

Unit/Department: _____

Time Period Plan Covers: _____

Student Affairs Assessment Plan Rubric

| Mission Statement: a concise statement outlining the purpose, who it serves, in what ways, and with what results | | | | |
|---|---|---|--|-----------------|
| Exemplary _____ | | Acceptable _____ | Developing _____ | Comments |
| Purpose | <p>Includes the who, what, why of your constituents.</p> <p>Demonstrates alignment with the mission of the division and UT.</p> <p>Aligns with respective professional organization and program-specific bodies, if applicable.</p> | <p>Statement of the program's purpose and who it serves.</p> <p>Aligns with the mission of the division and UT.</p> | <p>General statement of intent of program.</p> <p>Does not identify stakeholders.</p> <p>Fails to demonstrate clear alignment with either division or UT missions.</p> | |
| Clarity | <p>Clear and concise</p> <p>Succinct and understandable</p> | | | |
| Enduring | <p>Conveys the essence and focus of the organization (identifies what differentiates it from other units)</p> <p>Provides the foundation for the work of the unit</p> <p>Long and lasting (broad enough to span many years)</p> | | <p>Too general to distinguish from other units or too specific to encompass entire mission.</p> | |
| NOTES: | | | | |

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| Outcomes/Objectives: Specific statements that articulate the knowledge, skills and abilities that individuals should gain or improve through engagement in the program or learning experience; for administrative units, program outcomes describe the desired quality of key services. | | | | |
|--|---|--|---|-----------------|
| | Exemplary _____ | Acceptable _____ | Developing _____ | Comments |
| Clarity | Specific and detailed action statements Congruent with unit's mission and goals Associations (to goals, standards, institutional priorities) are identified where appropriate Uses action verbs Program/unit specific | Aligned with program, college, and division mission statements | Describes a process rather than an outcome Fails to demonstrate alignment with program mission Fails to note appropriate associations (to goals, standards, institutional priorities, etc.) | |
| Measurable | Able to provide evidence of the educational and operational benefits Observable | | Unclear as to whether an evaluator could determine whether the outcome has been met | |
| Useful/Meaningful | More than 3 outcomes listed Learning-centered and/or program-centered Guide decision-making process | At least 3 outcomes | Few outcomes listed | |
| NOTES: | | | | |

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Measures & Achievement Targets: The variety of assessment methods used to evaluate each outcome and the criteria or indicators that describe whether the outcomes were achieved.

| | Exemplary _____ | Acceptable _____ | Developing _____ | Comments |
|--------------------|---|--|---|-----------------|
| Aligned | Method(s) linked to specific outcomes Criteria (target levels for achievement) for meeting outcomes identified | Some criteria (target levels for achievement) are identified | Not all outcomes have associated measures | |
| Appropriate | Multiple methods (direct & indirect) incorporated or planned for some outcomes Direct method(s) for assessing learning used as appropriate Method(s) used is logical choice for measuring stated outcome Assessment instruments clearly described Assessment instruments reflect good methodology | At least one measure or measurement per outcome Direct and indirect measures utilized Assessment instruments are described | Few direct measures are utilized Measurement instruments have not been developed and/or implemented Measurement instruments are vaguely described | |

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Further Considerations:

Is there a plan for collecting, tabulating, and analyzing assessment results?

Have feasibility and efficiency been considered in identifying assessment methods?

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

Will assessment results be used to improve student learning and/or the program?

COMMENTS:

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