Rubric for Effective Institutional Outcome Transparency				PRIE's Suggested Ranking
Data Accessibility	**0**	**1**	**2**	**0**
	There is no prominent link on the home page of the college website, however the college does have a public page that contains student achievement data.	There is a link on the home page of the college website, but it is either not clear and/or the link title is not intuitive and approachable for a student who is exploring the college.	There is a link on the home page of the website where the college deliberately invites students to explore institutional outcomes. The link is intuitively named such that students and parents would be compelled to explore the information.	Our PRIE website with data dashboards and other college metrics is several clicks away from the home page
Recency and Context	**0**	**1**	**2**	**1**
	Published data is more than three years old.	Published data are between two and three years old. There is some explanation of why the student achievement data are present, what it being measured, and how it is used by the college.	Published data are less than two years old, contextualized, labeled, and annotated to facilitate understanding by appropriate users. Any presented metrics are accompanied by cohort descriptions. Language used in the presentation of data is at the average public reader level.	Our data is up-to-date, but is perhaps not annotated enough? Please see the PRIE dashboards page and our College Metrics page

Disaggregation	0	1	2	2
	Student Achievement data is not disaggregated as appropriate for the College mission.	Some student achievement data is disaggregated; however, it is either minimal or inconsistent with the College mission.	Student Achievement data are meaningfully disaggregated as appropriate for the College mission	Our Student Outcome Data is disaggregated and disproportionately impacted student are identified on our Equity Dashboard. Data can also be disaggregated in each of our other dashboards as well (no DI calculated).
Reflection and Storytelling	0	1	2	1
	There is minimal to no reflection by the college regarding the student achievement results presented in the data.	There is some reflection on the meaning of the data. Student achievement data is accompanied by some institutional storytelling about how the College is addressing the published achievement information.	Student achievement data are meaningfully interpreted and includes institutional reflection on how well the college is doing with respect to the presented information. The reflection conveys a desire to continue to improve in the interest of equitable student achievement. The data are accompanied with institutional storytelling about both student achievement/learning outcomes and the effort the college continues to make in the interest of equitable student achievement. Storytelling is accompanied by contact information for users to engage, ask additional questions, or seek further clarification.	This happens in comprehensive program review and at various Council and Committee meetings. Are we publishing our "storytelling" about this? We do not accompany storytelling with contact information for users to engage or ask additional questions.