Fall 2022 Non-Instruction Admin/Operational Self-Study Rubric

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|  | Exceeds Expectations | Meets Expectations | Provisional/Needs Improvement | Does Not Meet Expectations |
| 1.0 Mission and Goals | Demonstrates a connection and commitment to the college's mission, vision and core values exceedingly well, with substantial examples.  Developed an office mission statement. | Demonstrates a connection to the college's current mission, vision, core values & goals with some examples.  Discussed/considered an office mission statement. | Does not show any clear connections between what the program does and the College mission, vision, core values, and goals. | They still seem to think the College's mission statement is "to prepare students to be successful learners," which was changed in 2017. |
| 2.0 Program Description/Data & Trends Analysis | Gives a detailed and enlightening picture of the purpose, components, and staffing of the office.  Readers have a sense of completely and accurately understanding the office, the students it serves, and its staffing and resources. | Gives a thorough overview of the purpose, components, and staffing of the program.  Readers can understand the basics of what the program does, the students it serves, and the staffing and resources it has. | Gives a basic overview of the purpose, components, and staffing of the program.  Readers generally understand the basics of what the program does, the students it serves, and the staffing and resources it has, but there may be some outstanding questions or areas of confusion. | Readers can’t get a clear picture of the office’s purpose, components, and staffing of the program.  Several large questions or areas of confusion exist for readers.  Sections are not completed, and the lack of information is not explained. |
| 3.0 SWOC | Thoroughly explains and analyzes strengths, weaknesses, opportunities, and challenges. Analysis is clearly and logical connected to section 2 analysis. | Explains and analyzes strengths, weaknesses, opportunities, and challenges. Analysis seems logical connected to section 2 analysis. | Explains and analyzes some strengths, weaknesses, opportunities, and challenges but explanations are not detailed and may leave the reader with questions or areas of confusion. Analysis generally seems logical connected to section 2 analysis but there may be some elements of this section that aren’t clearly connected. | May not explain and analyze strengths, weaknesses, opportunities, and challenges (sections are missing or off-topic).  Analysis does not seem logical connected to section 2 analysis, so that readers are confused and find themselves going back to section 2 to try to understand. |
| 4.0 Outcomes Assessment | Lists office’s outcomes and gives specific information on when assessments were completed, analyzed, and the changes made in response to assessment. At least one outcome focuses on individual student learning or actions.  Provides in-depth analysis of student achievement, utilizing multiple data sources.  Utilizes equity analysis to connect to/acknowledge 1) strategies that have been shown to be effective in the higher education, 2) trainings/flex days/conferences, 3) demonstrate learning and commitment to equity | Lists office’s outcomes and gives general information on when assessments were completed, analyzed, and the changes made in response to assessment. At least one outcome focuses on individual student learning or actions.  Attempts to analyze disaggregated data based on race/ethnicity, income, DSS, veteran students, foster youth, LGBTQ and note inequities and disproportionate impact.  Utilizes equity analysis to identify current or future strategies to reduce equity gaps and to inform concrete steps for continued improvement. | Lists program outcomes but may be missing other information on when assessment was completed, analyzed, and whether changes were made in response to assessment. Outcomes may not focus clearly on individual student learning or actions.  Describes what the data show but makes no attempt to analyze them. In other words, no theories for why completion and success are changing the way they are. | No program outcomes or things that are called “outcomes” are not clearly outcomes.  No information about when assessment was completed without explaining why (such as not explaining assessments been completed because a program is new)  Doesn’t seem like outcome assessment is happening or is planned to take place in the future in any meaningful way. |
| 5.0 Evaluation of Progress Toward Previous Strategic Action Plans | Previous goals are listed, and a detailed and thorough account is given of the progress toward achieving those goals, explaining if and how the goal was met.  Evaluation includes information on how progress is measured and how resources were allocated, connecting what was done, how it was measured, and how it was evaluated into a clear narrative. | Previous goals are listed, and an account is given of the progress toward achieving those goals.  Evaluation includes some information on how progress is measured and how resources were allocated. | Previous goals are listed, and progress is described, but it may be short, with little explanation: “Met goal.”  Some information about how progress is measured and resources were allocated for the goal is included, but it may be limited or the connection between resources and the goal or the measurement may not be clear. | Previous goals may not be listed without any explanation (like new offices who do not have previous goals).  Goals are not evaluated.  No information about how progress is being measured or information that is included doesn’t connect logically to the evaluation.  Resource use is not addressed. |
| 6.0 Strategic Action Plans | The office has clearly thought about and discussed a long-range vision for where their department needs to go in the future and has proposed concrete short-term steps for getting there (most of them tied to a resource request).  Form for each request is filled out fully. | No long-term plans, just short-term resource requests, but the requests refer to data analysis in earlier sections.  Form for each request is filled out fully. | Short-term resource requests are not well-explained. How did they come up with the numbers? Weak or no connection drawn from resource requests to data analysis in earlier sections.  Form for each request only partially filled in. | No evidence of planning. No connection between resource request and data analysis.  They skipped the form altogether. |
| 7.0 Long Term Plans |
| 8.0 Self-Study Summary | Summarizing like an awe-inspiring force of nature. Like a Greek Goddess of Summarization. Like Michael Jordan if he were an encyclopedia writer. | Clearly describes the main points of each section of the report briefly, highlighting the main points. | Adds new information not included in the main body of the self-study, but it’s minor and doesn’t affect the general coherence of the self-study. | Adds new information -- in particular resource requests. |
| 9.0 Publication Review   * Does not have any publications as part of their area of responsibility | The office explains their social media presence and strategy and they have a system for making sure that information and communication with students is accurate, up-to-date, meaningful, and appropriate. | The office has at least looked at their websites, brochures, handbooks, and other publications and made sure they are accurate and up to date. | The office seems to have no coherent communication strategy or otherwise fails to speak with one voice in their communications with students and the outside world. | They skipped the audit. |