



**Texas A&M International University
Assessment Plan Rubric**

Use this rubric to assess the quality of assessment plan

Total Score

| Report Element | Levels of Performance | | | |
|----------------------------------|---|---|--|---|
| | Exemplary (3) | Sufficient (2) | Developing (1) | Needs Attention (0) |
| Mission Statement | <input type="checkbox"/> Program mission is clear, concise, and specific to the program. <input type="checkbox"/> Program mission directly aligns with university's mission | <input type="checkbox"/> Program mission is stated with some clarity and specificity . <input type="checkbox"/> Program mission closely aligns with university's mission. | <input type="checkbox"/> Program mission is vague but can still be understood. <input type="checkbox"/> Program mission partially aligns with university's mission. | <input type="checkbox"/> Program mission is absent or difficult to understand. <input type="checkbox"/> Program mission does not align with university's mission. |
| Program Learning Outcomes (PLOs) | <input type="checkbox"/> Three to five PLOs tested. <input type="checkbox"/> PLOs are clear, concise, and measurable . <input type="checkbox"/> PLOs identify specific content, knowledge, or skills students should obtain upon completion of a program. <input type="checkbox"/> PLOs clearly align with program mission. <input type="checkbox"/> PLOs specify who should be assessed (e.g., "Graduating Seniors in Biology B.A. program...") (Note this is the same as sufficient) | <input type="checkbox"/> Two PLOs tested. <input type="checkbox"/> PLOs are broad , but still clear enough to infer student action and measurability. <input type="checkbox"/> PLOs identify general content, knowledge, or skills students should obtain upon completion of a program. <input type="checkbox"/> PLOs mostly align with program mission. <input type="checkbox"/> PLOs specify who should be assessed (e.g., "Graduating Seniors in Biology B.A. program...") (Note this is the same as sufficient) | <input type="checkbox"/> One PLO tested. <input type="checkbox"/> PLOs are vague and resulting measurement will provide incomplete data required for action. <input type="checkbox"/> PLOs identify tangential content, knowledge, or skills students should obtain upon completion of a program. <input type="checkbox"/> PLOs somewhat align with program mission. <input type="checkbox"/> PLOs are non-specific as to who should be assessed (e.g., students) | <input type="checkbox"/> PLOs are absent . <input type="checkbox"/> PLOs are unmeasurable . <input type="checkbox"/> PLOs do not define end result of an activity, program, or service provided by the unit. <input type="checkbox"/> PLOs do not align with program mission. <input type="checkbox"/> PLOs do not state who should be assessed. |
| Measures | <input type="checkbox"/> Two or more Measures (Minimum of Two Direct) specified. <input type="checkbox"/> Measures are clearly described with sufficient amount of details. <input type="checkbox"/> Measures directly align with corresponding PLO. Detail is provided regarding outcome-to-measure match. Specific items on the test are linked to outcomes. The match is affirmed by faculty subject experts. <input type="checkbox"/> Measures include a clear and adequate description of the scoring instrument. | <input type="checkbox"/> Two measures (Minimum of One Direct) specified. <input type="checkbox"/> Measures are broadly described with some amount of details. <input type="checkbox"/> Measures closely align with corresponding PLO. General detail about how outcomes relate to measures is provided. For example, the faculty wrote items to match the outcomes, or the instrument was selected "because its general description appeared to match our outcomes." <input type="checkbox"/> Measures include a mostly clear description of the scoring instrument. | <input type="checkbox"/> One direct measure or two indirect measures specified. <input type="checkbox"/> Measures are vaguely described with little amount of details. <input type="checkbox"/> Measures partially align with corresponding PLO, but no explanation is provided. <input type="checkbox"/> Measures include a vague description of the scoring instrument. | <input type="checkbox"/> One indirect measure specified or measures are absent. <input type="checkbox"/> Measures are not described with relevant details. <input type="checkbox"/> Measures do not align with corresponding PLO. <input type="checkbox"/> Measures do not include a description of the scoring instrument. |

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|-------------------|--|---|--|--|
| <p>Benchmarks</p> | <p><input type="checkbox"/> Benchmarks directly align with the measure and/or scoring instrument.</p> <p><input type="checkbox"/> Benchmarks indicate a challenging, but realistic level of vigor.</p> <p><input type="checkbox"/> Benchmarks are specific and justified (e.g., Last year the typical student scored 20 points on measure x. The current cohort underwent more extensive coursework in the area, so we hope that the average student scores 22 points or better).</p> | <p><input type="checkbox"/> Benchmarks closely align with the measure and/or scoring instrument.</p> <p><input type="checkbox"/> Benchmarks are reasonable level of rigor.</p> <p><input type="checkbox"/> Benchmarks specify desired results (e.g., our students will gain ½ standard deviation from junior to senior year; our students will score above a faculty-determined standard).</p> | <p><input type="checkbox"/> Benchmarks partially align with the scoring instrument.</p> <p><input type="checkbox"/> Benchmarks are realistic but lack rigor.</p> <p><input type="checkbox"/> Benchmarks are stated as a desired results (e.g., student growth, comparison to previous year’s data, comparison to faculty standards, performance vs. a criterion), but not specific (e.g., students will grow; students will perform better than last year).</p> | <p><input type="checkbox"/> Benchmarks do not align with the measure and/or scoring instrument.</p> <p><input type="checkbox"/> Benchmarks are absent or are not realistic.</p> |
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