

**College of Charleston Institutional Effectiveness Assessment Plan Rubric**

Academic/Administrative Unit: \_\_\_\_\_ Academic Year: \_\_\_\_\_ Rating: \_\_\_\_\_

Rubric Completed By: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Reviewed with Assessment Coordinator (Initial/Date): \_\_\_\_\_

Levels	Indicators	Suggested Improvements
<b>Establishing</b> (Level 1)	Three or fewer indicators from the Developing category are met.	
<b>Emerging</b> (Level 2)	Four or Five indicators from the Developing category are met.	
<b>Developing</b> (Level 3) ALL of the Developing indicators (#1-6) are met.	<input type="checkbox"/> 1. <b>Program/Unit's mission statement concisely defines the purpose, functions, and key constituents.</b> <i>[The Program/Unit's mission is aligned to the School/Division/College Strategic Plan.]</i>	
	<input type="checkbox"/> 2. <b>The assessment process describes:</b> <ul style="list-style-type: none"> <li>• Strategies to assess the outcomes. A strategy is a plan of action intended to accomplish a specific outcome/measure.</li> <li>• A plan to use the data for improving student learning and/or operations.</li> <li>• How the data will be shared within the Program/Unit and the College.</li> </ul> <i>[The assessment process describes how evidence-based decision making leads to improvement for the Program/Unit and how the plan evolves over time. The assessment process description should present a clear understanding of how the Program/Unit utilizes assessment data for continuous quality improvement.]</i>	
	<input type="checkbox"/> 3. <b>Number of outcomes:</b> <ul style="list-style-type: none"> <li>• Administrative Units - minimum of three outcomes.</li> <li>• Academic Programs (undergraduate, graduate, stand-alone minors, certificates) - minimum of three student learning outcomes.</li> </ul> <i>[The outcomes are specific, measurable, attainable, results oriented, and time bound. The outcomes are clearly related to the mission and focus on activities of the Program/Unit.]</i>	
	<input type="checkbox"/> 4. <b>Measures and Performance Targets: a minimum of two appropriate, quantitative measures, with at least one being a direct measure, per outcome. Measures for the outcomes define specific performance targets and strategies to achieve the targets.</b> <i>[The measure matches the outcome, uses appropriate direct and indirect methods, indicates desired level of performance, helps identify what to improve, and is based on tested, known methods. The performance target is meaningful; based on existing benchmarks, previous results, and existing standards. Grades and/or GPA should not be used as measures.]</i>	
	<input type="checkbox"/> 5. <b>The assessment plan directly links outcomes to the School/Division/College Strategic Plan.</b>	
<b>Proficient</b> (Level 4) ALL of the Developing indicators <u>AND</u> at least one of the Proficient Indicators (#7 & 8) are met.	<input type="checkbox"/> 6. <b>Relevant assessment instruments (e.g., rubrics, survey instruments, logs, reports, etc.) are uploaded in ComplianceAssist (e.g., via URL, as attachments, etc., if not proprietary).</b> <i>[If instrument is proprietary, please state so in the report.]</i>	
	<input type="checkbox"/> 7. <b>Clearly defined curriculum or functional map is provided.</b> <i>[Courses/functions are listed and linked to outcomes. Clear levels of learning defined for all outcomes at all levels (Introduce, Enhance, Reinforce).]</i>	
<b>Exemplary</b> (Level 5) ALL nine indicators are met.	<input type="checkbox"/> 8. <b>The assessment plan promotes continuous quality improvement by having formative outcomes and measures. Formative assessments provide ongoing feedback that can be used to improve student learning and operations.</b> <i>[The primary purpose of IE assessment is to collect data to identify gaps in student learning and operations. This is demonstrated when assessment data presents an opportunity for improvement and a new strategy is implemented to remove the gap. For best practices, when a measure has a performance target of 100%, or is constant for 2-3 assessment cycles, it is advisable to conduct a granular (disaggregate) analysis to identify gaps in learning and/or operations.]</i>	
	<input type="checkbox"/> 9. <b>The assessment plan "closes the loop" by linking new strategies (changes) to previous assessment results.</b> <i>[Program/Unit collects data to evaluate the impact of an implemented change to improve student learning and operations. The use of prior year's results to improve student learning and operations demonstrates a "closed loop" process.]</i>	