**Co-Curricular Student Outcomes Assessment & Success Report Rubric Unit/Program:**

**Office of Assessment & Accreditation, Indiana State University**  **Evaluation Date:**

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| **Evaluation**  **Criteria** | **Exemplary** | **Mature** | **Developing** | **Undeveloped** |
| **Student Learning Outcomes** | At least one learning outcome that is assessed this cycle.  Learning outcome(s) is specific, measureable, and student-centered.  Learning outcome(s) directly align with divisional or institutional priorities. | At least one learning outcome is assessed this cycle.  Learning outcome(s) is specific, measureable, and student-centered. | One learning outcome is assessed this cycle.  The wording of the learning outcome makes it challenging to accurately measure. | No learning outcomes are identified (may have identified other outcomes not directly related to student learning) or learning outcomes are not measurable. |
| **Performance Goals & Measures** | Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).  Identified measures are designed to accurately reflect student learning, including at least one direct measure.  Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.). | Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).  Identified measures are designed to accurately reflect student learning, including at least one direct measure.  Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.). | Performance goal(s) is identified for each learning outcome.  Identified measures are poorly suited to performance goals or are solely indirect measures.  Tools or processes for evaluating student performance on measures are not described. | No goals for student performance of learning outcomes is identified, and/or no measures are provided. |
| **Analysis & Results** | Data is collected using the measures and tools identified.  Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures).  Results are shared in relation to performance goals.  Results are discussed in relation to divisional or institutional priorities. | Data is collected using the measures and tools identified.  Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures).  Results are shared in relation to performance goals. | Data is collected using the measures and tools identified.  Results are reported with little description of analysis. | No data is being collected.  No results are provided, or results are provided with no analysis. |
| **Sharing & Use of Results for Continuous Improvement** | Clear information is provided about sharing and using results to inform practice.  Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.  A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined. | Clear information is provided about sharing and using results to inform practice.  Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice. | Limited information is provided about sharing or using results to inform practice.  Some discussion of what was learned from results is provided.  Any plans provided are not directly related to results. | No information is provided about sharing or using results to inform practice.  No evidence of reflection on results is provided (ex: discussion, conclusions drawn) |
| **Overall Rating** | **□ Exemplary** | **□ Mature** | **□** **Developing** | **□ Undeveloped** |