

## Administrative Continuous Improvement Report Rubric 2023-24

**Unit:**

**Responsible Individual:**

**Date of Review:** Fall 2024

**Reviewers:** Administrative Assessment Committee Members

<b>1. Mission Statement</b>				
A mission statement is a concise statement that describes the unit's purpose, explains its primary functions, and identifies who it serves (i.e., who the program is, what it does, and who it serves).				
Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
<b>1.1 Clarity</b>				
The unit's mission statement is not included.	The unit's mission statement is too narrow or too broad in scope to accurately reflect the unit.	The unit's mission statement generally describes the unit.	The unit's mission statement clearly and concisely states the unit's purpose, services, and stakeholders.	
<b>1.2 Alignment with University Mission</b>				
The unit's mission statement is not included.	The alignment of the unit's mission statement with the University's mission is questionable.	The alignment of the unit's mission statement with the University's mission is implied, but lacks clarity.	The alignment of the unit's mission statement with the University's mission is clearly articulated.	
<b>Comments and/or Recommendations to the Report's authors regarding the <i>Mission Statement</i>.</b>				

<b>2. Operational Outcomes</b>				
Operational outcomes are specific statements that address the unit's performance, particularly regarding operations, programs, and services.				
<b>Beginning (1)</b>	<b>Developing (2)</b>	<b>Maturing (3)</b>	<b>Exemplary (4)</b>	<b>Rating</b>
<b>2.1 Measurable</b>				
Operational outcomes either are not identified or are not stated in measurable terms.	Operational outcomes are stated in only minimally measurable terms.	Some operational outcomes are clearly stated in measurable terms.	All operational outcomes are clearly stated in measurable terms.	
<b>2.2 Alignment with Unit Mission</b>				
Operational outcomes either are not identified or are not aligned with the unit's mission.	Operational outcomes are somewhat aligned with the unit's mission, but the link is not obvious.	Some of the operational outcomes are clearly aligned with and specific to the unit's mission.	All operational outcomes are clearly aligned with and specific to the unit's mission.	
<b>2.3 Significance of Operational Outcomes</b>				
Operational outcomes are not identified.	Operational outcomes are narrowly focused and tend to describe specific activities.	Operational outcomes are generally focused on continuous improvement efforts, but some outcomes describe specific activities.	All operational outcomes clearly describe continuous improvement efforts.	
<b>2.4 Number of Operational Outcomes</b>				
Operational outcomes are not identified.	The unit has identified an insufficient number of operational outcomes (1-2 outcomes).	The unit has identified a satisfactory number of operational outcomes (3-4 outcomes).	The unit has identified a robust number of operational outcomes (5+ outcomes).	
<b>Comments and/or Recommendations to the Report's authors regarding <i>Operational Outcomes</i>.</b>				

<b>3. Student Learning Outcomes</b>				
<p>Student learning outcomes (SLOs) clearly state the knowledge, skills, values, and attitudes that students are expected to acquire and reliably demonstrate by the end of the learning experience.</p> <p><b>NOTE: Student learning outcomes may not be applicable to a specific unit. If no student learning outcomes are identified, skip to Section #4.</b></p>				
<b>Beginning (1)</b>	<b>Developing (2)</b>	<b>Maturing (3)</b>	<b>Exemplary (4)</b>	<b>Rating</b>
<b>3.1 Measurable and Observable</b>				
Student learning outcomes are not written in measurable and observable terms.	Student learning outcomes include a limited number of action verbs and/or provide only a general description of the knowledge/skills/ behaviors to be measured.	Student learning outcomes generally contain action verbs and a good description of the knowledge/skills/behaviors to be measured.	All student learning outcomes incorporate action verbs and a rich description of the knowledge/skills/behaviors to be measured.	
<b>3.2 Alignment with Unit Mission</b>				
Student learning outcomes are not aligned with the unit's mission.	Student learning outcomes are somewhat aligned with the unit's mission, but the link is not obvious.	Some of the student learning outcomes are clearly aligned with the unit's mission.	All student learning outcomes are clearly aligned with the unit's mission.	
<b>Comments and/or Recommendations to the Report's authors regarding <i>Student Learning Outcomes</i>.</b>				

<b>4. Summary Statement of Assessment-based Accomplishments and Improvements</b>				
The summary statement of assessment-based accomplishments and improvements highlights the impact of engaging in data-informed actions on the unit's performance.				
<b>Beginning (1)</b>	<b>Developing (2)</b>	<b>Maturing (3)</b>	<b>Exemplary (4)</b>	<b>Rating</b>
<b>4.1 Evidence of Changes/Impact based on Previous Year's Assessment Results and Action Plans (from 2022-23 Report)</b>				
The unit has not summarized the changes undertaken during the 2023-24 assessment cycle nor their impact on the unit's performance.	The unit attempts to summarize the changes undertaken during the 2023-24 assessment cycle and/or the impact they had on the unit's performance. The description, however, is vague.	The unit adequately summarizes the changes undertaken during the 2023-24 assessment cycle and/or the impact they had on the unit's performance.	The unit clearly summarizes the changes undertaken during the 2023-24 assessment cycle and the impact they had on the unit's performance.	
<b>Comments and/or Recommendations to the Report's authors regarding <i>Summary Statement of Assessment-based Accomplishments and Improvements</i>.</b>				

<b>5. Activities</b>				
Activities describe the actions taken in support of attaining the desired outcomes.				
<b>Beginning (1)</b>	<b>Developing (2)</b>	<b>Maturing (3)</b>	<b>Exemplary (4)</b>	<b>Rating</b>
<b>5.1 Alignment with Previous Year's Continuous Improvement Action Plans (from 2022-23 Report)</b>				
Activities either are not identified or are not aligned with the previous assessment cycle's Continuous Improvement Action Plans (from 2022-23 Report).	The activities are somewhat aligned with the previous assessment cycle's Continuous Improvement Action Plans (from 2022-23 Report), but the link is not obvious.	Some of the activities are clearly aligned with the previous assessment cycle's Continuous Improvement Action Plans (from 2022-23 Report).	All activities are clearly aligned with the previous assessment cycle's Continuous Improvement Action Plans (from 2022-23 Report), and any discrepancies are fully addressed.	
<b>5.2 Assessment Context</b>				
Activities are not identified.	Activities are described in general terms, with details lacking and the "story incomplete."	Activities are described, with some details provided.	Detailed activities are included and clearly "tell the story" of the unit's actions throughout the year.	
<b>Comments and/or Recommendations to the Report's authors regarding <i>Activities</i>.</b>				

<b>6. Assessment Methods</b>				
Assessment methods are the strategies, techniques, tools, and instruments used for collecting information to determine the extent to which desired outcomes are attained.				
<b>Beginning (1)</b>	<b>Developing (2)</b>	<b>Maturing (3)</b>	<b>Exemplary (4)</b>	<b>Rating</b>
<b>6.1 Relationship between Methods and Operational Outcomes (and Student Learning Outcomes, if applicable)</b>				
Assessment methods for the outcomes are not identified.	Assessment methods are not aligned appropriately with each outcome.	Assessment methods appear to be appropriate for measuring each outcome, but little detail is provided to support the alignment.	Assessment methods are aligned appropriately to effectively measure each outcome, detailing how the outcomes relate to the measures.	
<b>6.2 Data Collection Process (e.g., who provided data, how data were collected, when data were collected) (May be included in the Activities section of the Report.)</b>				
The data collection processes are not addressed.	Data collection processes are generally described.	Some data collection processes are clearly described.	Each data collection process is clearly described.	
<b>6.3 Multiplicity of Assessment Measures</b>				
Assessment measures for the outcomes are not identified.	Multiple measures are not used to assess any outcomes.	Multiple measures are used to assess some outcomes.	Multiple measures are used to assess all outcomes.	
<b>6.4 Types of Assessment Measures</b>				
Assessment measures for the outcomes are not identified.	No outcomes are assessed via direct measures.	At least one outcome is assessed with a direct measure.	More than one outcome is assessed with a direct measure.	
<b>6.5 Specificity of Targets</b>				
Targets for success are not identified.	Desired result is vague or supported by unclear criteria.	Desired result is reasonably explained, but lacks justification.	Desired result is reasonably explained and justified.	

**Comments and/or Recommendations to the Report's authors regarding *Assessment Methods*.**

<b>7. Assessment Results</b>				
Assessment results are the findings, including the data, which indicate the extent to which desired outcomes were attained.				
<b>Beginning (1)</b>	<b>Developing (2)</b>	<b>Maturing (3)</b>	<b>Exemplary (4)</b>	<b>Rating</b>
<b>7.1 Presentation of Results</b>				
No results are presented.	Results are presented, but it is unclear how they relate to the assessment method and/or results may be presented as only general statements (e.g., report was submitted).	Results are presented (e.g., table, graph, spreadsheet, report), which relate to the assessment method, however, they may be incomplete, unorganized, or difficult to follow.	Detailed results are clearly presented (e.g., table, graph, spreadsheet, report) and directly relate to the assessment method.	
<b>7.2 Comparison to Historical Data</b>				
No historical results nor comparative data discussion is provided.	Comparative results from the previous year(s) are provided for data sets, as appropriate, however, no comparative data discussion is included.	Comparative results from the previous year(s) are provided for data sets, as appropriate, but not fully discussed in relation to current data.	Comparative results from the previous year(s) are provided for data sets, as appropriate, and observable data trends are described.	
<b>7.3 Attainment of Targets</b>				
No discussion is provided as to whether targets were met or not met.	Questionable conclusions are provided regarding whether targets were met or not met.	A statement and solid evidence that targets were met or not met is provided for most assessment methods.	A statement and solid evidence that targets were met or not met is provided for all assessment methods.	
<b>7.4 Sharing of Results</b>				
No evidence is provided that results are shared with unit staff.	Evidence is provided that results are shared with a limited number of unit staff.	Evidence is provided that results are shared with all unit staff. Mode and details of communication are clear (e.g., email to staff with no further discussion).	Evidence is provided that unit staff together discuss the results and the implications of the data (e.g., at a unit meeting).	



Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
<b>7.5 Interpretation of Results</b>				
No interpretation of results is provided.	Interpretation of results is provided, however, it is unclear how the explanation relates to the assessment methods and the data.	Interpretation of results is provided and seems reasonable, given the assessment methods and the data.	Clearly developed and insightful interpretation of results is provided, which supports the assessment methods and the data.	
<b>Comments and/or Recommendations to the Report's authors regarding <i>Assessment Results</i>.</b>				

<b>8. Documentation</b>				
Documentation includes the materials/documents that provide evidence of the assessment methods used and the assessment results attained.				
<b>Beginning (1)</b>	<b>Developing (2)</b>	<b>Maturing (3)</b>	<b>Exemplary (4)</b>	<b>Rating</b>
<b>8.1 Appropriate Documentation</b>				
No supporting documentation is provided.	Limited appropriate documentation, supporting the assessment methods and the results, is provided.	Adequate and appropriate documentation, supporting the assessment methods and the results, is provided.	Complete and thorough documentation, supporting the assessment methods and the results, is provided.	
<b>Comments and/or Recommendations to the Report's authors regarding <i>Documentation</i>.</b>				

<b>9. Continuous Improvement Action Plans</b>				
The Continuous Improvement Action Plan describes the data-informed activities to be undertaken in the subsequent year to enhance unit performance.				
<b>Beginning (1)</b>	<b>Developing (2)</b>	<b>Maturing (3)</b>	<b>Exemplary (4)</b>	<b>Rating</b>
<b>9.1 Alignment with Results and Outcomes</b>				
No Continuous Improvement Action Plans for 2024-25 are provided.	Continuous Improvement Action Plans for 2024-25 are provided, but are not data-informed, therefore, the link between the plans and the assessment results is unclear.	Continuous Improvement Action Plans for 2024-25 are directly related to the assessment results and the outcomes, however, the plans lack specificity.	Continuous Improvement Action Plans for 2024-25 are clearly described and directly related to the assessment results and the outcomes. Plans are very specific (e.g., timeline, responsible party).	
<b>Comments and/or Recommendations to the Report’s authors regarding the <i>Continuous Improvement Action Plans</i>.</b>				

<b>10. Additional Comments regarding this Continuous Improvement Report.</b>