

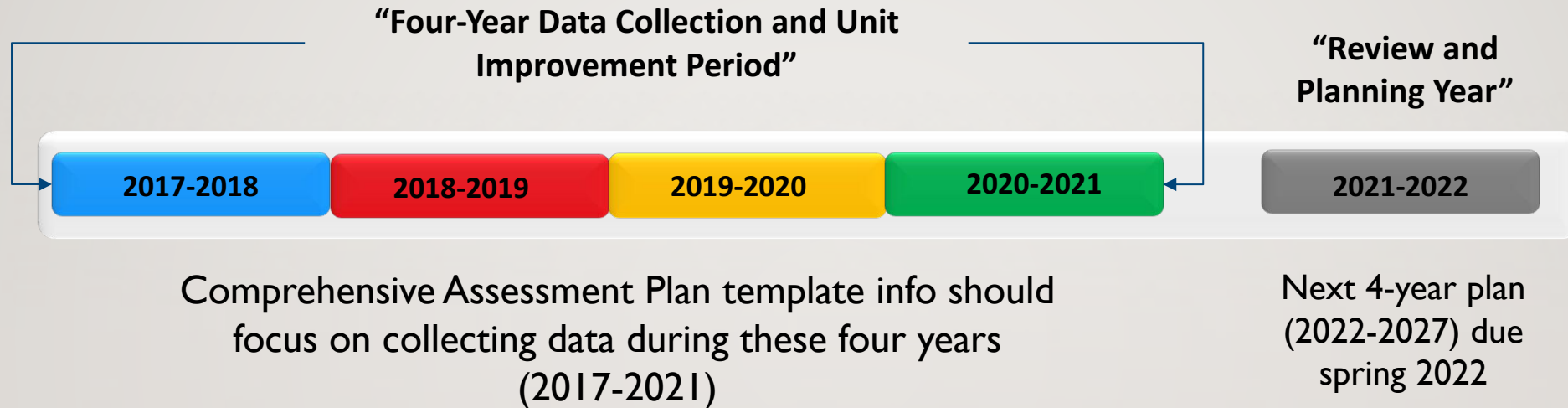
1 **2017-2021 Assessment Planning Overview**

For Academic and Student Support Service Units

2 Presentation Outline

- Identify the assessment planning expectations for 2017-2021
- Describe the outline of the Comprehensive Assessment Plan Template
- Review the Comprehensive Assessment Plan Feedback Rubric
- Use examples to illustrate expectations for each major reporting component of the template.

3 UTRGV's New Assessment Framework: 2017- 2022



Things to Note:

- 1) Plans will be submitted to OAA once at beginning of framework and updated on annual basis
 - Timeline: **Nov. 1st** (hard deadline) submit **final** draft of plan with approval signatures from liaison
 - Assessment Liaison will centralize completed plans in Word or PDF
- 2) Results and Use of Results for previous year will be submitted on an annual basis (every **Oct. 1st**)
 - 2016-2017 results will be reported in SharePoint

4 **Justification for New Assessment Framework**

- Extends expectations over a longer period
- Provides more time and flexibility to plan, measure, take actions for continuous improvement, and measure impact of actions
- Aligns to our SACSCOC Reaffirmation schedule

5 2017 Assessment Planning Guide - Outline

Academic and Student Support Service Units

- 1) **Assessment Planning Overview.....Page 2**
- 2) **Comprehensive Assessment Plan Template with Component Descriptions.....Page 3**
- 3) **Comprehensive Assessment Plan Template with Examples.....Page 5**
- 4) **Comprehensive Assessment Plan Template (Blank, Short-Form).....Page 14**

6 General Expectations for Assessment Plans

- Include 3 to 5 expected outcomes that are aligned to the unit's mission and/or essential functions.
- Align expected outcomes to the university mission and/or strategic plan.
- Expected outcomes must address both student achievement outcomes and administrative outcomes.
- ***Collect data on all expected outcomes annually during the four-year data collection period (2017-2021).***
- **Note:** Each expected outcome should have at least one measure.

7 Assessment Expectations

Step #1) Identify Expected Outcomes

Step #2) Select measures and benchmarks to evaluate the extent to which outcomes are achieved.

Step #3) Identify systematic approach for collecting and evaluating assessment data.

Step #4) Evaluate the extent to which outcomes are achieved.

Step #5) Use results to take actions/decisions intended to bring about continuous improvement.

Step #6) Close the Loop: Re-administer assessments and determine whether and how actions/decisions led to actual improvements.

Note: All units should plan to complete Steps #4, #5, and #6 for each expected outcome at least once during the four-year data collection period (2017-2021).

Units are welcome to revise list of expected outcomes and measures at any point.

8 Planning Examples

	Year 1: 2017-2018			Year 2: 2018-2019			Year 3: 2019-2020			Year 4: 2020-2021		
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Example (1)	Assess	Intervene	Re-Assess/ Close the Loop	Assess	Intervene	Re-Assess/ Close the Loop	Assess	Intervene	Re-Assess/ Close the Loop	Assess	Intervene	Re-Assess/ Close the Loop
Example (2)	Assess	Intervene		Re-Assess/ Close the Loop	Intervene		Re-Assess/ Close the Loop	Intervene		Re-Assess/ Close the Loop	Intervene	
Example (3)	Assess	Intervene		Re-Assess/ Close the Loop			Assess	Intervene		Re-Assess/ Close the Loop		
Example (4)	Assess			Assess	Intervene		Re-Assess/ Close the Loop	Intervene		Assess		
Example (5)	Assess			Assess			Assess	Intervene		Re-Assess/ Close the Loop		

Comprehensive Assessment Plan Reporting Template - Outline

- See Page 3 of guide for Descriptions of Reporting Components.
- See Page 5 of guide for Completed Template with Example Plans. (Dept. of Gender and Women's Studies)
- See Page 10 of guide for Completed Template with Example Plans. (Academic Advising Center)
- For blank template see Page 14 (use this as worksheet).

Comprehensive Assessment Plan Template with Component Descriptions for Academic and Student Support Service Units	
I. Identify your unit's mission and/or essential functions	
Section I. Overview: For this section of the reporting template, identify your unit and its mission statement and/or essential functions.	
a) Unit:	[Identify the unit, office, or department that pertains to this assessment plan.]
b) Mission Statement:	[Provide a brief statement of your unit's core purpose, values, and/or essential functions within the context of the division and/or university. In lieu of a mission statement, write a brief statement of the unit's essential functions.]
II. List all expected outcome statements and measure titles for 2017-2021 planning period	
Section II. Overview: For this section of the reporting template, provide a summary list of the following items covering the 2017-2021 planning period: (1) expected outcome statements and (2) measure title for each measure used to evaluate the expected outcomes.	
a) Expected Outcome Statements: Provide 3-5 expected outcome statements about the desired quality/performance of your unit's operations (e.g., functions, services, resources, processes, productivity, and/or efficiencies). Outcomes should be written as measurable statements of the expected quality/performance of your unit's operations.	
Expected Outcome (1):	[Provide a complete and measurable statement of the expected outcome.]
Expected Outcome (2):	[Provide a complete and measurable statement of the expected outcome.]
Expected Outcome (3):	[Provide a complete and measurable statement of the expected outcome.]
b) Measure Titles: Create a short (3 to 4 words) title for the measure(s) or indicator(s) used to evaluate achievement of the expected outcomes identified above. Although units are encouraged to use multiple measures for each expected outcome, the expectation is for each objective to have at least one measure associated with it. Note: Use the numbering convention below (1.1, 1.2, 1.3... etc.) to associate the multiple measures with the appropriate expected outcome.	
Measure Title (1.1)	[Identify a two to three-word title for the measure.]
Measure Title (1.2)	[Identify a two to three-word title for the measure.]
Measure Title (1.3)	[Identify a two to three-word title for the measure.]
III. Describe the assessment methodology for measures used to evaluate expected outcomes	
Section III. Overview: For this section of the reporting template, provide details of the methodology used for each measure or indicator aligned to the expected outcomes identified in Section II above.	
Methodology for Measure 1.1 (include measure title here.)	
a) Expected Outcome Title:	[Create a short, descriptive title (3 to 4 words) that captures/summarizes the meaning of the expected outcome identified in Section II(a) above. This is needed for easy identification in the Tk20 Assessment Management System.]
b) Expected Outcome Statement:	[Identify the expected outcome statement that will be associated with the measure described in this section. This is from Section II(a) above.]
c) Expected Outcome Type:	[Identify whether the outcome is a student learning, student achievement or administrative outcome.]
d) Expected Outcome-Mission Alignment:	[Provide brief explanation for why or how expected outcome is relevant to the unit's mission and essential functions.]
e) Expected Outcome-Organizational Alignment:	[Provide a brief explanation of why or how the expected outcome is relevant to any of the following: UTRGV strategic plan, UTRGV mission, professional organization/accreditation standards, state or federal regulatory bodies, or any other relevant organization.]
f) Measure Title:	[Identify the two to three-word title for one measure or indicator used to evaluate achievement of the expected outcomes identified in Sections II(a) and II(b) above. This is needed for easy identification in the Tk20 Assessment Management System.]
g) Measure Description:	[Describe the measure or indicator used to evaluate achievement of expected outcome identified in Sections II(a) and II(b) above.]
h) Measure Type:	[Identify whether the measure is direct or indirect. Note: Indirect measures evaluate attitudes and opinions using surveys, focus groups, and self-reflections about the expected outcome.]
i) Assessment Data and Collection Process:	[Briefly describe assessment data sources and the process for how the data will be collected.]
j) Data Collection Frequency and Timeline:	[Briefly describe when and how often the data will be collected.]
k) Benchmark for Success:	[State the minimum expected criteria for success.]
l) Measure-Expected Outcome Alignment:	[Briefly explain how the selected measure or indicator is appropriate for evaluating the expected outcome identified above.]
m) Approach for Evaluation and Analysis:	[Describe the process the unit will use to evaluate or revise the assessment data, including how it be reviewed and by whom. Also, describe how results will be analyzed beyond the benchmark to identify strengths/weaknesses of achievement.] *When applicable, attach scoring criteria, rubric or similar documents.
**Note: Complete the items in Section III above for subsequent expected outcomes and/or for additional measures utilized for the same expected outcomes.	

Comprehensive Assessment Plan Reporting Template – Section 1

- Include your mission statement or description of unit's essential functions here.

Comprehensive Assessment Plan Template with Component Descriptions for Academic and Student Support Service Units

I. Identify your unit's mission and/or essential functions
Section I. Overview: For this section of the reporting template, identify your unit and its mission statement and/or essential functions.

a) Unit:	[Identify the unit, office, or department that pertains to this assessment plan.]
b) Mission Statement:	[Provide a brief statement of your unit's core purpose, values, and/or essential functions within the context of the division and/or university. In lieu of a mission statement, write a brief statement of the unit's essential functions.]

II. List all expected outcome statements and measure titles for 2017-2021 planning period
Section II. Overview: For this section of the reporting template, provide a summary list of the following items covering the 2017-2021 planning period: (1) expected outcome statements and (2) measure title for each measure used to evaluate the expected outcomes.

a) Expected Outcome Statements: Provide 3-5 expected outcome statements about the desired quality/performance of your unit's operations (e.g., functions, services, resources, processes, productivity, and/or efficiencies). Outcomes should be written as measurable statements of the expected quality/performance of your unit's operations.

Expected Outcome (1):	[Provide a complete and measurable statement of the expected outcome.]
Expected Outcome (2):	[Provide a complete and measurable statement of the expected outcome.]
Expected Outcome (3):	[Provide a complete and measurable statement of the expected outcome.]

b) Measure Titles: Create a short (3 to 4 words) title for the measure(s) or indicator(s) used to evaluate achievement of the expected outcomes identified above. Although units are encouraged to use multiple measures for each expected outcome, the expectation is for each objective to have at least one measure associated with it. **Note:** Use the numbering convention below (1.1, 1.2, 1.3... etc.) to associate the multiple measures with the appropriate expected outcome.

Measure Title (1.1)	[Identify a two to three-word title for the measure.]
Measure Title (1.2)	[Identify a two to three-word title for the measure.]
Measure Title (1.3)	[Identify a two to three-word title for the measure.]

III. Describe the assessment methodology for measures used to evaluate expected outcomes
Section III. Overview: For this section of the reporting template, provide details of the methodology used for each measure or indicator aligned to the expected outcomes identified in Section II above.

Methodology for Measure 1.1 (include measure title here.)	
a) Expected Outcome Title:	[Create a short, descriptive title (3 to 4 words) that captures/summarizes the meaning of the expected outcome identified in Section II(a) above. This is needed for easy identification in the Tk20 Assessment Management System.]
b) Expected Outcome Statement:	[Identify the expected outcome statement that will be associated with the measure described in this section. This is from Section II(a) above.]
c) Expected Outcome Type:	[Identify whether the outcome is a student learning, student achievement or administrative outcome.]
d) Expected Outcome-Mission Alignment:	[Provide brief explanation for why or how expected outcome is relevant to the unit's mission and essential functions.]
e) Expected Outcome-Organizational Alignment:	[Provide a brief explanation of why or how the expected outcome is relevant to any of the following: UTRGV strategic plan, UTRGV mission, professional organization/accreditation standards, state or federal regulatory bodies, or any other relevant organization.]
f) Measure Title:	[Identify the two to three-word title for one measure or indicator used to evaluate achievement of the expected outcomes identified in Sections II(a) and II(b) above. This is needed for easy identification in the Tk20 Assessment Management System.]
g) Measure Description:	[Describe the measure or indicator used to evaluate achievement of expected outcome identified in Sections II(a) and II(b) above.]
h) Measure Type:	[Identify whether the measure is direct or indirect. Note: Indirect measures evaluate attitudes and opinions using surveys, focus groups, and self-reflections about the expected outcome.]
i) Assessment Data and Collection Process:	[Briefly describe assessment data sources and the process for how the data will be collected.]
j) Data Collection Frequency and Timeline:	[Briefly describe when and how often the data will be collected.]
k) Benchmark for Success:	[State the minimum expected criteria for success.]
l) Measure-Expected Outcome Alignment:	[Briefly explain how the selected measure or indicator is appropriate for evaluating the expected outcome identified above.]
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****Note: Complete the items in Section III above for subsequent expected outcomes and/or for additional measures utilized for the same expected outcomes.**

2 of 15

Comprehensive Assessment Plan Reporting Template – Section 2

- II (a) List all expected outcomes statements.
- II (b) List all measure titles associated with each outcome statement.
- Use 1.1, 1.2, 1.3... numbering convention to differentiate multiple measures for same expected outcome.

**Comprehensive Assessment Plan Template with Component Descriptions
for Academic and Student Support Service Units**

I. Identify your unit's mission and/or essential functions
Section I. Overview: For this section of the reporting template, identify your unit and its mission statement and/or essential functions.

a) Unit:	[Identify the unit, office, or department that pertains to this assessment plan.]
b) Mission Statement:	[Provide a brief statement of your unit's core purpose, values, and/or essential functions within the context of the division and/or university. In lieu of a mission statement, write a brief statement of the unit's essential functions.]

II. List all expected outcome statements and measure titles for 2017-2021 planning period
Section II. Overview: For this section of the reporting template, provide a summary list of the following items covering the 2017-2021 planning period: (1) expected outcome statements and (2) measure title for each measure used to evaluate the expected outcomes.

a) **Expected Outcome Statements:** Provide 3-5 expected outcome statements about the desired quality/performance of your unit's operations (e.g., functions, services, resources, processes, productivity, and/or efficiencies). Outcomes should be written as measurable statements of the expected quality/performance of your unit's operations.

Expected Outcome (1):	[Provide a complete and measurable statement of the expected outcome.]
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Expected Outcome (3):	[Provide a complete and measurable statement of the expected outcome.]

b) **Measure Titles:** Create a short (3 to 4 words) title for the measure(s) or indicator(s) used to evaluate achievement of the expected outcomes identified above. Although units are encouraged to use multiple measures for each expected outcome, the expectation is for each objective to have at least one measure associated with it. **Note:** Use the numbering convention below (1.1, 1.2, 1.3... etc.) to associate the multiple measures with the appropriate expected outcome.

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III. Describe the assessment methodology for measures used to evaluate expected outcomes
Section III. Overview: For this section of the reporting template, provide details of the methodology used for each measure or indicator aligned to the expected outcomes identified in Section II above.

Methodology for Measure 1.1 (include measure title here.)	
a) Expected Outcome Title:	[Create a short, descriptive title (3 to 4 words) that captures/summarizes the meaning of the expected outcome identified in Section II(a) above. This is needed for easy identification in the Tk20 Assessment Management System.]
b) Expected Outcome Statement:	[Identify the expected outcome statement that will be associated with the measure described in this section. This is from Section II(a) above.]
c) Expected Outcome Type:	[Identify whether the outcome is a student learning, student achievement or administrative outcome.]
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****Note: Complete the items in Section III above for subsequent expected outcomes and/or for additional measures utilized for the same expected outcomes.**

2 of 15

Comprehensive Assessment Plan Reporting Template – Section 3

- Complete Sections III (a - m) for each measure.
- Note: Section III (a - e) will be repeated if using multiple measures for same expected outcome.

Comprehensive Assessment Plan Template with Component Descriptions for Academic and Student Support Service Units

I. Identify your unit's mission and/or essential functions
Section I. Overview: For this section of the reporting template, identify your unit and its mission statement and/or essential functions.

a) Unit:	[Identify the unit, office, or department that pertains to this assessment plan.]
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Expected Outcome (3):	[Provide a complete and measurable statement of the expected outcome.]

b) Measure Titles: Create a short (3 to 4 words) title for the measure(s) or indicator(s) used to evaluate achievement of the expected outcomes identified above. Although units are encouraged to use multiple measures for each expected outcome, the expectation is for each objective to have at least one measure associated with it. **Note:** Use the numbering convention below (1.1, 1.2, 1.3... etc.) to associate the multiple measures with the appropriate expected outcome.

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Measure Title (1.3)	[Identify a two to three-word title for the measure.]

III. Describe the assessment methodology for measures used to evaluate expected outcomes
Section III. Overview: For this section of the reporting template, provide details of the methodology used for each measure or indicator aligned to the expected outcomes identified in Section II above.

Methodology for Measure 1.1 (include measure title here.)

a) Expected Outcome Title:	[Create a short, descriptive title (3 to 4 words) that captures/summarizes the meaning of the expected outcome identified in Section III(a) above. This is needed for easy identification in the Tk20 Assessment Management System.]
b) Expected Outcome Statement:	[Identify the expected outcome statement that will be associated with the measure described in this section. This is from Section II(a) above.]
c) Expected Outcome Type:	[Identify whether the outcome is a student learning, student achievement or administrative outcome.]
d) Expected Outcome-Mission Alignment:	[Provide brief explanation for why or how expected outcome is relevant to the unit's mission and essential functions.]
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g) Measure Description:	[Describe the measure or indicator used to evaluate achievement of expected outcome identified in Sections II(a) and II(b) above.]
h) Measure Type:	[Identify whether the measure is direct or indirect. Note: indirect measures evaluate attitudes and opinions using surveys, focus groups, and self-reflections about the expected outcome.]
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j) Data Collection Frequency and Timeline:	[Briefly describe when and how often the data will be collected.]
k) Benchmark for Success:	[State the minimum expected criteria for success.]
l) Measure-Expected Outcome Alignment:	[Briefly explain how the selected measure or indicator is appropriate for evaluating the expected outcome identified above.]
m) Approach for Evaluation and Analysis:	[Describe the process the unit will use to evaluate or revise the assessment data, including how it be reviewed and by whom. Also, describe how results will be analyzed beyond the benchmark to identify strengths/weaknesses of achievement.] <i>When applicable, attach scoring criteria, rubric or similar documents.</i>

****Note: Complete the items in Section III above for subsequent expected outcomes and/or for additional measures utilized for the same expected outcomes.**

OAA's Institutional Rubric for Evaluating Comprehensive Assessment Plans (2017-2021)

- **Nine (9) Rubric Elements Focused on Planning:**
 - Expected Outcome Statements
 - Assessment Methodology
 - Data Collection Process
- **Each Rubric Element Scored From 0-3**
 - 0 = Needs Improvement
 - 1 = Progressing
 - 2 = Mature
 - 3 = Commendable
- **Note: 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. Remaining rubric elements (#3, #5, #6, #7, #8, #9) will be applied to each distinct measure.**

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 measurable or lacks the use of measurable 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 measurable statement about the desired quality/performance of the unit's operations.
Score:	Feedback:

*1. Statement of expected outcome is specific and measurable. (Alternative rubric element 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 measurable or lacks the use of measurable 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 measurable statement about the desired quality/performance of student learning or student achievement.
Score:	Feedback:

*The rubric elements will be applied to every distinct Expected Outcome-Measure pair identified in the Comprehensive Assessment Plan. This means that if programs utilize multiple measures for the same expected outcome, then rubric elements #1, #2, #4 will be scored once and repeated on each scoring sheet.

14 Visualization of Feedback Report (1 Measure per Outcome)

Assessment Feedback Report:					
<i>Rubric Element</i>	Research (1.1 - Publications)	Service (2.1 - Committees)	Teaching (3.1 - Awards)	AVG	Comments
*1. Statement of expected outcome is specific and measurable.	1	3	1		
*2. Statement of expected outcome is adequately aligned to the unit's mission and beyond.	3	3	1		
3. Measure/indicator of quality or performance is described in detail.	2	3	1		
*4. Observable measures/indicators of quality or performance are utilized for the expected outcome.	2	3	1		
5. A clear and detailed plan for data collection has been developed.	3	3	1		
6. Benchmark for success provides meaningful comparisons (reference points) for unit self-study and improvement.	1	3	1		
7. Measure is explicitly aligned to expected outcome (direct relationship between measure and expected outcome).	2	3	1		
8. Robust approach to evaluating and analyzing assessment activity has been developed.	1	3	1		
9. The planned frequency and timeline for data collection is ongoing and supports continuous improvement.	2	3	1		
	17	27	9		
	Mature	Commendable	Progressing		

*Scores are repeated if Expected Outcome has Multiple measures

15 Visualization of Feedback Report (For Multiple Measures)

Assessment Feedback Report:					
<i>Rubric Element</i>	Research (1.1 - Publications)	Research (1.2 - Citations)	Research (1.3 - Awards)	AVG	Comments
*1. Statement of expected outcome is specific and measurable.	3	3	3		
*2. Statement of expected outcome is adequately aligned to the unit's mission and beyond.	3	3	3		
3. Measure/indicator of quality or performance is described in detail.	2	3	1		
*4. Observable measures/indicators of quality or performance are utilized for the expected outcome.	3	3	3		
5. A clear and detailed plan for data collection has been developed.	3	3	1		
6. Benchmark for success provides meaningful comparisons (reference points) for unit self-study and improvement.	1	3	1		
7. Measure is explicitly aligned to expected outcome (direct relationship between measure and expected outcome).	2	3	1		
8. Robust approach to evaluating and analyzing assessment activity has been developed.	1	3	1		
9. The planned frequency and timeline for data collection is ongoing and supports continuous improvement.	1	3	1		
	19	27	15		
	Mature	Commendable	Mature		

*Scores are repeated if Expected Outcome has Multiple measures

16 Rubric Element #1) Expected Outcome Statement

*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:

17 Things to Consider Regarding Rubric Element #1

Plans should include this:

- Statements should focus on the desired quality or performance of a unit's operations.
 - Effectiveness; Productivity
 - Efficiency; Target Audience Behavior
 - Satisfaction
- Statements should include **<<action verbs>>** to facilitate measuring achievement of outcomes (e.g., improve, enhance, reduce, provide, etc.).
- Also include expectations about student achievement.
 - Degree Completion; Job Placement; GPA; Retention; Attendance; DFW

Plans should avoid this:

- Using vague language to operationalize statement of expected outcomes.
- Relying on action plans or tasks for developing expected outcomes. Better to use results to develop action plans or tasks for improvement.

Example for Rubric Element #1) Expected Outcome Statement

In each example, expected outcome provides a clear, specific, and measurable statement about the desired quality/performance of the unit's operations.

- **(3) Commendable:**
 - The AAC will provide undergraduate students with a satisfactory academic advising experience.
 - The department faculty will conduct high quality research.
 - The Office of Institutional Compliance will reduce incidences of non-compliance.

Rubric Element #2) Expected Outcome-Mission Alignment

*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:

Look Here for Rubric Element #2

Comprehensive Assessment Plan Template with Component Descriptions for Academic and Student Support Service Units

I. Identify your unit's mission and/or essential functions

Section I. Overview: For this section of the reporting template, identify your unit and its mission statement and/or essential functions.

a) UIN:	Identify the unit, office, or department that pertains to this assessment plan.
b) Mission Statement:	Provide a brief statement of your unit's core purpose, values, and/or essential functions within the context of the division and/or university. In lieu of a mission statement, write a brief statement of the unit's essential functions.

II. List all expected outcome statements and measure titles for 2017-2021 planning period

Section II. Overview: For this section of the reporting template, provide a summary list of the following items covering the 2017-2021 planning period: (1) expected outcome statements and (2) measure title for each measure used to evaluate the expected outcomes.

a) Expected Outcome Statements: Provide 3-5 expected outcome statements about the desired quality/performance of your unit's operations (e.g., functions, services, resources, processes, productivity, and/or efficiencies). Outcomes should be written as measurable statements of the expected quality/performance of your unit's operations.

Expected Outcome (1):	Provide a complete and measurable statement of the expected outcome.
Expected Outcome (2):	Provide a complete and measurable statement of the expected outcome.
Expected Outcome (3):	Provide a complete and measurable statement of the expected outcome.

b) Measure Titles: Create a short (3 to 4 words) title for the measure(s) or indicator(s) used to evaluate achievement of the expected outcomes identified above. Although units are encouraged to use multiple measures for each expected outcome, the expectation is for each objective to have at least one measure associated with it. **Note:** Use the numbering convention below (1.1, 1.2, 1.3...etc.) to associate the multiple measures with the appropriate expected outcome.

Measure Title (1.1):	Identify a two to three-word title for the measure.
Measure Title (1.2):	Identify a two to three-word title for the measure.
Measure Title (1.3):	Identify a two to three-word title for the measure.

III. Describe the assessment methodology for measures used to evaluate expected outcomes

Section III. Overview: For this section of the reporting template, provide details of the methodology used for each measure or indicator aligned to the expected outcomes identified in Section II above.

Methodology for Measure 1.1 (include measure title here.)	
1) Expected Outcome Title:	Provide a short, descriptive title (3 to 4 words) that captures/summarizes the meaning of the expected outcome identified in Section II(a) above. This is needed for easy identification in the TA20 Assessment Management System.
2) Expected Outcome Statement:	Identify the expected outcome statement that will be associated with the measure described in this section. This is from Section II(a) above.
3) Expected Outcome Type:	Identify whether the outcome is a student learning, student achievement or administrative outcome.
4) Expected Outcome-Mission Alignment:	Provide brief explanation for why or how expected outcome is relevant to the unit's mission and essential functions.
4) Expected Outcome-Organizational Alignment:	Provide a brief explanation of why or how the expected outcome is relevant to any of the following: UTRGV strategic plan, UTRGV mission, professional organization/accreditation standards, state or federal regulatory bodies, or any other relevant organization.
1) Measure Title:	Identify the two to three-word title for one measure or indicator used to evaluate achievement of the expected outcomes identified in Sections II(a) and II(b) above. This is needed for easy identification in the TA20 Assessment Management System.
2) Measure Description:	Describe the measure or indicator used to evaluate achievement of expected outcome identified in Sections II(a) and II(b) above.
3) Measure Type:	Identify whether the measure is direct or indirect. Note: Indirect measures evaluate attitudes and opinions using surveys, focus groups, and self-reflections about the expected outcome.
4) Assessment Data and Collection Process:	Identify describe assessment data sources and the process for how the data will be collected.
5) Data Collection Frequency and Timeline:	Identify describe when and how often the data will be collected.
6) Benchmark for Success:	State the minimum expected results for success.
7) Measure-Expected Outcome Alignment:	Identify explain how the selected measure or indicator is appropriate for evaluating the expected outcome identified above.
8) Approach for Evaluation and Analysis:	Describe the process the unit will use to evaluate or review the assessment data, including how it be reviewed and by whom. Also, describe how results will be analyzed beyond the benchmark to identify strengths/weaknesses of achievement. Note: When applicable, attach scoring criteria, rubric or similar documents.

Note: Complete the items in Section III above for subsequent expected outcomes and/or for additional measures utilized for the same expected outcome.

21 Things to Consider for Rubric Element #2

Units should include this:

- Describe how the expected outcome is relevant to the unit's mission, essential functions, university's mission or any other relevant organizational goals or professional standards.

Units should avoid this:

- Use of vague, broad, or incomplete descriptions about relationship between the expected outcome and unit mission and other organizational goals.

Examples for Rubric Element #2) Outcome-Mission Alignment

Expected outcome is clearly and directly aligned to the unit's mission and key functional responsibilities. AND it clearly aligns to UTRGV Strategic Plan

- **(3) Commendable:**
 - The Academic Advising Center's support services are intended to facilitate students' timely progress toward their degrees. Positive advising experiences should be indicative that the unit is making progress toward its own mission.

The expected outcome statement is also directly aligned to the core priority of Student Success outlined in UTRGV's "Support our students in achieving their academic goals in a timely manner and reaching their professional aspirations through excellent integrated learning experiences both in and out of the classroom."

23 Rubric Element #3) Measure Description

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:

Look Here for Rubric Element #3

Comprehensive Assessment Plan Template with Component Descriptions for Academic and Student Support Service Units

I. Identify your unit's mission and/or essential functions

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II. List all expected outcome statements and measure titles for 2017-2021 planning period

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Expected Outcome (3):	Provide a complete and measurable statement of the expected outcome.

b) Measure Titles: Create a short (3 to 4 words) title for the measure(s) or indicator(s) used to evaluate achievement of the expected outcomes identified above. Although units are encouraged to use multiple measures for each expected outcome, the expectation is for each objective to have at least one measure associated with it. **Note:** Use the numbering convention below (1.1, 1.2, 1.3...etc.) to associate the multiple measures with the appropriate expected outcome.

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III. Describe the assessment methodology for measures used to evaluate expected outcomes

Section III. Overview: For this section of the reporting template, provide details of the methodology used for each measure or indicator aligned to the expected outcomes identified in Section II above.

Methodology for Measure 1.1 (include measure title here.)	
1) Expected Outcome Title:	Provide a short, descriptive title (3 to 4 words) that captures/summarizes the meaning of the expected outcome identified in Section II(a) above. This is needed for easy identification in the TA20 Assessment Management System.
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3) Expected Outcome Type:	Identify whether the outcome is a student learning, student achievement or administrative outcome.
4) Expected Outcome-Mission Alignment:	Provide brief explanation for why or how expected outcome is relevant to the unit's mission and essential functions.
4) Expected Outcome-Organizational Alignment:	Provide a brief explanation of why or how the expected outcome is relevant to any of the following: UTRGV strategic plan, UTRGV mission, professional organization/accreditation standards, state or federal regulatory bodies, or any other relevant organization.
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2) Measure Description:	Describe the measure or indicator used to evaluate achievement of expected outcome identified in Sections II(a) and II(b) above.
3) Measure Type:	Identify whether the measure is direct or indirect. How, direct measures evaluate attitudes and opinions using surveys, focus groups, and self-reflections about the expected outcome.
1) Assessment Data and Collection Process:	Identify describe assessment data sources and the process for how the data will be collected.
2) Data Collection Frequency and Timeline:	Identify describe when and how often the data will be collected.
1) Benchmark for Success:	State the minimum expected results for success.
2) Measure-Expected Outcome Alignment:	Identify explain how the selected measure or indicator is appropriate for evaluating the expected outcome identified above.
3) Approach for Evaluation and Analysis:	Describe the process the unit will use to evaluate or review the assessment data, including how it be reviewed and by whom. Also, describe how results will be analyzed beyond the benchmark to identify strengths/weaknesses of achievement. Note: When applicable, attach scoring criteria, rubric or similar documents.

Note: Complete the items in Section III above for subsequent expected outcomes and/or for additional measures utilized for the same expected outcome.

25 Things to Consider for Rubric Element #3

Units should include this:

- Describe the measure with as much precision as possible and in a way that non-experts will understand.
- Think about what metrics/indicators will actually be reported.

Units should avoid this:

- Use vague or broad description of measures used to evaluate quality or performance of unit's operations.
- Use terminology that will confuse non-experts about what is being measured.

Examples for Rubric Element #3) Measure Description

Measure of unit's quality is described with sufficient details for general audiences to understand.

- **(3) Commendable:**
- Students who participate in advising sessions will be asked to complete an on-line survey to respond to the following statement: "My overall satisfaction with the academic advising session was: (1) Very Dissatisfied, (2) Dissatisfied, (3) Neutral, (4) Satisfied, (5) Very Satisfied." The average response category will be reported for assessment purposes.

Rubric Element #4) Measures of Quality or Performance

*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:

Look Here for Rubric Element #4

Comprehensive Assessment Plan Template with Component Descriptions for Academic and Student Support Service Units

I. Identify your unit's mission and/or essential functions
Section I. Overview: For this section of the reporting template, identify your unit and its mission statement and/or essential functions.

a) UIN:	Identify the unit, office, or department that pertains to this assessment plan.
b) Mission Statement:	Provide a brief statement of your unit's core purpose, values, and/or essential functions within the context of the division and/or university. In lieu of a mission statement, write a brief statement of the unit's essential functions.

II. List all expected outcome statements and measure titles for 2017-2021 planning period
Section II. Overview: For this section of the reporting template, provide a summary list of the following items covering the 2017-2021 planning period: (1) expected outcome statements and (2) measure title for each measure used to evaluate the expected outcomes.

a) Expected Outcome Statements: Provide 3-5 expected outcome statements about the desired quality/performance of your unit's operations (e.g., functions, services, resources, processes, productivity, and/or efficiencies). Outcomes should be written as measurable statements of the expected quality/performance of your unit's operations.

Expected Outcome (1):	Provide a complete and measurable statement of the expected outcome.
Expected Outcome (2):	Provide a complete and measurable statement of the expected outcome.
Expected Outcome (3):	Provide a complete and measurable statement of the expected outcome.

b) Measure Titles: Create a short (3 to 4 words) title for the measure(s) or indicator(s) used to evaluate achievement of the expected outcomes identified above. Although units are encouraged to use multiple measures for each expected outcome, the expectation is for each objective to have at least one measure associated with it. **Note:** Use the numbering convention below (1.1, 1.2, 1.3...etc.) to associate the multiple measures with the appropriate expected outcome.

Measure Title (1.1):	Identify a two to three-word title for the measure.
Measure Title (1.2):	Identify a two to three-word title for the measure.
Measure Title (1.3):	Identify a two to three-word title for the measure.

III. Describe the assessment methodology for measures used to evaluate expected outcomes
Section III. Overview: For this section of the reporting template, provide details of the methodology used for each measure or indicator aligned to the expected outcomes identified in Section II above.

Methodology for Measure 1.1 (include measure title here.)

1) Expected Outcome Title:	CREATE A SHORT (DESRIPTIVE) TITLE (3 TO 4 WORDS) THAT CAPTURES/CONCISELY THE MEANING OF THE EXPECTED OUTCOME IDENTIFIED IN SECTION II(a) ABOVE. THIS IS NEEDED FOR EASY IDENTIFICATION IN THE TA20 ASSESSMENT MANAGEMENT SYSTEM.
2) Expected Outcome Statement:	IDENTIFY THE EXPECTED OUTCOME STATEMENT THAT WILL BE ASSOCIATED WITH THE MEASURE DESCRIBED IN THIS SECTION. THIS IS FROM SECTION II(a) ABOVE.
3) Expected Outcome Type:	IDENTIFY WHETHER THE OUTCOME IS A STUDENT LEARNING, STUDENT ACHIEVEMENT, OR ADMINISTRATIVE OUTCOME.
4) Expected Outcome-Mission Alignment:	PROVIDE BRIEF EXPLANATION FOR WHY OR HOW EXPECTED OUTCOME IS RELEVANT TO THE UNIT'S MISSION AND ESSENTIAL FUNCTIONS.
4) Expected Outcome-Organizational Alignment:	PROVIDE A BRIEF EXPLANATION OF WHY OR HOW THE EXPECTED OUTCOME IS RELEVANT TO ANY OF THE FOLLOWING: UTRGV STRATEGIC PLAN, UTRGV MISSION, PROFESSIONAL ORGANIZATION/ACCREDITATION STANDARDS, STATE OR FEDERAL REGULATORY BODIES, OR ANY OTHER RELEVANT ORGANIZATION.
1) Measure Title:	IDENTIFY THE TWO TO THREE-WORD TITLE FOR ONE MEASURE OR INDICATOR USED TO EVALUATE ACHIEVEMENT OF THE EXPECTED OUTCOMES IDENTIFIED IN SECTIONS II(a) AND II(b) ABOVE. THIS IS NEEDED FOR EASY IDENTIFICATION IN THE TA20 ASSESSMENT MANAGEMENT SYSTEM.
2) Measure Description:	DESCRIBE THE MEASURE OR INDICATOR USED TO EVALUATE ACHIEVEMENT OF EXPECTED OUTCOME IDENTIFIED IN SECTIONS II(a) AND II(b) ABOVE.
3) Measure Type:	IDENTIFY WHETHER THE MEASURE IS DIRECT OR INDIRECT. Note: Indirect measures evaluate attitudes and opinions using surveys, focus groups, and self-reflections about the expected outcome.
1) Assessment Data and Collection Process:	IDENTIFY (DESCRIBE) ASSESSMENT DATA SOURCES AND THE PROCESS FOR HOW THE DATA WILL BE COLLECTED.
2) Data Collection Frequency and Timeline:	IDENTIFY (DESCRIBE) WHEN AND HOW OFTEN THE DATA WILL BE COLLECTED.
1) Benchmark for Success:	STATE THE MINIMUM EXPECTED (RANGE) FOR SUCCESS.
2) Measure-Expected Outcome Alignment:	BRIEFLY EXPLAIN HOW THE SELECTED MEASURE OR INDICATOR IS APPROPRIATE FOR EVALUATING THE EXPECTED OUTCOME IDENTIFIED ABOVE.
3) Approach for Evaluation and Analysis:	DESCRIBE THE PROCESS THE UNIT WILL USE TO EVALUATE OR REVIEW THE ASSESSMENT DATA, INCLUDING HOW IT BE REVIEWED AND BY WHOM. ALSO, DESCRIBE HOW RESULTS WILL BE ANALYZED BEYOND THE BENCHMARK TO IDENTIFY STRENGTHS/WEAKNESSES OF ACHIEVEMENT. Note: When applicable, attach scoring criteria, rubric or similar documents.

Note: Complete the items in Section III above for subsequent expected outcomes and/or for additional measures utilized for the same expected outcome.

Things to Consider for Rubric Element #4

Units should include this:

- Best practice is to use multiple measures for the same expected outcome to triangulate achievement.
 - Example: Lap time, heart rate, BMI are reasonable indicators of personal fitness.
- Measures should 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..

Units should avoid this:

- Using measures that are action plans and do not provide a metric or indicator of performance or quality.
 - Example: Joining a gym or registering for Weight Watchers are not good indicators of personal fitness.

Examples for Rubric Element #4) Measures of Quality/Performance

For each expected outcome, there are multiple measures that use observable data to evaluate performance or quality of a unit's operations or essential functions.

- (3) *Commendable:*
 - Satisfaction with Services
 - Survey Responses, Focus Group Discussions
 - Research Productivity
 - Publications, Citations
 - Student Success
 - GPA, Job Placement Stats

31 Rubric Element #5) Data Collection Process

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:

Look Here for Rubric Element #5

Comprehensive Assessment Plan Template with Component Descriptions for Academic and Student Support Service Units

I. Identify your unit's mission and/or essential functions

Section I. Overview: For this section of the reporting template, identify your unit and its mission statement and/or essential functions.

a) UTR:	Identify the unit, office, or department that pertains to this assessment plan.
b) Mission Statement:	Provide a brief statement of your unit's core purpose, values, and/or essential functions within the context of the division and/or university. In lieu of a mission statement, write a brief statement of the unit's essential functions.

II. List all expected outcome statements and measure titles for 2017-2021 planning period

Section II. Overview: For this section of the reporting template, provide a summary list of the following items covering the 2017-2021 planning period: (1) expected outcome statements and (2) measure title for each measure used to evaluate the expected outcomes.

a) Expected Outcome Statements: Provide 3-5 expected outcome statements about the desired quality/performance of your unit's operations (e.g., functions, services, resources, processes, productivity, and/or efficiencies). Outcomes should be written as measurable statements of the expected quality/performance of your unit's operations.

Expected Outcome (1):	Provide a complete and measurable statement of the expected outcome.
Expected Outcome (2):	Provide a complete and measurable statement of the expected outcome.
Expected Outcome (3):	Provide a complete and measurable statement of the expected outcome.

b) Measure Titles: Create a short (3 to 4 words) title for the measure(s) or indicator(s) used to evaluate achievement of the expected outcomes identified above. Although units are encouraged to use multiple measures for each expected outcome, the expectation is for each objective to have at least one measure associated with it. **Note:** Use the numbering convention below (1.1, 1.2, 1.3...etc.) to associate the multiple measures with the appropriate expected outcome.

Measure Title (1.1):	Identify a two to three-word title for the measure.
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III. Describe the assessment methodology for measures used to evaluate expected outcomes

Section III. Overview: For this section of the reporting template, provide details of the methodology used for each measure or indicator aligned to the expected outcomes identified in Section II above.



Methodology for Measure 1.1 (include measure title here.)

1) Expected Outcome Title:	CREATE A SHORT DESCRIPTIVE TITLE (2 TO 4 WORDS) THAT CAPTURES/CONCISELY THE MEANING OF THE EXPECTED OUTCOME IDENTIFIED IN SECTION II(a) ABOVE. THIS IS NEEDED FOR EASY IDENTIFICATION IN THE TX20 ASSESSMENT MANAGEMENT SYSTEM.
2) Expected Outcome Statement:	IDENTIFY THE EXPECTED OUTCOME STATEMENT THAT WILL BE ASSOCIATED WITH THE MEASURE DESCRIBED IN THIS SECTION. THIS IS FROM SECTION II(a) ABOVE.
3) Expected Outcome Type:	IDENTIFY WHETHER THE OUTCOME IS A STUDENT LEARNING, STUDENT ACHIEVEMENT, OR ADMINISTRATIVE OUTCOME.
4) Expected Outcome-Mission Alignment:	PROVIDE BRIEF EXPLANATION FOR WHY OR HOW EXPECTED OUTCOME IS RELEVANT TO THE UNIT'S MISSION AND ESSENTIAL FUNCTIONS.
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1) Measure Title:	IDENTIFY THE TWO TO THREE WORD TITLE FOR ONE MEASURE OR INDICATOR USED TO EVALUATE ACHIEVEMENT OF THE EXPECTED OUTCOMES IDENTIFIED IN SECTIONS II(a) AND II(b) ABOVE. THIS IS NEEDED FOR EASY IDENTIFICATION IN THE TX20 ASSESSMENT MANAGEMENT SYSTEM.
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1) Assessment Data and Collection Process:	BRIEFLY DESCRIBE ASSESSMENT DATA SOURCES AND THE PROCESS FOR HOW THE DATA WILL BE COLLECTED.
1) Data Collection Frequency and Timeline:	BRIEFLY DESCRIBE WHEN AND HOW OFTEN THE DATA WILL BE COLLECTED.
1) Benchmark for Success:	STATE THE MINIMUM EXPECTED PERCENT FOR SUCCESS.
1) Measure-Expected Outcome Alignment:	BRIEFLY EXPLAIN HOW THE SELECTED MEASURE OR INDICATOR IS APPROPRIATE FOR EVALUATING THE EXPECTED OUTCOME IDENTIFIED ABOVE.
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Note: Complete the items in Section III above for subsequent expected outcomes and/or for additional measures utilized for the same expected outcome.

33 Things to Consider for Rubric Element #5

Units should include this:

- Be specific about where and/or how the unit will collect assessment data.
- The point is to demonstrate that the unit is highly likely to follow through with implementing plan to collect data.

Units should avoid this:

- Providing vague information about data collection process.

Examples for Rubric Element #5) Data Collection Process

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.

- **(2) Mature:**
 - Survey responses will be collected online.
 - Daily attendance records will be collected by department staff.
 - Compliance rates will be gathered from unit records of assessment reports submitted in SharePoint.
- **(3) Commendable:**
 - Data is from daily records of scheduled advising sessions compiled by academic advising staff. The director will aggregate monthly reports submitted by staff members into one annual report of total advising sessions.

Rubric Element #6) Benchmarks

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:

Look Here for Rubric Element #6

Comprehensive Assessment Plan Template with Component Descriptions for Academic and Student Support Service Units

I. Identify your unit's mission and/or essential functions

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4) Expected Outcome-Mission Alignment:	PROVIDE BRIEF EXPLANATION FOR WHY OR HOW EXPECTED OUTCOME IS RELEVANT TO THE UNIT'S MISSION AND ESSENTIAL FUNCTIONS.
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3) Measure Type:	IDENTIFY WHETHER THE MEASURE IS DIRECT OR INDIRECT. Note: Indirect measures evaluate attitudes and opinions using surveys, focus groups, and self-reflections about the expected outcome.
1) Assessment Data and Collection Process:	IDENTIFY (DESCRIBE) ASSESSMENT DATA SOURCES AND THE PROCESS FOR HOW THE DATA WILL BE COLLECTED.
2) Data Collection Frequency and Timeline:	IDENTIFY (DESCRIBE) WHEN AND HOW OFTEN THE DATA WILL BE COLLECTED.
1) Benchmark for Success:	STATE THE BENCHMARK EXPECTED (POINTS FOR SUCCESS).
2) Measure-Expected Outcome Alignment:	IDENTIFY EXPLAIN HOW THE SELECTED MEASURE OR INDICATOR IS APPROPRIATE TO EVALUATING THE EXPECTED OUTCOME IDENTIFIED ABOVE.
3) Approach for Evaluation and Analysis:	DESCRIBE THE PROCESS THE UNIT WILL USE TO EVALUATE OR REVIEW THE ASSESSMENT DATA, INCLUDING HOW IT BE REVIEWED AND BY WHOM. ALSO, DESCRIBE HOW RESULTS WILL BE ANALYZED BEYOND THE BENCHMARK TO IDENTIFY STRENGTHS/WEAKNESSES OF ACHIEVEMENT. Note: When applicable, attach scoring criteria, rubric or similar documents.

Note: Complete the items in Section III above for subsequent expected outcomes and/or additional measures utilized for the same expected outcome.

37 Things to Consider for Rubric Element #6

Units should include this:

- Identify the target or benchmark criteria that will define “success” of achievement in explicit terms.
- Benchmarks may be drawn from
 - Disciplinary or professional standards
 - Peer institutions and/or units
 - Previous findings
- Benchmarks should be realistic yet sufficiently challenging with room for growth.

Units should avoid this:

- Providing vague information about expected benchmarks for success.
- Setting overly ambitious goals.
- Setting unreasonably low benchmarks.

38 Examples for Rubric Element #6) Benchmarks

Benchmark is vague. General audiences need more info!

Benchmark is stated in explicit terms.

Rationale is provided for benchmark.

- **(1) Progressing:**

- *Unit will meet expectations.*
- *Most units will be in compliance with standard.*

- **(2) Mature:**

- *90% of staff will earn a total score of 24 or higher on the certification training module.*

- **(3) Commendable:**

- *90% of staff will earn a total score of 24 or higher on the certification training module. This benchmark is based on exceeding the previous benchmark by 5 percentage points.*

Rubric Element #7) Measure-Expected Outcome Alignment

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:

Look Here for Rubric Element #7

Comprehensive Assessment Plan Template with Component Descriptions for Academic and Student Support Service Units

I. Identify your unit's mission and/or essential functions

Section I. Overview: For this section of the reporting template, identify your unit and its mission statement and/or essential functions.

a) UTRV:	Identify the unit, office, or department that pertains to this assessment plan.
b) Mission Statement:	Provide a brief statement of your unit's core purpose, values, and/or essential functions within the context of the division and/or university. In lieu of a mission statement, write a brief statement of the unit's essential functions.

II. List all expected outcome statements and measure titles for 2017-2021 planning period

Section II. Overview: For this section of the reporting template, provide a summary list of the following items covering the 2017-2021 planning period: (1) expected outcome statements and (2) measure title for each measure used to evaluate the expected outcomes.

a) Expected Outcome Statements: Provide 3-5 expected outcome statements about the desired quality/performance of your unit's operations (e.g., functions, services, resources, processes, productivity, and/or efficiencies). Outcomes should be written as measurable statements of the expected quality/performance of your unit's operations.

Expected Outcome (1):	Provide a complete and measurable statement of the expected outcome.
Expected Outcome (2):	Provide a complete and measurable statement of the expected outcome.
Expected Outcome (3):	Provide a complete and measurable statement of the expected outcome.

b) Measure Titles: Create a short (3 to 4 words) title for the measure(s) or indicator(s) used to evaluate achievement of the expected outcomes identified above. Although units are encouraged to use multiple measures for each expected outcome, the expectation is for each objective to have at least one measure associated with it. **Note:** Use the numbering convention below (1.1, 1.2, 1.3...etc.) to associate the multiple measures with the appropriate expected outcome.

Measure Title (1.1):	Identify a two to three-word title for the measure.
Measure Title (1.2):	Identify a two to three-word title for the measure.
Measure Title (1.3):	Identify a two to three-word title for the measure.

III. Describe the assessment methodology for measures used to evaluate expected outcomes

Section III. Overview: For this section of the reporting template, provide details of the methodology used for each measure or indicator aligned to the expected outcomes identified in Section II above.



Methodology for Measure 1.1 (include measure title here.)	
1) Expected Outcome Title:	CREATE A SHORT (3-TO-4 WORDS) TITLE FOR EACH OBJECTIVE/STATEMENT that captures/summarizes the meaning of the expected outcome identified in Section II(a) above. This is needed for easy identification in the TA20 Assessment Management System.
2) Expected Outcome Statement:	Identify the expected outcome statement that will be associated with the measure described in this section. This is from Section II(a) above.
3) Expected Outcome Type:	Identify whether the outcome is a student learning, student achievement or administrative outcome.
4) Expected Outcome-Mission Alignment:	Provide brief explanation for why or how expected outcome is relevant to the unit's mission and essential functions.
4) Expected Outcome-Organizational Alignment:	Provide a brief explanation of why or how the expected outcome is relevant to any of the following: UTRGV strategic plan, UTRGV mission, professional organization/accreditation standards, state or federal regulatory bodies, or any other relevant organization.
1) Measure Title:	Identify the two to three word title for one measure or indicator used to evaluate achievement of the expected outcomes identified in Sections II(a) and II(b) above. This is needed for easy identification in the TA20 Assessment Management System.
2) Measure Description:	Describe the measure or indicator used to evaluate achievement of expected outcome identified in Sections II(a) and II(b) above.
3) Measure Type:	Identify whether the measure is direct or indirect. Note, indirect measures evaluate attitudes and opinions using surveys, focus groups, and self-reflections about the expected outcome.
1) Assessment Data and Collection Process:	Identify describe assessment data sources and the process for how the data will be collected.
2) Data Collection Frequency and Timeline:	Identify describe when and how often the data will be collected.
1) Benchmark for Success:	State the minimum expected results for success.
1) Measure-Expected Outcome Alignment:	Identify explain how the selected measure or indicator is appropriate for evaluating the expected outcome identified above.
1) Approach for Evaluation and Analysis:	Describe the process the unit will use to evaluate or review the assessment data, including how it be reviewed and by whom. Also, describe how results will be analyzed beyond the benchmark to identify strengths/weaknesses of achievement. Note: When applicable, attach scoring criteria, rubric or similar documents.

Note: Complete the items in Section III above for subsequent expected outcomes and/or for additional measures utilized for the same expected outcome.

41 Things to Consider for Rubric Element #7

Units should include this:

- Use measures that are appropriately aligned to expected outcome.
- Provide a brief rationale for why measure is aligned to expected outcome – even if it is obvious.

Units should avoid this:

- Mismatching measure with expected outcome.
 - Are satisfaction survey responses appropriate for evaluating compliance with reporting?

Examples for Rubric Element #7) Measure-Outcome Alignment

- **(3) Commendable:**
 - A satisfaction survey will be used to evaluate the expected outcome focused on students' satisfaction with advising sessions.

There is a clearly explained link between the measure and the expected outcome.



Rubric Element #8) Evaluating and Analyzing Assessment Data

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:

Look Here for Rubric Element #8

Comprehensive Assessment Plan Template with Component Descriptions for Academic and Student Support Service Units

I. Identify your unit's mission and/or essential functions

Section I. Overview: For this section of the reporting template, identify your unit and its mission statement and/or essential functions.

a) UTR:	Identify the unit, office, or department that pertains to this assessment plan.
b) Mission Statement:	Provide a brief statement of your unit's core purpose, values, and/or essential functions within the context of the division and/or university. In lieu of a mission statement, write a brief statement of the unit's essential functions.

II. List all expected outcome statements and measure titles for 2017-2021 planning period

Section II. Overview: For this section of the reporting template, provide a summary list of the following items covering the 2017-2021 planning period: (1) expected outcome statements and (2) measure title for each measure used to evaluate the expected outcomes.

a) Expected Outcome Statements: Provide 3-5 expected outcome statements about the desired quality/performance of your unit's operations (e.g., functions, services, resources, processes, productivity, and/or efficiencies). Outcomes should be written as measurable statements of the expected quality/performance of your unit's operations.

Expected Outcome (1):	Provide a complete and measurable statement of the expected outcome.
Expected Outcome (2):	Provide a complete and measurable statement of the expected outcome.
Expected Outcome (3):	Provide a complete and measurable statement of the expected outcome.

b) Measure Titles: Create a short (3 to 4 words) title for the measure(s) or indicator(s) used to evaluate achievement of the expected outcomes identified above. Although units are encouraged to use multiple measures for each expected outcome, the expectation is for each objective to have at least one measure associated with it. **Note:** Use the numbering convention below (1.1, 1.2, 1.3...etc.) to associate the multiple measures with the appropriate expected outcome.

Measure Title (1.1):	Identify a two to three-word title for the measure.
Measure Title (1.2):	Identify a two to three-word title for the measure.
Measure Title (1.3):	Identify a two to three-word title for the measure.

III. Describe the assessment methodology for measures used to evaluate expected outcomes

Section III. Overview: For this section of the reporting template, provide details of the methodology used for each measure or indicator aligned to the expected outcomes identified in Section II above.

Methodology for Measure 1.1 (include measure title here.)	
1) Expected Outcome Title:	CREATE A SHORT DESCRIPTIVE TITLE (2 TO 4 WORDS) THAT CAPTURES/CONCISELY THE MEANING OF THE EXPECTED OUTCOME IDENTIFIED IN SECTION II(a) ABOVE. THIS IS NEEDED FOR EASY IDENTIFICATION IN THE TA20 ASSESSMENT MANAGEMENT SYSTEM.
2) Expected Outcome Statement:	IDENTIFY THE EXPECTED OUTCOME STATEMENT THAT WILL BE ASSOCIATED WITH THE MEASURE DESCRIBED IN THIS SECTION. THIS IS FROM SECTION II(a) ABOVE.
3) Expected Outcome Type:	IDENTIFY WHETHER THE OUTCOME IS A STUDENT LEARNING, STUDENT ACHIEVEMENT, OR ADMINISTRATIVE OUTCOME.
4) Expected Outcome-Mission Alignment:	PROVIDE BRIEF EXPLANATION FOR WHY OR HOW EXPECTED OUTCOME IS RELEVANT TO THE UNIT'S MISSION AND ESSENTIAL FUNCTIONS.
4) Expected Outcome-Organizational Alignment:	PROVIDE A BRIEF EXPLANATION OF WHY OR HOW THE EXPECTED OUTCOME IS RELEVANT TO ANY OF THE FOLLOWING: UTRGV STRATEGIC PLAN, UTRGV MISSION, PROFESSIONAL ORGANIZATION/ACCREDITATION STANDARDS, STATE OR FEDERAL REGULATORY BODIES, OR ANY OTHER RELEVANT ORGANIZATION.
1) Measure Title:	IDENTIFY THE TWO TO THREE-WORD TITLE FOR ONE MEASURE OR INDICATOR USED TO EVALUATE ACHIEVEMENT OF THE EXPECTED OUTCOMES IDENTIFIED IN SECTIONS II(a) AND II(b) ABOVE. THIS IS NEEDED FOR EASY IDENTIFICATION IN THE TA20 ASSESSMENT MANAGEMENT SYSTEM.
2) Measure Description:	DESCRIBE THE MEASURE OR INDICATOR USED TO EVALUATE ACHIEVEMENT OF EXPECTED OUTCOME IDENTIFIED IN SECTIONS II(a) AND II(b) ABOVE.
3) Measure Type:	IDENTIFY WHETHER THE MEASURE IS DIRECT OR INDIRECT. Note: Indirect measures evaluate attitudes and opinions using surveys, focus groups, and self-reflections about the expected outcome.
1) Assessment Data and Collection Process:	IDENTIFY (DESCRIBE) ASSESSMENT DATA SOURCES AND THE PROCESS FOR HOW THE DATA WILL BE COLLECTED.
2) Data Collection Frequency and Timeline:	IDENTIFY (DESCRIBE) WHEN AND HOW OFTEN THE DATA WILL BE COLLECTED.
1) Benchmark for Success:	STATE THE MINIMUM EXPECTED (RANGE) FOR SUCCESS.
2) Measure-Expected Outcome Alignment:	BRIEFLY EXPLAIN HOW THE SELECTED MEASURE OR INDICATOR IS APPROPRIATE FOR EVALUATING THE EXPECTED OUTCOME IDENTIFIED ABOVE.
3) Approach for Evaluation and Analysis:	DESCRIBE THE PROCESS THE UNIT WILL USE TO EVALUATE OR REVIEW THE ASSESSMENT DATA, INCLUDING HOW IT BE REVIEWED AND BY WHOM. ALSO, DESCRIBE HOW RESULTS WILL BE ANALYZED BEYOND THE BENCHMARK TO IDENTIFY STRENGTHS/WEAKNESSES OF ACHIEVEMENT. Note: When applicable, attach scoring criteria, rubric or similar documents.

Note: Complete the items in Section III above for assessment expected outcomes and/or additional measures utilized for the same expected outcome.

45 Things to Consider for Rubric Element #8

Units should include this:

- **Evaluation Approach:** Describe the process the unit will use to evaluate or review the assessment data,
 - How data be reviewed or evaluated?
 - Who will review or evaluate data?
- **Analysis:** Also, describe how results will be analyzed beyond the benchmark to identify strengths/weaknesses of achievement.
- *When applicable, be sure to attach scoring criteria, rubric or similar documents.

Units should avoid this:

- **Evaluation Approach:** Being vague about how student work will be evaluated.
- **Analysis:** Broad/vague descriptions for how the program plans to identify strengths/weakness of achievement.

Examples for Rubric Element #8) Evaluation and Analysis

Detailed description of evaluation and analysis approach

- **(3) Commendable**
 - The unit director will review the survey data provided by respondents. Data will be disaggregated by semester timing, student status, major, minor, race/ethnicity, and gender.
 - The department chair will evaluate self-reported teaching awards data provided by the program faculty. Data will be disaggregated by years of experience, subject expertise, and gender.

Rubric Element #9) Timeline and Frequency of Data Collection

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:

Look Here for Rubric Element #9

Comprehensive Assessment Plan Template with Component Descriptions for Academic and Student Support Service Units

I. Identify your unit's mission and/or essential functions

Section I. Overview: For this section of the reporting template, identify your unit and its mission statement and/or essential functions.

a) UTRV:	Identify the unit, office, or department that pertains to this assessment plan.
b) Mission Statement:	Provide a brief statement of your unit's core purpose, values, and/or essential functions within the context of the division and/or university. In lieu of a mission statement, write a brief statement of the unit's essential functions.

II. List all expected outcome statements and measure titles for 2017-2021 planning period

Section II. Overview: For this section of the reporting template, provide a summary list of the following items covering the 2017-2021 planning period: (1) expected outcome statements and (2) measure title for each measure used to evaluate the expected outcomes.

a) Expected Outcome Statements: Provide 3-5 expected outcome statements about the desired quality/performance of your unit's operations (e.g., functions, services, resources, processes, productivity, and/or efficiencies). Outcomes should be written as measurable statements of the expected quality/performance of your unit's operations.

Expected Outcome (1):	Provide a complete and measurable statement of the expected outcome.
Expected Outcome (2):	Provide a complete and measurable statement of the expected outcome.
Expected Outcome (3):	Provide a complete and measurable statement of the expected outcome.

b) Measure Titles: Create a short (3 to 4 words) title for the measure(s) or indicator(s) used to evaluate achievement of the expected outcomes identified above. Although units are encouraged to use multiple measures for each expected outcome, the expectation is for each objective to have at least one measure associated with it. **Note:** Use the numbering convention below (1.1, 1.2, 1.3...etc.) to associate the multiple measures with the appropriate expected outcome.

Measure Title (1.1):	Identify a two to three-word title for the measure.
Measure Title (1.2):	Identify a two to three-word title for the measure.
Measure Title (1.3):	Identify a two to three-word title for the measure.

III. Describe the assessment methodology for measures used to evaluate expected outcomes

Section III. Overview: For this section of the reporting template, provide details of the methodology used for each measure or indicator aligned to the expected outcomes identified in Section II above.

Methodology for Measure 1.1 (include measure title here.)	
1) Expected Outcome Title:	Provide a short, descriptive title (2 to 4 words) that captures/summarizes the meaning of the expected outcome identified in Section II(a) above. This is needed for easy identification in the TR20 Assessment Management System.
2) Expected Outcome Statement:	Identify the expected outcome statement that will be associated with the measure described in this section. This is from Section II(a) above.
3) Expected Outcome Type:	Identify whether the outcome is a student learning, student achievement or administrative outcome.
4) Expected Outcome-Mission Alignment:	Provide brief explanation for why or how expected outcome is relevant to the unit's mission and essential functions.
4) Expected Outcome-Organizational Alignment:	Provide a brief explanation of why or how the expected outcome is relevant to any of the following: UTRGV strategic plan, UTRGV mission, professional organization/accreditation standards, state or federal regulatory bodies, or any other relevant organization.
5) Measure Title:	Identify the two to three word title for one measure or indicator used to evaluate achievement of the expected outcomes identified in Sections II(a) and II(b) above. This is needed for easy identification in the TR20 Assessment Management System.
6) Measure Description:	Describe the measure or indicator used to evaluate achievement of expected outcome identified in Sections II(a) and II(b) above.
7) Measure Type:	Identify whether the measure is direct or indirect. Note, indirect measures evaluate attitudes and opinions using surveys, focus groups, and self-reflections about the expected outcome.
8) Assessment Data and Collection Process:	Identify (describe) assessment data sources and the process for how the data will be collected.
9) Data Collection Frequency and Timeline:	Identify describe when and how often the data will be collected.
10) Benchmark for Success:	Identify the minimum expected (points for success).
11) Measure-Expected Outcome Alignment:	Identify explain how the selected measure or indicator is appropriate for evaluating the expected outcome identified above.
12) Approach for Evaluation and Analysis:	Describe the process the unit will use to evaluate or review the assessment data, including how it be reviewed and by whom. Also, describe how results will be analyzed beyond the benchmark to identify strengths/weaknesses of achievement. Note: When applicable, attach scoring criteria, rubric or similar documents.

Note: Complete the items in Section III above for subsequent expected outcomes and/or for additional measures utilized for the same expected outcome.

49 Things to Consider for Rubric Element #9

Units should include this:

- Plan to collect data at least once a year to help track performance over time.
- Plan to use results to take actions/decisions intended to improve performance of expected outcome
- Plan to re-assess expected outcomes to determine if “use of results” has positive impact on expected outcome.

Units should avoid this:

- Vague language regarding the timing of collecting data
- Omitting the planning of any of the 3 assessment expectations.
 - Assess
 - Intervene (use results)
 - Re-Assess
- Note: Timeline can be revised as needed.

Examples for Rubric Element #9) Timeline and Frequency of Data Collection

Description of timeline is vague.

Timeline seems to provide sufficient opportunity for continuous improvement. But, more details could be included about when they plan to use results and take actions as well as when they will evaluate impact of actions on expected outcome (assess, intervene, re-assess).

Detailed description of multi-year timeline; includes all assessment expectations (assess, intervene, re-assess); Opportunity for continuous improvement.

- **1) Progressing:**
 - *Expected outcome will be assessed each year. If changes need to be made, the department will convene a meeting.*
- **(2) Mature:**
 - *Data will be collected annually at the end of each spring semester.*
- **(3) Commendable:**
 - *The expected outcome will be assessed fall 2017. The results obtained in 2017 will be used to develop interventions that will be implemented by summer 2018. To evaluate the impact of interventions, the expected outcome will be re-assessed (close the loop) fall 2018. This cycle will be repeated until 2021.*

Expected Outcomes	Year 1: 2017-2018			Year 2: 2018-2019			Year 3: 2019-2020			Year 4: 2020-2021		
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Outcome (1)	I. Assess		II. Intervene	III. Re-Assess			I. Assess		II. Intervene	III. Re-Assess		