## University of Central Florida Institutional Effectiveness Assessment Results Rubric
(2013-2014 Results onward)

<table>
<thead>
<tr>
<th>Beginning (1)</th>
<th>Emerging (2)</th>
<th>Maturing (3)</th>
<th>Accomplished (4)</th>
<th>Exemplary (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One, two, or three</strong> of the Maturing indicators are met.</td>
<td><strong>Four or five</strong> of the Maturing indicators are met.</td>
<td><strong>ALL</strong> of the indicators below (1-6) are met.</td>
<td><strong>ALL</strong> of the Maturing indicators plus indicator #7 are met.</td>
<td><strong>ALL eight</strong> indicators are met.</td>
</tr>
<tr>
<td>1. Complete and relevant data are provided for all measures (or an explanation is provided for incomplete or missing data due to extenuating circumstances)</td>
<td>2. Data reporting is accurate and thorough (see supporting narrative)</td>
<td>3. Results for each measure indicate whether the target for that measure has been met</td>
<td>7. Data collection and analysis are used to assess the impact of implemented changes, demonstrating a fully “closed loop” process.</td>
<td>8. Follow-up data collected to assess the impact of implemented changes show improved outcomes.</td>
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<tr>
<td>4. Reflective statements are provided either for each outcome or aggregated for multiple outcomes</td>
<td>5. Report includes one or more implemented and/or planned changes linked to assessment data and designed to improve student learning, program quality, or unit operations. If no such changes are indicated, an explanation is provided including a strategy to improve IE assessment data collection.</td>
<td>6. Assessment instruments associated with the report and not previously submitted with the plan are provided via attachment or URL if not proprietary.</td>
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</tr>
</tbody>
</table>

*If programs or units fail to provide any input, their plan will be evaluated with “No effort (0).”

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Supporting Narrative

1. Justification for incomplete or missing data due to extenuating circumstances will not be permitted for two or more consecutive reports.

2. Accurate and thorough data reporting means:
   a. Reported data match data requirements established by a measure.
   b. Sampling methodology and response rates are provided for survey data.
   c. The underlying “n” and “N” are provided for all percentage statistics.

3. This may be done explicitly (e.g., “target met” or “target not met”) or implicitly (i.e., the reported data clearly indicate whether the target was or was not met).

4. Whether individual or aggregated reflective statements are provided, all outcomes must be addressed.

5. Implemented and planned changes designed to improve student learning, program quality, or unit performance may be referenced in reflective statements, but should be thoroughly documented in the implemented and planned changes section of this report. NOTE: the IE Assessment Plan should be revised to include one or more measures to assess the impact/effectiveness of such changes. If no such changes are reported, the IE Assessment Plan itself should be carefully reviewed and revised as needed. Implemented or planned changes that are based on factors other than IE assessment data may be reported in the summary statement of the results report. New measures may also be established in the plan to evaluate the impact of those changes as well, regardless of the reason for the change.

6. Copies of assessment instruments should normally have been submitted with the plan during the prior IE Assessment cycle. If that previously submitted plan identified an instrument in development or if another new assessment instrument was developed and used in association with the current results report, that instrument should be attached to this report.

7. When an outcome and/or measure(s) evaluates the impact of a previously reported change, the reflective statement for that outcome should include a determination of whether the change resulted in an improvement.

8. Meeting this final criterion for one or more measures is the ultimate goal of IE Assessment. When data confirm improvement(s) in student learning outcomes, program quality, or unit operations, the improvement(s) should be well documented in the applicable reflective statement(s). In addition, the Summary of Assessment Process should provide a brief narrative that describes the entire “closed loop” process that resulted in the improvement(s).