

STARS Assessment Rubric

Reporting Cycle	Criteria	(5) Highly Developed	(4) Developed	(3) Emerging	(2) Initial	(1) Insufficient	(0) Unable to Review	
							Missing items will cause the plan to be issued a 0 rating and the plan will not be rated. *See Assessment Checklist	
Plan	Goals/Objectives	Provides specific missions/goals that strongly support those of the University and are aligned to all applicable accreditation and accountability standards.	Provides specific missions/goals that support those of the University and are aligned to all applicable accreditation and accountability standards.	Provides specific missions/goals that moderately support those of the University and are aligned to applicable accreditation and accountability standards. Some clarification is needed.	Missions/goals are not specific and only minimally support those of the University and are loosely aligned to applicable accreditation and accountability standards.	Provides weak missions/goals in support of those of the University and/or are not aligned to applicable accreditation and accountability standards.	No goals/objectives.	
	Standards & Outcomes (Strategic Linkages)	Strongly articulates logical connection(s) between the plan and Strategic Priorities of the University and any specialized accreditors.	Clearly articulates logical connection(s) between the plan and Strategic Priorities of the University and any specialized accreditors.	Articulates logical connection(s) between the plan and Strategic Priorities of the University, but connections may need minor clarifications or additions. Connections to specialized accreditors are present, but may need some minor clarification or additions.	Articulates logical connection(s) between the plan and Strategic Priorities of the University, but connections are weak. Connections to specialized accreditors are weak.	Fails to articulate clear connection(s) between the plan and Strategic Priorities of the University. Connections to specialized accreditors are missing.	The appropriate number of linkages are not present. Strategic linkages are not present.	
	Assessment Measures	Assessment Measure	Assessment Measures are appropriate for the assessment type. A variety of measures are chosen and are appropriate for the outcomes/objectives.	Assessment Measures are appropriate for the assessment type. Some variety of measures exists.	Most Assessment Measures are appropriate for the assessment type. No variety of measurement types exist.	Some Assessment Measures are appropriate for the assessment type. No variety of measurement types exist.	Assessment Measures are not appropriate for the assessment type. No variety of measurement types exist.	The outcomes/objectives do not have two measures or at least one of the outcomes/objectives is not a direct measure.
		Criterion	The Criterion are valid, reliable and are likely to lead to actionable results. All targeted levels of performance are appropriate to the related outcomes/objectives and are clearly stated, measureable, and time-bound. The following are addressed: multiple raters, inter-rater reliability, description of instrument/rubric being used, description of how a sample (if used) will be determined (percentages, randomized, etc.) Repeat assessments are used only if appropriate. Grades as outcomes are not used.	The Criterion are valid, reliable and are likely to lead to actionable results. All targeted levels of performance are appropriate to the related outcomes/objectives and are clearly stated, measureable, and time-bound. Repeat assessments are used only if appropriate. Grades as outcomes are not used.	The Criterion are valid and reliable, but may need clarification in order to lead to actionable results. Most targeted levels of performance are appropriate to the related outcomes/objectives and are clearly stated, measureable, and time-bound. Some repeat assessments are used. Some grades as outcomes are used.	Only some of the Criterion are valid and reliable and/or may be unlikely to lead to actionable results. Some targeted levels of performance are inappropriate to the related outcomes/objectives and/or are not clearly stated, measureable, and time-bound. Repeat assessments are used frequently. Grades as outcomes are used frequently.	The Criterion are not valid, reliable and are unlikely to lead to actionable results. Targeted levels of performance are not appropriate to the related outcomes/objectives and/or are not clearly stated, measureable, and time-bound. Repeat assessments may be used frequently. Grades as outcomes are primarily used.	The criterion is a repeat of the previous year without justification.
	Attachments	The attachments that are provided make it clear what instruments will be used; how they will be used; and how they will be reported.	Attachments are provided, but some clarification is needed to understand how they will be used; how they will be reported.	Some attachments are provided, considerable clarification is needed to understand how they will be used; how they will be reported.	Attachments that are provided are not relevant to the assessment.	No attachments are provided.		

Report

Reporting Cycle	Criteria		(5) Highly Developed	(4) Developed	(3) Emerging	(2) Initial	(1) Insufficient	(0) Unable to Review
								Missing items will cause the report to be issued a 0 rating and the report will not be rated. *See Assessment Checklist
Report	Assessment Measures	Summary	Overall statements of findings are provided, including: number of students in the population; number (percentage) of students in the sample; number of students in corresponding sections of the rubric. Sufficient evidence is provided to determine if criteria for success were met or unmet.	Overall statements of findings are provided. Sufficient evidence is provided to determine if criteria for success were met or unmet.	Overall statements of findings are provided. Sufficient evidence is provided to determine if criteria for success were met or unmet, but some clarification is required.	Overall statements of findings are marginally appropriate. It is clear that an assessment was conducted, but evidence needs to be significantly clarified.	Overall statements of findings are vague. Insufficient evidence is provided to determine if criteria for success were met or unmet.	No summary is provided or the summary doesn't match the measure.
		Improvement Narratives	Results of changes made based on results of previous assessment cycle are clearly articulated. A synthesis of the changes indicates that changes made improved student learning and the outcomes of the program.	Results of changes made based on results of previous assessment cycle are clearly articulated.	Results of changes made based on results of previous assessment cycle are articulated, but some clarification is needed.	Results of changes made based on results of previous assessment cycle are weakly articulated.	Results of changes made based on results of previous assessment cycle are not articulated.	No narrative is provided or states that no improvements are needed without justification.
	Overall Reflection		Addresses each criteria (all unmet and met) and provides an action plan to be utilized in the next assessment cycle. Each planned action appears feasible and includes realistic implementation timelines. Identifies resources available for the implementation of new approaches. Plan specifies the who, when, and how. The reflection clearly synthesizes what the assessment has assisted in accomplishing for the previous cycle and how that informed assessment for the next cycle.	Addresses each criteria (all unmet and some met) and provides an action plan to be utilized in the next assessment cycle. Each planned action appears feasible and includes realistic implementation timelines. Identifies resources available for the implementation of new approaches. Plan specifies the who, when, and how.	Addresses each criteria (all unmet) and provides an action plan to be utilized in the next assessment cycle. Most planned actions appear feasible and include a realistic implementation timeline. Plan specifies the who, when, and how, but some clarification may be needed.	Addresses each criteria (all unmet) and provides an action plan to be utilized in the next assessment cycle. Most planned actions appear feasible and include a realistic implementation timeline. The who, when and how are vague and require additional specifics.	Addresses each criteria (all unmet) and provides an action plan to be utilized in the next assessment cycle. Planned actions appear unfeasible and/or contain an unrealistic implementation timeline. The who, when and how are not present or are vague.	No reflection is provided or provides no insight on what might be improved in the future.
	Attachments		The attachments that are provided make it clear what instruments were used; how they were used; and how the data were gathered and utilized.		Attachments are provided, but some clarification is needed to understand how they were used; how the data were gathered and reported.	Some attachments are provided, considerable clarification is needed to understand how they were used; how the data were gathered and reported.	Attachments that are provided are not relevant to the assessment.	No attachments are provided.