

Evaluation Rubric for Department Assessment Plans

Scores	Plan	Data	Analysis	Response/Adjust
0 – No plan exists				
1 – Undeveloped Plan	Absence of (1) objectives related to departmental and University goals, (2) only one method of assessment in place, (3) statement of procedures for most students in the program	No data reported for most students in the program	No analysis or evaluation of students outcomes data	No action response (i.e. a decision to change or maintain some component of the program) is reported. Little or no involvement of faculty in making changes or effort made to inform students and other campus community of changes
2 – Developing Plan	Objectives, multiple methods of assessment at various program levels, procedures (1) only partially developed for most students or (2) not developed for all students or (3) minimally linked to University or departmental goals	Summary of the data from assessments (1) only partially reported or (2) not reported for all students. Only baseline data reported	Some analysis and evaluation of student outcomes data for some students; or, a significant number of students with incomplete analysis and evaluation	Some indication of an action response or action response indicated but not clearly connected to analysis and evaluation from student outcomes. Informal communication efforts evident.
3 – Established Plan	Objectives related to University and departmental goals exist; multiple methods of assessment at various program levels in place; procedures to implement assessment basically in place for all students	Results reported for all students (allowing for some data not yet reported because it is not yet available). Baseline and trend data reported and targets set.	Some analysis and evaluation of student outcomes data for all students in the program	Consideration and beginning implementation of an action response. Faculty discussion of assessment results evident in the report. Planned efforts to communicate results
4 – Exemplary Plan	Clearly stated objectives that relate to University and departmental goals; multiple methods of assessment at various program levels in place; procedures and rationale for choice of methods of assessment relative to objectives exist for all students.	Data clearly reported for all methods of assessment used for all students. Established targets are met.	Clearly developed and well thought out analysis and evaluation for all students	Clearly stated action response(s) indicating thoughtful use of data for improvement of the program. Extensive faculty involvement in the analysis of assessment data, and extensive communication effort to inform students and campus community about assessment efforts and subsequent results.