

Level 3 Institutional Effectiveness (IE) Review Suggested Questions

This rubric is suggested for Academic Deans, Curriculum Committees
and Vice Presidents.

Evaluating the Mission Statement: Colleges and Vice Presidents

1. Does your mission statement orient everyone in the university about your direction and contribution to the furtherance of the university's mission statement?
2. Does the mission statement provide the scope of your college's or program's activities within the university?
3. Does the mission statement include what makes your college or program unique and necessary to the university?
4. Is the mission statement sufficiently brief to allow for its communication easily?
5. Does the mission statement logically lead the reader to the subsequent outcomes for your departments or programs?
6. Does the mission statement provide a sense of the change your college hopes to accomplish and the conditions it hopes to improve?

Student Learning Outcomes

Evaluating the Outcome Statement:

1. Are you satisfied with the way in which the outcome is stated?
2. Is the outcome clearly related to the mission of the degree program?
3. Has responsibility for the outcome been assigned correctly?
4. Is this outcome significant enough to warrant the time, energy and commitment needed for continued assessment?
5. Is the outcome core to the degree program?
6. Has the outcome been agreed upon by the appropriate set of faculty in accordance with the norms of the discipline and criterion-related validity?

For SMALCs only (baccalaureate degrees)

7. Has the outcome been categorized (as communication, critical thinking, or content) correctly?

Program Outcomes

Evaluating the Outcome Statement:

1. Are you satisfied with the way in which the outcome is stated?
2. Is the outcome clearly related to the mission of the program?
3. Has responsibility for the outcome been assigned correctly?
4. Is this outcome significant enough to warrant the time, energy and commitment needed for continued assessment?

Student Learning Outcomes

Evaluating the Assessment Statement:

1. Does the specific indicator measured in the assessment capture the outcome adequately?
2. Is the standard set appropriately and at the right level?
3. Is the assessment method feasible?
4. Has the time frame for accomplishing the outcome been set appropriately?
5. Has the assessment method been reviewed and recommended by faculty?

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6. Can the validity of the assessment measurement be corroborated by internal or external means?

Program Outcomes

Evaluating the Assessment Statement:

1. Does the specific indicator measured in the assessment capture the outcome adequately?
2. Is the standard set appropriately and at the right level?
3. Is the assessment method feasible?
4. Will the assessment method yield valid measurements?
5. Has the time frame for accomplishing the outcome been set appropriately?

Student Learning Outcomes and Program Outcomes

Evaluating the Results and Analysis Statement:

1. Are the results stated clearly?
2. Are the results summarized in a fair and representative fashion?
3. Is it clear how the results compare to the standards set in the assessment statement?
4. Is the significance of the deviation from the standard evaluated appropriately?
5. Is there some analysis of the results?
6. Does the analysis consider all the concerns raised by the results?
7. Are there insights that have been overlooked?
8. Is the evaluation method satisfactory?

Student Learning Outcomes and Program Outcomes

Evaluating the Improvements Made and Action Plan Statement:

1. Do the results and analysis support the recommended improvements?
2. Is the recommended improvement or action plan feasible?
3. Is the timetable outlined in the recommendation acceptable?
4. Have any unintended or adverse consequences of the plan been identified?
5. Will the recommended improvements help ensure continuous improvement of the program?
6. Have budgetary implications been identified?
7. Has responsibility for the improvements been assigned correctly?
8. Do the budget recommendations merit further attention and forwarding?
9. Do the results merit greater attention than called for in the improvement or plan?