

## University of Central Florida Institutional Effectiveness Assessment Results Rubric

Updated: Summer 2020

Beginning (1)	Emerging (2)	Maturing (3)	Accomplished (4)	Exemplary (5)
<u>One, two, or three</u> of the Maturing indicators are met.	<u>Four or five</u> of the Maturing indicators are met.	<u>ALL</u> of the indicators below (1-6) are met.	<u>ALL</u> of the Maturing indicators <u>plus</u> the Accomplished indicator (7) are met.	<u>ALL eight</u> indicators are met.
		<p>1. Complete and relevant data are provided for all measures and an explanation is provided for how representative samples are determined, if applicable. If data are incomplete or missing, provide an explanation of the extenuating circumstances.</p> <p>2. Data reporting is accurate and thorough (see supporting narrative).</p> <p>3. Results for each measure indicate whether the target for that measure has been met.</p> <p>4. Reflective statements are provided for each outcome/measure pair. Reflect on, analyze and discuss your results compared to previous years.</p> <p>5. Report includes one or more implemented and/or planned strategies or initiatives 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.</p> <p>6. Assessment instruments associated with the report and not previously submitted with the plan are provided via attachment, URL if not proprietary.</p>	<p>7. Data collection and analysis are used to assess the impact of implemented strategies or initiatives demonstrating a fully “closed loop” process.</p>	<p>8. Follow-up data collected to assess the impact of implemented strategies or initiatives show improved outcomes.</p>

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.

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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. Representative samples ought to include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

2. Accurate and thorough data reporting means:

**Report data:**

At a granular and aggregate level (e.g., subscale and total scores from a rubric or exam);

By addressing the established measure (i.e., your assessment must measure what you set out to measure);

For previous year(s), all students or other constituents.

**Include:**

The underlying “n” and “N” are provided for all percentage statistics and if a change score is provided the data points to support the score are included;

Representative samples ought to include data from students at a distance (regional campuses, mixed or online) if courses are offered at these locations/through these modalities;

Response rates for survey data (include “n” and “%”).

3. This shall be done explicitly (i.e., by endorsing “target met” or “target not met”). The reported data clearly indicate whether the target was or was not met.

4. Reflective statements are provided in the results section for each outcome/measure pair. Reflect on, analyze, and discuss your results compared to previous years (two to three years, if possible). What do they mean? Why do you think you observed these results?

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

6. Copies of assessment instruments are normally 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 ought to be attached to this report. All appropriate instruments shall be attached.

7. When an outcome and/or measure(s) evaluates the impact of a previously reported strategy or initiative the reflective statement for that outcome shall include a determination of whether the strategy resulted in an improvement. Definition of closed loop: Based on assessment results, the program or unit implemented strategies that attempted to bring about improvement and subsequently collected data (should have at least two years of data) to measure the impact of the implemented strategies/initiatives on student learning or operations.

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) ought to be well documented in the applicable reflective statement(s). In addition, the success story section shall provide a brief narrative that describes the entire “closed loop” process that resulted in the improvement(s). Definition of closed loop with evidence of improvement: 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 which yielded evidence of improvement in student learning or operations.

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