**Student Affairs Assessment Review Rubric**

Name of Unit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| **Category** | **Beginning** | **Developing** | **Proficient** |
| **OUTCOMES**  *Related to Goals and Mission of Campus, Division, Department*  *Clarity*  *Utility*  *Measurable/Observable*  *Criteria for Achievement* | □ Outcomes often incongruent with the goals and mission  □ Learning outcomes are not defined, or are not clearly defined  □ Outcomes do not distinguish what  designees should know, experience,  appreciate or to be able to do  □ Outcomes lack detail to be useful in  decision-making  □ Outcomes are not measurable/  observable  □ Criteria for achievement not stated or  clear | □ Outcomes somewhat aligned with the goals and mission  □ Learning outcomes are somewhat defined  □ Outcomes intermittently distinguishes what  designees should know, experience, appreciate or to be able to do  □ Outcomes suggest some general directions  for decision-making but not uniformly or  comprehensively  □ Outcomes are somewhat measurable/  Observable  □ Criteria for achievement for outcomes are  somewhat clear | □ Outcomes clearly aligned with goals and  mission  □ Learning outcomes are clearly defined  □ Outcomes clearly distinguish what designees  should know, experience, appreciate or to be able to do  □ Outcomes consistently detailed and meaningful enough to guide decision-making in program planning and improvement  □ Outcomes are measurable/observable  □ Criteria for achievement are stated clearly |
| *COMMENTS:* | | | |
| **ASSESSMENT METHODS**  *Appropriate*  *Methods* | □ Methods did not measure the outcome  or are not appropriate to measure  outcomes  □ No methods reported or limited use of  only one type of measure | □ Some or most of the assessment methods  were appropriate to measure outcomes  □ Limited use of observable measures, or  occasionally used multiple methods | □ Consistently identified and used appropriate  assessment method to measure outcomes and are valid, realistic and reliable  □ Both measurable/observable methods of  evidence used and multiple sources of evidence  used |
| *COMMENTS:* | | | |
| **Category** | **Beginning** | **Developing** | **Proficient** |
| **RESULTS**  *Analysis*  *Reporting*  *Evaluation/Interpretation* | □ Results not reported or analyzed  ineffectively or inappropriately  □ Results either not reported or reported  outside the context of outcomes  □ No interpretation given to historical,  organization, and longitudinal context | □ Results reported and somewhat analyzed effectively and appropriately  □ Results reported with some attention to the context of outcomes  □ Results reported and some interpretation given to historical, organization, and longitudinal context | □ Effective and appropriate analysis of results  □ Results reported and presented in the context of outcomes  □ Results reported and interpreted with  consideration given to historical, organization, longitudinal context |
| *COMMENTS:* | | | |
| **IMPLICATIONS FOR**  **PRACTICE**  *Implications of Results*  *Sharing of Results and*  *Implications*  *Budgetary Issues (N/A)* | □ Includes no or little explanation for  how the assessment results were or could be used by the unit  □ No or limited evidence of consultation  and collaboration with constituents  regarding assessment strategies, decision making and use of results  □ No consideration for budget  implications | □ Includes some explanation for how the  assessment results were or could be used by the unit  □ Some or limited sharing of assessment  strategies, evidence, and decision-making with relevant constituents  □ Plan of action seems to have budget  implications, but they are not discussed | □ Includes detailed explanation for how the assessment results were or could be used by the unit  □ Thorough sharing of assessment strategies, evidence, and resulting decisions regarding improvements with relevant constituents  □ Budget implications for plan of action are discussed where relevant |
| *COMMENTS:* | | | |
| **ASSESSMENT CYCLE**  *Looping*  *Involvement of*  *Stakeholders* | □ No or little understanding of the need  and/or commitment to continue the  assessment cycle  □ Plan lacking involvement of  stakeholders in development and  implementation | □ Some general understanding of the need and commitment to continue the assessment cycle  □ Some degree of input of stakeholders, but  unclear or limited participation of them in the  assessment cycle | □ Demonstrated commitment to continue the  assessment cycle (timelines set, search for  improved strategies, etc.)  □ Plan to involve stakeholders in discussions,  input and implementation of the assessment cycle |
| *COMMENTS:* | | | |

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