College of Sciences – Institutional Effectiveness Assessment Review Standards

Plans Rubric:

1. **Mission statement describes the primary purpose, functions, and stakeholders of the program/unit.**

   **COS Standard:** The statement in the mission text box addresses the program’s purpose, function, and stakeholders.

   **COS Ideal:** The purpose, function, and stakeholders are distinctly discussed, and the mission statement is organized in such a way that it is very easy to pick out each component.

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.**

   **COS Standard:** Most of the prompt questions in the blue text in the template are addressed.

   **COS Ideal:** All of the prompt questions are addressed and the statement is organized in such a way that it is very easy to see that each question is covered.

3. **Number of outcomes: Administrative units: minimum of three outcomes. Graduate academic programs: minimum of three student learning outcomes. Undergraduate academic programs: minimum of eight student learning outcomes that incorporate academic learning compacts.**

   **COS Standard:** The plan has the necessary number of outcomes listed, and they are appropriate for the plan.

   **COS Ideal:** The outcomes are appropriate in number and context. The outcomes are a big picture statement or broad goal for the program (A 30,000 feet view). The outcomes address what the program wants the students to DO, KNOW, or VALUE. (Key concepts, skills, knowledge sets.)

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.**

   **COS Standard:** Each outcome has at least two quantitative measures that are appropriate to the outcome. At least one measure for each outcome is a direct measure.

   **COS Ideal:** In addition to the standard, the measures are well organized easy to follow, are careful about the language used, (i.e. the data that they say they will collect are what will actually be reported.), and the data collected will provide the program with useful data. The recommended measures formula = Course/time frame + Assignment/Instrument + Target + any additional necessary info.

5. **Measures for the outcomes that meet the minimum requirements listed in indicator #3 establish specific performance targets.**

   **COS Standard:** A specific quantitative/numerical performance target is provided for each measure. (Course grades or GPA are not acceptable targets)

   **COS Ideal:** In addition to the standard, the target should be reasonable relative to the measure and outcome, it should provide the program with useful data, and it should be clear to those reading the plan what data will be collected/reported.

6. **Specific assessment instruments are made available (e.g., via URL, as attachments, etc.), if not proprietary.**
**COS Standard:** The appropriate assessment instrument associated with each measure is attached or an explanation is provided if an instrument is not attached, for nearly all measures.

**COS Ideal:** The associated instrument is attached or explanation is provided for all measures (the attachment may present multiple measures but each outcome should have its own attachment).

7. **The plan explicitly links one or more outcomes or measures to strategic planning.**

**COS Standard:** In the relationship to strategic plan text box, the program makes a clear connection between the plan and UCF strategic planning. Typically directly connecting one or more outcomes to one or more of the five UCF goals is expected.

**COS Ideal:** Specific outcomes should be explicitly connected to specific UCF goals. This formula works well, “Outcome X, ______ is connected to Goal X, ______ of the UCF strategic plan in that ______.” Additionally, with the new UCF Strategic Initiatives document that was released last year, we will soon be asked to go deeper than the five goals and connect assessment plans to more specific efforts in the strategic planning document. We should start encouraging our programs to begin doing this now.

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.).**

**COS Standard:** It is clearly demonstrated that a change has been made that will affect the results for this plan. There are two types of acceptable changes to meet this rubric item. The first type is operational i.e. changes to the assessment process itself. These include revising, removing, adding outcomes or measures, including stretch targets, changing the assessment instrument, changing the way in which data is collected, etc. The second type is a student learning/performance change, i.e. changes to help students perform better on the measures. These include changes to pedagogy, or curriculum intended to help students better learn or understand the material, etc.

**COS Ideal:** This is typically addressed under each measure where the template asks, “Does this measure assess change...” If a change has been made, “yes” should be checked and the change should be described. We want to know 1) what change was made 2) Why the change has been made 3) How the change is intended to create improvement. While only one change is required to meet the rubric item, we would like our programs to take advantage of multiple opportunities to make changes.

9. **The plan builds on previous assessment by including at least one measure to assess the impact of an implemented change, demonstrating a “closed loop” IE Assessment process.**

**COS Standard:** The same as for rubric item #8 except that this change must be a student learning/performance change. A change that will directly affect the results of the measure to see if improvement occurs after data is collected. Operational changes do not qualify.

**COS Ideal:** The same as for rubric item #8 except that this change must be a student learning/performance change. A change that will directly affect the results of the measure to see if improvement occurs after data is collected. Operational changes do not qualify.