

Academic Units Report Evaluation Rubric

Degree Program:	Committee Team Review			Assessment Coordinator Responses to Committee Review (please return to committee team when completed)
Mission Statement	YES	NO	Comments	
• Is identified for the degree program, clearly states the purpose, and indicates primary functions the program offers				
• Is consistent with the program website				
• Supports University and College missions				
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				

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collections (e.g., portfolios) are used, it is clear which specific items are used as measures of which outcomes				
Documents: <ul style="list-style-type: none"> • If applicable, rubrics and surveys are provided. • Rubrics are not duplicated—attach only under “Measures” 				
Targets				
<ul style="list-style-type: none"> • 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				
<ul style="list-style-type: none"> • Indicates whether outcome has been Met, Partially Met, or Not Met. 				
<ul style="list-style-type: none"> • Indicates number of students who completed the assessment 				
<ul style="list-style-type: none"> • Semester data is reported separately 				
<ul style="list-style-type: none"> • Data are presented for each outcome in the form of quantitative and qualitative descriptors 				
<ul style="list-style-type: none"> • 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				
<ul style="list-style-type: none"> • New action plans are included for new findings that were Not Met or Partially Met. Action plans from previous years are updated. 				
<ul style="list-style-type: none"> • Action plan conclusions are reasonable and derived from the data/findings. 				
<ul style="list-style-type: none"> • Action plans indicate how results are discussed with faculty 				

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<ul style="list-style-type: none"> Shows change or improvement in curriculum 				
Achievement Summary/Analysis Questions				
<ul style="list-style-type: none"> Responses to Analysis Questions show meaningful reflection on results 				
Annual/Special Reporting				
<ul style="list-style-type: none"> Includes highlights of faculty and/or student accomplishments related to student learning. 				
Other				
<ul style="list-style-type: none"> Assessment plan shows evidence of continued striving to improve Student Learning Outcomes. 				
<ul style="list-style-type: none"> No personal identifiers (i.e. W numbers). 				

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Support Unit Report Evaluation Rubric

Unit Name:	Committee Review			Assessment Coordinator Responses to Committee Review (please return to committee team when completed)
Mission Statement/Purpose	YES	NO	Comments	
<ul style="list-style-type: none"> Includes a relationship in support of the University mission 				
<ul style="list-style-type: none"> Includes a broad statement describing aspirations of the unit 				
<ul style="list-style-type: none"> Describes key services provided by the unit 				
<ul style="list-style-type: none"> Describes who the unit serves or target audience 				
<ul style="list-style-type: none"> Is consistent with unit web page 				
<ul style="list-style-type: none"> Acronyms or uncommon terms are fully articulated 				
Goals				
<ul style="list-style-type: none"> Each goal is directly linked to the unit mission 				
<ul style="list-style-type: none"> Goals are broad statements written clearly and concisely 				
<ul style="list-style-type: none"> Includes key services or processes to improve 				
<ul style="list-style-type: none"> Acronyms or uncommon terms are fully articulated 				
Outcomes				
<ul style="list-style-type: none"> Describes desired outcome and what the unit will accomplish 				
<ul style="list-style-type: none"> Outcome is measurable and realistic 				
<ul style="list-style-type: none"> Acronyms or uncommon terms are fully articulated 				
<ul style="list-style-type: none"> Is there at least one outcome for every goal? 				
Measure				

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<ul style="list-style-type: none">• Describes procedure used to collect data and has an appropriate balance of direct and indirect measures				
<ul style="list-style-type: none">• Assessment method is appropriate for desired outcome				
<ul style="list-style-type: none">• If multiple-item surveys are used, it is clear which specific items are used as measures of which outcomes				
<ul style="list-style-type: none">• Instrument(s) are identified and attached.				
<ul style="list-style-type: none">• Identifies who will collect the data (position)				
<ul style="list-style-type: none">• Is there at least one measure for every outcome?				
Target				
<ul style="list-style-type: none">• Includes criteria for success--target number (i.e. unit number, percentage etc.), a baseline or standard for comparison				
Findings				
<ul style="list-style-type: none">• Indicates whether outcome has been met or not				
<ul style="list-style-type: none">• Includes findings for every measurable outcome				
<ul style="list-style-type: none">• Include number of assessments used to report findings				
<ul style="list-style-type: none">• Breakdown of findings provided; data tables attached if appropriate				
<ul style="list-style-type: none">• Is there an action plan for every target "Not Met" or "Partially Met"?				
Action Plans (Use of Results)				
<ul style="list-style-type: none">• Describes all results in detail				
<ul style="list-style-type: none">• Valid conclusions were drawn from the available data and instrumentation				
<ul style="list-style-type: none">• Areas of improvement are stated				

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<ul style="list-style-type: none">• All concerns that need to be addressed are identified				
<ul style="list-style-type: none">• 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.)				
<ul style="list-style-type: none">• Identifies resources needed for new action/strategy				
<ul style="list-style-type: none">• Indicate when and how results are discussed with staff				
Achievement Summary/Analysis Questions				
<ul style="list-style-type: none">• Improvements Achieved-- completed and followed through from previous year				
<ul style="list-style-type: none">• Analysis Questions Complete				
Annual/Special Reporting (optional)				
<ul style="list-style-type: none">• 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				
<ul style="list-style-type: none">• No personal identifiers (i.e. W numbers).				

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