****

**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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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| Accurate | □  Refers to current/accurate University & Division learning outcomes | □  Refers to some outdated or inaccurate University & Division outcomes | □  Refers to University & Division learning outcomes that are inaccurate (or missing) |  |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