

Student Support Continuous Improvement Report Rubric 2025-26

Unit:

Responsible Individual:

Date of Review: Fall 2026

Reviewers: Student Support Assessment Committee Members

1. Mission Statement				
A mission statement is a concise statement that describes the unit's purpose, explains its primary functions, and identifies who it serves (i.e., who the program is, what it does, and who it serves).				
Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
1.1 Clarity				
The unit's mission statement is not included.	The unit's mission statement is too narrow or too broad in scope to accurately reflect the unit.	The unit's mission statement generally describes the unit.	The unit's mission statement clearly and concisely states the unit's purpose, services, and stakeholders.	
Comments and/or Recommendations to the Report's authors regarding the <i>Mission Statement</i>.				

2. Operational Outcomes				
Operational outcomes are specific statements that address the unit’s performance, particularly regarding operations, programs, and services.				
Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
2.1 Significance of Operational Outcomes				
Operational outcomes are not identified.	Operational outcomes are narrowly focused and tend to describe specific activities.	SOME operational outcomes are generally focused on continuous improvement efforts, but some outcomes describe specific activities that can be concluded after one cycle.	ALL operational outcomes clearly describe unit aspects/priorities that can be carried over from year to year.	
2.2 Alignment with Unit Mission				
Operational outcomes either are not identified or are not aligned with the unit’s mission.	Operational outcomes are somewhat aligned with the unit’s mission, but the link is not obvious.	SOME of the operational outcomes are clearly aligned with and specific to the unit’s mission.	ALL operational outcomes are clearly aligned with and specific to the unit’s mission.	
2.3 Number of Operational Outcomes				
Operational outcomes are not identified.	The unit has identified an insufficient number of operational outcomes (1-2 outcomes).	The unit has identified a satisfactory number of operational outcomes (3-4 outcomes).	The unit has identified a robust number of operational outcomes (5+ outcomes).	
Comments and/or Recommendations to the Report’s authors regarding <i>Operational Outcomes</i>.				

3. Student Learning Outcomes				
<p>Student learning outcomes (SLOs) clearly state the knowledge, skills, values, and attitudes that students are expected to acquire and reliably demonstrate by the end of the learning experience.</p> <p>NOTE: Student learning outcomes may not be applicable to a specific unit. If no student learning outcomes are identified, skip to Section #4.</p>				
Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
3.1 Measurable and Observable				
Student learning outcomes are not written in measurable and observable terms.	Student learning outcomes include a limited number of action verbs and/or provide only a general description of the knowledge/skills/behaviors to be measured.	<u>MOST</u> student learning outcomes generally contain action verbs and a good description of the knowledge/skills/behaviors to be measured.	<u>ALL</u> student learning outcomes incorporate action verbs and a rich description of the knowledge/skills/behaviors to be measured.	
3.2 Alignment with Unit Mission				
Student learning outcomes are not aligned with the unit's mission.	Student learning outcomes are somewhat aligned with the unit's mission, but the link is not obvious.	<u>SOME</u> of the student learning outcomes are clearly aligned with the unit's mission.	<u>ALL</u> student learning outcomes are clearly aligned with the unit's mission.	
<p>Comments and/or Recommendations to the Report's authors regarding <i>Student Learning Outcomes</i>.</p>				

4. Assessment Methods				
Assessment methods are the strategies, techniques, tools, and instruments used for collecting information to determine the extent to which desired outcomes are attained.				
Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
4.1 Relationship between Methods and Operational Outcomes (and Student Learning Outcomes, if applicable)				
Assessment methods for the outcomes are not identified.	Assessment methods are not aligned appropriately with each outcome.	Assessment methods appear to be appropriate for measuring each outcome, but little detail is provided to support the alignment.	Assessment methods are aligned appropriately to effectively measure each outcome, detailing how the outcomes relate to the measures.	
4.2 Data Collection Process (e.g., who provided data, how data were collected, when data were collected)				
The data collection processes are not addressed.	Data collection processes are generally described.	Data collection processes are clearly described for SOME methods.	Data collection processes are clearly described for ALL methods.	
4.3 Multiplicity of Assessment Measures				
Assessment measures for the outcomes are not identified.	Multiple measures are not used to assess any outcomes.	Multiple measures are used to assess SOME outcomes.	Multiple measures are used to assess ALL outcomes.	
4.4 Types of Assessment Measures				
Assessment measures for the outcomes are not identified.	No outcomes are assessed via direct measures.	AT LEAST ONE outcome is assessed with a direct measure.	MORE THAN ONE outcome is assessed with a direct measure.	

Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
4.5 Targets				
Targets for success are not identified.	Targets are identified but are vague, incomplete, or not clearly measurable.	Targets are clearly stated and measurable including defined performance levels and scope. However, targets do not include justification for why they are appropriate/attainable.	Targets are clearly stated and measurable including defined performance levels and scope. Additionally, targets include justification for why they are appropriate/attainable.	
Comments and/or Recommendations to the Report’s authors regarding <i>Assessment Methods</i>.				

5. Assessment Results				
Assessment results are the findings, including the data, which indicate the extent to which desired outcomes were attained.				
Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
5.1 Presentation of Results				
No results are presented.	Results are presented, but it is unclear how they relate to the assessment method and/or results may be presented as only general statements (e.g., unit was successful).	Results are presented (e.g., table, graph, spreadsheet, report), which relate to the assessment method, however, they may be incomplete, unorganized, or difficult to follow.	Detailed results are clearly presented (e.g., table or graph), directly relate to the assessment method, and any data analyses are appropriate to the method.	
5.2 Comparison to Historical Data				
No historical results nor comparative data discussion is provided.	Comparative results from the previous year(s) are provided for data sets, as appropriate, however, <u>no comparative data discussion is included.</u>	Comparative results from the previous year(s) are discussed in relation to the current data, but no prior year data sets are provided.	Comparative results from the previous year(s) are provided for data sets, as appropriate, <u>AND</u> observable data trends over multiple assessment cycles are described and discussed.	
5.3 Attainment of Targets				
No discussion is provided as to whether targets were met or not met.	Questionable conclusions are provided regarding whether targets were met or not met.	A statement and solid evidence that targets were met or not met is provided for <u>MOST</u> assessment methods.	A statement and solid evidence that targets were met or not met is provided for <u>ALL</u> assessment methods.	

Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
5.4 Sharing of Results				
No evidence is provided that results are shared with unit staff.	Evidence is provided that results are shared with a limited number of unit staff.	Evidence is provided that <u>results are shared with all unit members. However, it is unclear if a discussion has occurred about the results.</u> Mode and details of communication are clear (e.g., email to department/unit staff).	Evidence is provided that <u>results are shared AND discussed with all department/unit staff</u> (e.g., department/unit meeting).	
5.5 Interpretation of Results				
No interpretation of results is provided.	Interpretation of results is provided, however, it is unclear how the explanation relates to the assessment methods and the data.	Interpretation of results is brief but aligned with the assessment methods and the data.	Interpretation of results is fully developed, highlighting what the results mean to the unit. Interpretation is also aligned with the assessment methods and the data.	
Comments and/or Recommendations to the Report’s authors regarding <i>Assessment Results</i>.				

6. Documentation Documentation includes the materials/documents that provide evidence of the assessment methods used and the assessment results attained.				
Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
6.1 Appropriate Documentation				
No supporting documentation is provided.	Limited appropriate documentation, supporting the assessment methods and the results, is provided.	Supporting documentation for <u>EITHER</u> the results <u>OR</u> the methods is provided	Supporting documentation for <u>BOTH</u> the results <u>AND</u> the methods is provided	
Comments and/or Recommendations to the Report’s authors regarding <i>Documentation</i>.				

7. Continuous Improvement Action Plans				
The Continuous Improvement Action Plan describes the data-informed activities to be undertaken in the subsequent year to enhance unit performance.				
Beginning (1)	Developing (2)	Maturing (3)	Exemplary (4)	Rating
7.1 Alignment with Results and Outcomes				
No Continuous Improvement Action Plans for 2026-27 are provided.	Continuous Improvement Action Plans for 2026-27 are provided, but are not data-informed, therefore, the link between the plans and the assessment results is unclear.	Continuous Improvement Action Plans for 2026-27 are directly related to the assessment results and the outcomes, however, the plans lack specificity.	Continuous Improvement Action Plans for 2026-27 are clearly described and directly related to the assessment results and the outcomes. Plans are very specific (e.g., timeline, responsible party).	
Comments and/or Recommendations to the Report’s authors regarding the <i>Continuous Improvement Action Plans</i>.				

8. Additional Comments regarding this Continuous Improvement Report.