

Comprehensive Assessment Plan Feedback Rubric for Administrative and Academic/Student Support Service Units

Overall Rating: 0-6 Needs Improvement; 7-13 Progressing; 14-20 Mature; 21-27 Commendable

*1. Statement of expected outcome is specific and measurable.	
0	No expected outcome statement is provided.
1	Statement is provided, but it has not identified the desired quality/performance of the unit's operations, functions, services, processes, productivity, and/or efficiencies. Statement simply refers to an action plan or task.
2	Expected outcome has identified the desired quality/performance of the unit's operations, functions, services, processes, productivity, and/or efficiencies. But, it is not measureable or lacks the use of measureable action verbs (e.g., improve, increase, enhance, reduce, minimize, etc.) AND/OR the desired quality/performance of a unit's operations is vague or unclear.
3	Expected outcome provides a clear, specific, and measureable statement about the desired quality/performance of the unit's operations.
Score:	Feedback:

*1. Statement of expected outcome is specific and measurable. (This is an alternative rubric element #1 for units with Student Learning/Student Achievement Outcomes)	
0	No expected outcome statement is provided.
1	Statement is provided, but it has not identified the desired quality/performance of student learning or student achievement. Statement simply refers to an action plan or task.
2	Expected outcome has identified the desired quality/performance of student learning or student achievement. But, it is not measureable or lacks the use of measureable action verbs (e.g., identify, define, explain, improve, increase, enhance, reduce, minimize, etc.) AND/OR the desired quality/performance of student learning/achievement is vague or unclear.
3	Expected outcome provides a clear, specific, and measureable statement about the desired quality/performance of student learning or student achievement.
Score:	Feedback:

****For units that utilize multiple measures for the same expected outcome, rubric elements #1, #2, #4 will be scored once and repeated on each scoring sheet. All other rubric items will be applied to each distinct measure.***

*2. Statement of expected outcome is adequately aligned to the unit's mission and beyond.	
0	No expected outcome statement is provided. OR the expected outcome statement does not seem related to a unit's mission and/or any other relevant organization.
1	Expected outcome statement does not seem related to a unit's mission, functional responsibilities. AND/OR the information about the alignment is missing or vague.
2	Expected outcome is relevant to a unit's mission and key functional responsibilities. AND the alignment description is clear and logical.
3	Expected outcome is clearly and directly aligned to the unit's mission and key functional responsibilities. AND it clearly aligns to any of the following: UTRGV strategic plan, UTRGV mission, professional organization/accreditation standards, state or federal regulatory bodies, or any other relevant organization.
Score:	Feedback:

3. Measure/indicator of quality or performance is described in detail.	
0	No measures/indicators or descriptions are provided for expected outcome.
1	Measure/indicator of performance or quality is identified, but description is too vague for general audiences (e.g., a student, a parent, a staff member, a community member, or external accreditor) to understand.
2	Description of the measure/indicator of performance or quality provides some details, but not quite enough for general audiences (e.g., a student, a parent, a staff member, a community member, or external accreditor) to understand.
3	Measure/indicator of performance or quality is described with sufficient details for general audiences (e.g., a student, a parent, a staff member, a community member, or external accreditor) to understand.
Score:	Feedback:

****For units that utilize multiple measures for the same expected outcome, rubric elements #1, #2, #4 will be scored once and repeated on each scoring sheet. All other rubric items will be applied to each distinct measure.***

*4. Observable measures/indicators of quality or performance are utilized for the expected outcome.	
0	No measures or descriptions are provided for the expected outcome.
1	At least one measure/indicator for the expected outcome is provided. But measure does not evaluate the quality or performance of a unit's operations using observable data (unit records, audit reports, productivity information, compliance statistics, timing of services rendered, satisfaction surveys, etc.). AND/OR the measure is an action plan.
2	Expected outcome uses at least one measure/indicator of unit's expected quality/performance. AND measure evaluates the quality or performance of a unit's operations using observable data (unit records, audit reports, productivity information, compliance statistics, timing of services rendered, satisfaction surveys, etc.)
3	Expected outcome uses multiple measures/indicators of unit's expected quality/performance. AND measures evaluate the quality or performance of a unit's operations using observable data (unit records, audit reports, productivity information, compliance statistics, timing of services rendered, satisfaction surveys, etc.).
Score:	Feedback:

5. A clear and detailed plan for data collection has been developed.	
0	No plan for collecting assessment data has been provided.
1	The plan provides incomplete or vague information regarding where and/or how the unit plans to collect assessment data, making it difficult to ensure the unit will follow through with implementation.
2	The plan provides adequate or sufficient information regarding where and/or how the unit will collect assessment data, increasing the likelihood that the unit will follow through with consistent implementation. However, some information regarding the data collection process is unclear.
3	The plan provides precise and clear information regarding where and/or how the unit will collect assessment data, making it highly likely it will follow through with consistent implementation.
Score:	Feedback:

***For units that utilize multiple measures for the same expected outcome, rubric elements #1, #2, #4 will be scored once and repeated on each scoring sheet. All other rubric items will be applied to each distinct measure.**

6. Benchmark for success provides meaningful comparisons (reference points) for unit self-study and improvement.	
0	No benchmark has been provided.
1	Benchmark for success has been defined in general or broad terms (e.g., will improve, will meet expectations, will meet national standards, will do better than peer institutions). AND/OR the benchmark represents an action plan or task the unit expects to achieve.
2	Benchmarks for success have been written relative to a desired level of performance or quality AND defined in explicit terms (e.g., <i>75% of students will report being somewhat satisfied or very satisfied with the unit's services</i>).
3	Benchmarks for success have been written relative to a desired level of performance or quality AND defined in explicit terms AND specific information for how or why the benchmarks were selected has been provided (e.g., peer institutions, norm-reference groups, historical data, etc.).
Score:	Feedback:

7. Measure is explicitly aligned to expected outcome (direct relationship between measure and expected outcome).	
0	Measure/indicator of quality or performance does not seem appropriate for evaluating achievement of expected outcome. AND No information regarding alignment of the measure to expected outcome is provided.
1	Measure seems to match expected outcome, but explanation of alignment is vague or limited.
2	General explanation of how measure was selected or designed provides adequate evidence that measures will capture meaningful and relevant information regarding achievement of expected outcome.
3	Detailed explanation of how measure was selected or designed provides strong evidence that the measure will capture meaningful and relevant information regarding achievement of expected outcome.
Score:	Feedback:

8. Robust approach to evaluating and analyzing assessment activity has been developed.	
0	No planned evaluation and analysis approach has been provided.
1	The unit's plan for evaluation and analysis includes few details or insufficient information regarding how assessment activities will be evaluated and how results will be analyzed.
2	The unit's plan for evaluation and analysis is adequate, but does not include all relevant information regarding how assessment activities will be evaluated and how results will be analyzed.
3	The unit's plans for evaluation and analysis is comprehensive. The plan details how the assessment data will be reviewed/evaluated and by whom. AND the unit plans to "drill-down" or disaggregate assessment data beyond the benchmark in multiple ways (e.g., item analysis, rubric sub-score analysis, peer-comparisons, subpopulation characteristics, and other data disaggregation approaches).
Score:	Feedback:

9. The planned frequency and timeline for data collection is ongoing and supports continuous improvement.	
0	No information regarding data collection frequency and timeline is provided.
1	A vague or unclear data collection timeline has been provided for the measure. It is missing specific information about when and/or how often data will be collected.
2	Information about when and how often data will be collected is adequately described. However, more information is needed to demonstrate that data collection process provides a balanced, feasible approach to assessment and continuous improvement. AND/OR assessment expectations are omitted from plan (assess, intervene, re-assess).
3	The unit provides a multi-year timeline for collecting data for the selected measure. The plan provides a frequent, balanced, and feasible approach to assessment and provides sufficient opportunity for continuous improvement. AND all assessment expectations are included in plan (assess, intervene, re-assess).
Score:	Feedback:

Scoring Sheet

Note: The rubric elements will be applied to every distinct Expected Outcome-Measure pair identified in the Comprehensive Assessment Plan. This means that if units utilize multiple measures for the same expected outcome, then rubric elements #1, #2, #4 will be scored once and repeated on each scoring sheet. The remaining rubric elements (#3, #5, #6, #7, #8, #9) will be applied to each distinct measure.

Example Scores for Expected Outcome 1 (Measure 1)

Score	Rubric Element
2	*1. Statement of expected outcome is specific and measurable.
2	*2. Statement of expected outcome is adequately aligned to the unit's mission and beyond.
1	3. Measure/indicator of quality or performance is described in detail.
3	*4. Observable measures/indicators of quality or performance are utilized for the expected outcome.
2	5. A clear and detailed plan for data collection has been developed.
1	6. Benchmark for success provides meaningful comparisons (reference points) for unit self-study and improvement.
3	7. Measure is explicitly aligned to expected outcome (direct relationship between measure and expected outcome).
2	8. Robust approach to evaluating and analyzing assessment activity has been developed.
1	9. The planned frequency and timeline for data collection is ongoing and supports continuous improvement.
Total Score: 17 (Mature)	Comments: