

Student Affairs Assessment Review Rubric

Name of Unit: _____

Date: _____

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 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 type="checkbox"/> Outcomes are clearly defined (program, service or student development & learning) <input 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 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 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 type="checkbox"/> Criteria for achievement are stated clearly
<i>COMMENTS:</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 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 type="checkbox"/> Both measurable/observable methods of evidence used and multiple sources of evidence used
<i>COMMENTS:</i>			

Category	Beginning	Developing	Proficient
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 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
<i>COMMENTS:</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 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 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
<i>COMMENTS:</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 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
<i>COMMENTS:</i>			