

ASSESSMENT PLAN & REPORT RUBRIC: Non-Academic Units

The University Assessment Council will use this rubric to determine the overall quality of assessment plans for academic units and programs in order to identify areas of noted success and opportunities for improvement.

Review the assessment plans and reports:

- Step 1: Log in to WEAVEonline and access the assigned department / program.
- Step 2: Complete questions 1-3 below (Program name; Date reviewed; and Reviewer [your name])
- Step 3: Using the rubric (beginning on page 2 of this document):
 - Identify whether that section of the assessment plan is *Exemplary*, *Acceptable*, or *Developing*. If the item is not present, please indicate this in the Notes section.
 - Provide any additional recommendations that may assist the program / unit in updating their plans and reports.
 - Complete the rubric for each of the cycles listed (2012-2013, 2013-2014, and 2014-2015). NOTE: the Findings / Action Plans for 2014-15 may not yet be included in the plans you review.
- Step 4: Tally the results and record them below (questions 4 and 5)
- Step 5: SAVE this assessment review (“Your Last Name_Academic Unit Reviewed”, for example “Hagan_EnglishPhD), and then email it to alise@louisiana.edu by April 20, 2015.

Before you complete the review, please complete questions 1-3:

1. Program: _____
2. Date Reviewed: _____
3. Reviewer: _____

For Assessment Office Only:

Assessment Plan: Developing (0-9); Acceptable (10-18); Exemplary (19-27)

Assessment Report: Developing (0-4); Acceptable (5-8); Exemplary (9-12)

Overall: Developing (0-13); Acceptable (14-26); Exemplary (27-39)

After you complete the review, complete questions 4:

4. **Assessment Cycle Thresholds:** Please tally the scores for each cycle and list them here:

	Assessment Plan			Assessment Report		Overall, does this unit tell its story through assessment? Does it use findings and action plans to influence future decisions?
	Objectives / Outcomes	Measures	Achievement Targets	Findings	Action Plans	
2012-13						
2013-14						
2014-15						
TOTALS						
Total combined						

ASSESSMENT PLAN & REPORT RUBRIC: Academic Units

2012-13 Cycle

ASSESSMENT PLAN (Outcomes / Objectives; Measures; Achievement Targets)

Outcomes / Objectives: Specific statements that articulate how the unit supports / achieves the university's mission, the unit's mission, and/or facilitates student success.			
Did not observe (0)	Developing (1)	Acceptable (2)	Exemplary (3)
No evidence that objectives were present in this cycle	Describe a process, rather than an outcome Unclear how an evaluator could determine whether the outcome has been met Incomplete – not addressing the breadth of services associated with the unit Outcomes identified don't seem aligned with the unit's mission Fails to note appropriate associations (to goals, standards, institutional priorities)	Observable and measurable Encompass the mission of the unit Aligned with university and vice president's mission Appropriate, but language may be vague or need revision	Observable and measurable Reasonable number of outcomes identified – enough to adequately encompass the mission while still being manageable to evaluate and assess Uses action verbs Aligned with university and corresponding vice president's mission Accurately classified as "not student learning" Associations (to goals, standards, institutional priorities) are identified, where appropriate
Reviewer notes or recommendations about Outcomes / Objectives			

Measures: The variety of measures used to evaluate each outcome; the means of gathering data.			
Did not observe (0)	Developing (1)	Acceptable (2)	Exemplary (3)
No evidence that measures were present in this cycle	Not all outcomes have associated measures Few or no direct measures used Methodology is questionable Instruments are vaguely described; may not be developed yet Do not seem to capture the "end of experience" effect of the unit	At least 1 measure or measurement approach per outcome Direct and indirect measures are utilized Described with sufficient detail Implementation may still need further planning	Multiple measures for some or all outcomes Direct and indirect measures used; emphasis on direct Instruments reflect good research methodology Feasible – existing practices used where possible; at least some measures apply to multiple outcomes Purposeful – clear how results could be used for unit improvement Described with sufficient detail (documents attached in Document Repository, where appropriate)
Reviewer notes or recommendations about Measures:			

Achievement Targets: Result, target, benchmark, or value that will represent success at achieving a given outcome.			
Did not observe (0)	Developing (1)	Acceptable (2)	Exemplary (3)
No evidence that achievement targets were present in this cycle	Targets have not been identified for every measure, or are not aligned with the measure Seem off-base (too high / too low) Language is vague or subjective (e.g.: “improve”, “satisfactory” making it difficult to tell if met.) Aligned with assessment process rather than results (e.g. survey return rate)	Aligned with measures and outcomes Target identified for each measure Specific and measurable Some targets may seem arbitrary	Aligned with measures and outcomes Represent a reasonable level of success Specific and measurable Meaningful (based on benchmarks, previous results, existing standards)
Reviewer notes or recommendations about Achievement Targets:			

ASSESSMENT REPORT (Findings; Action Plans)

Findings: A concise summary of the results gathered from a given assessment measure.			
Did not observe (0)	Developing (1)	Acceptable (2)	Exemplary (3)
No evidence that findings were present in this cycle	Incomplete or too much information Not clearly aligned with achievement targets Questionable conclusion about whether targets were met, partially met, or not met Questionable data collection / analysis; may “gloss over” data to arrive at conclusion	Complete and organized Align with the language of the corresponding achievement target Address whether targets were met May contain too much detail or stray slightly from intended data set	Complete, concise and well-organized Appropriate data collection / analysis Align with the language of the corresponding achievement target Provide solid evidence that targets were met, partially met, or not met Compares new findings to past trends, as appropriate Supporting documentation (rubrics, surveys, more complete reports, etc.) are included in the document repository
Reviewer notes or recommendations about Findings:			

Action Plans: Actions to be taken to improve the program or assessment process based on analysis of results.			
Did not observe (0)	Developing (1)	Acceptable (2)	Exemplary (3)
No evidence that action plans were present in this cycle	Not clearly related to assessment results Seems to offer excuses for results rather than thoughtful interpretation or “next steps” for program improvement No action plan or too many to manage Too general; lacking details (e.g. time frame, responsible party)	Reflects with sufficient depth on what was learned during the assessment cycle At least one action plan in place	Exhibits an understanding of the implications of assessment findings Identifies an area that needs to be monitored, remediated, or enhanced and defines logical “next steps” Possibly identifies an area of the assessment process that needs improvement Contains completion dates Identifies a responsible person/group Number of action plans are manageable
Reviewer notes or recommendations about Action Plans:			

ASSESSMENT PLAN & REPORT RUBRIC: Academic Units

2013-14 Cycle

ASSESSMENT PLAN (Outcomes / Objectives; Measures; Achievement Targets)

Outcomes / Objectives: Specific statements that articulate how the unit supports / achieves the university's mission, the unit's mission, and/or facilitates student success.			
Did not observe (0)	Developing (1)	Acceptable (2)	Exemplary (3)
No evidence that objectives were present in this cycle	Describe a process, rather than an outcome Unclear how an evaluator could determine whether the outcome has been met Incomplete – not addressing the breadth of services associated with the unit Outcomes identified don't seem aligned with the unit's mission Fails to note appropriate associations (to goals, standards, institutional priorities)	Observable and measurable Encompass the mission of the unit Aligned with university and vice president's mission Appropriate, but language may be vague or need revision	Observable and measurable Reasonable number of outcomes identified – enough to adequately encompass the mission while still being manageable to evaluate and assess Uses action verbs Aligned with university and corresponding vice president's mission Accurately classified as "not student learning" Associations (to goals, standards, institutional priorities) are identified, where appropriate
Reviewer notes or recommendations about Outcomes / Objectives:			

Measures: The variety of measures used to evaluate each outcome; the means of gathering data.			
Did not observe (0)	Developing (1)	Acceptable (2)	Exemplary (3)
No evidence that measures were present in this cycle	Not all outcomes have associated measures Few or no direct measures used Methodology is questionable Instruments are vaguely described; may not be developed yet Do not seem to capture the "end of experience" effect of the unit	At least 1 measure or measurement approach per outcome Direct and indirect measures are utilized Described with sufficient detail Implementation may still need further planning	Multiple measures for some or all outcomes Direct and indirect measures used; emphasis on direct Instruments reflect good research methodology Feasible – existing practices used where possible; at least some measures apply to multiple outcomes Purposeful – clear how results could be used for unit improvement Described with sufficient detail (documents attached in Document Repository, where appropriate)
Reviewer notes or recommendations about Measures:			

Achievement Targets: Result, target, benchmark, or value that will represent success at achieving a given outcome.			
Did not observe (0)	Developing (1)	Acceptable (2)	Exemplary (3)
No evidence that achievement targets were present in this cycle	Targets have not been identified for every measure, or are not aligned with the measure Seem off-base (too high / too low) Language is vague or subjective (e.g.: “improve”, “satisfactory” making it difficult to tell if met.) Aligned with assessment process rather than results (e.g. survey return rate)	Aligned with measures and outcomes Target identified for each measure Specific and measurable Some targets may seem arbitrary	Aligned with measures and outcomes Represent a reasonable level of success Specific and measurable Meaningful (based on benchmarks, previous results, existing standards)
Reviewer notes or recommendations about Achievement Targets:			

ASSESSMENT REPORT (Findings; Action Plans)

Findings: A concise summary of the results gathered from a given assessment measure.			
Did not observe (0)	Developing (1)	Acceptable (2)	Exemplary (3)
No evidence that findings were present in this cycle	Incomplete or too much information Not clearly aligned with achievement targets Questionable conclusion about whether targets were met, partially met, or not met Questionable data collection / analysis; may “gloss over” data to arrive at conclusion	Complete and organized Align with the language of the corresponding achievement target Address whether targets were met May contain too much detail or stray slightly from intended data set	Complete, concise and well-organized Appropriate data collection / analysis Align with the language of the corresponding achievement target Provide solid evidence that targets were met, partially met, or not met Compares new findings to past trends, as appropriate Supporting documentation (rubrics, surveys, more complete reports, etc.) are included in the document repository
Reviewer notes or recommendations about Findings:			

Action Plans: Actions to be taken to improve the program or assessment process based on analysis of results.			
Did not observe (0)	Developing (1)	Acceptable (2)	Exemplary (3)
No evidence that action plans were present in this cycle	Not clearly related to assessment results Seems to offer excuses for results rather than thoughtful interpretation or “next steps” for program improvement No action plan or too many to manage Too general; lacking details (e.g. time frame, responsible party)	Reflects with sufficient depth on what was learned during the assessment cycle At least one action plan in place	Exhibits an understanding of the implications of assessment findings Identifies an area that needs to be monitored, remediated, or enhanced and defines logical “next steps” Possibly identifies an area of the assessment process that needs improvement Contains completion dates Identifies a responsible person/group Number of action plans are manageable
Reviewer notes or recommendations about Action Plans:			

ASSESSMENT PLAN & REPORT RUBRIC: Academic Units

2014-15 Cycle

ASSESSMENT PLAN (Outcomes / Objectives; Measures; Achievement Targets)

Outcomes / Objectives: Specific statements that articulate how the unit supports / achieves the university's mission, the unit's mission, and/or facilitates student success.			
_____ Did not observe (0)	_____ Developing (1)	_____ Acceptable (2)	_____ Exemplary (3)
No evidence that objectives were present in this cycle	Describe a process, rather than an outcome Unclear how an evaluator could determine whether the outcome has been met Incomplete – not addressing the breadth of services associated with the unit Outcomes identified don't seem aligned with the unit's mission Fails to note appropriate associations (to goals, standards, institutional priorities)	Observable and measurable Encompass the mission of the unit Aligned with university and vice president's mission Appropriate, but language may be vague or need revision	Observable and measurable Reasonable number of outcomes identified – enough to adequately encompass the mission while still being manageable to evaluate and assess Uses action verbs Aligned with university and corresponding vice president's mission Accurately classified as "not student learning" Associations (to goals, standards, institutional priorities) are identified, where appropriate
Reviewer notes or recommendations about Outcomes / Objectives:			

Measures: The variety of measures used to evaluate each outcome; the means of gathering data.			
_____ Did not observe (0)	_____ Developing (1)	_____ Acceptable (2)	_____ Exemplary (3)
No evidence that measures were present in this cycle	Not all outcomes have associated measures Few or no direct measures used Methodology is questionable Instruments are vaguely described; may not be developed yet Do not seem to capture the "end of experience" effect of the unit	At least 1 measure or measurement approach per outcome Direct and indirect measures are utilized Described with sufficient detail Implementation may still need further planning	Multiple measures for some or all outcomes Direct and indirect measures used; emphasis on direct Instruments reflect good research methodology Feasible – existing practices used where possible; at least some measures apply to multiple outcomes Purposeful – clear how results could be used for unit improvement Described with sufficient detail (documents attached in Document Repository, where appropriate)
Reviewer notes or recommendations about Measures:			

Achievement Targets: Result, target, benchmark, or value that will represent success at achieving a given outcome.			
Did not observe (0)	Developing (1)	Acceptable (2)	Exemplary (3)
No evidence that achievement targets were present in this cycle	Targets have not been identified for every measure, or are not aligned with the measure Seem off-base (too high / too low) Language is vague or subjective (e.g.: “improve”, “satisfactory” making it difficult to tell if met.) Aligned with assessment process rather than results (e.g. survey return rate)	Aligned with measures and outcomes Target identified for each measure Specific and measurable Some targets may seem arbitrary	Aligned with measures and outcomes Represent a reasonable level of success Specific and measurable Meaningful (based on benchmarks, previous results, existing standards)
Reviewer notes or recommendations about Achievement Targets:			

ASSESSMENT REPORT (Findings; Action Plans) NOTE: The following may not yet be available in the 2014-15 cycle in the plans you review.

Findings: A concise summary of the results gathered from a given assessment measure.			
Did not observe (0)	Developing (1)	Acceptable (2)	Exemplary (3)
No evidence that findings were present in this cycle	Incomplete or too much information Not clearly aligned with achievement targets Questionable conclusion about whether targets were met, partially met, or not met Questionable data collection / analysis; may “gloss over” data to arrive at conclusion	Complete and organized Align with the language of the corresponding achievement target Address whether targets were met May contain too much detail or stray slightly from intended data set	Complete, concise and well-organized Appropriate data collection / analysis Align with the language of the corresponding achievement target Provide solid evidence that targets were met, partially met, or not met Compares new findings to past trends, as appropriate Supporting documentation (rubrics, surveys, more complete reports, etc.) are included in the document repository
Reviewer notes or recommendations about Findings:			

Action Plans: Actions to be taken to improve the program or assessment process based on analysis of results.			
Did not observe (0)	Developing (1)	Acceptable (2)	Exemplary (3)
No evidence that action plans were present in this cycle	Not clearly related to assessment results Seems to offer excuses for results rather than thoughtful interpretation or “next steps” for program improvement No action plan or too many to manage Too general; lacking details (e.g. time frame, responsible party)	Reflects with sufficient depth on what was learned during the assessment cycle At least one action plan in place	Exhibits an understanding of the implications of assessment findings Identifies an area that needs to be monitored, remediated, or enhanced and defines logical “next steps” Possibly identifies an area of the assessment process that needs improvement Contains completion dates Identifies a responsible person/group Number of action plans are manageable
Reviewer notes or recommendations about Action Plans:			



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