

## AWC Departmental Assessment Plan Rubric

Process/Stage Element	Initial	Emerging	Developed	Highly Developed
<b>Goals</b> <b>Sample:</b> Increase student enrollment through targeted marketing.	No Goals defined.	Goals identify basic knowledge and conceptual understandings, but too broad and vague to measure or not specifically identified.	Goals are defined, more specific and less vague.	Anchored in verbs, clearly identifies the actions, behaviors, and dispositions. Well written and measurable.
<b>Measures (Methods)</b>	Methods and measures are not listed or too general (e.g., gather feedback, hold an event)	One method of assessment for each goal is included in the plan and is linked to the goals.	Two or more performance assessments are identified and clearly linked to goals.	Multiple methods and measures of assessments are included as well as identifying surveys, rubrics, scoring guides, etc.
<b>Benchmarks/Standards</b>	No benchmarks or standards/statements of intended success are indicated. Standard is not realistic.	Minimum, general, standards are set for every Goal. Standard is realistic. No specific benchmark identified.	Standards are identified and appropriate for all Goals. Benchmark indicated.	Standards are identified and vary depending on the circumstances. Considered multiple targets as appropriate.
<b>Results/Findings</b>	No results.	Results listed. No target level achievement defined. No indication of action plan.	Results listed. Target level achievement defined. No indication of action plan.	Results listed. Target level achievement defined. Indication of action plan (planned or unnecessary). If applicable, comparison of results on same measures from previous year's assessment and whether or not an improvement was achieved.
<b>Analysis</b>	No strengths/weaknesses identified. No additional analysis.	Strengths and weaknesses of assessment tools listed. No additional analysis.	Strengths and weaknesses of assessment tools listed. Additional analysis provided.	Strengths and weaknesses of assessment tools listed. Additional analysis and key indicators have been provided.
<b>Recommendations</b>	No recommendations.	Identification of improvement needed. No recommendations.	Identification of improvement needed. Recommendations.	Recommendations for improvements along with supporting information of what activities will be modified to meet stated Goals.
<b>Actions</b>	No actions indicated.	Actions indicated. No target date, responsible party, or priority level.	Actions indicated. Target date and/or responsible party identified. No priority level.	Actions indicated. Target date, responsible party, and priority level identified.

Originally borrowed from WASC, adapted by BA Holzman, Office of Academic Planning and Institutional Effectiveness, SFSU, 2006. Addition/revisions by Cheryl L. Ney, Academic Programs and Undergraduate Education, Cal Poly, 2007. Additions/revisions by Anne Wahl, Student Learning Outcomes Assessment Office, RIT, 2010. Adapted and revised by Elaine Groggett, Assessment, Program Review, Curriculum and Articulation Office, AWC, 2019.