**Barber-Scotia College**

**Assessment Plan and Report Feedback Rubric**

| **GENERAL INFORMATION** | | | |
| --- | --- | --- | --- |
| **Academic Program/Unit:** |  | **Leadership:** |  |
| **Rater:** |  | **Rater Email:** |  |
| **Date of Submission:** |  | **Date of Review:** |  |

*Instructions: Highlight the chosen criteria for each component of the assessment plan and report.*

|  | **Model for Others (4)** | **Acceptable (3)** | **Needs Modifications (2)** | **Not Acceptable (1)** |
| --- | --- | --- | --- | --- |
| **Mission Statement** | The mission is clear and specific to the program. The mission aligns with the division and university mission. | The mission is clear and direct for the specific unit and institutional culture. | The mission is not clear and direct based on institutional culture. | The mission is not clear and direct. |
| **Comments:** | | | | |
| **Core Function** | The core functions are reflective of the department’s mission and progressive in regards to future trends in higher education. | The core functions are reflective of the department’s mission. | The core functions are not  exhaustive in regards to the major programs and services offered. | The core functions are not clearly defined. |
| **Comments:** | | | | |
| **Core Outcomes** | The core outcomes are clearly defined and aligned with the mission and core functions.The outcomes are measurable. There are more than 3 outcomes identified. | The core outcomes are clearly defined, measurable, manageable, or meaningful. At least 3 outcomes are identified. | The core outcomes are measurable, but not manageable and  meaningful. Less than 3 outcomes are identified. | The core outcomes are not  measurable, manageable, or meaningful. |
| **Comments:** | | | | |
| **Assessment Methods** | The assessment methods are aligned to the outcomes. There are more than one assessment method used for each outcome to ensure data triangulation. | The assessment methods are aligned to the outcomes. | The assessment methods are not aligned to the outcomes. | The assessment methods are not provided. |
| **Comments:** | | | | |
| **Assessment**  **Procedures** | The assessment procedure  include multiple measures for each outcomes and reflects  various assessment methods. The procedure allows for feedback over time. The results will yield meaningful information. | The assessment procedures are appropriate for the core  outcomes and measures. | The assessment procedures are not appropriate for the core outcomes and measures. | The assessment procedures are not clearly defined. |
| **Comments** | | | | |
| **Performance Indicators** | The performance indicators are aligned with the core outcomes. The indicators will yield results from multiple perspectives related to the core outcomes. | The performance indicator is aligned with core outcomes | The performance indicator is subjective, rather than objective. | The performance indicators are not aligned with the core  outcome |
| **Comments** | | | | |
| **Performance Targets** | The performance targets are clearly stated and quite  appropriate. | The performance targets are appropriate for the related to core outcomes and stated. | The performance targets are somewhat appropriate for the related to core outcomes and vaguely stated. | The performance targets are missing or not appropriate. |
| **Comments:** | | | | |
| **Results** | The results are clear and all information provided. The  results are linked to previous years’ results. | The results are provided with supporting materials. | The results are unclear and data does not support the summary. Little information is provided | The results are not provided. |
| **Comments:** | | | | |
| **Findings** | The findings are detailed and include themes based on the results. | The findings are aligned with the results and core  outcomes. | The findings are not communicated effectively nor aligned with the core outcomes. | The findings summary does not align with assessment results. |
| **Comments:** | | | | |
| **Planned Improvements** | The action plan is specific and aligned with findings. The action plan is provided with all information. The plan is focused on continuous improvement and changes as necessary to make program changes. A timeline is provided. | The action plan is provided with most information and mostly related to the results. Some details need further clarification. The action plan does focus on program changes. A timeline is provided. | The action plan is provided with little information. The action plan does not clearly relate to the results. The actions do not focus on program changes, but rather learner’s behaviors. A timeline is not provided. | The action plan is not provided. |
| **Comments:** | | | | |

**Overall Comments/Notes:**