

Assessment Report Evaluation Rubric

Administrative Unit Name:

Report Period: 2017-19

I. Mission Statement		
Exemplary <input type="checkbox"/>	Acceptable <input type="checkbox"/>	Developing <input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Clear and concise. ▪ Identifies stakeholders. ▪ Specific to the unit (identifies what it does that separates it from other units). ▪ Aligned and consistent with the University and college/division mission statements. 	<ul style="list-style-type: none"> ▪ Clear statement of the unit's purpose ▪ Identifies stakeholders ▪ Aligned and consistent with the University and college/division mission statements (if available). 	<ul style="list-style-type: none"> ▪ General statement of the intent of the unit. ▪ Doesn't identify stakeholders. ▪ Fails to demonstrate clear alignment with University and college/division mission statements. ▪ Too general to distinguish the unit or too specific to encompass the entire mission.
Notes:		

II. Outcomes		
Exemplary <input type="checkbox"/>	Acceptable <input type="checkbox"/>	Developing <input type="checkbox"/>
<ul style="list-style-type: none"> ▪ At least 3 outcomes are listed. ▪ Observable and measurable. ▪ Aligned with unit mission statement and University strategic goals. ▪ Focus on processes and/or student learning, where appropriate. ▪ Clearly address the breadth of knowledge, skills, or services associated with the program. ▪ Clear, specific, well-written; no revision necessary. 	<ul style="list-style-type: none"> ▪ At least 3 outcomes are listed. ▪ Observable and measurable. ▪ Aligned with unit mission statement and University strategic goals. ▪ Focus on processes and/or student learning, where appropriate. ▪ Address the breadth of knowledge, skills, or services associated with the program or unit. ▪ Appropriate, but language may be vague or need revision. 	<ul style="list-style-type: none"> ▪ Fewer than three outcomes are listed. ▪ Unclear how an evaluator could determine whether the outcome has been met. ▪ Describes a process, rather than an outcome. ▪ Incomplete set—does not address the breadth of knowledge, skills, or services associated with the program. ▪ Fails to demonstrate alignment with unit mission statement and University strategic goals.
Notes:		

III. A. Assessment Measures and Achievement Targets		
Exemplary <input type="checkbox"/>	Acceptable <input type="checkbox"/>	Developing <input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Direct measures are used for two or more outcomes. ▪ Assessment instruments are clearly described (and attached, where appropriate). ▪ Assessment instruments reflect sound methodology. ▪ Achievement targets are clearly defined for each measure. 	<ul style="list-style-type: none"> ▪ At least one measure per outcome. ▪ Direct measures are used for one or more outcomes. ▪ Assessment instruments are described. ▪ Achievement targets are identified. 	<ul style="list-style-type: none"> ▪ Not all outcomes have associated measures. ▪ Measurement instruments have not been developed and/or implemented. ▪ Measurement instruments are vaguely described. ▪ Few direct measures are used. ▪ Achievement targets are too general or not listed.
Notes:		

III. B. Summary of Assessment Results		
Exemplary <input type="checkbox"/>	Acceptable <input type="checkbox"/>	Developing <input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Clear, complete, well-developed, and well-organized summaries of results for all assessment measures. ▪ Provides substantial, detailed evidence that targets were met, partially met, or not met for all assessment measures. ▪ Compares new findings to past trends as appropriate. ▪ Includes supporting documentation (rubrics, surveys, tables, charts, etc., as appropriate). 	<ul style="list-style-type: none"> ▪ Clear and well-organized explanation of results for all assessment measures; however, some data may still be in the process of being collected and analyzed. ▪ Provides solid evidence that targets were met, partially met, or not met for all assessment measures. ▪ Includes supporting documentation, as appropriate. 	<ul style="list-style-type: none"> ▪ Incomplete summaries or summaries that are not tied directly to results. ▪ Findings are too general and do not prove whether targets were met, partially met, or not met.
Notes:		

III. C. Use of Assessment Results to Improve Unit Services		
Exemplary <input type="checkbox"/>	Acceptable <input type="checkbox"/>	Developing <input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Exhibits solid understanding of results and explains in clear, well-developed paragraphs the implications for the administrative unit. ▪ Identifies key areas that have been (or will be) monitored, remediated, or enhanced as a result of assessment findings. ▪ Describes clear, specific “next steps” for the unit in response to the findings. 	<ul style="list-style-type: none"> ▪ Exhibits solid understanding of results and explains implications for the administrative unit. ▪ Identifies key areas that have been (or will be) monitored, remediated, or enhanced as a result of assessment findings. ▪ Describes “next steps” for the unit in response to the findings. 	<ul style="list-style-type: none"> ▪ Does not tie analysis of assessment results to improvements. ▪ Describes very general improvements; specific details are not provided. ▪ Does not describe “next steps” to improve learning outcomes or administrative services.
Notes:		

IV. Assessment Plan for Next Year	
Acceptable <input type="checkbox"/>	Developing <input type="checkbox"/>
<ul style="list-style-type: none"> ▪ At least three outcomes are listed. ▪ At least one assessment method described per outcome. ▪ Clear achievement targets are described for each outcome. 	<ul style="list-style-type: none"> ▪ Fewer than three outcomes are listed. ▪ Assessment methods are not included. ▪ Achievement targets are unclear or not included.
Notes:	

V. **Supporting Documentation** (if appropriate) is attached in electronic files. Yes No

VI. **Review Process** Report has been reviewed and signed by head of administrative division. Yes No