

Student Affairs Assessment Review Rubric

Name of Unit: XYZ Unit

Date: December 2008

| Category | Beginning | Developing | Proficient |
|---|--|--|--|
| OUTCOMES | | | |
| <i>Related to Goals and Mission</i> | <input type="checkbox"/> Outcomes often incongruent with the goals and mission | <input type="checkbox"/> Outcomes somewhat aligned with the goals and mission | <input checked="" 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 |
| COMMENTS: <i>Clear, concise, and easy to understand. Talked about relation to goals and mission in presentation – need to document this? May want to include what you hope the program participants will know, value/appreciate, or be able to do as a result of the program; in other words, possibly reframe this as a learning outcome. Also, what “increase” in participants enrolling in post-secondary education are you going to consider a success?</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>Varied and appropriate. Use of multiple methods – tracking counts, satisfaction, evaluation of documents, and pre/post-test – good!</i> | | | |

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|---|--|--|---|
| RESULTS <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 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 checked="" type="checkbox"/> Results reported and interpreted with consideration given to historical, organization, longitudinal context |
| COMMENTS: <i>Great stats. Good use of comparison data (i.e., college enrollment among students who did not participate in the program). Synthesizes the relevant data pieces and provides analytical insight that pulls together the quantitative and qualitative data elements.</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 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 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 checked="" 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>Limited presentation of how relevant constituents will be involved. May need to address this more explicitly. Budget implications also not discussed. Will you need to use budget differently to implement the family newsletter that is discussed? Even if no changes to the budget will be needed, might want to address how the implications might affect work-load issues (i.e., more meetings) and how they will be balanced.</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 type="checkbox"/> Plan lacking involvement of stakeholders in development and implementation | <input 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 checked="" 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>Again, stakeholder involvement is unclear. May want to develop some kind of dissemination plan, which may help further involve stakeholders in the assessment process. Overall, nice job!</i> | | | |