University of Central Florida Institutional Effectiveness Assessment Plan Rubric
Updated: Summer 2020

Beginning (1)	Emerging (2)	Maturing (3)	Accomplished (4)	Exemplary (5)
One, two, or three of the Maturing indicators are met.	Four or five of the Maturing indicators are met.	ALL of the indicators below (1-6) are met.	ALL of the Maturing indicators plus at least one of the Accomplished indicators (7 & 8) are met.	ALL nine indicators are met.
		1. Mission statement describes the primary purpose, functions, and stakeholders of the program/unit.	**7.** The plan explicitly links one or more outcomes or measures to strategic planning.	**9.** The plan builds on previous assessment by including at least one measure to assess the impact of an implemented strategy or initiative demonstrating a "closed loop" IE Assessment process.
		2. Assessment process describes the program or unit's assessment strategy; how that strategy is translated into outcomes and measures; and the process for reviewing, analyzing, and applying assessment data for program/unit improvement.	**8.** The plan clearly focuses on formative assessment to promote continuous quality improvement (e.g., establishes baseline data, sets stretch targets based on past performance, etc.).	
		3. Number of outcomes: • **Administrative units:** minimum of three outcomes. • **Graduate academic programs:** minimum of three student learning outcomes. • **Undergraduate academic programs:** minimum of three student learning outcomes that incorporates academic learning compacts.		
		4. Number and type of measures: For the required outcomes per indicator #3 above, a minimum of two appropriate, quantitative measures, at least one of which is a direct measure.		
		5. Measures for the outcomes that meet the minimum requirements listed in indicator #3 establish specific performance targets.		
		6. Specific assessment instruments are made available (e.g., via URL, as attachments, etc.), if not proprietary.		

NOTE: If none of the indicators are met or if a program or unit fails to submit a plan, a rating of "No effort (0)" will be assigned.

UCF Institutional Effectiveness Assessment Plan Rubric

Supporting Narrative

1. The mission statement shall be specific to the program or unit.

2. The assessment process statement ought to paint a clear picture of all major aspects of the program or unit's Institutional Effectiveness Assessment process. This may include a description of how the plan evolves over time and how it produces continuous quality improvement for the program or unit. This narrative shall be written for "external" reviewers so that someone not familiar with the program or unit will, after reading this statement, have a good understanding of how the program or unit pursues data-driven continuous quality improvement.

3. IMPORTANT: For academic programs, course grades and/or GPA may NOT be used as the metric for a measure.

4. What constitutes a "direct measure" is contextually dependent. For academic program plans, a "direct measure" is typically assessment of student learning, while a survey of students' self-perceived efficacy would be considered an indirect measure. For an administrative unit measuring customer satisfaction, a survey instrument could be a direct measure.

5. For those outcomes and measures that satisfy the minimum requirements (per Indicators 3 and 4) each measure shall identify a quantitative variable and establish a specific performance target. This requirement does not apply to any additional outcomes/measures (beyond the minimum requirements) that a program or unit includes in its plan.

6. Assessment instruments (unless proprietary) are to be submitted along with the plan either as attachments or as a brief narrative. All appropriate instruments shall be included. In the event an instrument is still in development when the plan is submitted, a brief description of the planned instrument along with a timeline for implementation are to be provided. When this occurs, the program or unit shall attach the final instrument to the subsequent Results Report.

7. Administrative units and academic programs ought to align one or more elements of an IE Assessment plan with the promises or metrics of the UCF Collective Impact Strategic Plan (i.e., please see sections that identify granular metrics and supporting strategies). In addition, you may link to supporting strategic plans at any subordinate level.

8. IE Assessment is a formative process. The primary purpose is to collect data that will help identify opportunities for continuous quality improvement. This is best evidenced when baseline data reveal an opportunity for improvement and a "stretch" target is set accordingly. In general, when a target for a measure is 100% or when a measure is written to "maintain" a particular level of performance, it is unlikely that the measure has strong formative potential.

9. Collecting data that will be used to evaluate the impact of an implemented strategy* or initiative is central to the IE Assessment process. Measures designed for this purpose are the means to close the IE Assessment loop. Definition of closed loop: Based on assessment results, the program or unit implemented strategies that attempted to bring about improvement and subsequently collected data (shall have at least two years of data) to measure the impact of the implemented strategies/initiatives on student learning or operations.

*Definition of strategy: an initiative, plan of action or way of proceeding forward.   LAST UPDATED: Summer 2020