

SCOA Student Affair/Student Services RUBRIC (Adapted from SCoA IE Rubric)

| Aspect | Element | Goal | Level 0: Not Evident | Level 1: Emerging | Level 2: Proficient | Level 3: Excelling |
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| Design | Plan | The Student Affairs service area has a formal assessment plan that documents an organized, sustained assessment process covering all department/unit goals. | There is no overall plan for Student affairs dept/unit goal assessment. Assessment may be conducted in the service area, but when it occurs, it is completed on an ad hoc basis, perhaps in response to specific challenges. | Some assessments are systematic and these have policies and plans that pertain to assessment within the area/unit; there is no coordination of or standards for assessment set by the overall Student Affairs division/department. | Student Affairs service area/unit conducts assessment systematically and may have written policies to guide the process. There is no overall Student Affairs plan that serves to coordinate use of assessment data to improve Student Affairs effectiveness. | There is a written plan that specifies responsibility for conducting assessment at both Student Affairs unit and Student Affairs division/department levels and that identifies reporting timelines and procedures. The plan also indicates how assessment data is channeled into the strategic planning and budgeting process. |
| | Outcomes | Measurable student learning outcomes (SLOs), where applicable, and unit goal outcomes have been articulated for the Student Affairs service functional areas/units. | SLOs and goals either have not been written, or where they do exist, they are not stated in ways that directly suggest how to measure them. | Some SLOs and goal statements are identified by some Student Affairs service areas/units. For example, student activities may have identified student learning outcomes, but no other units have identified outcomes. | All Student Affairs areas/units have SLOs and goal statements, that are measurable, but not all of these are stated in terms that link to measured operations. | All Student Affairs units within the division/department have clearly stated and measurable SLOs and goal outcomes. |
| | Alignment | Student learning outcomes (SLOs) and goals are aligned with broader, higher-level outcomes (institutional learning outcomes, mission, values,...). | SLOs or other functional area goal outcomes, when present, are not mapped to or aligned with higher level outcomes nor are they shown to be related to institutional mission, goals, and values. | Alignment of SLOs and goal outcomes have been achieved in some but not all areas/units. | Alignment of SLOs and goal outcomes to higher level institutional outcomes (ILOs, mission, strategic goals,...) is mostly complete. | All units indicate how their SLOs and goal outcomes are aligned with ILOs, institution mission, strategic goals, and values. Alignment within units is specific and appropriate to the unit and its role in the institution. Alignment of outcomes indicates a strong sense of shared purpose within the institution. |



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| Implementation | Resources | Financial, human, technical, and/or physical resources are adequate to support Student Affairs assessment. | No resources are available to support assessment. | Resources to support assessment are handled on an ad hoc basis. | There is budgetary or other resource support of assessment activities within Student Affairs units that conduct assessment, but there is no overall institutional plan for providing the full range of resources to support assessment. | The institution and each Student Affairs area/unit has made a commitment to assessment and provides all necessary resources for assessment. |
| | Culture | All members of the faculty and staff are involved in Student Affairs assessment activities. | Assessment, if occurring, is done by lone individuals charged with assessment responsibilities. | Some Student Affairs units involve faculty/staff in assessment planning and collection and review of data. | All Student Affairs units involve all faculty/staff within the division/department in some aspect of assessment, planning data collection, and/or review of data. | All members of Student Affairs are involved in assessment activities in their respective units. Student Affairs leaders frequently articulate assessment as an important value/activity of the division/department. |
| | Data Focus | Data from multiple sources and measures are considered in assessment. | Assessment data are not collected. | Assessment data are collected in one or more Student Affairs units but consists primarily of survey results and/or anecdotal evidence (indirect assessments). | All units collect some combination of direct and indirect assessment evidence to assess performance. | Assessment is based on, where appropriate, multiple measures of performance, including direct and indirect assessment measures and quantitative and qualitative data. |

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| Implementation | Sustainability | Assessment is conducted regularly, consistently, and in a manner that is sustainable over the long term. | Student Affairs units cannot document that there is sustainable assessment activity occurring within any functional responsibility areas. | Student Affairs can document that sustainable assessment activity is regularly occurring within several units of the division/department, but assessment practices are either not universal or not sustainable for the long term. | Assessment is routinely conducted in most, if not all, Student Affairs units. The sustainability of the assessment activity varies in terms of how regularly it occurs or in how systematically outcomes/goals are assessed. Assessment activity is becoming a regular part of each unit's functioning. | Assessment is routinely conducted in all appropriate Student Affairs units. The sustainability of the assessment activity is evident in that assessment occurs regularly and systematically and has been ongoing for many years. Assessment activity is a regular part of each unit's functioning. |

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| | Monitoring | Mechanisms are in place to systematically monitor the implementation of the Student Affairs assessment plan. | There is little or no evidence that Student Affairs has in place or is developing effective systematic monitoring of the quality and implementation of assessment activities within and across units. | Assessment plans are in place. Systematic monitoring of the quality and implementation of Student Affairs assessment activities is occurring within some units, but not others. There is little evidence of monitoring of assessment activities. | Systematic monitoring of the quality and implementation of Student Affairs assessment activities is occurring within most, if not all, units. The institution has begun establishing a means for ensuring that all units regularly conduct and report assessment activities. | There is evidence of systematic monitoring of the quality and implementation of Student Affairs assessment activities within all units. The division/department has an established mechanism for monitoring unit compliance with institutional assessment policies. |
| Impact | Communication | Assessment results are readily available to all parties with an interest in them. | Assessment results, if they exist, "live" in the individual Student Affairs unit and are not broadly communicated. | Assessment results are owned by the Student Affairs functional area and are shared with others on an as-needed basis. | Student Affairs units within the division/department share assessment results routinely with each other or make them accessible to others within the division/department. Public disclosure of appropriate assessment data is limited. | Assessment results are disseminated to appropriate audiences at appropriate times; data appropriate to external audiences are available in easily accessible public domains; data needed for internal decision making are readily accessible to decision makers. |
| | Strategic Planning and Budgeting | Assessment data are routinely considered in strategic planning and budgeting. | Assessment data stay within the Student Affairs area in which they were collected. They do not factor into institutional strategic planning and budgeting. | One or more Student Affairs units use assessment results in budgetary requests and/or to inform strategic planning. | Student Affairs assessment data are used in strategic planning and budgeting, but there is no clear mechanism in place to ensure this is accomplished routinely. | Strategic planning and budgeting processes have routinely used Student Affairs assessment data in decision making. |
| | Closing the Loop (Mature Assessment) | Assessment data are used for Student Affairs and institutional improvement. | There is little or no evidence that assessment results are used for Student Affairs and institutional improvement. | There is evidence that assessment results are occasionally used by Student Affairs for unit, division/department, and institutional improvement. Very few mature or multiple assessment cycles. | There is evidence that all units regularly use assessment results to inform improvements at the unit, division/department, and institution. Majority of units engage in mature assessment focusing on multiple assessment cycles. | There is a Student Affairs commitment to using assessment results to inform improvements; all units regularly use assessment data to improve learning and operational effectiveness; there is evidence to support a mature assessment process including multiple cycles of assessment. |