

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. At least 3 expected outcomes are formulated as student learning (verb tense is future oriented). [See definitions in the row above]	Of all the outcomes, at least three are learning outcomes stated in terms of what students will think, know, or do as a result of learning. {Units may have more than three outcomes}	Of all the outcomes, two are learning outcomes stated in terms of what students will think, know, or do, and others are program outcomes.	Unit has only one student learning outcome and the rest are program outcomes.	Unit has no learning outcomes and all are program or process-related.
2. None of the expected outcomes are process-oriented (focused on inputs or strategies).	All outcomes are either learning or program	Unit's outcomes include one or more process outcomes		
PLAN: Assessment Criteria/Procedures (Column 2)				
3. Assessment Criteria/Procedures are feasible and appropriate for assessment (verb tense is future oriented)	All outcomes contain at least one or more direct measures of student learning (e.g., standardized tests, common final exams, rubrics, faculty panels, checklists, external reviewers, employer/internship supervisor evaluation)	Most of the outcomes rely on indirect measures (attitudinal) to student learning (e.g., self-reported data, exit surveys, or anecdotal evidence) with few direct measures	Assessment Criteria/Procedures use only indirect measures (attitudinal)	Assessment Criteria/Procedures use measures of student learning invalid for assessment purposes (e.g., final course grades, students' GPAs)
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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<p>7. The types of "Use of Results" that appeared in the IE Report were</p>	<p>Changes that led to improvements in the unit (Mark all that apply)</p> <ul style="list-style-type: none"> 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): 	<p>Changes that modified the assessment procedure to inform future improvements (Mark all that apply)</p> <ul style="list-style-type: none"> Developed and implemented new assessment method Identified new outcomes Modified or increased criteria/benchmark
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