

Meta-Assessment Rubric *for Evaluating Assessment Plans*

The meta-assessment rubric is a tool for evaluating and enhancing the quality of an assessment plan. It does not evaluate student performance or the program or department itself.

Instructions for using the rubric:

- Type the name of the program/unit and the assessment cycle being evaluated (e.g., 2025-2026).
- Read the descriptions in the first column to gain an understanding of what the ideal plan item should include, along with any notes.
- Use the information in the remaining columns to identify whether each part of the assessment plan is *developing*, *minimally compliant*, *good*, or *exemplary*, and select the appropriate rating. This is a holistic rating of each plan item type.
- Provide qualitative feedback in each *Reviewer Feedback* box. This will assist the program/unit in identifying specific areas for improvement. Be sure to also point out what the program/unit is doing well.
- After evaluating each plan area, on the last page of the document, select an overall rating and provide general feedback.

Please note:

- Academic programs (degree, certificate, minor) must include learning objectives, and they typically have no performance objectives. All other units must include performance objectives.
- Learning objectives must have related *indicators*, *criteria*, and *findings*.
- Performance objectives must have related *key performance indicators (KPIs)*, *targets*, and *results*.

Meta-Assessment Rubric for Evaluating Assessment Plans

Ratings should be assigned based on the overall quality and coherence *of each section*. Keep the following in mind when selecting ratings:

- **Developing:** Largely missing, unclear, or misaligned; substantial revision needed
- **Minimally Compliant:** Present, mostly acceptable, and aligned, but limited in quality or detail
- **Good:** Clear, complete, and aligned; meets expectations
- **Exemplary:** Clear, complete, aligned, and well-justified; exceeds expectations

Program/Unit Name:

Assessment Cycle:

Goals

Broad statements of mission or purpose that serve as the guiding principle of a unit.

<p>High-quality goals:</p> <ul style="list-style-type: none"> • Broadly state the intentions, aspirations, or ambitions of the unit • Address the larger impact of the unit <p>Note:</p> <ul style="list-style-type: none"> • Goals are not necessarily directly measurable. • Although there is no minimum number of goals, plans should have more than one goal. • The number of goals should be appropriate for the size of the unit. 	Developing	Minimally Compliant	Good	Exemplary
	<ul style="list-style-type: none"> • No goals provided 	<ul style="list-style-type: none"> • Goal(s) are stated, but they are generally unclear 	<ul style="list-style-type: none"> • Goal(s) are clearly stated 	<ul style="list-style-type: none"> • More than one goal entered • All goals are clearly stated • Goals address the full purpose of unit, as reflected in its mission or official documentation.
<p>Reviewer Feedback <i>Consider commenting on strengths, opportunities for improvement, and any recommendations for enhancement.</i></p>				

Objectives

Specific, detailed, and measurable statements of the expected knowledge, skills, or abilities gained as a result of receiving instruction or training, or of the expected attainment of non-learning tasks.

High-quality objectives: <ul style="list-style-type: none"> • Clearly align with goals • Isolate a single behavior or service • Articulate the knowledge, skills, or abilities gained or demonstrated (LO) • Describe the desired quality or improvement of services (PO) • Use precise, measurable, and observable verbs (e.g., analyze, create, identify, solve) instead of verbs that are not observable (e.g., understand, know, be familiar with) 	Developing	Minimally Compliant	Good	Exemplary
		<ul style="list-style-type: none"> • None entered; or • None fully address specifications for an objective 	<ul style="list-style-type: none"> • At least one fully meets all stated specifications for a high-quality objective. 	<ul style="list-style-type: none"> • Most address all specifications
<p>Notes:</p> <ul style="list-style-type: none"> • Learning objectives (LO) are required by academic programs. • Performance objectives (PO) are required by all others. • Each goal should be supported by more than one objective. 	<p>Reviewer Feedback <i>Consider commenting on strengths, opportunities for improvement, and any recommendations for enhancement.</i></p>			

Indicators and/or KPIs

The methods, instruments, processes, or techniques used to measure and evaluate learning or performance objectives; the means of gathering data. Learning objectives will have indicators, and performance objectives will have KPIs (Key Performance Indicators).

High-quality indicators/KPIs : <i>Alignment & Appropriateness</i>	Developing	Minimally Compliant	Good	Exemplary
<ul style="list-style-type: none"> • Clearly align with objectives • Clearly show how they can provide data for improving learning and performance <p><i>Method & Source</i></p> <ul style="list-style-type: none"> • The source of data (e.g., exam scores, survey data, etc.) • How data is gathered, by whom, and from whom • When or how often data will be gathered • Who will evaluate or score the item(s) • The rubric or evaluation scale (e.g., %, 0-5, pass/fail, Likert scale, etc.) <p><i>Interpretability & Evidence Quality</i></p> <ul style="list-style-type: none"> • Include direct measures as the primary source of evidence, with indirect measures used to complement them. <p><i>Review & Decision-Making</i></p> <ul style="list-style-type: none"> • Who will review the results and when they will be reviewed <p>Notes:</p> <ul style="list-style-type: none"> • Direct measures assess actual learning or performance, while indirect measures imply that learning or performance improvement has occurred. • Specific instruments may be attached as supporting documentation, when appropriate. • Each objective should be supported by more than one indicator/KPI. 	<ul style="list-style-type: none"> • None entered; or • All are lacking many details to address specifications for an indicator/KPI • No direct measures included 	<ul style="list-style-type: none"> • At least one addresses most specifications • At least one direct measure included 	<ul style="list-style-type: none"> • Most address most specifications • Most measures used are direct 	<ul style="list-style-type: none"> • All address most specifications • More than one indicator/KPI per objective • Mix of direct and indirect measures used for each objective
<p>Reviewer Feedback <i>Consider commenting on strengths, opportunities for improvement, and any recommendations for enhancement.</i></p>				

Criteria/Targets

The benchmark, value, or result that will represent success at achieving a learning or performance objective. Indicators will have criteria, and KPIs will have targets.

	Developing	Minimally Compliant	Good	Exemplary
<p>High-quality criteria/targets:</p> <ul style="list-style-type: none"> • Align with indicators/KPIs and objectives • Be measurable and quantifiable (e.g., an increase of 5%) • Represent a feasible or reasonable amount of success (ambitious but achievable) • Include contextual information (e.g., prior results, disciplinary norms, institutional benchmarks) demonstrating that the criterion or target is ambitious yet achievable. 	<ul style="list-style-type: none"> • None entered; or • None fully address specifications for a criterion/target 	<ul style="list-style-type: none"> • At least one criterion/target addresses all specifications 	<ul style="list-style-type: none"> • Criteria/targets are included for all indicators or KPIs • Most address all specifications 	<ul style="list-style-type: none"> • Criteria/targets are included for all indicators or KPIs • All address all specifications
<p>Reviewer Feedback <i>Consider commenting on strengths, opportunities for improvement, and any recommendations for enhancement.</i></p>				

Findings/Results

A clear and concise summary of the results gathered from the assessment indicators and/or KPIs.

High-quality findings/results:	Developing	Minimally Compliant	Good	Exemplary
<ul style="list-style-type: none"> • Align with the corresponding target for success • Be concise and well-organized • Provide results that clearly inform decisions about improvement • Compare new findings to past trends, previous results, and/or existing standards as appropriate • Provide a clear explanation that targets were met, partially met, or not met • Include supporting documentation, if applicable (e.g., completed rubrics, survey results) 	<ul style="list-style-type: none"> • None entered; or • All are lacking many details to address specifications for a finding/result 	<ul style="list-style-type: none"> • At least one addresses most specifications • At least one aligns with the target for success and clearly indicates if target was met 	<ul style="list-style-type: none"> • Most address most specifications • Most align with the targets for success and clearly indicate if targets were met 	<ul style="list-style-type: none"> • All address most specifications • All align with the targets for success and clearly indicate if targets were met
<p>N/A – New unit in plan year under review. No findings/results collected yet.</p> <p>Reviewer Feedback <i>Consider commenting on strengths, opportunities for improvement, and any recommendations for enhancement.</i></p>				
<p>Notes:</p> <ul style="list-style-type: none"> • It is okay if a criterion/target is not met. This just provides an opportunity for future improvement. • Be sure to anonymize all data submitted. 				

Actions

Specific steps taken to improve a program or unit based on analysis of the assessment findings and/or KPI results.

High-quality actions:	Developing	Minimally Compliant	Good	Exemplary
<ul style="list-style-type: none"> Clearly follow from assessment findings/results Identify an area that needs to be monitored, remediated, or enhanced <ul style="list-style-type: none"> Define logical “next steps” Identify a responsible person or group Contain completion dates Or explain why a finding/result will not be assessed in the future 	<ul style="list-style-type: none"> None entered; or None fully address specifications for a finding/result; or All actions focus solely on continuing current processes without justification based on findings. 	<ul style="list-style-type: none"> At least one addresses most specifications 	<ul style="list-style-type: none"> Most address most specifications 	<ul style="list-style-type: none"> All address most specifications
<p>N/A – New unit in plan year under review. No findings/results collected yet to inform actions.</p>				
<p>Notes:</p> <ul style="list-style-type: none"> This item is in future tense. It should only include what the unit will do in the next cycle. It’s okay if some, but not all, actions identify an area of the assessment process that needs improvement (e.g., only changing the indicator or criterion). Actions related to learning objectives should be mostly focused on pedagogical and/or curricular changes to affect student learning. 	<p>Reviewer Feedback <i>Consider commenting on strengths, opportunities for improvement, and any recommendations for enhancement.</i></p>			

PCI Update

The narrative updating the unit's relative progress in completing the previous cycle's plan for continuous improvement (PCI).

	Developing	Minimally Compliant	Good	Exemplary
<p>The PCI Update should:</p> <ul style="list-style-type: none"> • Be specific and detailed • Provide a progress update, with relevant contextual information, for all items discussed in the previous cycle's PCI • Clarify whether items in the previous PCI were completed or not, and to what extent 	<ul style="list-style-type: none"> • Not entered; or • Does not address any items from the previous PCI 	<ul style="list-style-type: none"> • Does not address all items from previous PCI; or • May fully address previous PCI, but information in previous PCI was limited 	<ul style="list-style-type: none"> • Addresses all items from previous PCI • Previous PCI included sufficient information to demonstrate progress • Provides general detail (lacks some specificity) 	<ul style="list-style-type: none"> • Addresses all items from previous PCI • Previous PCI included thorough, specific, and well-documented information • Provides specific detail (who, what, when, where, why)
<p>Note:</p> <ul style="list-style-type: none"> • The PCI update should be in past tense. • This rating of this item is dependent on the quality of the previous cycle's PCI. • Mark N/A in notes section and do not select a rating if this was a new unit for the year being reviewed. New units will not have a previous PCI. 	<p style="text-align: center;">N/A – New unit in plan year under review. Previous PCI not available. (Note: Units that existed prior to this year should have a Previous PCI. If they did not write one, then they should be marked as Developing.)</p> <p>Reviewer Feedback <i>Consider commenting on strengths, opportunities for improvement, and any recommendations for enhancement.</i></p>			

New PCI

The narrative summarizing all actions to be implemented into one coherent plan.

The New PCI should:	Developing	Minimally Compliant	Good	Exemplary
<ul style="list-style-type: none"> • Be specific and detailed • Include a summary of all identified actions found within the current plan • Include any new initiatives or other items that will be assessed in the next cycle • Provide additional contextual information or details about what the actions are, how and when they will be implemented, and who will be responsible 	<ul style="list-style-type: none"> • Not entered; or • Does not address any actions from the current plan 	<ul style="list-style-type: none"> • Does not include all actions from the current plan 	<ul style="list-style-type: none"> • Includes all actions from the current plan • Includes sufficient information to demonstrate progress • Provides general detail (lacks some specificity) 	<ul style="list-style-type: none"> • Includes all actions from the current plan • Includes thorough, specific, and well-documented information • Provides specific detail (who, what, when, where, why)
<p>Reviewer Feedback <i>Consider commenting on strengths, opportunities for improvement, and any recommendations for enhancement.</i></p>				
<p>Notes:</p> <ul style="list-style-type: none"> • The New PCI should be in future tense. • The New PCI should represent all the unit's intended actions that will be assessed for the following cycle. 				

Overall Rating

Please select an overall rating for the assessment plan.

Ratings should be assigned based on the overall quality and coherence *of the plan*. Keep the following in mind when selecting ratings:

- **Developing:** Largely unclear or misaligned; substantial revision needed
- **Minimally Compliant:** Mostly acceptable and aligned, but limited in quality or detail
- **Good:** Clear, complete, and aligned; meets expectations
- **Exemplary:** Clear, complete, aligned, and well-justified; exceeds expectations

Developing	Minimally Compliant	Good	Exemplary
<p>Reviewer Feedback <i>Consider commenting on strengths, opportunities for improvement, and any recommendations for enhancement.</i></p>			