

Rubric for Evaluating Performance Plans and Assessment Reports

Mission Statement:

A clear and concise statement outlining the purpose of the program, who it serves, in what ways, and with what result.

Exemplary	Acceptable	Developing
<p>Mission Exemplary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clear and concise. <input type="checkbox"/> Identifies stakeholders. <input type="checkbox"/> Specific to the unit (identifies what it does that separates it from other units). <input type="checkbox"/> Aligned and consistent with the University and division mission statements. <input type="checkbox"/> Aligned with respective professional organization and program-specific bodies, if applicable 	<p>Mission Acceptable</p> <ul style="list-style-type: none"> <input type="checkbox"/> Statement of the program's purpose and who it serves. <input type="checkbox"/> Aligned and consistent with the University and division mission statements. 	<p>Mission Developing</p> <ul style="list-style-type: none"> <input type="checkbox"/> General statement of the intent of the program. <input type="checkbox"/> Doesn't identify stakeholders.

Outcomes/Objectives:

Specific statements that articulate the knowledge, skills, and abilities students should gain or improve through engagement in the program or learning experience; outcomes describe learning or the desired quality of key services.

Exemplary	Acceptable	Developing
<p>Outcomes Exemplary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observable and measurable. <input type="checkbox"/> Encompass general competencies; focus on the cumulative effect of the program. <input type="checkbox"/> Reasonable number of outcomes identified – enough outcomes to adequately encompass the mission while being manageable to evaluate and assess. <input type="checkbox"/> Uses action verbs. 	<p>Outcomes Acceptable</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observable and measurable. <input type="checkbox"/> Encompass the mission of the program and/or the central principles of the competency. <input type="checkbox"/> Aligned with program and university mission. <input type="checkbox"/> Appropriate, but language may 	<p>Outcomes Developing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe a process, rather than an outcome (i.e. language focuses on what the program does, rather than what the student learns). <input type="checkbox"/> Unclear how an evaluator could determine whether the outcome has been met. <input type="checkbox"/> Incomplete – not addressing the breadth of knowledge, skills, or services associated with the program.

<input type="checkbox"/> Meaningful – based on benchmarks, previous results, existing standards. <input type="checkbox"/> Align with division and university goals and with professional organizations, where applicable. <input type="checkbox"/> Outcomes focus on student development or learning. <input type="checkbox"/> Associations (to goals, standards, institutional priorities, etc.) are identified, where appropriate.	be vague or need revision.	<input type="checkbox"/> Outcomes identified don't seem important/aligned with the program mission. <input type="checkbox"/> Fails to note appropriate associations (to goals, standards, institutional priorities, etc.).
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Strategies: Carefully plans methods and actions that will be taken to accomplish desired goals.		
<p style="text-align: center;">Exemplary</p> Strategies Exemplary <input type="checkbox"/> A long-range, strategic strategies for the program, resources and facility is developed and revisited each year. <input type="checkbox"/> Numbers of Action strategies are manageable. <input type="checkbox"/> Strategies are feasible with current resources and staff. <input type="checkbox"/> Strategies are consistently linked to outcomes. <input type="checkbox"/> Includes multiple strategies using a combination of direct and indirect measures.	<p style="text-align: center;">Acceptable</p> Strategies Acceptable <input type="checkbox"/> Outlines plans for accomplishing desired outcomes and goals. <input type="checkbox"/> Most strategies are linked to outcomes. <input type="checkbox"/> A short-range plan for the program and resources is developed each year.	<p style="text-align: center;">Developing</p> Strategies Developing <input type="checkbox"/> Too general and lacking details (Timeframe, Responsible Party). <input type="checkbox"/> Not clearly aligned with achievement targets. <input type="checkbox"/> Planning is done on a crisis management basis.

Means:

The variety of methods used to evaluate each outcome; the means of gathering data

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<p>Means Exemplary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Multiple measures for some or all outcomes. <input type="checkbox"/> Direct and indirect measures used; emphasis on direct. <input type="checkbox"/> Instruments reflect good research methodology. <input type="checkbox"/> Feasible – existing practices used where possible; at least some measures apply to multiple outcomes. <input type="checkbox"/> Purposeful – clear how results could be used for program improvement. <input type="checkbox"/> Described with sufficient detail (documents attached where appropriate). 	<p>Means Acceptable</p> <ul style="list-style-type: none"> <input type="checkbox"/> At least 1 measure or measurement approach per outcome. <input type="checkbox"/> Direct and indirect measures utilized. <input type="checkbox"/> Described with sufficient detail. <input type="checkbox"/> Implementation may still need further planning. 	<p>Means Developing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Not all outcomes have associated measures. <input type="checkbox"/> Few or no direct measures used. <input type="checkbox"/> Methodology is questionable. <input type="checkbox"/> Instruments are vaguely described; may not be developed yet. <input type="checkbox"/> Do not seem to capture the “end of experience” effect of the program.

Cycle:

Timeframe clearly stated for assessing outcomes.

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<p>Cycle Exemplary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Specifies the assessment cycle: Annually, Biennium, Semester, Monthly. <input type="checkbox"/> Contains completion dates. <input type="checkbox"/> Consistently assesses outcomes and strategies. 	<p>Cycle Acceptable</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contains completion dates. <input type="checkbox"/> Assesses outcomes but does so inconsistently. 	<p>Cycle Developing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Too general; lacking details (e.g. timeframe, responsible party). <input type="checkbox"/> Rarely assesses outcomes and strategies.

Results:

A concise summary of the results gathered from a given assessment measure.

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<p>Results Exemplary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Concise and well organized. <input type="checkbox"/> Provides solid evidence that targets were met, partially met, or not met. <input type="checkbox"/> Compares new findings to past trends as appropriate. <input type="checkbox"/> Supporting documentation (rubrics, surveys, more complete reports*, etc. are included). <input type="checkbox"/> *Reports must be free of student identifiable information. 	<p>Results Acceptable</p> <ul style="list-style-type: none"> <input type="checkbox"/> Address the achievement targets. <input type="checkbox"/> Complete and organized. <input type="checkbox"/> Align with the language and methodology of the corresponding achievement target. 	<p>Results Developing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Incomplete. <input type="checkbox"/> Findings do not prove whether targets were met, partially met, or not met.

Use of Results:		
Actions to be taken to improve the program or assessment process based on analysis of results.		
Exemplary	Acceptable	Developing
<p>Use Of Results Exemplary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exhibits an understanding of the implications of assessment findings. <input type="checkbox"/> Identifies an area that needs to be monitored, remediated, or enhanced and defines logical “next steps.” <input type="checkbox"/> Possibly identifies an area of the assessment process that needs improvement. <input type="checkbox"/> Contains completion dates. <input type="checkbox"/> Identifies a responsible person/group. 	<p>Use Of Results Acceptable</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflects with sufficient depth on what was learned during the assessment cycle. <input type="checkbox"/> At least one action plan in place. 	<p>Use Of Results Developing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Not clearly related to assessment results. <input type="checkbox"/> Seems to offer excuses for results rather than thoughtful interpretation or “next steps” for program improvement. <input type="checkbox"/> No action plans or too many to manage. <input type="checkbox"/> Too general; lacking details (e.g. timeframe, responsible party).

<input type="checkbox"/> Numbers of action plans are manageable.		
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