

**Institutional Effectiveness Progress Report Evaluation Rubric
for SPC Feedback Subcommittee**

Section Title	Outstanding	Satisfactory	Needs Improvement
<i>Executive Summary</i>	Complete and thorough set of highlights of the report that provides the reader with a rich set of information about the report.	A sufficient set of highlights of the report with enough information about the report to understand what is contained therein.	Few highlights of the report; or information about the unit with little about the report; or simply an introduction rather than summary.
<i>Status of Outcomes/Results</i>			
a) Assessment Impact Report from TracDat	TracDat Assessment Impact Report is attached to end of the report, and fully addresses components (strat. directions, KPIs, results, and use of results).	TracDat Assessment Impact Report is attached to end of report, and sufficiently addresses components.	TracDat Assessment Impact Report is attached to end of report but is spotty or incomplete; or is not attached at all.
b) Assessing Educational Objectives			
1) Describe how faculty and/or staff members were involved in assessing educational objectives, including developing objectives, analyzing results and making improvements based on these results	Details collaborative efforts in unit to develop objectives and analyze and use results (may include links to meeting minutes and resulting documents).	Lists collaborative efforts in unit to develop objectives and analyze and use results.	Does not explain how faculty/staff were involved in assessment development/analysis process; or reflects that only one person was involved (no collaboration).
2) What were the most significant improvements made to your academic program(s) or department because of assessing your educational objectives	Improvements are detailed and are tied to the educational objectives to which they relate.	Improvements resulting from the assessment of the unit's educational objectives are listed.	Improvements are listed which have nothing to do with the educational objectives; or no improvements made.

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3) How will you determine whether the improvements you made will enhance student learning in future iterations of your assessment? How will you know specifically whether the changes you made worked?	Narrative details what specific results unit will be looking for and how unit will measure those results.	Narrative discusses general results that unit will be looking for in the future.	Narrative addresses improvements but not future outcomes; or no improvements were made.
4) How will the actions taken based on assessing educational objectives be reflected in department planning and budgeting processes? How will what you found affect your department plan and budget?	Specific actions are detailed for unit planning and budget activities based on the results of the educational outcomes.	A general description is provided of how the unit's plan and budget will account for the actions resulting from assessing educational objectives.	The impact on the unit's plan and budget are not addressed; or the action taken do not relate to assessment results.
<i>Explanation of outcomes/results for 2004-2005 strategic directions/goals/objectives</i>			
a) If any goals/strategic directions/objectives were not achieved, explain why	Details are thoughtfully provided for why items were not achieved.	A general discussion is provided for why items were not achieved.	Response places blame rather than reflecting; or items not achieved are not addressed.
b) Modifications: What will be done so strategic directions/goals/objectives will be achieved?	Specifics are presented of what will be modified to attempt to achieve items.	General plans are presented of what will be modified to attempt to achieve items.	Unit has no or insufficient plans to attempt to achieve items
c) Five major accomplishments for the past year (2004-2005)	Five specific major accomplishments are presented that represent substantial progress, and narrative ties them explicitly to EKU goals.	Five specific major accomplishments are presented that represent sufficient progress, and narrative ties them explicitly to EKU goals.	Accomplishments are presented which are not directly related to EKU goals; or there is an insufficient number or level of directly-related accomplishments.

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<i>Adjustments made to the unit's action plan for the 2005-2006 academic year</i>			
Briefly summarize changes made to the unit's action plan	Action plan changes for the unit's mission, goals, strategic directions, and/or KPIs are thoroughly detailed and explained.	Action plan changes are sufficiently and/or generally summarized.	Action plan changes are not presented or do not thoughtfully represent needed changes.
<i>Overall IE Progress Report</i>	The report presents a detailed, thorough and thoughtful summary and evaluation of the status of the unit for the year, including where it has been, where it is currently, and where it is going.	The report presents a sufficient summary and evaluation of the status of the unit, including where it has been, where it is currently, and where it is going.	The report presents an incomplete or inconsistent summary of the status of the unit; or the report is minimally descriptive but not at all evaluative.