



Reporting Year 2024-25

ANNUAL RUBRIC AND FEEDBACK REPORT: Outcomes Assessment Report (OAR)

Administrative and Academic/Student Support Services

Unit or Office Name:

.: GENERAL FEEDBACK AND OBSERVATIONS :.

.: MISSION STATEMENT .:					
CATEGORY	"EXTRA CREDIT" EXEMPLAR	MEETS EXPECTATIONS	IMPROVING	DEVELOPING	INCOMPLETE
ALIGNMENT TO UNIVERSITY'S MISSION	<input type="checkbox"/> It is clear where the area aligns with the university's strategic plan, Cardinal Principles, and/or other institutional values or initiatives.	<input type="checkbox"/> Explicitly aligns with the university's mission statement.	<input type="checkbox"/> Aligns with most—but not all—tenets of the university's mission statement.	<input type="checkbox"/> Needs refinement to better align with the University's mission statement.	<input type="checkbox"/> Not aligned with the University's mission statement.
AREA PURPOSE	<input type="checkbox"/> Unique purpose of the area is communicated in a way that is understandable across myriad audiences.	<input type="checkbox"/> Describes the unique purpose of the office/department/area/unit.	<input type="checkbox"/> Additional information provided since previous cycle -OR- unique purpose not fully distinguished.	<input type="checkbox"/> Too general to distinguish the unique purpose of the office/department from the unit/division.	<input type="checkbox"/> Does not provide the purpose of the area.
POPULATIONS	<input type="checkbox"/> Identified population(s) touch upon those the program looks forward to serving.	<input type="checkbox"/> Identifies specific population(s) served by personnel.	<input type="checkbox"/> Identifies population(s) served.	<input type="checkbox"/> Population(s) served by the program not clearly communicated.	<input type="checkbox"/> Does not identify population(s) served by the area.
STYLE, CRAFT, CLARITY	<input type="checkbox"/> Writing craft (syntax, grammar, tone, etc.) are strong and language is accessible to outside reader.	<input type="checkbox"/> Clear and concise writing.	<input type="checkbox"/> Writing improved since previous cycle, but additional refinement is needed.	<input type="checkbox"/> Lacks clear and concise writing.	<input type="checkbox"/> Incomplete information is provided.
DEPARTMENT OR UNIT SPECIFICITY	<input type="checkbox"/> Statement explicitly names and writes into the area's focus and not just the overarching unit/division.	<input type="checkbox"/> Statement includes details specific to the office/department/area/unit, as well as whatever overarching area this one 'reports up to'.	<input type="checkbox"/> Statement not discernable from other areas affiliated with department, and statement is mostly crafted at the unit/division level.	<input type="checkbox"/> Unit/division-level only statement provided.	<input type="checkbox"/> No statement is provided.

.: GOALS .:

CATEGORY	"EXTRA CREDIT" EXEMPLAR	MEETS EXPECTATIONS	IMPROVING	DEVELOPING	INCOMPLETE
ALL GOALS ARE UNIQUELY ADDRESSED	<input type="checkbox"/> It is clear where all 2-3 goals are aligned with the university's mission, strategic plan, or other related initiatives.	<input type="checkbox"/> Identifies 3 (but no more than 5) required unique goals.	<input type="checkbox"/> 1 or more unique goals identified, but overlap with another (e.g., one goal for one assessment objective is nearly duplicated for another).	<input type="checkbox"/> Missing the following: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> No goals identified.
STYLE, CRAFT, CLARITY	<input type="checkbox"/> Goal's structure is focused and does not include language and terminology better-suited for an operational or student learning outcome.	<input type="checkbox"/> Explicitly describes what the unit will achieve for each goal.	<input type="checkbox"/> Some improvements made to language; however, refinement is needed to distinguish all goals from one another.	<input type="checkbox"/> Some (but not all) goals need refinement to better describe what will be achieved for each goal: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Does not describe what the unit will achieve for any goal.
ALIGNMENT TO MISSION STATEMENT	<input type="checkbox"/> Goals are clearly and concisely written and are not lost within a larger narrative statement within the reporting module.	<input type="checkbox"/> Each goal is clearly aligned to the unit's mission statement.	<input type="checkbox"/> Some improvements have been made to goals since the previous cycle; however, additional refinement is still needed in order to align with mission statement: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Goal(s) need clarifying to better align with the unit's mission statement: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Goals are not aligned to unit's mission statement.

.: OPERATIONAL or STUDENT LEARNING OUTCOMES .:

CATEGORY REVISE	“EXTRA CREDIT” EXEMPLAR	MEETS EXPECTATIONS	IMPROVING	DEVELOPING	INCOMPLETE
ALL OUTCOMES UNIQUELY ADDRESSED	<input type="checkbox"/> All outcomes are uniquely stated and do not overlap with one another.	<input type="checkbox"/> Identifies at least 1 outcome for each of the 2-3 corresponding goals.	<input type="checkbox"/> Identifies at least 1 outcome for some (but not all) goals: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Missing outcomes for competencies related to: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> No outcomes are identified.
STYLE, CRAFT, CLARITY	<input type="checkbox"/> Outcomes’ structure and style have been significantly revised on a granular-level by integrating precise language.	<input type="checkbox"/> All outcomes describe the results that will be accomplished by the area for each outcome.	<input type="checkbox"/> Needs refinement to better describe what will be accomplished for each outcome: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Some (but not all) statements need refinement to better describe the operational or student learning outcome. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Does not describe what will be accomplished by the unit for each outcome.
MEASURABILITY OF OUTCOMES	<input type="checkbox"/> It is evident how the outcome supports the overarching unit/division.	<input type="checkbox"/> All outcomes are measurable.	<input type="checkbox"/> Some (but not all) outcomes are measurable: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Some (but not all) outcomes need refinement to better identify or align with measurable assessment methods. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Outcomes are not measurable.
ALIGNMENT TO GOAL	<input type="checkbox"/> Extraneous language and detail have been excised or moved to Additional Notes component.	<input type="checkbox"/> Each outcome is clearly aligned to its associated specific goal.	<input type="checkbox"/> Outcome(s) need clarification to better align with specific goals: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Outcome(s) speak to a goal but not one that it ought to be in alignment with: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Outcomes are not aligned with specific goals.

.: ASSESSMENT METHODS :.					
CATEGORY	"EXTRA CREDIT" EXEMPLAR	MEETS EXPECTATIONS	IMPROVING	DEVELOPING	INCOMPLETE
METHODS OF ASSESSMENT	<input type="checkbox"/> Direct assessment methods provide strong detail of perimeters or expectations associated with measure.	<input type="checkbox"/> Identifies at least 1 direct assessment measure for each outcome.	<input type="checkbox"/> Identifies assessment method(s) for some (but not all) outcomes: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Missing direct assessment measure(s) for outcomes related to: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> No assessment methods are identified.
DESCRIPTION OF EVALUATION TOOLS/CRITERIA	<input type="checkbox"/> Direct assessment methods provide strong detail of evaluation tools/criteria.	<input type="checkbox"/> All methods provide specific description of the identified assessment and how it will measure the results for each outcome.	<input type="checkbox"/> Needs refinement to better describe the identified assessment method(s) and how it will measure the results for each outcome: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Some (but not all) direct assessment measures need refinement to better describe how outcomes are measured or achieved: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Does not describe the identified assessment or how it will measure the results for each outcome.
ALIGNMENT TO OPERATIONAL OR STUDENT LEARNING OUTCOMES	<input type="checkbox"/> Direct assessment method measures impact vs participation or headcount.	<input type="checkbox"/> All assessment methods are clearly aligned to a specific outcome, and all referenced documentation in all measures is provided.	<input type="checkbox"/> Assessment method(s) need clarifying to better align with specific outcomes: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Some (but not all) rubrics or supplemental materials identified in report are not included: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Assessment methods are not aligned with specific outcomes.

.: TARGETS .:

CATEGORY	"EXTRA CREDIT" EXEMPLAR	MEETS EXPECTATIONS	IMPROVING	DEVELOPING	INCOMPLETE
EACH MEASURE HAS A TARGET	<input type="checkbox"/> Targets are expressed in a clear and concise manner, and are easy to read.	<input type="checkbox"/> Identifies at least 1 target for each direct assessment measure.	<input type="checkbox"/> Improvements have been made, but additional refinement or clarification is needed: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Missing targets for direct assessment measures related to: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> No targets are identified.
EXPRESSION	<input type="checkbox"/> All targets have been adjusted appropriately so as to reinforce the integrity of the measure's effectiveness and/or rigor.	<input type="checkbox"/> All targets indicate the applicable expression (e.g. %, #, rating) and appropriate threshold for achievement of each learning outcome assessed.	<input type="checkbox"/> Improvements have been made, but some information is still missing (e.g., performance threshold has been improved, but the sampling methodology is still unclear): <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Some (but not all) targets need refinement to clearly indicate the applicable expression (e.g. %, #, rating) and appropriate threshold for achievement of each learning outcome assessed. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> No targets indicate the applicable expression (e.g. %, #, rating) or appropriate threshold for achievement of learning outcomes assessed.
ALIGNMENT TO MEASURE	<input type="checkbox"/> Language in targets' performance threshold is explicitly aligned with evaluation tools associated with assessment activities.	<input type="checkbox"/> All targets are clearly aligned to a specific measure.	<input type="checkbox"/> Improvements have been made, but additional refinement is needed or not all direct measures have an associated established target: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Some (but not all) targets need refinement to better align to a specific measure. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> No targets align with specific measures.
	<input type="checkbox"/> Criteria is N/A to program.	<input type="checkbox"/> Criteria is N/A to program.	<input type="checkbox"/> Criteria is N/A to program.	<input type="checkbox"/> Criteria is N/A to program.	<input type="checkbox"/> Criteria is N/A to program.

.: FINDINGS .:					
CATEGORY	"EXTRA CREDIT" EXEMPLAR - 4	MEETS EXPECTATIONS - 3	IMPROVING - 2	DEVELOPING - 1	INCOMPLETE - 0
IDENTIFICATION OF FINDINGS	<input type="checkbox"/> A discussion or response to each finding is provided.	<input type="checkbox"/> Identifies at least 1 finding for each direct assessment measure.	<input type="checkbox"/> Findings are provided, but there are discrepancies between the data provided and the numbers identified in the associated target: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Missing findings for direct assessment measures related to: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> No findings are identified.
INDICATION OF TARGETS' MET/UNMET/PARTIALLY MET STATUS	<input type="checkbox"/> Findings are discussed comparatively to the previous cycle's findings. (E.g., the author notes where previously unmet targets are now met, or where targets are consistently met.)	<input type="checkbox"/> All findings clearly indicate whether the target was met.	<input type="checkbox"/> Findings are indicated as met, but the numbers or percentages are inconsistent: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Some (but not all) findings need refinement to better indicate whether the target was met: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> No findings indicate whether the targets were met.
	<input type="checkbox"/> Criteria is N/A to program.	<input type="checkbox"/> Criteria is N/A to program.	<input type="checkbox"/> Criteria is N/A to program.	<input type="checkbox"/> Criteria is N/A to program.	<input type="checkbox"/> Criteria is N/A to program.

.: ACTION PLAN/STEP .:					
CATEGORY	"EXTRA CREDIT" EXEMPLAR	MEETS EXPECTATIONS	IMPROVING	DEVELOPING	INCOMPLETE
ALL FINDINGS (WHETHER MET/UNMET/PARTIALLY MET) ARE IDENTIFIED	<input type="checkbox"/> Analysis of Findings is provided for each Target.	<input type="checkbox"/> Identifies each unmet performance target or indicates that all current targets were met.	<input type="checkbox"/> Some, but not all, targets are indicated as met or not met: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Does not identify the following unmet performance targets. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Does not identify unmet performance targets or indicate that all current targets were met.
ALL FINDINGS (WHETHER MET/UNMET/PARTIALLY MET) ARE ADDRESSED WITH A PLAN THAT INDICATES HOW ASSESSMENT RESULTS ARE UTILIZED TO FACILITATE CONTINUOUS IMPROVEMENT	<input type="checkbox"/> Narrative goes a step further and addresses barriers to implementation; offers a timeline of planning and implementation; identifies those who need to become involved in order to implement plan (e.g., additional faculty, support staff).	<input type="checkbox"/> Describes changes to improve functions, services and processes based on unmet targets or, if all targets were met, describes how the expected level of performance will be increased to facilitate continuous program improvement.	<input type="checkbox"/> Only unmet targets are addressed.	<input type="checkbox"/> Does not describe changes to improve functions, services and processes based on the following unmet targets. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Does not describe changes to improve functions, services or processes based on the unmet targets, or, if all targets were met, does not describe how the expected level of performance will be increased to facilitate continuous program improvement.
PREVIOUS CYCLE'S ACTION PLAN/STEPS PROVIDED	<input type="checkbox"/> Action Plan from the previous cycle is clearly presented so that it is clear to the reader which outcome each part addresses.	<input type="checkbox"/> Action Plan from the previous year is included.	<input type="checkbox"/> Some—but not all—information or Action Plan/Steps are included from the previous cycle.	<input type="checkbox"/> Information included in 'Previous Action Plan' component, but is not Action Plan from previous cycle (copy and paste as written).	<input type="checkbox"/> Action Plan from the previous year is not included.
CLOSING LOOP, or, ENGAGEMENT WITH PREVIOUS CYCLE'S ACTION PLAN/STEPS	<input type="checkbox"/> The action plan from the previous cycle is referenced in the new action plan (e.g., items that were not addressed or you were able to implement are being carried over into the new plan).	<input type="checkbox"/> All action plans/steps from the previous reporting cycle are addressed in detail based on how they were implemented.	<input type="checkbox"/> All action plans/steps from previous cycle note whether or not they were implemented (but include no detail).	<input type="checkbox"/> Some, but not all, components of the previous action plan are addressed based on how these facets were implemented: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> No response provided based on how previous year's action plan was implemented.