

Student Affairs Assessment Review Rubric

Name of Unit: ABC Unit

Date: September 2008

Category	Beginning	Developing	Proficient
OUTCOMES			
<i>Related to Goals and Mission</i>	<input checked="" type="checkbox"/> Outcomes often incongruent with the goals and mission	<input type="checkbox"/> Outcomes somewhat aligned with the goals and mission	<input type="checkbox"/> Outcomes clearly aligned with goals and mission
<i>Clarity</i>	<input type="checkbox"/> Outcomes are not defined, or are not clearly defined, with respect to program, service or student development & learning <input type="checkbox"/> Outcomes do not distinguish what designees should know, experience, appreciate or to be able to do	<input type="checkbox"/> Outcomes are somewhat defined with respect to program, service or student development & learning <input type="checkbox"/> Outcomes intermittently distinguishes what designees should know, experience, appreciate or to be able to do	<input checked="" type="checkbox"/> Outcomes are clearly defined (program, service or student development & learning) and clearly <input checked="" type="checkbox"/> Outcomes clearly distinguish what designees should know, experience, appreciate or to be able to do
<i>Utility</i>	<input type="checkbox"/> Outcomes lack detail to be useful in decision-making	<input checked="" type="checkbox"/> Outcomes suggest some general directions for decision-making but not uniformly or comprehensively	<input type="checkbox"/> Outcomes consistently detailed and meaningful enough to guide decision-making in program planning and improvement
<i>Measurable/Observable</i>	<input type="checkbox"/> Outcomes are not measurable/observable	<input checked="" type="checkbox"/> Outcomes are somewhat measurable/observable	<input type="checkbox"/> Outcomes are measurable/observable
<i>Criteria for Achievement</i>	<input type="checkbox"/> Criteria for achievement not stated or clear	<input checked="" type="checkbox"/> Criteria for achievement for outcomes are somewhat clear	<input type="checkbox"/> Criteria for achievement are stated clearly
COMMENTS: <i>Goals/mission not included in report. Would like more details on criteria for achievement and more measurable outcomes.</i>			
ASSESSMENT METHODS			
<i>Appropriate</i>	<input type="checkbox"/> Methods did not measure the outcome or are not appropriate to measure outcomes	<input type="checkbox"/> Some or most of the assessment methods were appropriate to measure outcomes	<input checked="" type="checkbox"/> Consistently identified and used appropriate assessment method to measure outcomes and are valid, realistic and reliable
<i>Methods</i>	<input type="checkbox"/> No methods reported or limited use of only one type of measure	<input type="checkbox"/> Limited use of observable measures, or occasionally used multiple methods	<input checked="" type="checkbox"/> Both measurable/observable methods of evidence used and multiple sources of evidence used
COMMENTS: <i>Measurement tools appear to be process oriented and self-report. To what extent do professional supervisors offer evidence to enhance the student's own perceptions?</i>			

Category	Beginning	Developing	Proficient
RESULTS <i>Analysis</i> <i>Reporting</i> <i>Evaluation/Interpretation</i>	<input type="checkbox"/> Results not reported analyzed or analyzed ineffectively or inappropriately <input type="checkbox"/> Results either not reported or reported outside of context of outcomes <input checked="" type="checkbox"/> Results either not reported or no interpretation given to historical, organization, and longitudinal context	<input type="checkbox"/> Results reported and somewhat analyzed effectively and appropriately <input type="checkbox"/> Results reported with some attention to the context of outcomes <input type="checkbox"/> Results reported and some interpretation given to historical, organization, and longitudinal context	<input checked="" type="checkbox"/> Effective and appropriate analysis of results <input checked="" type="checkbox"/> Results reported and presented in the context of outcomes <input type="checkbox"/> Results reported and interpreted with consideration given to historical, organization, longitudinal context
COMMENTS: <i>Would like to see longitudinal and organization information.</i>			
IMPLICATIONS FOR PRACTICE <i>Implications of Results</i> <i>Sharing of Results and Implications</i> <i>Budgetary Issues</i>	<input type="checkbox"/> Includes no or little explanation for how the assessment results were or could be used by the unit <input checked="" type="checkbox"/> No or limited evidence of consultation and collaboration with constituents regarding assessment strategies, decision making and use of results <input checked="" type="checkbox"/> No consideration for budget implications	<input checked="" type="checkbox"/> Includes some explanation for how the assessment results were or could be used by the unit <input type="checkbox"/> Some or limited sharing of assessment strategies, evidence, and decision-making with relevant constituents <input type="checkbox"/> Plan of action seems to have budget implications, but they are not discussed	<input type="checkbox"/> Includes detailed explanation for how the assessment results were or could be used by the unit <input type="checkbox"/> Thorough sharing of assessment strategies, evidence, and resulting decisions regarding improvements with relevant constituents <input type="checkbox"/> Budget implications for plan of action are discussed where relevant
COMMENTS: <i>Please provide more information regarding sharing of the information and decision making. Also, there was no discussion regarding budget implications, yet you indicate there will be increased training and increased goals which could impact staff and budget.</i>			
ASSESSMENT CYCLE <i>Looping</i> <i>Involvement of Stakeholders</i>	<input type="checkbox"/> No or little understanding of the need and/or commitment to continue the assessment cycle <input checked="" type="checkbox"/> Plan lacking involvement of stakeholders in development and implementation	<input checked="" type="checkbox"/> Some general understanding of the need and commitment to continue the assessment cycle <input type="checkbox"/> Some degree of input of stakeholders, but unclear or limited participation of them in the assessment cycle	<input type="checkbox"/> Demonstrated commitment to continue the assessment cycle (timelines set, search for improved strategies, etc.) <input type="checkbox"/> Plan to involve stakeholders in discussions, input and implementation of the assessment cycle
COMMENTS: <i>There seems to be some understanding of the assessment cycle, however one is not proposed. There is quite a bit of data gathered, but it is not clear if this is gathered annually or on rotation. There's no discussion of involving others in development or implementation of the implied assessment and the changes proposed to the program.</i>			