

UAP Academic Support Unit Assessment Plan and Status Report Rubric-Checklist

Support Unit: _____ Date: _____
 Division: _____ Reviewer: _____

As you review the assessment plan and status report, note the extent to which you observe each criteria.
 N = Not at all, S = Somewhat, and G = Great extent

N	S	G	History and Context
			History provides a contextual background that helps to clarify the unit's mission
			Major responsibilities, programs, & products of the unit are identified
Holistic View: <i>Incomplete</i> <i>Basic</i> <i>Proficient</i> <i>Advanced</i>			
Observations, comments, and suggestions:			

N	S	G	Mission, Goals and Objectives
			Mission clarifies the unique role of the unit and helps to differentiate unit from similar units
			Unit Goals focus on unit effectiveness and student learning outcomes (where appropriate)
			A sufficient number of goals to carry out the mission of the unit; 3-5 is manageable
			A sufficient number of objectives per goal to operationalize and guide the attainment of each goal (2-4 objectives per goal is manageable)
			Objectives imply a level of performance to be achieved (e.g., program <i>benefits</i> students, students acquire effective study skills, students develop a sense of civic responsibility)
			Goals are aligned with the broader university context (e.g., University Mission, Division and Unit Mission, baccalaureate learning outcomes)
			Goals and objectives are understandable by a wide range of audiences (e.g., students, faculty, staff, parents, and evaluators)
Holistic View: <i>Incomplete</i> <i>Basic</i> <i>Proficient</i> <i>Advanced</i>			
Observations, comments, and suggestions:			

N	S	G	Assessment Methods
			Assessment methods are clearly described
			Assessment plan clearly communicates assessment-level targets (e.g., project cost allocations are no higher than the median of peer institutions, 75% of participants demonstrate personal wellness habits, etc.)
			Timeline and person responsible for assessment methods are identified
			Each unit goal is measured by more than one assessment method
			Minimum of one direct assessment method for each goal

N	S	G	Assessment Methods
			Holistic View: <i>Incomplete</i> <i>Basic</i> <i>Proficient</i> <i>Advanced</i>
Observations, comments, and suggestions:			

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N	S	G	Reporting Results
			Results are reported by unit goal
			Results include the desired target level of success at the assessment level
			Results include sample sizes
			Results include the date when the data was collected
			Results from multiple objectives are reported for each goal
			Results are aggregated and presented in meaningful ways (e.g., tables, graphs, narratives)
			Results are purposefully disaggregated by subgroups (e.g., program offering, major, demographics, etc.) as appropriate
			Holistic View: <i>Incomplete</i> <i>Basic</i> <i>Proficient</i> <i>Advanced</i>
Observations, comments, and suggestions:			

N	S	G	Decisions, Actions, and the Use of Results
			There is a systematic analysis of data (e.g., patterns and similarities/differences are noted)
			Conclusions relative to unit goals are clearly supported by the data
			Unit improvement actions are identified
			Improvement actions are comprehensive integrating unit goals and objectives, unit processes and procedures, and the unit assessment methods
			Improvement actions are implemented
			Improvements are assessed (i.e., assuring the loop has been closed)
			Holistic View: <i>Incomplete</i> <i>Basic</i> <i>Proficient</i> <i>Advanced</i>
Observations, comments, and suggestions:			

General Comments, Suggestions, and Recommendations: