

## Rubric for Evaluating Program/Department IE Reports Francis Marion University 2024-25 Academic Year

| Evaluation   |                             |                               |                                |                                |                                | Row   |
|--------------|-----------------------------|-------------------------------|--------------------------------|--------------------------------|--------------------------------|-------|
| Component    | Exemplary (4)               | Proficient (3)                | Emerging (2)                   | Inadequate (1)                 | Not Evident (0)                | Total |
|              |                             |                               | At least 50% of report         | At least 25% of report         |                                |       |
| Organization | 100% of report sections     | At least 75% of report        | sections (5) were              | sections (3) were              | Two or fewer sections were     |       |
| of report    | (9) were included.          | sections (7) were             | included.                      | included.                      | included.                      |       |
|              |                             | included.                     |                                |                                |                                |       |
|              |                             |                               | Report sections included       | Report sections included       |                                |       |
|              | Report was in proper        | Report sections included      | were not in the proper         | were not in the proper         |                                |       |
|              | order.                      | were in the proper order.     | order.                         | order.                         |                                |       |
|              | At least four PLOs are      | At least four <b>PLOs</b> are | At least three <b>PLOs</b> are | At least three <b>PLOs</b> are |                                |       |
| Desired      | identified.                 | identified.                   | identified.                    | identified.                    | No <b>PLOs</b> are identified. |       |
| Outcomes     |                             |                               |                                |                                |                                |       |
| (PLO Goals)  | 100% of the PLOs are        | 75% of the PLOs are           | 75-100% of the PLOs are        | Less than 50% of the           |                                |       |
|              | aligned with Mission        | aligned with Missions         | aligned with Mission           | PLOs are aligned with          |                                |       |
|              | Statement.                  | Statement.                    | Statement.                     | Mission Statement.             |                                |       |
|              | At least four SLOs are      | At least four SLOs are        | At least three SLOs are        | At least two SLOs are          | No SLOs are identified.        |       |
| Desired      | identified.                 | identified.                   | identified.                    | identified.                    |                                |       |
| Student      |                             |                               |                                |                                |                                |       |
| Learning     | 100% of the <b>SLOs</b> are | 75% of <b>SLOs</b> are        | 50% of <b>SLOs</b> are         | 25% of <b>SLOs</b> are         | No evidence that the           |       |
| Outcomes     | quantifiable and aligned    | quantifiable and aligned      | quantifiable and aligned       | quantifiable and aligned       | standard of performance is     |       |
| (SLO Goals)  | with Program Learning       | with Program Learning         | with Program Learning          | with Program Learning          | quantified for each stated     |       |
|              | Outcomes.                   | Outcomes.                     | Outcomes.                      | Outcomes.                      | goal.                          |       |
| Assessment   | Restated each               | Restated each numbered        | Restated some of the           | Student learning               | Student learning outcomes      |       |
| Methods &    | numbered student            | student learning outcome      | numbered student               | outcomes from the              | from the previous section      |       |
| Procedures   | learning outcome from       | from previous section.        | learning outcome from          | previous section were          | were not restated.             |       |
|              | previous section.           |                               | previous section.              | not restated.                  |                                |       |
|              |                             |                               |                                |                                |                                |       |
|              | Explain the <b>methods</b>  | Explained the methods         | Explained some of the          | Did not explain the            | No coverage of <b>methods</b>  |       |
|              | and the procedures that     | and the procedures that       | methods and the                | methods and the                | and the procedures were        |       |
|              | were used to assess each    | were used to assess each      | procedures that were           | procedures that were           | not evident.                   |       |
|              | outcome.                    | outcome.                      | used to assess each            | used to assess each            |                                |       |
|              |                             |                               | outcome but not clear.         | outcome.                       |                                |       |
|              |                             |                               |                                |                                |                                |       |
|              |                             |                               |                                |                                |                                |       |
|              |                             |                               |                                |                                |                                |       |
|              |                             |                               |                                |                                |                                |       |

| Assessment<br>Methods &<br>Procedures<br>Continues | <b>Direct and indirect</b><br>measures were utilized.  | <b>Direct and indirect</b><br>measures were utilized.   | <b>Direct and indirect</b> were<br>utilized but no evidence<br>of indirect measures   | Indirect measures were<br>utilized but no evidence<br>of direct measures.   | No evidence of <b>direct or</b><br><b>indirect</b> measures utilized.   |  |
|--|--|---|---|---|---|--|
| continues  | 100% of the assessment<br>approaches<br>encompassed multiple-<br>methods—(Exams,<br>papers, presentations,<br>projects, etc.)  | At least 75% of the<br>assessment approaches<br>encompassed multiple<br>methods—(Exams,<br>papers, presentations,<br>projects, etc.)  | At least 50% of the<br>assessment approaches<br>encompassed multiple<br>methods—( Exams,<br>papers, presentations,<br>projects, etc.)   | At least 25% of the<br>assessment approaches<br>encompassed multiple<br>methods—(Exams,<br>papers, presentations,<br>projects, etc.)  | No evidence that the<br>assessments methods<br>evaluate a desired outcome.  |  |
|  | 100% of <b>Baselines</b> (Past)<br>are stated and quantified<br>based on previous<br>academic year(s).   | 75% of <b>Baselines</b> (Past)<br>are stated and quantified<br>based on previous<br>academic year(s).   | 50% of <b>Baselines</b> (Past)<br>are stated and quantified<br>based on previous<br>academic year(s).   | 25% of <b>Baselines</b> (Past)<br>are stated and quantified<br>based on previous<br>academic year(s).   | 0% of <b>Baselines</b> (Past) are<br>stated and quantified based<br>on previous academic<br>year(s).  |  |
|  | 100% of <b>Benchmarks</b><br>(Present) are related to<br>data from prior academic<br>year(s). Benchmarks are<br>realistic based on prior<br>year performance and<br>proposed program<br>upgrade. | 75% of <b>Benchmarks</b><br>(Present) are related to<br>data from prior academic<br>year(s). Benchmarks are<br>realistic based on prior<br>year performance and<br>proposed program<br>upgrade. | 50% of <b>Benchmarks</b><br>(Present) are related to<br>data from prior academic<br>year(s). Benchmarks are<br>realistic based on prior<br>year performance and<br>proposed program<br>upgrade. | 25% of <b>Benchmarks</b><br>(Present) are related to<br>data from prior academic<br>year(s). Benchmarks are<br>realistic based on prior<br>year performance and<br>proposed program<br>upgrade. | 0% of <b>Benchmarks</b><br>(Present) are related to data<br>from prior academic year(s).<br>Benchmarks are realistic<br>based on prior year<br>performance and proposed<br>program upgrade. |  |
|  | 100% of <b>Targets</b> (Future)<br>are stated and<br>quantified. Targets are<br>realistic based on future<br>improvements needed or<br>proposed.   | 75% of <b>Targets</b> (Future)<br>are stated and quantified.<br>Targets are realistic based<br>on future improvements<br>needed or proposed.  | 50% of <b>Targets</b> (Future)<br>are stated and quantified.<br>Targets are realistic based<br>on future improvements<br>needed or proposed.  | 25% of <b>Targets</b> (Future)<br>are stated and<br>quantified. Targets are<br>realistic based on future<br>improvements needed or<br>proposed.   | 0% of <b>Targets</b> (Future) are<br>stated and quantified.<br>Targets are realistic based<br>on future improvements<br>needed or proposed.   |  |
| Results  | Restated each<br>numbered student<br>learning outcome from<br>previous section.<br>100% of the results are   | Restated each numbered<br>student learning outcome<br>from previous section.<br>75% of the results are  | Restated some of the<br>numbered student<br>learning outcome from<br>previous section.<br>50% of the results are  | Student learning<br>outcomes from the<br>previous section were<br>not restated  | Student learning outcomes<br>from the previous section<br>were not restated   |  |
|  | aligned with the<br>assessment methods<br>Results are presented  | aligned with the<br>assessment methods<br>Results are presented for   | aligned with the<br>assessment methods<br>Results are presented for   | 25% of the results are aligned with the assessment methods.   | 0% of the results are<br>aligned with the assessment<br>methods.  |  |
|  | for 100% of the assessment methods.  | 75% of the assessment methods.  | 50% of the assessment methods.  | Results are presented for 25% of the assessment.  | Results are presented for 0% of the assessment.   |  |

|                 | Restated each                             | Restated each numbered             | Restated some of the          | Student learning          | Student learning outcomes   |
|-----------------|---|------------------------------------|-------------------------------|---------------------------|-----------------------------|
| Planned         | numbered student                          | student learning outcome           | numbered student              | outcomes from the         | from the previous section   |
| Improvements    | learning outcome from                     | from previous section.             | learning outcome from         | previous section were     | were not restated.          |
| based on        | previous section.                         |                                    | previous section.             | not restated.             |                             |
| assessment      |   |                                    |                               |                           |                             |
| results         | 100% of the actions are                   | 75% of the actions are             | 50% of the actions are        | 25% of the actions are    | 0% of the actions are       |
| (Closing the    | directly linked to stated                 | directly linked to stated          | directly linked to stated     | directly linked to stated | directly linked to stated   |
| loop and        | results.                                  | results.                           | results.                      | results.                  | results.                    |
| planning for    |   |                                    |                               |                           |                             |
| the next cycle) | 100% of the actions                       | 75% of the actions linked          | 50% of the actions linked     | 25% of the actions linked | 0% of the actions linked to |
|                 | linked to specific student                | to specific student                | to specific student           | to specific student       | specific student learning   |
|                 | learning outcomes.                        | learning outcomes.                 | learning outcomes.            | learning outcomes.        | outcomes.                   |
|                 | Provide at least 1                        | Provide at least 1                 | Provide at least 1            | Provide at least 1        |                             |
| Appendix        | supporting document for                   | supporting document for            | supporting document for       | supporting document for   | No supporting document      |
|                 | the report.                               | the report.                        | the report.                   | the report.               | for the report              |
|                 |   |                                    |                               |                           |                             |
|                 | 100% Complete,                            | 75% Complete,                      | 50% Complete,                 | 25% Complete,             |                             |
|                 | Appropriate and Clear.                    | Appropriate and Clear.             | Appropriate and Clear.        | Appropriate and Clear.    |                             |
|                 | Report was written for a                  | Report was written for a           | The report was technical      | The report was far too    | The report was poorly       |
|                 | broad audience and                        | broad audience and                 | and not written for a         | technical and not written | organized.                  |
|                 | contained no jargon.                      | contained little jargon.           | broad audience and            | for a broad audience and  |                             |
| Readability of  |   |                                    | contained too much            | contained far too much    |                             |
| report          |   |                                    | jargon.                       | jargon.                   |                             |
|                 | Description of the second                 | Description of the last            | Description of the            |                           | The second second shifts    |
|                 | Report was concise and<br>did not contain | Report was concise but             | Report was overly<br>verbose. | Report very verbose.      | The report was unreadable.  |
|                 |   | contained unnecessary information. | verbose.                      |                           |                             |
|                 | unnecessary<br>information.               | mormation.                         |                               |                           |                             |
|                 |   |                                    |                               |                           |                             |
|                 | 100% of the section                       | 75% of the section                 | 50% of section headings       | 25% of section headings   | 0% of section headings and  |
|                 | headings and transitions                  | headings and transitions           | and transitions were          | and transitions were      | transitions were clear.     |
|                 | were clear.                               | were clear.                        | clear.                        | clear.                    | transitions were clear.     |
|                 |   |                                    |                               |                           |                             |
|                 | All tables were                           | 75% of tables were                 | 50% of tables were            | 25% of tables were        | 0% of tables were           |
|                 | appropriate and                           | appropriate and                    | appropriate and               | appropriate and           | appropriate and supported   |
|                 | supported the text.                       | supported the text.                | supported the text.           | supported the text.       | the text.                   |
| Score           |   |                                    |                               |                           |                             |
| 50010           |   |                                    |                               |                           |                             |