**A logo with black text

Description automatically generated**

**AES Self-Assessment Worksheet**

**Use this document to guide discussion in your department about assessment practice.** The rubric below can help you move towards a strong foundation for sustainable assessment.

**Self-Assessment Rubric:** Mark one category per row.

| **Capacity Criteria** | **Developed** | **Emerging** | **Needs Work** | ***Notes*** |
| --- | --- | --- | --- | --- |
| **Department Mission** in place |  The department has a mission statement that succinctly and clearly outlines the overall purpose of the department. |  The department has a mission statement, but it is outdated, or it needs to be revised to be comprehensive, ensuring that it endures leadership changes. |  The department does not have a mission statement in place. | *See the Mission Statement worksheet.* |
| **Department Goals** in place |  The department has articulated its goals, which clearly point to how the department will fulfill each core part of the department’s mission. |  The department has a set of goals in place, but it needs to be revised to be comprehensive, addressing each core part of the mission. |  The department has not articulated its goals. | *See the OIE Goals and Objectives Worksheet.* |
| **Department SMART Objectives** set |  The department has identified a set of SMART objectives (i.e., specific, measurable, achievable, relevant, and time-bound) to guide the department’s priorities and assessment strategies for the coming year. |  The department has identified a set of objectives for the coming year, but they are not SMART (i.e., specific, measurable, achievable, relevant, and time-bound). |  The department has not identified SMART objectives for the coming year. | *See the OIE Goals and Objectives Worksheet.* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Capacity Criteria** | **Developed** | **Emerging** | **Needs Work** | ***Notes*** |
| **Assessment Methods** in place |  The department has identified assessment methods that effectively convey information about how well the department is meeting its goals. |  The department has identified assessment methods, but they do not yet follow best practices, or they do not align with what they purport to be measuring |  The department has not yet identified methods to assess its progress towards its goals. | *See OIE resources on assessment methods* |
| **Assessment Plan** in place |  The department has a plan in place aimed at assessing two goals each year, with an eye towards assessing progress towards all goals over time. |  The department has an assessment plan for the coming year, but no plan to systematically assess progress towards all goals. |  The department does not yet have a plan in place for the coming year. | *See Assessment Plan Template* |
| **Re-Assessment of Changes Made** in place |  The department regularly re-assesses the changes that were made during previous assessment cycles by collecting and analyzing data that compares current outcomes to outcomes before the changes. |  The department sometimes collects and analyzes data to determine if changes made during previous assessment cycles have impacted outcomes, but this is informal or inconsistent. |  Changes are made during the assessment cycle, but the changes are not re-assessed to determine their effectiveness. | *See Re-Assessment Grid in the Assessment Report Template* |
| **Level of Inclusivity** in departmental assessment activities |  Coordinated efforts are made to include all department members in conversations around assessment and to take a collaborative approach to articulating objectives and implementing change. |  Some effort is made to include all members of the department in conversations around assessment; coordinated efforts are piecemeal. |  Little effort is made to include all members of the department in conversations around assessment; there is no coordinated effort yet. | *Are key members of the department included in conversations around assessment? If not, who should be included?* |
| **Level of engagement** with QC’s assessment community and resources\* |  The department demonstrates high engagement with campus assessment groups and resources. |  The department demonstrates moderate engagement with campus assessment groups and resources |  The department demonstrates little to no engagement with campus assessment groups and resources. | *How is your department engaging assessment resources, such as OIE data dashboards, or the Assessment Council?* |
| **Assessment support** in place, including leadership, committees, and dedicated staffing |  The department has resources in place, including leadership on assessment, to effectively support assessment practice. |  The department has some resources, but they are not yet sufficient to support assessment activities sustainably. |  The department does not yet have resources in place to support assessment activities. | *Try listing all your supports, including leadership, dedicated assessment personnel, etc.* |
| **Immediate future** of assessment practice |  The department has concrete plans for next steps with goals, roles and timelines. |  The department has plans for next steps, but they are not yet clear or feasible. |  The department does not yet have plans for next steps or plans are stalled. | *Outline your next steps for assessment.* |