

Rubric for UCI Student Affairs Units'/Departments'

Learning Outcomes (LOs), Unit Outcomes (UOs), Benchmarks, and Planned Assessment Methods

Note: Units/departments should score a 3 or better in each area or must resubmit improved outcomes and/or benchmarks and/or assessment plans for re-evaluation by the Student Affairs Assessment Committee.

	1 – Needs Improvement	2 – Approaching	3 – Good	4 – Excellent
LOs & UOs: Clarity	<p>Outcomes not stated clearly</p> <p>Outcomes very hard to assess (often too broad or vague)</p> <p>LOs not stated in terms of what students will learn</p> <p>UOs not stated in terms of program</p> <p>Grammar or sentence structure awkward</p>	<p>Outcomes are somewhat clearly stated</p> <p>LOs stated in terms of what students will learn</p> <p>UOs are stated in terms of the program</p> <p>Grammar or sentence structure could be improved or typos or spelling errors</p>	<p>Outcomes clearly stated</p> <p>LOs stated in terms of what students will learn, using verbs</p> <p>UOs are stated in terms of the program</p> <p>Grammatical, decent sentence structure</p>	<p>Outcomes clearly stated and not too broad or vague to assess well</p> <p>LOs stated in terms of what students will learn, using verbs</p> <p>UOs are stated about the program</p> <p>Grammatical, good sentence structure</p>
LOs & UOs: Relevance to Mission	<p>Outcomes pertain to minor aspects of the unit that are only vaguely related to the unit's mission</p>	<p>Outcomes are somewhat relevant, but not central, to the unit's mission</p>	<p>Outcomes are clearly important to the unit's mission</p>	<p>Outcomes are clearly central to the unit's mission</p> <p>BONUS POINTS: CAS Standards influence is clear in outcomes</p> <p>BONUS POINTS: Outcomes are posted on unit's website</p>
LOs & UOs: Quantity and Balance	<p>Too few to cover the unit's most important areas (its mission)</p> <p>Lacking either LOs or UOs</p>	<p>At least three outcomes provided, but important areas of the mission not covered</p> <p>Lacking either LOs or UOs</p>	<p>At least three outcomes (for most units, at least 4 or 5)</p> <p>Sufficient outcomes to cover most of the unit's priorities (per mission statement)</p> <p>At least one LO and one UO</p>	<p>At least three outcomes (for most units, at least 4 or 5)</p> <p>Sufficient outcomes to cover all the unit's priorities (per mission statement)</p> <p>Good balance between LOs and UOs for the unit's mission (for most units: has more LOs than UOs)</p>

<p>Benchmark & Planned Assessment Methods (the check boxes in SALO)</p>	<p>Absence of detail or precision in assessment plan and/or benchmark</p> <p>Not appropriate for the outcomes (benchmark too lenient or planned assessment not very relevant to outcome)</p> <p>Type of data to be collected not stated</p> <p>Indirect evidence used when direct evidence could reasonably be collected</p>	<p>More explanation or preciseness needed in assessment plan or benchmark</p> <p>Plan is a somewhat reasonable way to assess the outcomes</p> <p>Indirect evidence used when direct evidence could reasonably be collected</p>	<p>Statement of assessment plan and benchmark is clear and precise.</p> <p>Appropriate for the outcomes</p> <p>Instruments (surveys, rubrics, etc.) might to need a bit more thought, pretesting, or research</p> <p>Direct evidence collected when possible</p>	<p>Statement of assessment plan and benchmark is clear and precise.</p> <p>Ideal for the outcomes</p> <p>Instruments (surveys, rubrics, etc.), including how developed, well thought out and clearly described</p> <p>Direct evidence collected when possible</p> <p>Pre & post testing when appropriate to assess improvement and learning rather than knowledge</p> <p>BONUS POINTS: Multiple methods used to assess a single outcome</p>
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