| **Plan Rubric** |
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|  |  | **Exemplary** | **Good** | **Consider Revision** | **Revision Requested** |
| **Outcomes** | **Outcomes Mapped** | Documentation of mapping all outcomes to appropriate university-wide mission/outcomes, and field-specific accreditation or guidelines (where appropriate). | Some evidence of mapping **most** outcomes to appropriate university-wide mission/outcomes, field-specific accreditation (where appropriate). | Some evidence of mapping some outcomes to appropriate university-wide mission/outcomes, and field-specific accreditation or guidelines (where appropriate).  | No evidence of outcome mapping to university-wide mission/outcomes, and field-specific accreditation or guidelines (where appropriate). |
| **Clarity of Outcomes** | All outcomes are stated with clarity and specificity (precise verbs, clear description).  | Most outcomes are stated with clarity and specificity (precise verbs, clear description). | Outcomes identified, but lacks clarity (imprecise verbs, vague descriptions) | No outcomes identified |
| **Focus of Outcomes** | All outcomes are stated in terms of current services or processes or what clients/stakeholders know or are able to do as a result of services and appear directly to areas for improvement. | All outcomes are stated in terms of current services or processes or what clients/ stakeholders know or are able to do as a result of services | Most outcomes are stated in terms of current services or processes or what clients/ stakeholders know or are able to do as a result of services | One or more outcomes are stated in terms of unit characteristics or inputs or in terms of unit's strategic goals (future oriented), or directly relates to individual's performance |
| **Measures** | **Assessment measures linked to Outcomes** | All measures reasonably assess all aspects of the outcome with documentation or details about how they do so | All measures reasonably assess all aspects of the related outcome. | Most measures reasonably assess some, but not all, aspects of the related outcome. | No measures proposed or measures not directly linked to, and therefore will not assess, the related outcome. |
| **Types of Assessment Measures** | All outcomes have a direct measure and the measures vary by outcome. | All outcomes have a direct measure but rely on a single observation (artifact, performance, test or survey).  | Most outcomes have direct measures  | Most outcomes do not have direct measures and lack justification for such |
| **Assessment measures likely to identify specific areas for improvement** | Plan provides a justification for how the measures and ways of summarizing data across students will likely provide data detailed enough to identify improvements  | Measures and ways of summarizing data will likely provide data detailed enough to identify improvements. | Measures or ways of summarizing data will likely identify only general areas for improvement. | Measures unlikely to identify areas for improvement.  |
| **Criteria for Excellence** | Specific Criteria for Excellence with justifications for the criteria are proposed. | Specific Criteria for Excellence are proposed for all measures. | Criteria for Excellence are proposed but vague for some measures  | Criteria for Excellence are missing for some measures. |

We are working to include the following areas in future plans and reports. If you see evidence that units are currently addressing them, please feel free to rate.

| **Plan Rubric** |
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|  |  | **Exemplary** | **Good** | **Consider Revision** | **Revision Requested** |
| **Preparation, Resilience, & Inclusion** | **Modifications or Updates to the assessment plan** | Modifications reflective of assessment flaws and strengths from the previous biennial assessment plan have been made.  | Criteria for excellence met during last cycle and no changes to the plan - but includes a justification for continuing same assessment. | At least one modification to the assessment plan has been partially implemented, but it is not clear how modifications will improve the assessment process.  | Criteria for excellence met during last cycle, no changes to the assessment plan and does not provide justification for continuation of plan.  |
| **Responsive to feedback** | Plan incorporates committee feedback. | Plan incorporates most committee feedback or provides justification for not doing so. | Plan does not incorporate committee suggested revisions and does not provide a justification. | Plan does not incorporate feedback on issues that needed improvement. |
| **Infrastructure** | Clear documentation and description of assessment infrastructure with representative sampling and multiple evaluators. | Some evidence of appropriate assessment infrastructure; however, relies on one evaluator or sample is not representative. | It is unclear that assessment infrastructure is in place or methodological flaws are apparent (no multiple raters and undersampling, and unrepresentative samples). | No evidence that infrastructure has been developed to ensure data collection. Significant methodological flaws are apparent.  |
| **Resilience** | Plan clearly and directly addresses ability to carry out plan through possible disruptions. | Some evidence the plan (as written or easily modified) could be carried out through possible disruptions. | It is unclear that plan could be carried out through possible disruptions. | n/a |
| **Equity-Minded**  | Clear documentation and description of consideration for how assessment impacts multiple populations.  | Some evidence of consideration for how assessment impacts multiple populations.  | It is unclear that plan considers impact of assessment for multiple populations.  | n/a |

|  **Report Rubric** |
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|  |  | **Exemplary** | **Good** | **Consider Revision** | **Revision Requested** |
| **Fidelity** | **Implementation Fidelity**  | Reviewed (good/exemplary) plan implemented, or plan modified with justifications for modifications (perhaps based on feedback). | Reviewed (good/exemplary) plan generally implemented. | Plan not implement as reviewed without justifications for modifications. | Revisions requested by UAC for plan but not implemented. |
| **Results** | **Results Presented**  | All assessment measures have results that are clearly presented with adequate detail to confidently assess the outcomes. | Measures have results, but the clarity could be improved. | Most measures have results, but the clarity of these should be *greatly* improved. | Most or all assessment measures are missing results. |
| **Alignment with Criteria** | Whether or not the reported results met the criteria for excellence is clear. | Whether or not the reported results met the criteria for excellence is apparent but could be improved.  | Some of the results directly align with the outcomes and criteria. | Many of the results do not directly align with the outcomes and criteria. |
| **Interpretation & Reflection** | Interpretation of the results seems reasonable and includes discussion of what factors may have influenced the results. | Interpretation of the results seems reasonable. | Interpretation of the results attempted, but the interpretations are not aligned with methods and/or results.  | No evidence of interpretation of the results. |
| **Communications** | **Staff Involvement in Assessment Process**  | Documented broad staff involvement implementation of modifications.  | Broad staff involvement in implementation of results and implementation of modifications. | Some staff involvement in the assessment process (e.g., report distributed only after modifications made).  | No evidence of staff involvement or distribution of assessment results. |
| **Communication with Stakeholders** | Documentation of communication of outcomes, results, and modifications to stakeholders. | Evidence of communication of some of the outcomes, results, and modifications with stakeholders. | No evidence of communication.  | n/a |
| **Improvement** | **Evidence of Improvement** | Documented evidence that improved client experiences or services (better results) was directly because of program modifications. This requires the program to assess, make modifications, and assess again (perhaps over multiple assessment cycles). | Some evidence that improved client experiences or services (better results) was likely because of program modifications. This requires the program to assess, make modifications, and assess again (perhaps over multiple assessment cycles). | Modifications implemented based on last assessment cycle, but no evidence that improvements occurred (i.e., continue making modifications). | n/a |
| **Plans to Improve** | **Modifications to services** | Multiple documented substantial modifications stemming from assessment have been implemented with justification as why the modification will likely lead to improved services or client experiences. | At least one substantial modification stemming from assessment has been implemented; may be program, policy, or other program-related improvement that should lead to improved services or client experiences. | At least one modification has been partially implemented or it is not clear how identified modifications will likely lead to improved services or client experiences. | No substantial modifications stemming from assessment have been partially or completely implemented. |