

**Name:** \_\_\_\_\_**Date:** \_\_\_\_\_**Score:** \_\_\_\_\_

Rubric: Copy - Outcomes Assessment	N/A	20% Absent	40% Beginning	60% Developing	80% Accomplished	100% Exemplary
<p style="text-align: right;">5pts</p> <p><b>Mission Statement</b> <i>A few concise sentences summarizing the overarching purpose of the program, who it serves, in what ways, and with what result.</i></p>	N/A	<p style="text-align: right;">1pts</p> <p><input type="checkbox"/> No mission provided</p>	<p style="text-align: right;">2pts</p> <p>Mission statement on what program intends to deliver is not aligned with the university.</p>	<p style="text-align: right;">3pts</p> <p><input type="checkbox"/> General statement of the intent of the program. <input type="checkbox"/> Identifies the functions performed, but not the greater purpose. <input type="checkbox"/> Does not identify stakeholders. <input type="checkbox"/> Fails to demonstrate clear alignment with college or division mission. <input type="checkbox"/> Too general to distinguish the unit or too specific to encompass the entire mission.</p>	<p style="text-align: right;">4pts</p> <p>Statement contains the program's purpose and whom it serves. <input type="checkbox"/> Aligned with the college and division mission statements. <input type="checkbox"/> Scope and reach may be limited. <input type="checkbox"/> Clear and concise. <input type="checkbox"/> Specific to the unit (identifies what it does that separates it from other units).</p>	<p style="text-align: right;">5pts</p> <p>Clear and concise. <input type="checkbox"/> Specific to the unit (identifies what it does that separates it from other units). <input type="checkbox"/> Addresses the larger impact of the program. <input type="checkbox"/> Identifies stakeholders. <input type="checkbox"/> Aligned with the university, school and department mission and with respective professional organization, if applicable.</p>
<p style="text-align: right;">5pts</p> <p><b>Outcomes/Objectives</b> <i>Statements that articulate the knowledge, skills, and abilities students should gain or improve through engagement in the academic or university programs for administrative units, outcomes describe the desired service.</i></p>	N/A	<p style="text-align: right;">1pts</p> <p><input type="checkbox"/> No outcomes provided</p>	<p style="text-align: right;">2pts</p> <p><input type="checkbox"/> No clear connection of outcomes to the purpose of the program. <input type="checkbox"/> Not at all measurable.</p>	<p style="text-align: right;">3pts</p> <p><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"/> Outcomes identified don't seem aligned with the program mission. <input type="checkbox"/> Fails to note appropriate associations (standards, institutional priorities, etc.).</p>	<p style="text-align: right;">4pts</p> <p><input type="checkbox"/> Observable and measurable. <input type="checkbox"/> Encompass the mission of the program and/or the central principles of the discipline. <input type="checkbox"/> Aligned with program, college, and university mission. <input type="checkbox"/> Appropriate, but language may be vague or need revision. <input type="checkbox"/> Academic Program—identify 4 Student Learning Outcomes and 1 Program Outcome. <input type="checkbox"/> University Support Programs—identify fewer than 4 program outcomes.</p>	<p style="text-align: right;">5pts</p> <p><input type="checkbox"/> Observable and measurable. <input type="checkbox"/> Encompass a discipline-specific body of knowledge for academic programs. <input type="checkbox"/> Academic Programs—identify at least 5 outcomes. <input type="checkbox"/> University Support Programs—identify at least 4 outcomes <input type="checkbox"/> Uses action verbs. <input type="checkbox"/> Describe the level of mastery expected, appropriate to degree type (BS/BA, MS, PhD) if applicable. <input type="checkbox"/> Align with school and university goals and with professional organizations, where applicable. <input type="checkbox"/> Associations to standards, institutional priorities, etc. are made</p>

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<b>Rubric: Copy - Outcomes Assessment</b>						
5pts <b>Measure</b> <i>Methods used to evaluate each outcome; the instrument or number you use to know if you've achieved the outcomes and objectives you're trying to achieve.</i>	N/A	1pts <input type="checkbox"/> No measures provided	2pts <input type="checkbox"/> No connection to outcomes.	3pts <input type="checkbox"/> Not all outcomes have associated measures. <input type="checkbox"/> Few or no direct measures used. <input type="checkbox"/> Measure not appropriate to gauge outcome. <input type="checkbox"/> Instruments are vaguely described; may not be developed yet. <input type="checkbox"/> Course grades used as an assessment method.	4pts <input type="checkbox"/> At least 1 measure or measurement approach per outcome. <input type="checkbox"/> Direct and indirect measures are used. <input type="checkbox"/> Described with sufficient detail. <input type="checkbox"/> Meaningful and appropriate sample of students.	5pts <input type="checkbox"/> Multiple measures for some or all outcomes. <input type="checkbox"/> Direct and indirect measures used. <input type="checkbox"/> Instruments reflect good research methodology. <input type="checkbox"/> Described with sufficient detail <input type="checkbox"/> (documents attached in Repository, where appropriate).
5pts <b>Targets/Achievement</b> <i>Result, target, benchmark, or value that will represent success at achieving a given outcome; where you are aiming.</i>	N/A	1pts <input type="checkbox"/> No targets or achievements provided	2pts <input type="checkbox"/> No connection to outcomes or measures.	3pts <input type="checkbox"/> Targets have not been identified for every measure, or are not aligned with the measure. <input type="checkbox"/> Language is vague or subjective (making it difficult to tell if target was met). <input type="checkbox"/> Aligned or focused with assessment process rather than results.	4pts <input type="checkbox"/> Aligned with measures and outcomes. <input type="checkbox"/> Target identified for each measure. <input type="checkbox"/> Specific and measurable. <input type="checkbox"/> Some targets seem arbitrary.	5pts <input type="checkbox"/> Aligned with measures and outcomes. <input type="checkbox"/> Represent a reasonable level of success. <input type="checkbox"/> Specific and measurable. <input type="checkbox"/> Meaningful and based on benchmarks, previous results, existing standards.
5pts <b>Findings/Reflection</b> <i>A concise summary of the results gathered. What does the data show?</i>	N/A	1pts <input type="checkbox"/> No findings or reflections provided	2pts <input type="checkbox"/> No connection to targets. <input type="checkbox"/> No evidence files attached.	3pts <input type="checkbox"/> Not clearly aligned with achievement targets. <input type="checkbox"/> Unclear conclusion about whether targets were met, partially met, or not met. <input type="checkbox"/> Questionable data collection/analysis; may "gloss over" data to arrive at conclusion.	4pts <input type="checkbox"/> Complete and organized. <input type="checkbox"/> Align with the language of the corresponding achievement target. <input type="checkbox"/> Address whether targets were met. <input type="checkbox"/> May stray slightly from intended data set.	5pts <input type="checkbox"/> Complete, concise and well-organized. <input type="checkbox"/> Appropriate data collection/analysis. <input type="checkbox"/> Align with the language of the corresponding achievement target. <input type="checkbox"/> Provide solid evidence that targets were met, partially met, or not met. <input type="checkbox"/> Clear on how results will be used and/or with whom they will be shared. <input type="checkbox"/> Reflections compares new findings to past trends, as appropriate. <input type="checkbox"/> Supporting documentation (rubrics, surveys, reports, etc.) are included in the document repository.

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<p style="text-align: right;">5pts</p> <p><b>Action Plans</b> <i>Actions to be taken to improve the program or assessment process where achievements are not met based on analysis of results.</i></p>	<p>N/A</p>	<p style="text-align: right;">1pts</p> <p><input type="checkbox"/> No action plan provided when target is not met</p>	<p style="text-align: right;">2pts</p> <p><input type="checkbox"/> Action plan not situated in evidence or results.</p>	<p style="text-align: right;">3pts</p> <p><input type="checkbox"/> Not clearly related to assessment results. <input type="checkbox"/> Does not offer 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. time frame, responsible party).</p>	<p style="text-align: right;">4pts</p> <p><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. <input type="checkbox"/> Actions plans follow from assessment results.</p>	<p style="text-align: right;">5pts</p> <p><input type="checkbox"/> Action plans clearly follow from assessment results and directly state which finding(s) were used to develop the plan. <input type="checkbox"/> Identifies an area that needs to be monitored or enhanced and defines logical next steps. <input type="checkbox"/> Contains completion dates. <input type="checkbox"/> Identifies a responsible person/group. <input type="checkbox"/> Number of action plans are manageable.</p>

**General Comments:**