

Department _____

Department Chair _____

	<i>Criteria</i>	<i>Target</i>	<i>Developing</i>	<i>Beginning</i>
	<i>Goals</i>	The Department has clearly defined goals that are meaningful, measurable, achievable, linked to the strategic plan, and define the vision for the department.	Most goals are clearly defined though some may need revision to better define the vision of the department, need to be linked to strategic planning, or reach descriptions that are measurable.	Goals are stated but may be vague or too broad and difficult to measure or achieve within the given time frame.
	<i>Actions</i>	Action items for all goals are well defined, realistic, and based on baseline data to guide the department to meet the goals.	Action items are listed for most goals and most are well defined. Baseline data in support of criteria is lacking or items may not link to department vision.	Action items to achieve the stated goals are missing or poorly defined.
	<i>Timeline/Completion</i>	Actions are clearly linked to targeted completion dates with timelines that are reasonable.		Action items do not mention completion or all actions are expected to be completed at the end of the cycle.
	<i>Responsibility</i>	Individuals or groups responsible for specific actions are clearly delineated for all action items listed.		Plan does not provide information about responsibility to ensure action items are completed.
	<i>Comprehensive</i>	Includes goals with action items that span short-term and long-term		Only short term goals and actions are utilized for planning in the department.
	<i>Student Learning</i>	Importance of student learning is clearly evident within the goals and actions outlined by the department.	Student learning can be inferred from at least one of the department's goals.	Linkage of goals and student learning are not outlined or cannot be inferred for department goals.

Rubric Score _____

*Rubric designed based on the following college assessment rubrics: Missouri Valley College, Southern University A&M College, Virginia Tech, and the articles:
Fulcher, K.H. and C.D. Orem. 2010. *Evolving from Quantity to Quality: A New Yardstick for Assessment*. Research and Practice in Assessment, Volume 5: Winter 2010.
Fulcher, K.H. M. Swain, and C.D. Orem. 2012. *Expectations for Assessment Reports: A Descriptive Analysis*. Assessment Update, Volume 24 Number 1.