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**MSU Co-Curricular Program Assessment Rubric**

This rubric is intended to provide feedback on co-curricular action plans and assessment. Each component of Minot State University’s assessment template is incorporated in the rubric. A sustainability component is included as well, providing the expectation that each co-curricular office/program will sustain a well-designed and manageable assessment plan and process to inform decision-making.

Action Plan Elements	MiSU Minimum Expectation	Developing	Proficient	Comments
<b>Goals</b>	<p>The unit/program plan includes at least one co-curricular goal.</p> <p>Please note: The unit/program plan may include a combination of student learning, co-curricular, and operational goals.</p>	<p>The co-curricular unit/program does not use the university developed goal statements OR does not use them completely.</p> <p>Goals are somewhat applicable to the long-term aims and purposes of the co-curricular unit and align with its mission, with moderate success.</p>	<p>The co-curricular unit/program uses the university developed goal statements.</p> <p>Goals are applicable to the long-term aims and purposes of the co-curricular unit and align with its mission.</p>	
<b>Outcomes</b>	<p>The unit/program plan includes at least one co-curricular outcome.</p> <p>The plan may include a combination of student learning, co-curricular, and operational outcomes.</p>	<p>The co-curricular office/program does not use the university developed outcome statements OR does not use them completely.</p> <p>Outcome statements are somewhat applicable to the long-term aims and purposes of the co-curricular unit and align with its mission, with moderate success</p>	<p>The co-curricular office/program uses the university developed outcome statements</p> <p>Outcome statements are applicable to the long-term aims and purposes of the co-curricular unit and align with its mission.</p>	
<b>Objectives</b>	<p><b>Specific:</b> Objectives relay concrete skills/knowledge/tasks the student will complete or master.</p> <p><b>Measurable:</b> Objectives allow for quantification or qualification.</p> <p><b>Attainable:</b> Objectives are reasonable in relation to the activity, the instrument, the student.</p> <p><i>Examples of specific, measurable, and attainable objectives:</i></p> <ul style="list-style-type: none"> <li><i>The student will accurately identify four of the five elements of consent.</i></li> <li><i>The student will accurately label and describe the parts of a business letter.</i></li> </ul>	<p>Objectives are generally measurable and attainable, with only minor or occasional deficiencies.</p>	<p>All objectives are measurable and attainable, with no deficiencies.</p>	



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	<ul style="list-style-type: none"> <li>The student will accurately use and reflect on one leadership strategy in their Welcome Weekend group.</li> </ul>			
<b>Measures/Instruments</b>	<p>Assessment measures are clearly linked to the objectives.</p> <p>For each objective, at least one direct and/or one indirect measure is identified</p> <p><b>Direct Measure</b> – Test, Writing Samples, Presentations</p> <p><b>Indirect Measure</b> – Surveys, Questionnaires, Focus groups</p>	<p>Relationship between assessment measure and objective is unclear or incomplete.</p> <p>Unit/program does not identify and use one direct or indirect measure per objective.</p>	<p>Assessment measure is clearly linked to objective.</p> <p>Unit/program identifies and uses at least one direct or indirect measure per objective.</p>	
<b>Targets</b>	<p>An appropriate target is identified for each measure and aligned with the objective.</p> <p>Targets give the unit/program a reference point for achievement.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>50% Attendance</li> <li>85% of attendees will....</li> <li>Scores range within one standard deviation</li> <li>By the End of the Semester</li> </ul>	<p>Unit/program does not identify and use one target per objective</p> <p>Target is unrealistic for the objective or assessment measure.</p>	<p>Unit/program identifies and uses at least one target per objective.</p> <p>Target is realistic and appropriate for the objective or assessment measure.</p>	
<b>Project Elements</b>	<b>MSU Expectation</b>	<b>Developing</b>	<b>Proficient</b>	<b>Comments</b>
<b>Results</b>	<p>Results are consistent with the information provided for the corresponding measures and criteria.</p> <p>Recorded results are detailed (include references to written reports, exact numbers and percentages of participants surveyed, measure descriptions, results collection date, responsible unit members).</p>	<p>Results are occasionally or rarely consistent with corresponding measures and criteria.</p> <p>Data is incomplete.</p>	<p>Results are consistent with the corresponding measures and criteria.</p> <p>Results are recorded for all measures.</p> <p>Results include considerable detail for informed interpretation in the discussion section.</p>	
<b>Discussion</b>	<p>Detailed statement explaining what the results indicate. Interpretation assists informed decision-making about unit strategies, processes, and services.</p> <p>In the review of results, consideration is given to the strengths and weaknesses observed across the selected measures</p>	<p>Discussion is incomplete. While interpretation does identify strengths and weaknesses, interpretation is not specific enough to inform decision-making about the unit's strategies, processes, and services.</p>	<p>Comprehensive discussion is provided for all results.</p> <p>Interpretation explains the results, identifying the strengths and weaknesses observed across the selected measures related to the outcome(s) being assessed.</p>	



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	related to the outcome(s) being assessed. How the results can be used to make improvements is also discussed.		Information is consistent with Action Plan (goals, outcomes, objectives)  Interpretation is specific enough to inform decision-making about the co-curricular unit's strategies, processes, and services.	
<b>Report Elements</b>	<b>MSU Expectation</b>	<b>Developing</b>	<b>Proficient</b>	<b>Comments</b>
<b>Action and Follow-up</b>	<p>Based on results and interpretation, co-curricular unit members suggest and implement actions to improve or modify the program/services.</p> <p>The rationale for proposed actions is clearly documented.</p> <p>Implemented actions are assessed in subsequent assessment cycles and documented in the assessment and action plan.</p>	<p>Action items and follow-up are incomplete. Fewer than one action item per outcome is provided AND there is no rationale for omissions.</p> <p>Rationale and plan(s) for follow-up on action items is unclear or incomplete.</p>	<p>An action item is identified for all outcomes being assessed in the current cycle.</p> <p>The rationale for a proposed action is detailed, clearly described, and consistent with the results.</p> <p>OR</p> <p>“No actions” decision is stated and provides clear justification (i.e., clear explanation of the absence of actions).</p> <p>The impact of the previous actions has been measured and recorded.</p>	
<b>Sustainability</b>	<b>MSU Expectation</b>	<b>Developing</b>	<b>Proficient</b>	<b>Comments</b>
<b>Sustaining Assessment</b>	<p>Co-curricular units sustain a well-designed and manageable assessment plan and process to inform decision-making.</p> <p>All unit's members participate in the assessment process and are provided an opportunity to recommend improvements to assessment processes.</p>	<p>Assessment processes are sporadic and assessment results may or may not be used.</p> <p>Participation in assessment process is not universal among unit's members</p> <p>Action planning may or may not be used by unit</p>	<p>Assessment processes are a regular part of the co-curricular unit's functioning and inform decision-making.</p> <p>The results have been discussed and evaluated at a meeting of all unit's members leading to informed decision-making.</p> <p>An action plan detailing how modifications have been implemented and the impact of actions over time is clearly described.</p> <p>Unit's members annually review assessment processes and implement changes as needed.</p>	