ASSESSMENT PLAN

**Rubric and Feedback Tool**

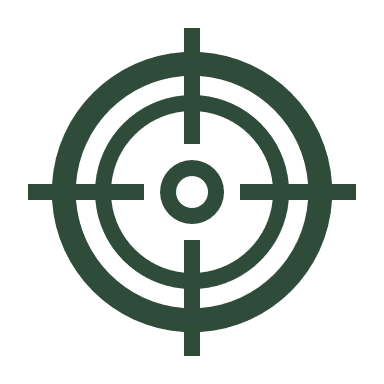
This rubric and feedback tool is designed to simultaneously provide feedback and evaluation. Programs/units can use it to self-assess their assessment plans and identify areas for improvement. Assessment staff can use it to provide feedback on those plans. Chairs, Deans, VPs/Directors can also use it to support oversight and guide the continuous improvement of assessment plans.

## USER GUIDE

**Read the entire plan and follow the instructions below to provide holistic feedback on its overall quality.**

1. Familiarize yourself with each criterion.
2. Understand what to “look for.”
3. Indicate whether you observed the “look fors” with a Yes or No answer.
4. If you indicated “No” for any criterion, offer feedback. You can:
   1. Choose the feedback from the list that best matches your observations. You may select more than one, OR
   2. Use the “Other” option to provide customized feedback.
5. Complete the overall evaluation. Add additional comments (if any) to elaborate on your review.

## RUBRIC CRITERIA



### Mission Alignment

#### What should you look for?

**Look for:** Explicit and meaningful links between the program/unit mission, college/division mission, and UHD mission/Strategic Goals, as prompted by the alignment questions in the assessment plan area in Nuventive.

Flag if alignment questions are left blank or marked as “TBD” or responses are too broad/vague (e.g., “We contribute to student success”).

**Did you observe what you are looking for? Yes No**

#### Feedback/Suggestions for Improvement:

1. Alignment questions need to be completed.
2. Alignment descriptions are vague. Clarify the links between program/unit mission, college/division mission, and UHD mission/Strategic Goals.
3. Other:

**Outcomes**

#### What should you look for?

**Look for:**

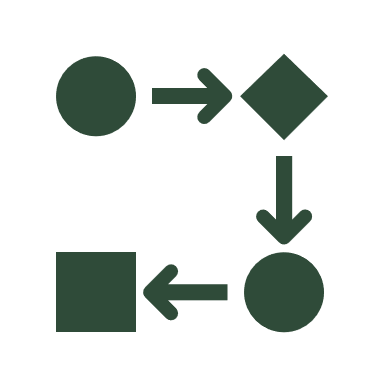
* **Clarity and Precision:** Outcomes should clearly state the specific actions or results expected. Flag broad/vague outcomes (e.g.,“Students will demonstrate understanding of the biology curriculum”) and aspirational/mission-like statements (e.g., “Adult programs will meet the needs of adult learners” “Students will value diversity”).
* **Focus**: Outcomes should avoid combining independent actions in a single statement. Flag double- or multiple-barreled outcomes that bundle multiple ideas without a unified focus. Overly complex or wordy outcomes may signal this issue (e.g., “Students will do a strategic plan, articulate ways to improve productivity from that plan, and implement a financially feasible intervention based on the results of the strategic plan.”).
* **Result Orientation**: Outcomes should focus on the intended result of a task/activity, not its completion. Flag outcomes focusing on task completion (e.g., “Students will submit a reflection paper,” “The office will collect attendance data,” “Students will be taught research ethics”).

!!! When outcomes are broad or try to capture too many ideas at once, it becomes unclear what exactly is being assessed. This makes it difficult to draw a direct connection between the outcome, the data collected, the analysis conducted, and the conclusions reached. Broad/compound outcomes weaken the clarity and usefulness of the assessment.

**Did you observe what you are looking for? Yes No**

#### Feedback/Suggestions for Improvement:

1. Plan includes broad/vague outcomes. Revise those that do not state the specific action or result expected.
2. Plan includes double/multiple-barreled outcomes. Narrow their focus.
3. Plan includes outcomes that primarily focus on task completion. Revise those to emphasize intended results.
4. Other:

**Methods**

#### What should you look for?

**Look for:**

* **Outcome-Method Alignment**: Assessment methods should align with the outcomes to produce meaningful data.
* **Clarity of Method Description:** The methods should be clearly described to ensure clarity about the specific approach, tool, or process used for assessment.

**Examples of outcome-method misalignments:**

* A learning outcome is assessed using syllabi analysis or course grades. Because these measures do not demonstrate what students know or are able to do, they are not appropriate for assessing learning outcome achievement.
* A broad exam (e.g., state certification test) is used to assess a specific skill (e.g., students’ ability to interpret the significance of historical events). This is a misalignment unless specific items on the exam that measure that interpretive ability are the focus.
* A co-curricular unit is counting usage alone (number of student visits) to measure effectiveness of its services.

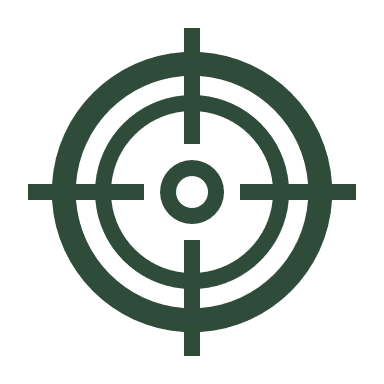
**Examples of unclear method descriptions:**

* Plan names an assignment (e.g., “Portfolio”) without specifying its source (which course or experience it comes from), the evaluation process (whether a rubric will be used, what criteria will be applied, or who will assess it), or outcome connection (what it asks students to demonstrate in relation to the outcome).
* Plan names a survey without specifying which survey item(s) will be used to assess the outcome.

**Did you observe what you are looking for? Yes No**

#### Feedback/Suggestions for Improvement:

1. Plan uses methods that are not aligned with the outcomes. Revise to ensure methods produce meaningful data.
2. Plan includes vague method descriptions. Provide details to ensure clarity about how outcomes are assessed.
3. Other

**Targets (Success Criteria)**

#### What should you look for?

**Look for:**

* **Logical Alignment**: Targets should align with the outcome and the method used. Flag if outcome and method are about one thing (e.g., satisfaction), but the target is about something else (e.g., survey response rate).
* **Measurable Indicators:** Targets should include numerical indicators. Flag vague and not assessable statements like “We anticipate graduates will be satisfied.” Also flag targets marked as “TBD” or left blank.
* **Actionable Targets:** Targets should be useful for guiding improvement.

**Examples of unactionable targets:**

* Targets that solely rely on averages (e.g., “average score will be at least 60%”). While averages can be informative, they mask performance variability and do not allow for identifying gaps or improvement opportunities.
* Targets that are convoluted or layered. Such targets blur the focus by introducing multiple conditions that make it difficult to interpret results clearly for action. If a target contains “and/or” statements or lists multiple numerical benchmarks, that’s a signal that it may be convoluted. (e.g., “The average score on the assessment will be 2% higher than the trailing three-year average OR be a minimum of 60%,” “70% of students score 3 or higher on the rubric or receive 70% of possible points”).
* Targets that reflect a ‘success’ orientation rather than an ‘improvement’ orientation. They may:
  + Set a low bar for achievement. Example: “50% of the students will score 2 on a 5-point rubric.” A target of 50% is almost guaranteed to be met, and scoring a 2 on a 5-point scale suggests only minimal competency.
  + Bundle low- and high-performance levels together. Example: “80% of students will score 3 or higher on a 5- point rubric.” A target like this, which combines different performance levels (e.g., 3-basic, 4-proficient, and 5-advanced), inflates success rates by including students who are barely passing alongside those who are excelling. It also masks important differences in performance and makes it difficult to identify who needs support.

**Did you observe what you are looking for? Yes No**

#### Feedback/Suggestions for Improvement:

1. Some targets don’t align with the outcome and/or the method used. Revise those to ensure coherence.
2. Some targets lack numerical indicators. Revise those to include measurable benchmarks.
3. Instead of using “TBD” for targets, indicate that baseline data will serve as the starting point for tracking future progress.
4. Averages obscure performance patterns and mask gaps or improvement opportunities. Instead, use percentage of students expected to meet the criterion.
5. Targets should be clearly stated. Revise convoluted and/or layered targets.
6. Targets should reflect an “improvement” orientation rather than a “success” orientation. Revise those that focus on minimal competence.
7. Other:

**Policy Alignment**

#### What should you look for?

**Look for:**

* **Compliance with policy expectations:** Including, but not limited to, the assessment schedule, number of outcomes, methods per outcome, as defined in policy. ([PS 03.A.31](https://www.uhd.edu/hr/policies/ps-03a31-assessment-of-educational-programs.aspx) for educational programs and [PS 03.A.39](https://www.uhd.edu/hr/policies/ps-03a39-assessment-of-co-curricular-operations-units.aspx) for co-curricular and administrative units).

**Did you observe what you are looking for? Yes No**

#### Feedback/Suggestions for Improvement:

1. Plan does not follow the assessment schedule required by policy. Revise to ensure alignment.
2. Revise the plan to ensure the number of outcomes align with policy expectations.
3. Revise the plan to ensure the number of methods per outcome align with policy expectations.
4. Other:

## OVERALL EVALUATION

Based on your observations, what is your overall evaluation of this assessment plan?

|  |  |
| --- | --- |
| Ribbon with solid fill | **Exemplary**  The plan shows alignment with the “look-fors” by receiving “Yes” responses across all criteria. It stands out as a model plan. |
| Clipboard Checked with solid fill | **Foundationally Strong with Opportunity for Growth**  The plan is foundationally strong, with “Yes” responses in three essential areas: Outcomes, methods, and targets. Opportunities for growth may exist in others, as evidenced by “No” responses. Feedback and suggestions for improvement provided by the reviewer(s) should guide revisions to help refine the plan for greater alignment and impact. |
| Gears with solid fill | **Needs Improvement**  The plan provides a starting point for further development. While there are “Yes” responses, the prevalence of “No” responses and/or “No” responses in three essential areas (Outcomes, Methods, and Targets) highlight the need for focused attention. Feedback and suggestions for improvement provided by the reviewer(s) should guide revisions to help refine the plan for greater alignment and impact. |

**Additional comments (if any):**