

College of Charleston Institutional Effectiveness Assessment Results Rubric

Academic/Administrative Unit: _____ Academic Year: _____ Rating: _____

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

Levels	Indicators	Suggested Improvements
Establishing (Level 1)	Three or fewer indicators from the Developing category are met.	
Emerging (Level 2)	Four or Five indicators from the Developing category are met.	
Developing (Level 3) ALL of the Developing indicators (#1-6) are met.	<input type="checkbox"/> 1. Complete, aggregated, and relevant data are provided for each measure. <i>[If there are extenuating circumstances that lead to missing data, an explanation must be provided. Missing data for extenuating circumstances is only permitted for one assessment cycle. If appropriate, data should be disaggregated by distance learning, off-site locations, and mode of delivery.]</i>	
	<input type="checkbox"/> 2. Data reporting is complete, concise, and well-presented. <i>[Reported data are aligned and appropriate to the outcome and the corresponding measure. Sampling methodology, population size (N), and sample size (n) must be provided.]</i>	
	<input type="checkbox"/> 3. Results clearly specify whether the performance target (performance expectations) for each measure have been met. <i>[Assessment results are used for comparison of actual vs. expected performance targets. Data provides evidence of performance targets met, partially met, or not met.]</i>	
	<input type="checkbox"/> 4. Results provide evidence that the assessment findings informed discussion and improvements in the Program/Unit.	
	<input type="checkbox"/> 5. Results include at least one applied and/or planned change(s) based on the assessment data to improve student learning, program quality, or unit operations. If no changes are provided, results should identify an area of improvement for the next cycle. <i>[The discussion of the results should specifically identify any curricular/operational/budget changes as a result of assessment.]</i>	
	<input type="checkbox"/> 6. Relevant assessment instruments (e.g., rubrics, survey instruments, etc.) are uploaded in ComplianceAssist (e.g., via URL, as attachments, etc., if not proprietary).	
Proficient (Level 4) ALL of the Developing indicators plus indicator #7 are met.	<input type="checkbox"/> 7. The assessment report demonstrates how data analysis “closes the loop” by assessing the impact of applied changes. <i>[Current year's results are compared to the previous year's results to evaluate the impact of a previously reported change to demonstrate use of results to improve student learning and operations.]</i>	
Exemplary (Phase 5) ALL eight indicators are met.	<input type="checkbox"/> 8. The impact of “closing the loop” with an improvement is demonstrated by analyzing follow-up data. <i>[Examples of improvement(s) in student learning, program quality, or unit operations are provided and are directly linked to assessment data. The primary purpose of IE assessment is to assess the impact of an implemented change.]</i>	