

University Assessment and Evaluation Committee

Review of the 2006-2007 Administrative Assessment Record

Administrative Unit Reviewed: _____

Administrative Unit Type: (check)

- a. Administrative support services; may include student learning outcomes
 b. Educational support services; must include at least one student learning outcome

	Please check <input checked="" type="checkbox"/> the appropriate rating box and explain your rating when you feel it is needed.	Where appropriate, make suggestions the administrative unit can use.
RUBRIC ITEMS	RATING SCALE WITH ANCHORS	FURTHER EXAMPLES OR EXPLANATION
<p>1. Congruency of Outcomes to Guiding Documents The program demonstrated that the stated outcomes relate to components of CNU's Vision 2010. In addition to Vision 2010, programs are encouraged to reference at least one other guiding document such as CNU's mission, CNU's values, the department's mission, the department's values, the department's goals, discipline-specific standards, etc.</p>	<p><input type="checkbox"/> 1 pt - BEGINNING (No guiding document is referenced) <input type="checkbox"/> 2 pt - DEVELOPING (Excerpts from one or more of the guiding documents are stated, but the connection with the learning outcomes is not made explicit) <input type="checkbox"/> 3 pt - ACCOMPLISHED (Excerpts from Vision 2010 and one or more of the guiding documents are stated; connections between the expected outcomes and the guiding documents are attempted but not entirely convincing) <input type="checkbox"/> 4 pt - EXEMPLARY (Excerpts from Vision 2010 and one or more of the guiding documents are stated; connections between the expected outcomes and the guiding documents are made clear)</p>	
<p>2. Statement of Expected Outcomes (Number) The administrative unit stated three expected outcomes.</p>	<p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>Note: Although not directly related to your rating, please advise the unit on their 3 statements about outcomes (not processes):</p> <ul style="list-style-type: none"> • are succinctly written and consistent with the guiding document statements (#1) • express reasonable expectations • are clear and measurable • express a reasonable level of specificity achievable within the outcome timeframe
<p>3. Statement of Expected Outcomes (Type & Behavior) At least one statement was formulated in terms of what students or clients should be able to know, think, or do as a result of their CNU educational experiences</p>	<p>Rating will depend on the Administrative Unit Type (see type identified at the top of the form), looking for at least one learning outcome stated appropriately for Educational Support Units and possibly for Administrative Support Units. If unit is neither type, then check Not Applicable.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> Not Applicable</p>	<p>Example: Students will display appropriate teamwork skills including X, Y, and Z during their internships. (Career Counseling)</p> <p>Non-example: Career Counseling Staff will set up 200 internships for students this year.</p>

<p>4. Statement of Expected Outcomes (Quality)</p> <p><i>Not currently being used by the committee due to unreliability of raters. Strategy needs to be developed & piloted.</i></p>		
<p>5. First & Second Means of Assessment (Quantity)</p> <p>The administrative unit described both a first and a second Means of Assessment for each intended student outcome.</p>	<p><input type="checkbox"/> 1 pt. BEGINNING (No second means of assessment described for any outcome)</p> <p><input type="checkbox"/> 2 pt. DEVELOPING (One second means of assessment described for an outcome)</p> <p><input type="checkbox"/> 3 pt. ACCOMPLISHED (Two second means of assessment described for outcomes)</p> <p><input type="checkbox"/> 4 pt. EXEMPLARY (Three second means of assessment described for outcomes)</p>	
<p>6. First & Second Means of Assessment (Appropriateness)</p> <p>The assessment methods measure the intended outcomes.</p>	<p><input type="checkbox"/> 1 pt BEGINNING (Little connection between the assessment methods and the outcomes)</p> <p><input type="checkbox"/> 2 pt DEVELOPING (the assessment methods appear to address the outcomes, but little or no supporting evidence is given to support the match)</p> <p><input type="checkbox"/> 3 pt. ACCOMPLISHED (Generally able to identify use, and defend appropriate assessment methods to measure the outcome)</p> <p><input type="checkbox"/> 4 pt EXEMPLARY (Consistently uses appropriate assessment methods to measure all outcomes as verified by convincing evidence)</p>	<p>Given this intended outcome: Students will be satisfied with their overall residential experience.</p> <p>"1" response: Students were evaluated by keeping track of student complaints.</p> <p>"2" response: Students filled out a satisfaction survey about residential experience.</p> <p>"3" response: Students filled out a locally developed satisfaction survey that asked questions specifically about their residential life experiences at CNU. The survey items were reviewed by all res life staff.</p> <p>"4" response: Students filled out a locally developed satisfaction survey that asked questions specifically about their residential life experiences at CNU. The survey items were developed by all res life staff and reviewed by the Director of Assessment & Evaluation. The overall reliability of this instrument is appropriate ($\alpha = .85$).</p> <p>*Note, a standardized instrument is great too, but explanation must be given why this instrument is chosen.</p>

<p>7. Appropriate Data Collection</p> <p>The administrative unit is able to collect data appropriately.</p>	<p><input type="checkbox"/> 1 pt. BEGINNING (No information is given about data collection process and/or data were not collected)</p> <p><input type="checkbox"/> 2 pt. DEVELOPING (Limited information is given about data collection such as who and how many took the assessment, but not enough to judge the veracity of the data collection process)</p> <p><input type="checkbox"/> 3 pt. ACCOMPLISHED (Enough information is given to understand the data collection process. Nevertheless, several methodological flaws are evident such as unrepresentative sampling or inappropriate testing conditions)</p> <p><input type="checkbox"/> 4 pt. EXEMPLARY (The data collection process is clearly explained and is appropriate to the outcome.)</p>	<p>"1" Response: <i>Nothing about data collection</i></p> <p>"2" Response: 100 students took a survey.</p> <p>"3" Response: 100 freshmen (or 8% of the freshmen class) volunteered to take the survey. While all of the students had adequate time to fill out the survey and appeared to fill out the survey seriously, it is unknown how representative this group is relative to typical freshmen.</p> <p>"4" Response: 200 freshmen were randomly chosen to participate in the survey. Of those, 180 (90%) responded. Students were given adequate time to fill out the survey, and all but 3 surveys were completely filled out indicating students gave legitimate effort.</p>
<p>8. Success Criterion Specified</p> <p>The administrative unit specified a criterion (e.g., 3 out of 4; 75%) for success for each Means of Assessment.</p>	<p><input type="checkbox"/> 1 pt. BEGINNING (There are no criteria articulated for identifying that the outcomes have been met)</p> <p><input type="checkbox"/> 2 pt. DEVELOPING (Criteria have been stated, but no rationale is given)</p> <p><input type="checkbox"/> 3 pt. ACCOMPLISHED (Criteria have been stated and a rationale has been attempted)</p> <p><input type="checkbox"/> 4 pt. EXEMPLARY (Criteria have been stated and the rationale for choosing the criteria is clear and reasonable)</p>	<p>"1" Response: <i>Nothing about criteria for success was reported</i></p> <p>"2" Response: The average freshmen enrollee will score 1200 or higher (Critical Reading + Math) on the SAT.</p> <p>"3" Response: The average freshmen enrollee will score 1200 or higher (Critical Reading + Math) on the SAT, at least 10 points higher than the previous year's average (1190).</p> <p>"4" Response: The average freshmen enrollee will score 1200 or higher (Critical Reading + Math) on the SAT, at least 10 points higher than the previous year's average (1190). The expected 10 point increase is modest compared to years past because the Admission's Office research has shown that student qualifications are hitting a ceiling (i.e., fewer and fewer students from Virginia are able to meet CNU's now high admissions standards).</p>
<p>9. Assessment Results & Interpretation</p> <p>The administrative unit provided results indicating the degree to which the intended outcomes were successfully accomplished</p>	<p><input type="checkbox"/> 1 pt. BEGINNING (The administrative unit presented no results for stated outcomes.)</p> <p><input type="checkbox"/> 2 pt. DEVELOPING (The administrative unit reported results but it is unclear to what degree they indicate success.)</p> <p><input type="checkbox"/> 3 pt. ACCOMPLISHED (The administrative unit reported results, which indicate the degree to which the outcomes were successfully accomplished, but they could have been presented more cleanly.)</p> <p><input type="checkbox"/> 4 pt. EXEMPLARY (The administrative unit reported in an organized, easy-to-follow manner assessment results that indicated the degree to which the outcomes were successfully accomplished.)</p>	

<p>10. Logical Connection Between Results and Interpretation</p> <p>The administrative unit's conclusions corresponded to its stated outcomes.</p>	<p><input type="checkbox"/> 1 pt. 1 pt. BEGINNING (Often stated opinion without evidence; unable to align facts with the decision; facts/evidence seem out of context; unable to defend a decision with evidence)</p> <p><input type="checkbox"/> 2 pt. DEVELOPING (Able to produce facts/evidence to fit most decisions, though sometimes the facts/evidence are not the best (most persuasive, best organized, etc.) support for the decision)</p> <p><input type="checkbox"/> 3pt. ACCOMPLISHED (Able to produce and use results that support continuous improvement)</p> <p><input type="checkbox"/> 4pt. EXEMPLARY (Consistently used appropriate and verifiable facts throughout to defend well organized concepts and/or principles in support of decisions made for continuous improvement)</p>	<p>The interpretation of the results should reflect back upon the learning outcomes.</p>
<p>11. Uses of Results: Improvement Plans</p> <p>The administrative unit adequately explained how the assessment results were used to improve their outreach or services. .</p>	<p><input type="checkbox"/> 1 pt. BEGINNING (No information of how assessment results were used to improve outreach or services)</p> <p><input type="checkbox"/> 2 pt. DEVELOPING (Limited explanation of how assessment results were used to improve outreach or services, such as sharing results in a meeting)</p> <p><input type="checkbox"/> 3 pt. ACCOMPLISHED (The explanation included general information about actions that were taken to improve outreach or services)</p> <p><input type="checkbox"/> 4 pt. EXEMPLARY (The explanation included examples of actions, given in specific detail, about how interventions were established to address concerns identified by assessment)</p>	
<p>12. Uses of Results: Continuing Commitment</p> <p>The administrative unit understands the continuing nature of the assessment process and demonstrates a commitment to continue it.</p>	<p><input type="checkbox"/> 1 pt. BEGINNING (Little or limited understanding of the need and/or commitment to continue the assessment cycle; UAEC commentaries ignored)</p> <p><input type="checkbox"/> 2 pt. DEVELOPING (Some evidence of understanding the need and/or commitment to continue the assessment cycle; UAEC commentary somewhat addressed)</p> <p><input type="checkbox"/> 3 pt. ACCOMPLISHED (General understanding of the need and commitment to continue the assessment cycle; UAEC commentary almost fully addressed)</p> <p><input type="checkbox"/> 4 pt. EXEMPLARY (Demonstrated commitment to continue the assessment cycle (timeline and milestones established; search for improved strategies, data sources, and decision-making processes; UAEC commentaries fully addressed)</p>	<p>Look for evidence of past assessment mentioned in their reports. The more integrated, such as relating last year's assessment to this year's, the better. Were suggestions from previous assessment reviews addressed?</p>

Reviewer Initials: _____ Month/Year: _____