****

**Signature Program Report Rubric**

**2013-2014**

Student Affairs Assessment Committee

Report Submitted by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluation Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Overall Feedback:**

The report should be praised for: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Suggestions for improvement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I. Signature Program Learning Outcome (SLO) with Target Achievement Level**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exemplary** | **Acceptable** | **Developing** | **Comments** |
| Complete | □Includes 2 or more SLOs | □Includes 1 SLO | □Missing SLOs |  |
| Who/Whom | □Both SLOs specifically identify the participants | □SLOs identify a generic population of participants or are incomplete | □SLOs do not identify the participants or are missing from the report |  |
| Behavior/Action Verb | □Describes specific criteria using an action verb from Bloom’s taxonomy | □Describes vague/general criteria  | □Does not describe criteria  |  |
| Relation to Division and University Outcomes | □Outcomes align and ‘make sense’ alongside identified University and Division outcomes | □Outcomes do not seem to fit within the previously identified University and Division outcomes | □Outcomes conflict with the previously identified University and Division outcomes  |  |
| Explicit Measures | □Outcomes are specific, realistic, and measure student learning | □Outcomes are vague/general, possibly realistic, and may not measure student learning | □Outcomes are not specific, realistic, and do not measure student learning |  |

**II. University / Division of Student Affairs Learning Outcome Program Linkage**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exemplary** | **Acceptable** | **Developing** | **Comments** |
| Accurate | □Refers to current/accurate University & Division learning outcomes | □Refers to some outdated or inaccurate University & Division outcomes | □Refers to University & Division learning outcomes that are inaccurate (or missing) |  |

**III. Signature Program/Service Overview**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exemplary** | **Acceptable** | **Developing** | **Comments** |
| Purpose | □Clearly states the purpose or intent in terms of ***who***, ***what***, and ***why*** | □States a purpose, but is somewhat vague or over-simplified | □Missing or unclear purpose |  |
| Goals | □Clearly states goals for the program/service | □Goals for the program/service are vague | □Goals for the program/service are missing or unclear |  |
| Explicit | □Provides detailed information on the time, place, scope of the program/service that an uninformed reader can easily understand | □Provides minimal/sufficient detail that allows an uninformed reader to understand  | □Little or no detailed information about the program/service itself which leave the uninformed reader completely lost  |  |
| Clarity | □Clear, concise, succinct and understandable | □Is clear but verbose | □Unclear  |  |
| Enduring/Importance | □Conveys the importance of the program/service and explains why it is considered a “signature” and essential component of the functional area | □Importance is implied, or relies on the reviewer’s previous knowledge of the program/service; program/service is an ancillary component of the functional area  | □Makes no claims that set this program/service apart from others originating in the functional area; program/service is a non-essential component of the functional area |  |

**IV. Methods and Procedures**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exemplary** | **Acceptable** | **Developing** | **Comments** |
| Description of Participants | □Identifies how the participants/samples were obtained; reports sample size, response rate, and describes the sample/participants by providing demographic information | □Missing 1-2 components from participants/sample description, but able to provide an acceptable amount of information about the participants/sample | □The participant/sample description does not succeed in presenting an accurate picture of the participants/sample |  |
| Data Collection Timeframe | □Provides detailed information about timing and duration | □Provides incomplete information | □The report does not include this information |  |
| Data Collection Methods | □Provides detailed information about the assessment tools and methods used  | □Provides broad or vague information about the assessment tools and methods used | □Reports little or no information about the assessment tools and methods used  |  |
| Limitations | □Author clearly describes both the limitations stemming from the methodology, as well as critiques the limitations of the program/service | □Author partially describes both the limitations stemming from the methodology, as well as attempts to critique the limitations of the program/service | □Author does not address limits inherent in the methodology nor critiques the limitations of the program/service  |  |

**V. Results and Conclusions/Actions Taken/Closing the Loop**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exemplary** | **Acceptable** | **Developing** | **Comments** |
| Results relate to SLO | □Data analyses measures success in terms of the SLOs  | □Results provide information, but evaluation of success is not explicit | □The results do not correspond or align with the measurement of SLOs |  |
| Presentation / Clarity | □Results are professional, easy to read, and include appropriate charts/graphs | □Results format is inconsistent or distracting | □Results are difficult to read/understand |  |
| Objective | □Results are direct and provide information that is useful  | □Results are skewed or do not present a complete picture | □Results are missing or misrepresented |  |
| Actionable | □Report makes insightful connections between results and future steps | □Future steps fail to address or are not related to results | □Recommendations are not based on the assessment or are missing |  |