whether targets were met</td>
<td>o Questionable data collection/analysis; may &quot;gloss over&quot; data to arrive at conclusion.</td>
</tr>
<tr>
<td>o Specific results from each assessment method provided</td>
<td>o May contain too much detail or stray slightly from intended data set</td>
<td>o 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</td>
</tr>
<tr>
<td>o Findings are interpreted in relation to the specific unit outcomes</td>
<td>o Findings clearly relate to the SLOs with which they are linked</td>
<td>o Findings do not seem to translate into useable information for program improvement and student learning</td>
</tr>
<tr>
<td>o Includes sufficient and specific summaries of the results</td>
<td>o 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</td>
<td></td>
</tr>
<tr>
<td>o Compares new findings to past trends, as appropriate</td>
<td>o Findings are entered for each measure</td>
<td></td>
</tr>
<tr>
<td>o Supporting documentation (rubrics, surveys, more complete reports*, etc.) are included in the document repository</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Reports must be free of student identifiable information.*

### Finding Notes:
- Appropriate data collection/analysis
- Provides solid evidence that targets were met, partially met, or not met
- Are interpreted in relation to the assessment itself
- Interpreted in relation to the program/department/unit outcomes
- Specific results from each assessment method provided
- Findings are interpreted in relation to the specific unit outcomes
- Includes sufficient and specific summaries of the results
- Compares new findings to past trends, as appropriate
- Supporting documentation (rubrics, surveys, more complete reports*, etc.) are included in the document repository
- Findings are entered for each measure
**Action Plans**

Actions to be taken to improve the program or assessment process based on analysis of results.

<table>
<thead>
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</tr>
</thead>
<tbody>
<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 Action plans are aligned with the findings</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 Identifies an area that needs to be monitored, remediated, or enhanced and defines logical &quot;next steps&quot;</td>
<td>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</td>
<td>o No action plans or too many to manage</td>
</tr>
<tr>
<td>o Provides explanations of how assessment results informed decisions</td>
<td>o Contains completion dates</td>
<td>o Too general; lacking details (e.g. time frame, responsible party)</td>
</tr>
<tr>
<td>o Possibly identifies an area of the assessment process that needs improvement</td>
<td>o Identifies a responsible person/group</td>
<td>o Action plans focus more on the assessment process than data gathered from measures of student learning or service provided</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>o Number of action plans are manageable</td>
<td>o Action plans do not seem to connect directly to the data collected in this cycle</td>
</tr>
<tr>
<td></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>
</tbody>
</table>

**Action Plan Notes:**
General considerations for assessment report:

1. Overall, the department/unit is using assessment to enhance.

2. Are assessment results being used to improve student learning or the program?

3. 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: