## Academic Units Report Evaluation Rubric

### Degree Program:

<table>
<thead>
<tr>
<th>Mission Statement</th>
<th>Committee Team Review</th>
<th>Assessment Coordinator Responses to Committee Review (please return to committee team when completed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Is identified for the degree program, clearly states the purpose, and indicates primary functions the program offers</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>• Is consistent with the program website</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Supports University and College missions</td>
<td></td>
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</tr>
</tbody>
</table>

### Goals

- Each goal is directly linked to the program mission
- Goals are broad statements written clearly and concisely
- Appropriate number and scope of goals (generally about 3-5 goals)

### Learning Outcomes/Objectives

- Minimum of two learning outcomes for each goal are identified
- Outcomes are clear and stated in terms of knowledge, skills and attitudes expected of students (Use action verbs; consider Bloom’s taxonomy)
- Outcomes align with the curriculum; Curriculum map developed

### Measures

- Appropriate measures for each outcome with at least one direct measure; Includes a clear description of how and where data are collected
- If multiple-item surveys or multiple-item tests, or multiple-item
collections (e.g., portfolios) are used, it is clear which specific items are used as measures of which outcomes

**Documents:**

- If applicable, rubrics and surveys are provided.
- Rubrics are not duplicated—attach only under “Measures”

**Targets**

- Performance criteria identified and targets set at a reasonable level for the learning outcome and for the level of student (i.e. upper or lower division or graduate)

**Findings**

- Indicates whether outcome has been Met, Partially Met, or Not Met.
- Indicates number of students who completed the assessment
- Semester data is reported separately
- Data are presented for each outcome in the form of quantitative and qualitative descriptors
- Data tables are included to give a thorough picture of findings as necessary. For example, include number of students at different levels on rubric—met, exceeded, etc.

**Action plans**

- New action plans are included for new findings that were Not Met or Partially Met. Action plans from previous years are updated.
- Action plan conclusions are reasonable and derived from the data/findings.
- Action plans indicate how results are discussed with faculty
- Shows change or improvement in curriculum

**Achievement Summary/Analysis Questions**

- Responses to Analysis Questions show meaningful reflection on results

**Annual/Special Reporting**

- Includes highlights of faculty and/or student accomplishments related to student learning.

**Other**

- Assessment plan shows evidence of continued striving to improve Student Learning Outcomes.
- No personal identifiers (i.e. W numbers).
Support Unit Report Evaluation Rubric

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<tr>
<th>Mission Statement/Purpose</th>
<th>Committee Review</th>
<th>Assessment Coordinator Responses to Committee Review (please return to committee team when completed)</th>
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<tbody>
<tr>
<td>• Includes a relationship in support of the University mission</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>• Includes a broad statement describing aspirations of the unit</td>
<td></td>
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</tr>
<tr>
<td>• Describes key services provided by the unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Describes who the unit serves or target audience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Is consistent with unit web page</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Acronyms or uncommon terms are fully articulated</td>
<td></td>
<td></td>
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Goals

<table>
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<tr>
<th>Goals</th>
<th>YES</th>
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<th>Comments</th>
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<tr>
<td>• Each goal is directly linked to the unit mission</td>
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<td>• Goals are broad statements written clearly and concisely</td>
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<td>• Includes key services or processes to improve</td>
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Outcomes

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<tr>
<td>• Describes desired outcome and what the unit will accomplish</td>
<td></td>
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<tr>
<td>• Outcome is measurable and realistic</td>
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</tr>
<tr>
<td>• Acronyms or uncommon terms are fully articulated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Is there at least one outcome for every goal?</td>
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</table>
- Describes procedure used to collect data and has an appropriate balance of direct and indirect measures

- Assessment method is appropriate for desired outcome

- If multiple-item surveys are used, it is clear which specific items are used as measures of which outcomes

- Instrument(s) are identified and attached.

- Identifies who will collect the data (position)

- Is there at least one measure for every outcome?

### Target

- Includes criteria for success--target number (i.e. unit number, percentage etc.), a baseline or standard for comparison

### Findings

- Indicates whether outcome has been met or not

- Includes findings for every measurable outcome

- Include number of assessments used to report findings

- Breakdown of findings provided; data tables attached if appropriate

- Is there an action plan for every target “Not Met” or “Partially Met”?

### Action Plans (Use of Results)

- Describes all results in detail

- Valid conclusions were drawn from the available data and instrumentation

- Areas of improvement are stated
- All concerns that need to be addressed are identified

- New action/strategy identifying areas to improvement are stated (*If outcome is the same, the same action plan will be used going forward. Implementation notes will be used to update each year until outcome is no longer used.*)

- Identifies resources needed for new action/strategy

- Indicate when and how results are discussed with staff

### Achievement Summary/Analysis

- Improvement Achieved--completed and followed through from previous year

- Analysis Questions Complete

### Annual/Special Reporting (optional)

- Highlights of accomplishments related to how unit has contributed to the mission of the unit and the university--not assessed elsewhere, but related to program effectiveness

- No personal identifiers (i.e. W numbers).