

Revising an Institutional Effectiveness Assessment Rubric to Drive Evidence Based Improvements

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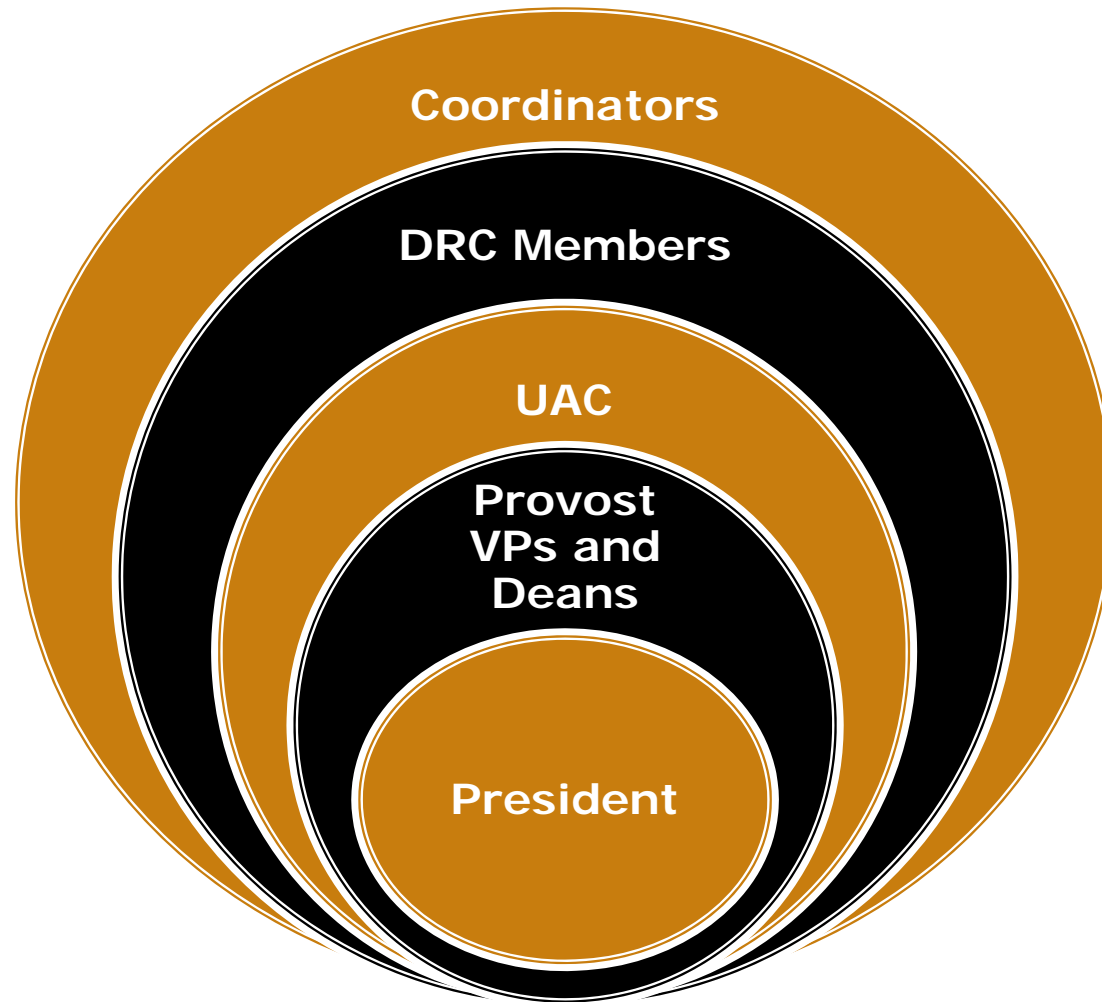
Overview

- **UCF institutional effectiveness assessment process**
- **Evolution of the assessment process**
- **Rubric development and implementation**
- **Benefits**

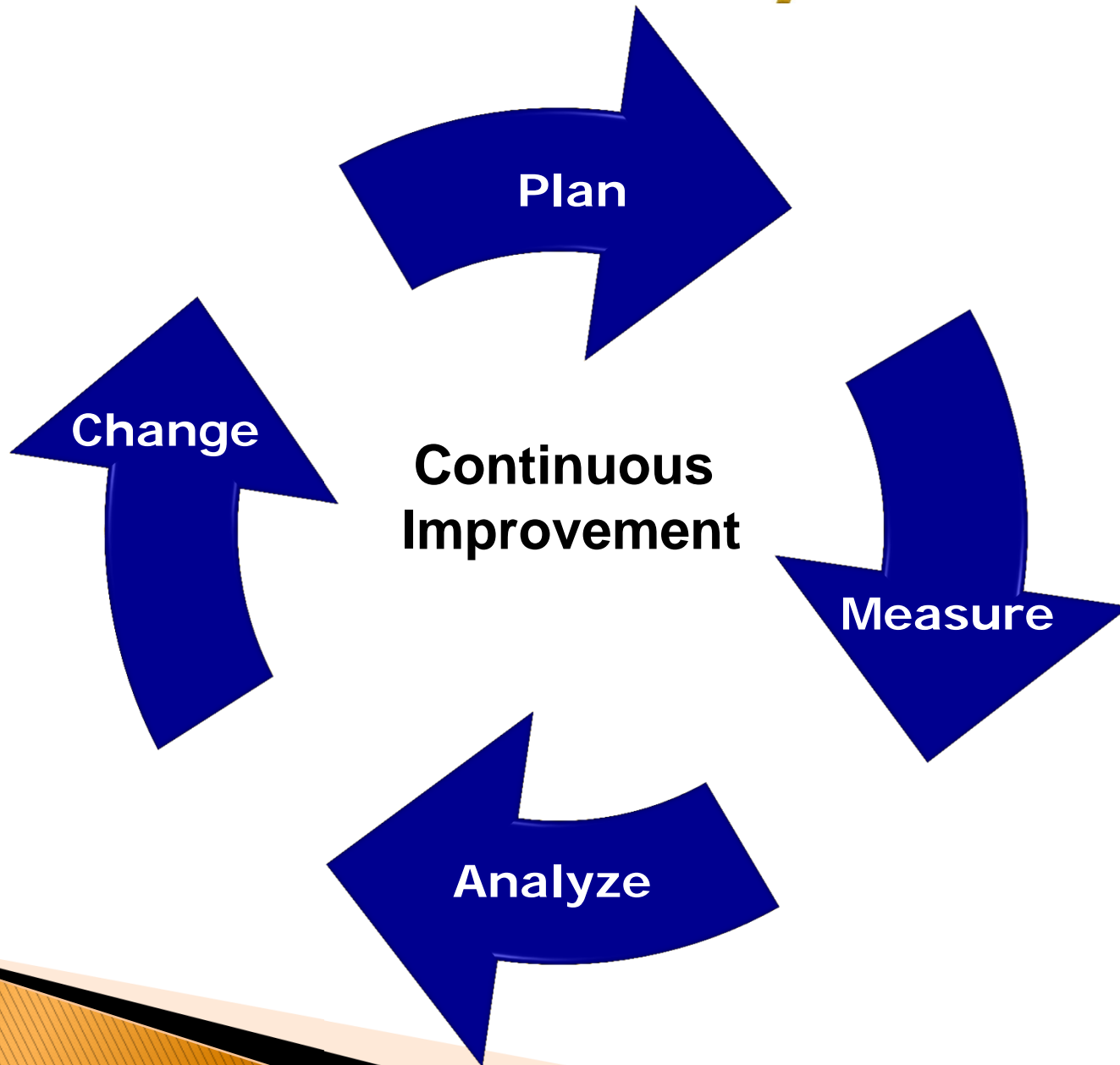
Purpose of Assessment

- **Are current practices effective?**
- **Are student learning outcomes being achieved?**
- **Are we meeting national, regional, and state standards?**
- **How can we continue to improve performance?**

Assessment Leadership



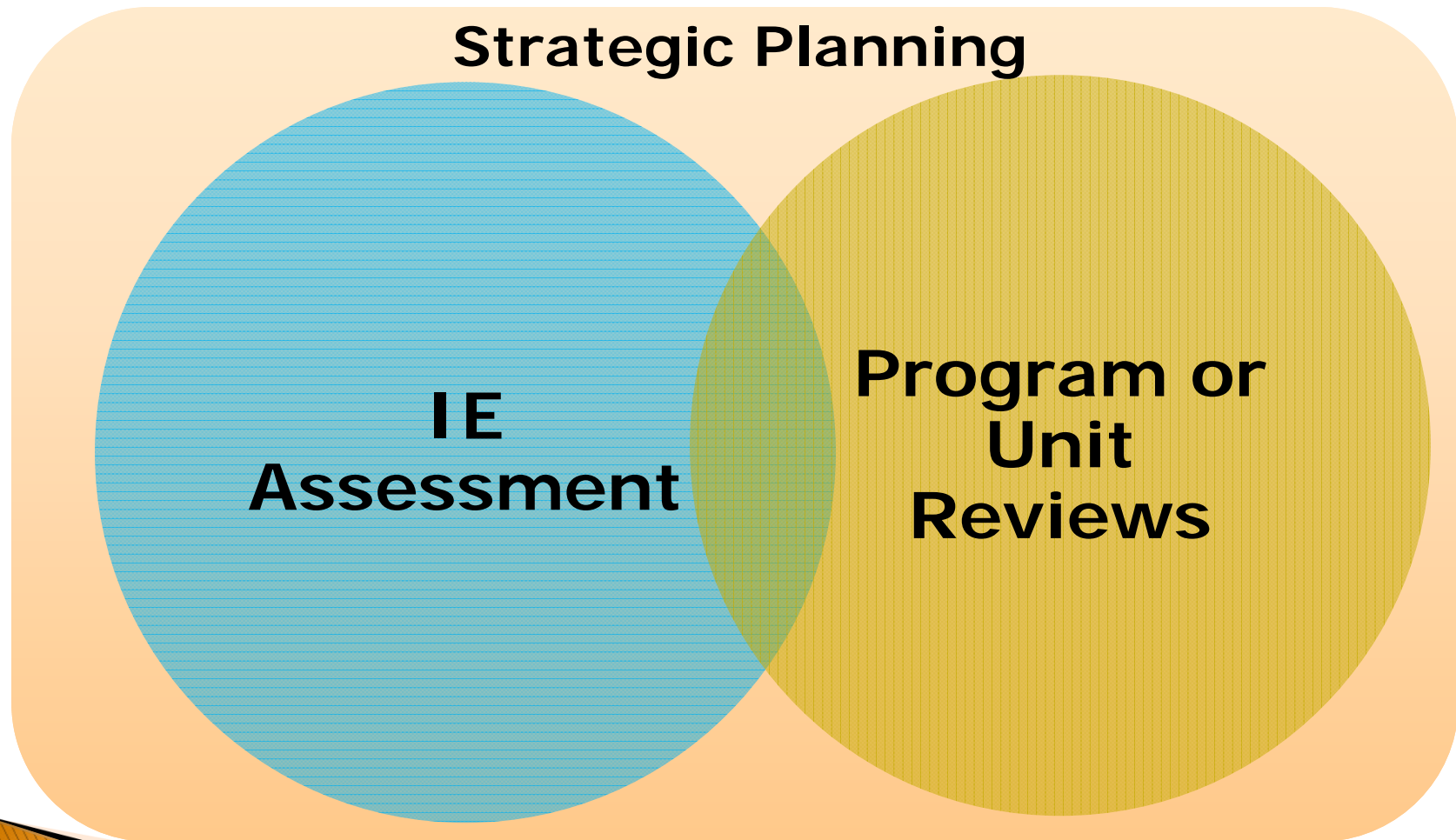
Assessment Cycle



Assessment Scope and Schedule

- **Over 370 programs, certificates and units report**
 - Year round process
 - Centralized online reporting system
 - Ongoing reviews and feedback by DRC
- **September – Coordinators submit final results and plans**
- **October – DRCs review results and plans**
- **November to December – UAC final review**

Integrated Approach



Key Milestones



IE Assessment Web Application



UNIVERSITY OF CENTRAL FLORIDA

Assessment



Assessment Login

[Help](#)

Username:

Password:

[Forgot your password?](#)
[New Assessment Coordinator](#)

*Apple's Safari users - please download either Mozilla Firefox, Microsoft Internet Explorer, or Google Chrome as Apple's Safari is not compatible with the Assessment website.



Assessment Information

[Assessment Support](#)
[Assessment Process](#)
[University Assessment Committee](#)
[Divisional Review Committee](#)

Welcome

Welcome to the portal page for UCF Assessment. If you are an assessment coordinator, Divisional Review Committee (DRC) member, or DRC Chair, please login using your user ID and Password at the left. If you are a visitor, you may view Assessment plans for previous assessment cycles using the visitors link.

Guests and Visitors

[Assessment Plans By Year](#)

Resource Center

[UCF IE Assessment Rubrics - 2009-2010 Plans & Results to 2012-2013 Plans & Results](#)
[Revised UCF IE Assessment Rubrics - 2013-2014 Plans onward](#)
[Graduating Student Surveys](#)
[Administrative Unit Handbook](#)
[Academic Program Handbook](#)
[Bloom's Taxonomy](#)
[Examples of Direct and Indirect](#)

Success Stories

[Success Stories 2012](#)
[Success Stories 2011](#)
[Success Stories 2010](#)
[Success Stories 2009](#)
[Success Stories 2008](#)

OEAS Knowledgebase

OEAS Knowledgebase is a secure portal that provides central access to OEAS statistical and survey study reports such as Graduating Student Surveys, Entering Student Surveys and the National Survey of Student Engagement.

UCF users may use their Assessment Login credentials to access OEAS Knowledgebase. UCF users who do not have an Assessment user name and password may contact oeas@ucf.edu for login credentials to OEAS Knowledgebase.

[OEAS Knowledgebase](#)

Related Assessment Links

[Southern Association of Colleges and Schools Commission on Colleges](#)

Structure and Design of Institutional Effectiveness Assessment Rubrics

Prior Rating Scales for Plans

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Documentation of Mission, Outcomes, and Measures	<input checked="" type="radio"/> Complete: Program has mission statement, a sufficient number of learning and program outcomes, and sufficient measures (usually at least 2) linked to each outcome <input type="radio"/> Partial: Some parts of the plan do not have sufficient detail (e.g., insufficient number of learning outcomes or measures); or the plan lacks some coherence (e.g., measures not related to outcomes) <input type="radio"/> None: No assessment plan submitted
Evaluation of Plan	<input type="radio"/> Excellent: The plan addresses the noted deficiencies in prior data collection, has sufficient detail, and will clearly provide useful data for program improvement. No deficiencies found. This is a model plan <input checked="" type="radio"/> Good: The plan has sufficient detail and will provide useful data for program improvement <input type="radio"/> Acceptable: The plan lacks sufficient detail, but will provide some limited data that may be useful <input type="radio"/> Unacceptable: A plan was not submitted or lacks detail to be useful
Comparison of Plans	<input type="radio"/> Maintained Good or Excellent Quality: Plan is consistent with previous good plan <input type="radio"/> Substantial Improvement: Current plan is much stronger than prior year's plan <input type="radio"/> Maintained Acceptable Quality: Plan is consistent with previous acceptable plan <input checked="" type="radio"/> Some Improvement: Current plan is somewhat stronger than prior plan <input type="radio"/> No Improvement: Current plan is the same as the prior plan and there is clearly room for improvement <input type="radio"/> Worse: Current plan appears to be less useful than the prior plan <input type="radio"/> No Prior Plan
Overall Comments on Outcomes and Measures	<p>This is a good plan. Much of future progress depends on a new exam and a standard for what performance on the exam should be.</p>

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Internet

Prior Rating Scales for Results

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Status Report on Data Collected:	<input checked="" type="radio"/> Complete: Data on all scheduled measures were collected and reports provide details of the results. If the data were not collected, a good explanation is provided <input type="radio"/> Partial: Data on some of the scheduled measures were not collected or reports are not of sufficient detail <input type="radio"/> None: No data collection took place
Status Report on Implemented and Planned Changes:	<input checked="" type="radio"/> Complete: Changes to Plan and/or program checked off, explanations of each change provided, and changes are related to results <input type="radio"/> Partial: Recommended actions not linked to results and/or some explanations missing for checked items <input type="radio"/> None: Implemented and planned changes not addressed
DRC Evaluation of Results Report:	<input checked="" type="radio"/> Excellent: The reporting of data collected, and implemented and planned changes is complete; an excellent example of closing the loop <input type="radio"/> Good: The reporting of data collected and implemented and planned changes is complete <input type="radio"/> Acceptable: Only partial reporting took place, but the program has addressed the issue in their next plan <input type="radio"/> Unacceptable: Partial or no reporting and/or actions took place; and no changes to plan are indicated
Comparison of Results:	<input type="radio"/> Maintained Good or Excellent Quality: Documentation of data collection and use of results is consistently good <input type="radio"/> Substantial Improvement: Documentation of data collection and use of results is substantially more detailed than prior year <input checked="" type="radio"/> Some Improvement: Documentation of data collection and/or use of results is somewhat more complete than prior year <input type="radio"/> No Improvement: Documentation of data collection and use of results is about the same as prior year and there is clearly room for improvement <input type="radio"/> Worse: Documentation of data collection and/or use of results is less detailed and less complete than prior year <input type="radio"/> No prior results <input type="radio"/> Maintained Acceptable Quality: Documentation of data collection and use of

Internet

Purpose of Developing New Rubrics

- **Achieve clear and consistent rating system**
- **Deepen collaborative model for reviewers and coordinators**
- **Enhance the usefulness of the assessment process**
- **Tie IE assessment with strategic planning**

Elements of a Good Rubric

- **Levels of mastery**
- **Indicators of quality**
- **Concise description of the criteria**
- **Natural criteria groupings**

Steps in Developing a Rubric

- **What do you want to assess-presence of criteria (checklist) or quality of the criteria (rubric)**
- **Determine evaluation criteria by looking at essential components of a plan or results report**
(Include these as rows in your rubric)
- **Identify performance levels and how many**
(Include these as columns in your rubric and label them)
- **Write description for each level, include criteria that reflect important aspects of the assessment process in the description**
(Include descriptions in the appropriate cells of the rubric)
- **Be consistent in terminology and the criteria**

Design and Development of Institutional Effectiveness Assessment Rubrics

- Subcommittee of the University Assessment Committee (UAC) was established to develop rubrics
- Drafts circulated to UAC
- Revisions incorporated
- Pilot tested with coordinators and Divisional Review Committee (DRC) members
- Designed feedback survey
- Analyzed feedback survey to improve the content and language of rubrics

Rubric Structure

- **Title-stating the purpose**
- **Levels of Performance –distinct degrees of competency, e.g., Beginning, Emerging, Maturing, Accomplished, Exemplary**
- **Scoring Criteria, e.g., one, two or three of the Maturing indicators are met**
- **Indicators– describe what is expected at each level, e.g., Maturing-Mission statement describes the primary purpose, functions, and stakeholders of the program/unit**

University of Central Florida Institutional Effectiveness Assessment Plan Rubric

Beginning (1)	Emerging (2)	Meets Expectations (3)	Accomplished (4)	Exemplary (5)
<p>Three or more of the <i>Meets Expectations</i> indicators are not met.</p>	<p>Up to two of the <i>Meets Expectations</i> indicators are not met.</p>	<p>All of the following indicators are met.</p> <ol style="list-style-type: none"> 1. Mission statement includes the following: name of program/unit, purpose, primary functions and activities, and stakeholders 2. Assessment process is provided and describes assessment strategies, and how the program or unit members are involved 3. Number of outcomes: <ul style="list-style-type: none"> • 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 incorporates academic learning compacts 4. Minimum of two appropriate measures for each outcome; at least one is a direct measure 5. Measures establish specific, quantifiable performance targets 6. Measures and targets are designed to promote improvement 	<p>All of the <i>Meets Expectations</i> indicators are met and at least one of the additional indicators is met.</p> <p style="text-align: center;">Additional Indicators</p> <ol style="list-style-type: none"> 7. Specific assessment instruments are made available (e.g., via URL, as attachments, etc.), if not proprietary 8. Outcomes in the plan include stretch targets or include measurement of academic or operational initiatives that resulted from previous assessment 9. Describes the relationship between the Institutional Effectiveness Assessment plan and the University's Strategic Plan 	<p>All of the <i>Meets Expectations</i> indicators are met and all of the additional indicators are met.</p> <p style="text-align: center;">Additional Indicators</p> <ol style="list-style-type: none"> 7. Specific assessment instruments are made available (e.g., via URL, as attachments, etc.), if not proprietary 8. Outcomes in the plan include stretch targets or include measurement of academic or operational initiatives that resulted from previous assessment 9. Describes the relationship between the Institutional Effectiveness Assessment plan and the University's Strategic Plan

*If programs or units fail to provide any input, their plan will be evaluated with "No effort (0)."

University of Central Florida Institutional Effectiveness Assessment Results Rubric

Beginning (1)	Emerging (2)	Meets Expectations (3)	Accomplished (4)	Exemplary (5)
<p>Three or more of the <i>Meets Expectations</i> indicators are not met.</p>	<p>Up to two of the <i>Meets Expectations</i> indicators are not met.</p>	<p>All of the following indicators are met.</p> <ol style="list-style-type: none"> 1. Complete and relevant data are provided for all measures OR if data are incomplete or missing, an explanation is provided 2. Data reporting is thorough (see below) 3. Results for each measure indicate whether the target for that measure has been met 4. Reflective statements are provided either for each outcome or aggregated for multiple outcomes 5. Implemented and planned changes are included and are linked to assessment data, or if no changes are reported, an explanation is provided 6. Assessment instruments are attached or linked to if not proprietary 	<p>All of the <i>Meets Expectations</i> indicators are met and at least one of the additional indicators is met.</p> <p>Additional Indicators</p> <ol style="list-style-type: none"> 7. Includes description of how the assessment process has been useful to your program or unit 8. Includes description of how IE Assessment has resulted in quality improvement initiatives 9. Data collection and analysis are used to assess the impact of implemented changes, demonstrating a fully “closed loop” process 	<p>All of the <i>Meets Expectations</i> indicators are met and all of the additional indicators are met.</p> <p>Additional Indicators</p> <ol style="list-style-type: none"> 7. Includes description of how the assessment process has been useful to your program or unit 8. Includes description of how IE Assessment has resulted in quality improvement initiatives 9. Data collection and analysis are used to assess the impact of implemented changes, demonstrating a fully “closed loop” process

2. i.e., populations are defined; sampling methods and response rates are provided with survey data, etc.

*If programs or units fail to provide any input, their plan will be evaluated with “No effort (0).”

Focus of Revised Rubrics

- **Further articulating and defining indicators**
- **Increasing rigor**
- **Driving evidence based improvement**

Final Revised Plan Rubric

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Beginning (1)	Emerging (2)	Maturing (3)	Accomplished (4)	Exemplary (5)
<p><u>One, two, or three</u> of the Maturing indicators are met.</p>	<p><u>Four or five</u> of the Maturing indicators are met.</p>	<p><u>ALL</u> of the indicators below (1-6) are met.</p>	<p><u>ALL</u> of the Maturing indicators plus at least one of the Accomplished indicators (7 & 8) are met.</p>	<p><u>ALL nine</u> indicators are met.</p>
<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.</p>		<ol style="list-style-type: none"> 1. Mission statement describes the primary purpose, functions, and stakeholders of the program/unit. 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. 3. Number of outcomes: <ul style="list-style-type: none"> • 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 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. 	<ol style="list-style-type: none"> 7. The plan explicitly links one or more outcomes or measures to strategic planning. 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.). 	<ol style="list-style-type: none"> 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.

University of Central Florida Institutional Effectiveness Assessment Plan Rubric (2013-2014 Plans onward)

Supporting Narrative

1. The mission statement should be specific to the program or unit.
2. The assessment process statement should 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 should 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. **Indicator 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 should identify a quantitative variable and establish a specific target outcome. 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) should be submitted along with the plan either as attachments or links to online instruments. 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 may be attached. When this occurs, the program or unit should attach the final instrument to the subsequent Results Report.
7. Administrative units and academic programs should, whenever feasible, attempt to align one or more elements of an IE Assessment plan with strategic planning. That linkage may be to the UCF Strategic Plan or 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 change is central to the IE Assessment process. Measures designed for this purpose are the means to close the IE Assessment loop.

Final Revised Results Rubric

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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 plus indicator #7 are met.	<u>ALL eight</u> indicators are met.
<p>NOTE: If none of the indicators are met or if a program or unit fails to submit a report, a rating of "No effort (0)" will be assigned.</p>		<ol style="list-style-type: none"> 1. Complete and relevant data are provided for all measures (or an explanation is provided for incomplete or missing data due to extenuating circumstances). 2. Data reporting is accurate and thorough (see supporting narrative) 3. Results for each measure indicate whether the target for that measure has been met 4. Reflective statements are provided either for each outcome or aggregated for multiple outcomes 5. Report includes one or more implemented and/or planned changes 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. 6. Assessment instruments associated with the report and not previously submitted with the plan are provided via attachment or URL if not proprietary. 	<ol style="list-style-type: none"> 7. Data collection and analysis are used to assess the impact of implemented changes, demonstrating a fully "closed loop" process. 	<ol style="list-style-type: none"> 8. Follow-up data collected to assess the impact of implemented changes show improved outcomes.

University of Central Florida Institutional Effectiveness Assessment Results Rubric (2013-2014 Results onward)

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 should 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:
 - a. Reported data match data requirements established by a measure.
 - b. Sampling methodology and response rates are provided for survey data.
 - c. The underlying "n" and "N" are provided for all percentage statistics.
3. This may be done explicitly (e.g., "target met" or "target not met") or implicitly (i.e., the reported data clearly indicate whether the target was or was not met).
4. Whether individual or aggregated reflective statements are provided, all outcomes must be addressed.
5. Implemented and planned changes designed to improve student learning, program quality, or unit performance may be referenced in reflective statements, but should be thoroughly documented in the implemented and planned changes section of this report. NOTE: the IE Assessment Plan should be revised to include one or more measures to assess the impact/effectiveness of such changes. If no such changes are reported, the IE Assessment Plan itself should be carefully reviewed and revised as needed. Implemented or planned changes that are based on factors other than IE assessment data may be reported in the summary statement of the results report. New measures may also be established in the plan to evaluate the impact of those changes as well, regardless of the reason for the change.
6. Copies of assessment instruments should normally have been 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 should be attached to this report.
7. When an outcome and/or measure(s) evaluates the impact of a previously reported change, the reflective statement for that outcome should include a determination of whether the change resulted in an improvement.
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) should be well documented in the applicable reflective statement(s). In addition, the Summary of Assessment Process should provide a brief narrative that describes the entire "closed loop" process that resulted in the improvement(s).



University of Central Florida Institutional Effectiveness Assessment Results Rubric (2013-2014 Results onward)

Supporting Narrative

1. Justification for incomplete or missing data due to extenuating circumstances will not be permitted for two or more consecutive reports.
2. Accurate and thorough data reporting means:
 - a. Reported data match data requirements established by a measure.
 - B. Sampling methodology and response rates are provided for survey data.
 - c. The underlying "n" and "N" are provided for all percentage statistics.
3. This may be done explicitly (e.g., "target met" or "target not met") or implicitly (i.e., the reported data clearly indicate whether the target was or was not met).
4. Whether individual or aggregated reflective statements are provided, all outcomes must be addressed.
5. Implemented and planned changes designed to improve student learning, program quality, or unit performance may be referenced in reflective statements, but should be thoroughly documented in the implemented and planned changes section of this report. NOTE: the IE Assessment Plan should be revised to include one or more measures to assess the impact/effectiveness of such changes. If no such changes are reported, the IE Assessment Plan itself should be carefully reviewed and revised as needed. Implemented or planned changes that are based on factors other than IE assessment data may be reported in the summary statement of the results report. New measures may also be established in the plan to evaluate the impact of those changes as well, regardless of the reason for the change.
6. Copies of assessment instruments should normally have been 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 should be attached to this report.
7. When an outcome and/or measure(s) evaluates the impact of a previously reported change, the reflective statement for that outcome should include a determination of whether the change resulted in an improvement.
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) should be well documented in the applicable reflective statement(s). In addition, the Summary of Assessment Process should provide a brief narrative that describes the entire "closed loop" process that resulted in the improvement(s).

Implementation of the Institutional Effectiveness Assessment Rubrics

- Programmed into an existing assessment web application
- Replaced existing reviewer rating scales in the Institutional Effectiveness Assessment plans and results templates
- Made link in templates to provide easy access to PDF of rubrics for coordinators, DRC members and DRC Chairs (UAC)



Institutional Effectiveness Assessment Plan Rubric

*If programs or units fail to provide any input, their plan will be evaluated with "No effort (0)."

- | | | | | |
|-------------------------------------|------------------------------------|------------------------------------|--|--|
| <input type="radio"/> Beginning (1) | <input type="radio"/> Emerging (2) | <input type="radio"/> Maturing (3) | <input type="radio"/> Accomplished (4) | <input checked="" type="radio"/> Exemplary (5) |
|-------------------------------------|------------------------------------|------------------------------------|--|--|

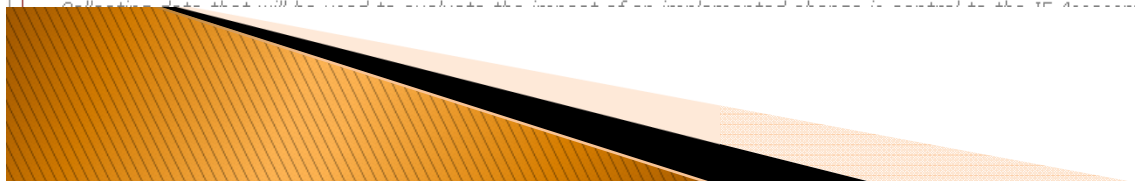
Indicators:

- 1. Mission statement describes the primary purpose, functions, and stakeholders of the program/unit.
The mission statement should be specific to the program or unit.
- 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.
The assessment process statement should 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 should 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. 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

For academic programs, course grades and/or GPA may NOT be used as the metric for a measure.
- 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.
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. Measures for the outcomes that meet the minimum requirements listed in indicator #3 establish specific performance targets.
For those outcomes and measures that satisfy the minimum requirements (per Indicators 3 and 4) each measure should identify a quantitative variable and establish a specific target outcome. This requirement does not apply to any additional outcomes/measures (beyond the minimum requirements) that a program or unit includes in its plan.
- 6. Specific assessment instruments are made available (e.g., via URL, as attachments, etc.), if not proprietary.
Assessment instruments (unless proprietary) should be submitted along with the plan either as attachments or links to online instruments. 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 may be attached. When this occurs, the program or unit should attach the final instrument to the subsequent Results Report.

Additional Indicators:

- 7. The plan explicitly links one or more outcomes or measures to strategic planning.
Administrative units and academic programs should, whenever feasible, attempt to align one or more elements of an IE Assessment plan with strategic planning. That linkage may be to the UCF Strategic Plan or to supporting strategic plans at any subordinate level.
- 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.).
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. 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.
Collecting data that will be used to evaluate the impact of an implemented change is central to the IE Assessment process. Measures designed for this purpose are the means to close the



Communication Plan and Assessment Rubric Training

- **Conducted a series of workshops and training sessions to clarify levels and indicators**
- **Applied rubrics to actual plans reports and results reports**
- **Worked toward establishing inter-rater reliability**
- **Developed rubric reports for university stakeholders to show how programs or support services areas are meeting the expected standards**

Rubric Level Report: Divisional Review Committee Ratings

Program or Unit Status	University of Central Florida*	
Plans not approved by the DRC Chair(s)		0
Plan not created	0	
Plan in progress	0	
Plans submitted to DRC	0	
Plan review process has begun, but the review has not been approved	0	
Total number of program and unit plans approved by the DRC Chair		355
Total number of programs and units doing assessment		355
	University of Central Florida*	
Program or Unit Rubric Level	Number of Programs or Units meeting the level	Percentage of Programs or Units meeting the level
Exemplary	53	15
Accomplished	71	20
Maturing	178	50
Emerging	35	10
Beginning	18	5

* Note: Numbers and percents are fictitious and are given as an example.

Program/Unit Report by Rubric Indicator

Menu ▾ | Home > Rubric Report By Program/Unit User: carlos | Role: Staff | Help | Logout | X

2010-2011 Plan Rubric Indicator/Level Distribution


Report generated on 10/6/2011 9:29:04 PM

Program/Unit Status	Strategy, Marketing, Communications, and Admissions		UCF	
Total number of programs/units Plan that are not yet approved by the DRC Chair(s)		0		0
Plan not created	0		0	
Plan in progress	0		0	
Plan submitted to DRC	0		0	
Plan review process has begun, but the review has not been approved	0		0	
Total number of programs/units in status Plan approved by the DRC Chair		8		354
Total number of programs/units doing assessment		8		354

The table below includes only programs/units in status Plan approved by the DRC Chair.

Program/Unit	Indicator									Level
	1	2	3	4	5	6	7	8	9	
News and Information	X	X	X	X	X	X		X	X	Accomplished
Office of Institutional Research	X	X	X	X	X	X	X	X	X	Exemplary
Office of Operational Excellence and Assessment Support	X	X	X	X	X	X	X	X	X	Exemplary
Office of Student Financial Assistance	X	X	X	X	X	X		X	X	Accomplished
Student Outreach Programs	X	X	X	X	X	X		X	X	Accomplished
Undergraduate Admissions	X	X	X	X	X	X		X	X	Accomplished
University Analysis and Planning Support	X	X	X	X	X	X			X	Accomplished
University Marketing	X	X	X	X	X	X	X	X	X	Exemplary

Implemented and Planned Changes Report

Implemented and Planned Changes Five Year Report 

Select Year: 2013-2014 ▼

DRC: Strategy, Marketing, Communications, and Admissions ▼

Program/Unit: Office of Operational Excellence and Assessment Support ▼

Administrative:

Changes to Operation	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Total	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Revamp Services or Modify Processes	0	0.00%	1	100.00%	0	0.00%	1	33.33%	0	0.00%	2	25.00%
Make Technology Related Improvements	1	50.00%	0	0.00%	1	50.00%	1	33.33%	0	0.00%	3	37.50%
Make Personnel Related Changes	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Implement Additional Training	1	50.00%	0	0.00%	1	50.00%	1	33.33%	0	0.00%	3	37.50%
Add new service(s) or program(s)	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Delete service(s) or program(s)	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Other implemented or planned change(s)	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
No Changes to Operation			0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Changes to Assessment Plan	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Total	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Restructure Outcome Statement	1	50.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	14.29%
Revise Measurement Approach(es)	1	50.00%	1	50.00%	1	50.00%	1	100.00%	0	0.00%	4	57.14%
Collect and Analyze Additional Data and Information	0	0.00%	1	50.00%	0	0.00%	0	0.00%	0	0.00%	1	14.29%
Change Method(s) of Data Collection	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Other planned change(s)	0	0.00%	0	0.00%	1	50.00%	0	0.00%	0	0.00%	1	14.29%
Plan has been reviewed and no changes made	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Benefits of the Rubrics

- **Communication tool**
 - Sets clear expectations
 - Uses common terminology
 - Offers concise, focused and timely feedback
- **Guides self-evaluation**
- **Drives improvement in student learning and operations**
- **Improves accuracy and consistency throughout the assessment process**

Benefits of the Rubrics (continued)

- **Tool to deepen the collaborative model**
- **Generates meaningful discussion – more involved faculty and staff members**
- **Results in more “off-line” consultations**
- **Higher attendance of assessment workshops**
- **University strategic plan linkages integrated into plan rubric**

Success Factors

- **DRC Members are “assessment coaches”**
- **Feedback: face-to-face, email and phone**
- **Coordinator presentations of assessment results and plans**
- **Measurable difference after training and consultations**
- **Collaborative reflections in UAC**
- **Increased use of IE assessment results drives quality improvement initiatives**

Contact Information

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