

IIE Capacity Assessment Rubric

Integrated Institutional Effectiveness

IIE is the purposeful integration of functions that foster student success and support institutional performance, quality, and efficiency. Strategic planning, outcomes assessment, institutional research, regional/specialized accreditation, and program/unit review are coordinated to enhance the institutional mission.



The capacity of an institution's integrated effectiveness practices is critical to achieve its mission and goals. The assessment of these capacities should be evidence-based and enlist a broad range of institutional stakeholders to determine the institution's current state relative to the IIE model. Acknowledging the diversity of how institutions manage efforts toward IIE, AHEE provides this self-assessment tool as a resource toward consistency and alignment.

Through use of the rubric, an institution will have opportunities for a deeper awareness of the extent of its adoption of the IIE model, areas of strength, and areas for improvement in the six dimensions represented in the framework depicted above. Incorporated within each dimension are two other aspects of capacity, attention to equity, and position of IE with respect to leadership in the institution. *Note, the rubric does not specify that an institution must have these functions housed in a single office; AHEE suggests a unified office or approach has value, but recognizes that every institution's structure varies.*

Overview

The following self-assessment is based on four levels of capacity, ranging from minimal to exemplary (see Fig. 1). After the assessment is completed, relevant participants should engage in a dialog to identify key areas of strength, prioritize areas for improvement, and identify concrete actions for building capacity to provide integrated institutional effectiveness support at the institution.

Although this instrument often refers to the IIE *Office*, these functions may not always be housed within a single organizational unit. AHEE recognizes that some institutions' IIE office consists of just one or two people, with other functions distributed elsewhere. Regardless of the structure, the *integrated* institutional effectiveness (in other words, IIE), means these functions are closely coordinated, collaborative, and collegial. Thus, even if the components are not under one department or office, it is quite possible to be entirely IEE.

The scoring for the instrument follows a four-point scale. At the beginning of each category, there is a statement addressing the exemplary best practice for each category. Within each section, performance indicators for each level are provided for context in scoring. If your institution falls in between two levels, the suggestion is to score to the lower level. Performance Indicators include parenthetical information to help frame your response. The information is not intended to represent a requirement.

Levels Key
<p>LEVEL 1</p> <p>Minimal level of capacity or practice in place with a clear need to build strength.</p>
<p>LEVEL 2</p> <p>Moderate level of capacity or practice established.</p>
<p>LEVEL 3</p> <p>Strong level of capacity or practice in place.</p>
<p>LEVEL 4</p> <p>Exemplary level of capacity or practice in place.</p>

Enter All Category Scores:

Strategic Planning	
Assessment	
Institutional Research	
Accreditation	
Program Review	
Total Score (172 total possible):	

At the end of each category, there is a section to note the score. Toward continuous improvement, the lower scoring areas are opportunities for discussion within the organization. While taking the total score across all categories can provide clarity to the organization's IIE capacity, the intention of the rubric is to assist in understanding where to consider improvements and where functions are well integrated.

Strategic Planning

The IIE Office plays an integral role in developing, implementing, monitoring, and updating the strategic plan for the institution, and ensures there is alignment between the institutional plans and associated plans, such as academic unit plans, budget, and campus master plan(s).

1. Does IIE engage in developing the institutional strategic plan?

1	2	3	4	0
IIE is uninvolved in developing the institution's strategic plan; others prepare it with no input from IIE.	IIE is somewhat involved in developing the institution's strategic plan (ex: committee member or reports/data work).	IIE is very involved in developing the strategic plan (provide guidance on external/ internal needs, address conditions that affect the plan).	IIE is integral to the institution's strategic plan (development leadership role, approver).	The necessary information to respond is not available.

2. Does IIE play a role defining the institutional strategic plan's measures of success?

1	2	3	4	0
IIE has defined none, or only a small portion of the institution's strategic measures of success.	IIE has only assisted in defining the institution's strategic measures of success (committee work or similar).	IIE has provided major guidance in defining the institution's strategic measures of success and identifying relevant key performance indicators.	IIE has led developing of institutional scorecards to communicate institutional strategic measures to stakeholders.	The necessary information to respond is not available.

3. Does IIE provide support for aligning various plans such as the academic unit plans, budget, and campus master plan with the institution's strategic plan?

1	2	3	4	0
IIE plays no role in alignment, or there is little or no alignment of plans as each unit prepares them separately.	IIE assists with alignment of some of the other plans (ex: communicating the key elements of the institution's strategic plan to relevant parties who develop other plans).	IIE assists with alignment of most of the other plans through means such as communicating the key elements of the institution's strategic plan to relevant parties who develop other plans.	IIE is integral to development and/or modification of other plans to ensure alignment with the institution's strategic plan.	The necessary information to respond is not available.

4. Does IIE provide a means of monitoring the institution’s strategic plan on a systematic basis?

1	2	3	4	0
IIE plays no role, or almost no role in monitoring the institution’s strategic plan.	IIE provides information sporadically to help monitor the institution’s strategic plan, but does not assist in integrating the information into a holistic picture.	IIE provides or coordinates most of the information needed to monitor the institution’s strategic plan.	IIE plays a lead role in creating, maintaining, and communicating the institutional balanced scorecard tied to the strategies (serves on a monitoring committee).	The necessary information to respond is not available.

5. Does IIE provide leadership support for updating and renewing the strategic plan for the institution?

1	2	3	4	0
IIE plays no role in updating and renewing the institution’s strategic plan.	IIE responds to requests from institutional leadership to analyze the results the strategic plan.	IIE analyses strategic plan results and suggests options for improvement when the strategic plan is renewed or updated.	IIE initiates efforts to update or renew the strategic plan based on analysis of results and conditions that affect the institution.	The necessary information to respond is not available.

6. Has IIE ensured that the institution’s strategic plan is aligned with its mission, vision, and values?

1	2	3	4	0
IIE plays no role in examining the alignment of the strategic plan with mission, vision, or values.	IIE has developed some evidence linking the strategic plan to the institution’s mission, vision, and values.	IIE has provided up to date information such as a crosswalk between the strategic plan and the institution’s mission, vision, and values.	IIE regularly shows how strategic initiatives support the institution’s mission, vision, and values through various forms of evidence.	The necessary information to respond is not available.

7. Does IIE meet regularly with top institutional leadership to *monitor* the strategic plan?

1	2	3	4	0
IIE does not meet with top leadership to monitor the strategic plan.	IIE provides some analyses for use by top leadership in monitoring the strategic plan.	IIE provides analyses and participates in many aspects of monitoring the strategic plan.	IIE is integral to the top leadership work in monitoring the strategic plan.	The necessary information to respond is not available.

8. Does IIE meet regularly with top institutional leadership to *shape* the strategic plan?

1	2	3	4	0
IIE does not meet with top leadership when the strategic plan is being shaped or developed.	IIE presents its analyses to top leadership for use in shaping the strategic plan.	IIE presents analyses and suggests some areas the strategic plan might address.	IIE participates actively in the shaping of the strategic plan by providing analyses of internal and external conditions.	The necessary information to respond is not available.

9. How does IIE support values and outcomes of equity within the strategic plan?

1	2	3	4	0
IIE has collected and analyzed data on student, faculty, and staff demographic characteristics for consideration in the strategic plan.	IIE has analyzed student outcomes and the processes that led to them in some areas that pertain to the strategic plan.	IIE has conducted analyses of student outcomes and the processes leading to them throughout the institution and has advanced those for inclusion in the institution’s plans.	IIE has provided insight into the processes and policies that affect equitable outcomes and ensured these are reflected appropriately in the institution’s strategies.	The necessary information to respond is not available.

Total score for section: _____ out of 36 possible

Assessment

IIE promotes a regular process of assessing learning outcomes that includes the articulation of measurable outcomes, effective measures to assess those outcomes, and evidence of the use of data to improve student learning, academic quality, educational experiences, and services.

1. Does IIE promote the articulation of measurable learning outcomes for all academic programs?

1	2	3	4	0
IIE has played little or no role in supporting development of measurable learning outcomes for academic programs.	IIE has provided limited support in developing and articulating measurable learning outcomes for some academic programs.	IIE provides support for developing, articulating, and using measurable learning outcomes are articulated academic programs.	IIE provides essential support for measurable learning outcomes and for their continued usefulness for academic programs.	The necessary information to respond is not available.

2. Does IIE lead the implementation of effective measures to assess learning outcomes?

1	2	3	4	0
IIE has not played role in leading implementation of effective measures to assess learning outcomes in academic programs. There are a few discussions, but no measures have been finalized.	IIE has provided some support for implementing effective measures to assess learning outcomes in a few academic programs.	IIE has provided support for developing and implementing effective measures to assess learning outcomes in most academic programs.	IIE plays a leadership role in ensuring there are effective measures to assess learning outcomes have been implemented in all academic programs.	The necessary information to respond is not available.

3. Does IIE drive the use of assessment data to inform improvements in learning?

1	2	3	4	0
IIE plays little or no role in ensuring the use of assessment data to inform improvements; it is not evident in any academic programs.	IIE supports use of assessment data to inform improvements is evident in a few academic programs.	IIE regularly provides support for how to use assessment data to inform improvements in most academic programs.	IIE champions and regularly helps faculty use assessment data to inform improvements is evident in all academic programs.	The necessary information to respond is not available.

4. Does IIE assure the equitable use of assessment measures?

1	2	3	4	0
IIE has not provided information or support for how assessment measures are or are not equitable in academic programs.	IIE provides some information about equitable assessment measures for a few academic programs.	IIE provides broad-based support for examining assessment measures to ensure equity in most academic programs.	IIE provides support for all academic programs to assure that their assessment measures are equitable.	The necessary information to respond is not available.

5. Does IIE oversee the assessment of co-curricular programs throughout the institution?

1	2	3	4	0
IIE provides no support for assessing co-curricular learning.	IIE has provided emerging support for assessing co-curricular learning (include a few SMART (specific, measurable, attainable, relevant, time-bound), goals and scant data to measure performance).	IIE has provided regular support and evidence for co-curricular assessment though it remains somewhat inconsistent (processes have been inconsistently implemented, there is some data not in all areas, or improvements not guided by data).	IIE has provided support for a regular process for assessing co-curricular areas (process includes articulation of SMART goals, data collection and analysis).	The necessary information to respond is not available.

6. Does IIE have five years of regular assessment results for all learning outcomes?

1	2	3	4	0
There are no programs that have five years of assessment results. A few programs have a few years of results.	There are five years of assessment results in a few programs. Other programs have results for a few years.	There are five years of assessment results in most programs and 3 or 4 years of results in the others.	There are five years of assessment results in all academic programs.	The necessary information to respond is not available.

Total score for section: _____ out of 24 possible

Institutional Research

IIE has the capacity to access, collect, analyze, and distribute data to inform decision-making across the campus. The IIE office is able to provide data and training to campus constituents to cultivate a culture of data-informed decision making and to use appropriate technology to support institutional priorities and student success. IIE ensures that required federal, state, or other reports are accurate and timely in their submissions.

1. Has IIE been involved in defining a holistic set of performance indicators (KPIs) for the institution based on its strategic plan?

1	2	3	4	0
No agreed upon set of data points or KPIs exist to monitor student progress and institutional outcomes over time.	IIE has helped identify KPIs have been adopted, but it has not communicated them widely throughout the institution.	IIE has supported defining a set of KPIs and is making progress to expand knowledge of the performance indicators institution wide.	IIE regularly monitors, updates, and communicates strategic KPIs and related performance indicators at every level of the institution, and are widely used to track the health and progress of the institution's strategic plan.	The necessary information to respond is not available.

2. Does IIE track student progress?

1	2	3	4	0
Student progress is not tracked (e.g., mid-semester marks, or credits earned). Instead, the focus tends to be on long-term student outcomes (e.g., throughput rates).	Student progress may be tracked, but results are not readily shared with academic staff for timely intervention.	Student progress is generally tracked, and data are shared with academic staff, but initiation of interventions remains slow.	Student progress is tracked systematically, and, data are made accessible to academic and student services staff in a timely manner so that they can intervene appropriately.	The necessary information to respond is not available.

3. Does IIE gather qualitative data to deepen the institution’s understanding of student needs and motivations?

1	2	3	4	0
IIE rarely collects qualitative data (e.g., from focus groups) to better understand student needs, motivations, and/or behaviours.	IIE occasionally relies on qualitative data about students to inform improvements, but capacity and/or commitment to do so are inconsistent and limited.	IIE sporadically collects and analyses qualitative data regarding students’ behaviour and is making progress training others to use qualitative research.	IIE routinely performs qualitative research and has trained academic staff and others to do this to ensure quality and deepen understanding of student needs and motivations.	The necessary information to respond is not available.

4. Does IIE routinely disaggregate data by sub-groups of students to identify equity gaps and inform improvements?

1	2	3	4	0
IIE does not break down student progression and outcome data by student sub-groups and/or and characteristics (e.g., full time/part time status, age, gender, race or ethnicity, income, rural/city) to inform strategy development.	IIE disaggregates some data by student sub-groups and characteristics, but not on a consistent basis.	IIE disaggregates student progression and outcome data by multiple sub-groups and is making good progress to help stakeholders understand where the largest equity gaps exist.	Data about student progression and outcomes are comprehensively and systematically disaggregated by many sub-groups. Equity gaps are widely known and considered when making strategy improvements.	The necessary information to respond is not available.

5. Does IIE have a formal entity and defined set of policies and procedures for overall data management?

1	2	3	4	0
IIE has no formal entity or defined set of policies and procedures for overall data management including storage, security, integrity, availability, and usability.	IIE has some policies and procedures pertaining to data management, but data are not generally reliable.	IIE has developed data management standards and efforts to implement these standards are expanding.	Data management standards are in place, understood, and consistently applied to achieve quality in data storage, security, integrity, availability, and usability.	The necessary information to respond is not available.

6. Are data broadly shared and translated into meaningful information?

1	2	3	4	0
Data are rarely shared in a format that is easily understood by others outside of the Institutional Research office (i.e., usually shared in table format only or static Excel reports).	Data are occasionally shared in a format that is easily understood, but this is not routine practice.	Data are often shared in formats easily understood by stakeholders using a variety of mediums to address different data processing styles.	Data are understandable, shared through direct presentation, broad-based conversations, and in automated fashion (i.e. dashboards) to strengthen access, interpretation, and use.	The necessary information to respond is not available.

7. Does IIE conduct environmental scanning and track external data such as district demographics, census data, and labor market data to inform programming?

1	2	3	4	0
IIE does not generally track labor market trends for program design, career planning, or tracking of post-graduate employment and earnings.	IIE is beginning to build capacity to track labor market data for use in planning, program design, and student advising.	IIE generally tracks labor market data and is making good progress using the data to align programs and services with market trends.	IIE regularly incorporates labor market data in comprehensive program planning and student advising, as well as tracking of post-graduate employment and earnings.	The necessary information to respond is not available.

8. Does IIE track progress of student success initiatives/interventions and revise as appropriate based on data?

1	2	3	4	0
IIE does not typically track the progress or impact of initiatives/interventions designed to improve student success.	IIE has plans to track both progress and impact of student success initiatives, but tracking is rarely carried out.	Tracking of implementation and impact is built into the design of most student success initiatives, but data findings do not routinely inform improvements.	Tracking of implementation progress and impact of initiatives is planned at the time of initiative design, and results are routinely discussed and used to make improvements.	The necessary information to respond is not available.

9. Are data comparisons made with other institutions or organizations to inform improvements?

1	2	3	4	0
IIE rarely compares its institutional performance to that of other institutions.	Senior leaders understand the value of comparison data but have not yet adopted a benchmarking system.	IIE compares its institutional performance to others, but more can be done to use the comparison data to identify new targets for improvement.	IIE compares its institutional performance to others, shares the information broadly, and uses the comparison data as context to inform new improvements.	The necessary information to respond is not available.

10. Do leaders set expectations and hold people accountable for data-informed decision making?

1	2	3	4	0
Leaders rarely set expectations for the use of data in decision-making or to inform continuous quality improvement, unless driven by government mandates or requirements.	Data are sometimes used to inform decision making, but leaders do not require routine use or accountability in continuous improvement.	Leaders have set expectations and sometimes hold accountable for data-informed decision making, but the practice is not widespread to inform institutional improvements.	Leaders have strong expectations for data informed decision making throughout the institution, and people are held accountable for using data to inform continuous improvement.	The necessary information to respond is not available.

11. Does IIE ensure that mandatory reports such as IPEDS, reports to state governance authorities, or other external stakeholders or regulators are completed accurately and on time?

1	2	3	4	0
IIE routinely files mandatory reports at the last minute and/or with errors.	IIE occasionally files mandatory reports at or near the deadline and/or with some errors.	IIE files mandatory reports in a timely and accurate manner and has underlying checks and balances in place to assure this occurs.	IIE leads reporting quality assurance efforts including effective data governance so that mandatory reports are filed on time and accurate.	The necessary information to respond is not available.

Total score for section: _____ out of 44 possible

Accreditation

IIE coordinates and/or supports institutional and departmental accreditation by organizing the process, and facilitating the work of all related activities, including compiling data needed for reports and overseeing the use of that data in accreditation. IIE may serve as the liaison between the institution and the accreditor.

1. Does the IIE Office coordinate accreditation efforts by organizing the process of accreditation?

1	2	3	4	0
IIE does not coordinate accreditation efforts.	IIE coordinates some aspects of accreditation.	IIE coordinates most aspects of accreditation.	IIE coordinates accreditation by organizing the process.	The necessary information to respond is not available.

2. Does IIE maintain accreditation schedules and ensure work meets those schedules?

1	2	3	4	0
IIE maintains no accreditation schedules.	IIE maintains some accreditation schedules and ensures work meets those schedules.	IIE maintains most accreditation schedules and ensures work meets those schedules.	IIE maintains all accreditation schedules and ensures work meets those schedules.	The necessary information to respond is not available.

3. Does IIE compile the data needed for accreditation reports?

1	2	3	4	0
IIE does not compile data needed for accreditation reports.	IIE compiles some data needed for accreditation reports.	IIE compiles most data needed for accreditation reports.	IIE compiles all data needed for accreditation reports.	The necessary information to respond is not available.

4. Does IIE oversee the appropriate use of data in accreditation?

1	2	3	4	0
IIE does not oversee the use of data in accreditation.	IIE oversees the use of some data in accreditation.	IIE oversees the use of most data in accreditation.	IIE oversees the use of all data in accreditation.	The necessary information to respond is not available.

5. Does IIE serve as a liaison between the institution and the accreditor?

1	2	3	4	0
IIE is not a liaison between the institution and accreditor.	IIE is a liaison, though not the main communicator, between the institution and accreditor.	IIE is effective as liaison between the institution and accreditor.	IIE is highly effective as liaison between the institution and accreditor.	The necessary information to respond is not available.

Total score for section: out of 20 possible

Program Review

IIE engages in processes that regularly evaluate academic programs, administrative units, and special projects across the entire institution. Program Review is continuous quality improvement, internal self-study toward identifying not only the health of existing programs, but also the potential for expansion or contraction. The comprehensive review process is both reflective and analytical in evaluating and equity. Analyses inform both formative and summative decision-making across the entire institution. This systemic and holistic approach is designed to improve the effectiveness of educational experiences and increase student persistence and degree completion rates among all student populations.

1. Does IIE address in your program review the history, relevance, and program viability related to institutional mission and values, ensuring that all programs and units align with mission centrality?

1	2	3	4	0
IIE does not have a role in the evaluation processes that are undertaken by the institution to identify and eliminate educational inequities that impede student success among underserved student populations.	IIE has somewhat of a role in the evaluation processes that are undertaken by the institution. Some data is collected and evaluated from some departments (e.g., student support offices) to identify educational inequities that impede student success.	IIE plays an important role in the evaluation processes that are undertaken by the institution. Data is collected and evaluated from a cross section of areas (academic and non-academic) to identify and eliminate educational inequities that impede student success.	IIE plays a central role on an ongoing basis in the evaluation processes that are undertaken by the institution. Data is collected and evaluated across the entire campus to identify and eliminate any educational inequities that impede student success.	The necessary information to respond is not available.

2. Does IIE collect and evaluate data that is linked to enrollment, graduation rates, performance data, completion data, demographics data, environmental scan and industry data, and any other data points relative in student population, student success, and the institution?

1	2	3	4	0
IIE is not involved in collecting and evaluating data that is linked to the institution's strategic planning goals and the overall mission of the institution.	IIE is somewhat involved in collecting and evaluating data that is linked to the strategic planning goals and the mission of the institution (e.g., serves on a committee to offer input).	IIE is involved in collecting and evaluating data that is linked to the strategic planning goals and the mission of the institution (e.g., provides guidance on external and internal needs and conditions that affect the plan) based on evaluation results.	IIE serves in a leadership role by collecting and evaluating data linked to the institution's strategic planning goals and the mission of the institution. IIE is instrumental in the development of evaluative tools used campus wide.	The necessary information to respond is not available.

3. Is IIE involved in the discussions about which evaluative data should be collected for analysis? Does the office provide evaluative data analysis that is linked to achieving student success goals and objectives for the entire institution?

1	2	3	4	0
IIE is not consulted on which kinds of institutional data should be collected for analysis (i.e., campus departments and offices work independently)	IIE is sometimes consulted by some campus departments as to which kinds of data should be collected and evaluated for analysis (e.g., a few academic departments).	IIE is consulted by most campus departments as to what kinds of data should be collected and evaluated for analysis (e.g., academic, and non-academic departments).	IIE is consulted by all campus departments as to what kinds of data should be collected and evaluated for analysis (e.g., academic, non-academic departments and administrative)	The necessary information to respond is not available or known.

4. Does IIE examine the currency of the curriculum and co-curricular opportunities? Does the curriculum align with regional/ industry/career needs?

1	2	3	4	0
IIE does not provide any evaluative data analysis that is linked to achieving institutional student success goals and objectives.	IIE provides some evaluative data analysis that is linked to achieving institutional student success goals and objectives (e.g., degree completion data analysis is provided based on some campus departments' requests).	IIE provides most of the evaluative data analysis that is linked to achieving institutional student success goals and objectives (e.g., student persistence data analysis is provided for most campus departments).	IIE provides evaluative data analysis that is linked to achieving institutional student success goals and objectives (e.g., degree completion data analysis is provided for all campus departments).	The necessary information to respond is not available.

5. Does IIE have an ongoing process to evaluate student learning outcomes as part of the program review process?

1	2	3	4	0
IIE does not have ongoing processes in place that regularly evaluates curricular, co-curricular, and service areas.	IIE does have some processes in place for evaluating curricular, co-curricular, and service areas. The evaluative processes are implemented infrequently.	IIE does have processes in place for evaluating curricular, co-curricular, and service areas on a regular basis (i.e., once a year for most departments and offices).	IIE has regular processes in place for evaluating curricular, co-curricular and service areas as well as individual staff performance (specific, measurable, attainable, and relevant).	The necessary information to respond is not available.

6. Is IIE directly involved in the process for addressing equity effectiveness at the program level? Operational level?

1	2	3	4	0
IIE is not involved in the decision-making process as to how evaluative data is communicated to various campus stakeholders.	IIE has minimal involvement in the decision-making process as to how evaluative data is communicated to various campus stakeholders (i.e., evaluation reporting to specific campus offices).	IIE is regularly involved in the decision-making process as to how evaluative data is communicated to various campus stakeholders (i.e., most academic units receive evaluative data directly from the office).	IIE is always involved in the decision-making process as to how data is communicated to all stakeholders across the entire campus (ex: academic units receive reports directly from IIE).	The necessary information to respond is not available.

7. Does IIE address any teaching methodologies, alternative delivery methods, and any teaching innovations used in program courses that are cost saving measures to students? (Examples: OERs, Z courses, reduction in DFW rates)

1	2	3	4	0
IIE does not address teaching methodologies/ innovations.	IIE infrequently engages with departments/ units regarding teaching strategies. All teaching considerations are maintained within academic departments.	IIE ensures teaching considerations as a central component to program review by requiring focus on teaching metrics, cost, and relevance.	IIE is the central office for ideas, strategies, methodologies, and innovations in teaching with a focus on cost savings, efficiency, and access.	The necessary information to respond is not available.

8. Does IIE use a benchmarking analysis, external peer review, advisory committee, and articulation agreements?

1	2	3	4	0
IIE does not use benchmarking analysis, external peer review, advisory committee, or articulation agreements.	IIE provides minimal benchmarking analysis, external peer review, advisory committee, or articulation agreements support to the program review process.	IIE supports all efforts for benchmarking analysis, external peer review, advisory committee, and/ or articulation agreements across the institution.	IIE is the central campus office where all analysis, external peer review, advisory committee, and articulation agreements are all centrally maintained and supported.	The necessary information to respond is not available.

9. Does IIE actively engage student perspectives at the institutional level (beyond the program level)?

1	2	3	4	0
IIE does not actively engage student perspectives in its institutional and program review processes.	IIE provides support for engaging student perspectives. The level of use is at the determination of each department/ unit.	IIE supports an institutional focus on student perspective. The review process requires student data including various surveys, and focus groups, as needed.	IIE supports an institutional focus on student perspective. Student representation is saturated across the all departments/units.	The necessary information to respond is not available.

10. Does IIE address a SWOT analysis?

1	2	3	4	0
IIE does not align program review with SWOT analytics.	IIE encourages program review to focus on a SWOT analysis, however each academic unit has final determination how the data is provided.	IIE provides a Program Review Template that includes a SWOT analysis that all academic departments follow.	IIE provides a Program Review Template that includes a SWOT that all departments engage. That analysis initiates all improvements.	The necessary information to respond is not available.

11. Does IIE address a cost analysis of the program?

1	2	3	4	0
IIE does not provide input regarding cost analysis as part of the program review process.	IIE rarely is engaged in cost analysis for program review. At the discretion of the academic department, IIE is engaged with cost analysis discussions.	IIE provides regular input regarding cost analysis for program review. There is a point of engagement with IIE during the program review process. This may include partnership with other departments.	IIE is the central campus office where cost analysis for program review lives. IIE requires as part of the program review, cost analysis discussions within all divisions, departments, and offices on campus.	The necessary information to respond is not available.

12. Does IIE review action items or recommendations for future improvements with program review?

1	2	3	4	0
IIE does not provide input regarding how the evaluation processes are taken into consideration identifying which students will benefit from the data analyses (i.e., de-centralized evaluative decisions take place by various campus departments and offices).	IIE provides input infrequently regarding how the evaluation processes are taken into consideration in identifying which students will benefit from the data analyses (e.g., student affairs and student support offices).	IIE regularly provides input regarding how the evaluation processes are taken into consideration in identifying which students will benefit from the data analyses (e.g., both academic and non-academic departments).	IIE is the central campus office where decisions are made regarding how evaluation processes are taken into consideration in identifying which students will benefit from the data analyses within all divisions, departments, and offices on campus.	The necessary information to respond is not available.

Total score for section: out of 48 possible

Notes/Feedback