

Institutional Effectiveness Committee Rubric 2017

Unit Name:

	Excellent	Acceptable	Marginal	Insufficient
PLAN: Expected Outcomes (Column 1) OIRE uses the following definitions of outcomes: - Learning outcomes are focused on student growth or development featuring what students should be able to think, know, or do as a result of learning {"Student" is used to represent people who receive instruction or service, whether they are students, faculty, staff, or external stakeholders.} - Program outcomes focus on services provided to students or clients, including student satisfaction, retention, employment - Process outcomes are inputs, strategies, or implementation plans (e.g., establishing a new web site, modifying a process, etc.). These types of objectives are better suited to explaining how the unit has made improvements or has used assessment successfully.				
1. Has at least 3 expected outcomes and one is formulated as student learning (verb tense is future oriented). [See definitions in the row above]	Of all the outcomes, at least three are program outcomes stated in terms of what clients will think, know, or do, as opposed to what the unit will accomplish.. {Units may have more than three outcomes}	Of all the outcomes, two are program outcomes stated in terms of what clients will think, know, or do, and others are process outcomes or missing.	Unit has only one program outcome and the rest are process outcomes or missing.	Unit has no program outcomes and all are process-related.
2. None of the expected outcomes are process-oriented (focused on inputs or strategies).	Not applicable			
PLAN: Assessment Criteria/Procedures (Column 2)				
3. Assessment Criteria/Procedures are feasible and appropriate for assessment (verb tense is future oriented)	Procedures contain some direct measures using trend analyses or external evaluation (e.g., inspector's report, grants awarded, financial ratios or audits). {Note: If outcome is related to client satisfaction, then satisfaction surveys are direct measures}	Most of the Assessment Criteria/ Procedures rely on indirect measures (attitudinal) of services (such as survey data) with few direct measures	Assessment Criteria/Procedures use only counting metrics, such as participation rates or number of meetings convened/attended.	Assessment Criteria/Procedures use strategic outputs or pose "yes/no" results.
Results: Assessment Results (Column 3)				
4. IE Report includes sufficient Data to determine whether assessment occurred (written in past tense)	Sufficient data reported in adequate detail to confidently assess each expected outcome.	Data reported for each outcome, but more data and/or detail would increase confidence in results	Inadequate data were collected to assess the Outcome	
Results: Use of Results (Column 4 & Overall Context or Reflection)				
5. Unit has documented how the assessment process was used (e.g., to implement changes or to discuss potential changes; to document successes or failures for future reference). The description can be in either Column 4 or in the Reflection at the beginning of the report.	Describes at least one change that was implemented, or documents strengths or weaknesses of the strategies used to achieve results.	Describes modifications to the assessment process.	Provides vague statements or future plans that neither document the successes or failures of the process nor describes changes/improvements that were made.	Offers no description of how the process was used or "No action necessary" is listed for every use of result.
6. Verb tense is appropriate {All Use of Results should contain some past or present tense. Some future tense may be provided to assist the unit with planning for the next cycle, but only if it also acknowledges what action has been taken already}	All Use of Results are written in past or present tense, even if some future tense is also included	Most of the Use of Results contain past or present tense	Only one Use of Result is written in past or present tense	None of the Use of Results are written in past or present tense

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7. The types of "Use of Results" that appeared in the IE Report were	Changes that led to improvements in the unit (Mark all that apply) Grants awarded brought change to unit/program Curricular change to degree program Engaged advisory board to recommend changes to program/unit Engaged a consultant for study or suggestions or contractor for labor Developed and implemented new policy Developed and implemented new process Made change to the outreach service Requested fiscal or human resources Changed workshop or training session Published research brought change Revised course materials, assignments, tests/exams Revised course delivery (e.g., less lecture), integrated technology Changed reporting forms, changed reporting process Modified a service (e.g., the way it's offered, frequency of service) Other (Please explain):	Changes that modified the assessment procedure to inform future improvements (Mark all that apply) Developed and implemented new assessment method Identified new outcomes Modified or increased criteria/benchmark
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