

## Student Affairs Assessment Review Rubric

Name of Unit: GHI Unit

Date: October 2008

Category	Beginning	Developing	Proficient
<b>OUTCOMES</b>			
<i>Related to Goals and Mission</i>	<input type="checkbox"/> Outcomes often incongruent with the goals and mission	<input checked="" 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) <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 type="checkbox"/> Outcomes suggest some general directions for decision-making but not uniformly or comprehensively	<input checked="" 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 type="checkbox"/> Outcomes are somewhat measurable/observable	<input checked="" type="checkbox"/> Outcomes are measurable/observable
<i>Criteria for Achievement</i>	<input type="checkbox"/> Criteria for achievement not stated or clear	<input type="checkbox"/> Criteria for achievement for outcomes are somewhat clear	<input checked="" type="checkbox"/> Criteria for achievement are stated clearly
<b>COMMENTS:</b> <i>Mission and goals not mentioned in cover sheet so hard to see how the written report relates to this. Select performance improvements are measurable based upon an inventory, but others would be more difficult to measure.</i>			
<b>ASSESSMENT METHODS</b>			
<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
<b>COMMENTS:</b> <i>A variety of measures used (qualitative and quantitative). Need additional specificity regarding instruments—for instance, what “Leadership Inventory” was used?</i>			

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<b>RESULTS</b> <i>Analysis</i>  <i>Reporting</i>  <i>Evaluation/Interpretation</i>	<input type="checkbox"/> Results not reported or analyzed ineffectively or inappropriately  <input type="checkbox"/> Results either not reported or reported outside the context of outcomes  <input type="checkbox"/> No interpretation given to historical, organization, and longitudinal context	<input checked="" type="checkbox"/> Results reported and somewhat analyzed effectively and appropriately  <input checked="" type="checkbox"/> Results reported with some attention to the context of outcomes  <input checked="" type="checkbox"/> Results reported and some interpretation given to historical, organization, and longitudinal context	<input type="checkbox"/> Effective and appropriate analysis of results  <input 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
<b>COMMENTS:</b> <i>Some of the results seem clear and concise while others need more attention. Results appear to be evaluative statements—would like to see actual findings (e.g. state the specific % growth between pre- and post-test).</i>			
<b>IMPLICATIONS FOR PRACTICE</b> <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 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 checked="" 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
<b>COMMENTS:</b> <i>Missing details in the implications for practice. Seems to be just an outline of ideas presently. Given the lack of specificity of the results, the section is hard to understand. The practice should reflect the findings and the desired outcome. No mention of budgetary issues or implications for the future.</i>			
<b>ASSESSMENT CYCLE</b> <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 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 checked="" 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
<b>COMMENTS:</b> <i>Involvement of stakeholders not shown in the written document; hopefully would be addressed in the oral presentation. Looping process not clearly shown either.</i>			