



TEXAS A&M INTERNATIONAL UNIVERSITY

Texas A&M International University - Assessment Plan Rubric
Academic Educational Support Unit/Office –Plan & Reporting Rubric
Assessed and Reviewed by the IARP Office – Assessment Specialist
SACS-COC: Standard 8.2C

Total Score:

Report Element	Levels of Performance			
	Exemplary (3)	Sufficient (2)	Developing (1)	Needs Attention (0)

<h2>Plan – Reporting Elements</h2>

Mission Statement	<input type="checkbox"/> Mission Statement is clear and concise . <input type="checkbox"/> Mission statement specifically identifies who unit is, what they do, why they do it, and for whom they do it for. <input type="checkbox"/> Mission statement clearly aligns with university’s mission.	<input type="checkbox"/> Mission statement is broadly indicated. <input type="checkbox"/> Missions statement provides a general idea of who unit is, what they do, why they do it, and for whom they do it for. <input type="checkbox"/> Closely Aligns with university’s mission.	<input type="checkbox"/> Mission statement is vague but can still be understood. <input type="checkbox"/> Mission statement partially addresses who unit is, what they do, why they do it, and for whom they do it for. <input type="checkbox"/> Partially aligns with university’s mission.	<input type="checkbox"/> Mission statement is absent or difficult to understand. <input type="checkbox"/> Does not state who unit is, what they do, why they do it, and for whom they do it for. <input type="checkbox"/> Does not align with university’s mission.
Objective (OBJ) & Outcomes (SLO)	<input type="checkbox"/> Three to five OBJs and/or SLOs assessed. <input type="checkbox"/> OBJs and/or SLOs are clear, concise, measurable and realistic . <input type="checkbox"/> OBJs identify specific end result of an activity, program, or service provided by the unit. <input type="checkbox"/> OBJs and/or SLOs clearly align with program mission or University Strategic Plan.	<input type="checkbox"/> Two OBJs and/or SLOs assessed. <input type="checkbox"/> OBJs and/or SLOs are broad , but still clear enough to infer action and measurability. <input type="checkbox"/> OBJs identify general end result of an activity, program, or service provided by the unit. <input type="checkbox"/> OBJs and/or SLOs mostly align with program mission or University Strategic Plan.	<input type="checkbox"/> One OBJ or SLO assessed. <input type="checkbox"/> OBJs and/or SLOs are vague and resulting measurement will provide incomplete data required for action. <input type="checkbox"/> OBJs identify tangential end result of an activity, program, or service provided by the unit <input type="checkbox"/> OBJs and/or SLOs somewhat align with program mission or University Strategic Plan.	<input type="checkbox"/> OBJs or SLOs are absent . <input type="checkbox"/> OBJs and/or SLOs are unmeasurable . <input type="checkbox"/> OBJs do not define end result of an activity, program, or service provided by the unit. <input type="checkbox"/> OBJs and/or SLOs do not align with program mission or University Strategic Plan.
Student Learning Outcome (SLO)	<input type="checkbox"/> SLO thoroughly describes what student will gain in content/skill/ or	<input type="checkbox"/> SLO partially describes what student will gain in content/skill/ or	<input type="checkbox"/> SLO vaguely describes what student will gain in content/skill/	<input type="checkbox"/> SLO does not describe what student will gain in content/skill/ or attitudinal

<p>Specific items Only utilized when SLO is being assessed.</p>	<p>attitudinal domain and/or be able to do by the end of instruction.</p> <p><input type="checkbox"/> All SLO's stated with clarity and specificity including precise verbs, rich description of the content/skill/or attitudinal domain, the specifications of whom should be assessed (e.g., "enrolled freshman between the age of 18-21 years old").</p>	<p>attitudinal domain and/or be able to do by the end of instruction.</p> <p><input type="checkbox"/> SLO generally contain precise verbs, rich description of the content/skill or attitudinal domain, and specification of whom should be assessed (e.g., "enrolled freshman").</p>	<p>or attitudinal domain and/or be able to do by the end of instruction.</p> <p><input type="checkbox"/> SLO present, but with imprecise verbs (e.g., know, understand), vague description of content/skill/ or attitudinal domain, and non-specificity of whom should be assessed (e.g., "students").</p>	<p>domain and/or be able to do by the end of instruction.</p> <p><input type="checkbox"/> SLO is not stated.</p>
<p>Office (OBJ & SLO) Measures</p>	<p><input type="checkbox"/> Two or more Measures (Minimum of Two Direct) specified.</p> <p><input type="checkbox"/> Measures are described clearly and with sufficient detail of event, program, method of assessment, and instruments (documents, data charts, spread sheets, survey templates)</p> <p><input type="checkbox"/> Measures directly align with unit's outcomes.</p>	<p><input type="checkbox"/> Two measures (Minimum of One Direct) specified.</p> <p><input type="checkbox"/> Measures provide a broad description of event, program, method of assessment and instruments.</p> <p><input type="checkbox"/> Measure align fairly well to outcomes.</p>	<p><input type="checkbox"/> One direct measure or two indirect measures specified.</p> <p><input type="checkbox"/> Measures vaguely describes event, program, method of assessment and instruments.</p> <p><input type="checkbox"/> Measures vaguely align with unit's outcomes.</p>	<p><input type="checkbox"/> One indirect measure specified or measures are absent.</p> <p><input type="checkbox"/> Measures do not describe event, program, method of assessment and instruments.</p> <p><input type="checkbox"/> Measures do not align with unit's outcomes.</p>
<p>Student (SLO) Measures *Additional Criterion</p> <p>Specific items Only utilized when SLO is being assessed.</p>	<p><input type="checkbox"/> A clear description of how the learning goal allows students to demonstrate deep mastery of the SLO.</p> <p><input type="checkbox"/> Identified a scoring rubric/ methodology that clearly describes appropriately differentiates student performance.</p>	<p><input type="checkbox"/> A general description of how the learning goal allows students to demonstrate a adequate mastery of the SLO.</p> <p><input type="checkbox"/> Identified a scoring rubric / methodology that provides some description that partially differentiate student performance.</p>	<p><input type="checkbox"/> Little description of how the learning goal allows students to demonstrate mastery of the SLO.</p> <p><input type="checkbox"/> Identified a scoring rubric / methodology that provides an unclear, insufficient, or confusing, description that has minimal to no differentiation of student performance.</p>	<p><input type="checkbox"/> No description of how the learning goal allows students to demonstrate mastery of the SLO.</p> <p><input type="checkbox"/> No scoring rubric / methodology is included or identified.</p>
<p>Targets</p>	<p><input type="checkbox"/> Targets clearly align with measures.</p> <p><input type="checkbox"/> Targets is challenging but realistic</p>	<p><input type="checkbox"/> Targets aligns fairly well with measures.</p> <p><input type="checkbox"/> Targets are realistic but lacks rigor.</p>	<p><input type="checkbox"/> Targets partially aligns with measures.</p> <p><input type="checkbox"/> Targets unrealistic or lacks rigor.</p>	<p><input type="checkbox"/> Targets do not align with measures.</p> <p><input type="checkbox"/> Targets are absent.</p>

	<input type="checkbox"/> Desired result specified 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.)	<input type="checkbox"/> Desired result specified (e.g., our students will gain ½ standard deviation from junior to senior year; our students will score above a faculty-determined standard).	<input type="checkbox"/> Statement of desired result (e.g., student growth, comparison to previous year’s data, comparison to faculty standards, performance vs. a criterion), but no specificity (e.g., students will grow; students will perform better than last year).	<input type="checkbox"/> No a priori desired results for objectives.
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REPORT - REPORTING ELEMENTS

Findings	<input type="checkbox"/> Findings are clear and well-organized <input type="checkbox"/> Findings directly align with the measure. <input type="checkbox"/> Past iterations(s) of results (e.g., last year’s) provided for majority of assessments in addition to current year. <input type="checkbox"/> Findings include sufficient supporting documentation (i.e., rubrics, data tables, blank artifacts).	<input type="checkbox"/> Findings are mostly clear and/or mostly organized . <input type="checkbox"/> Findings closely align with the measure. <input type="checkbox"/> Past iteration(s) of results (e.g., last year’s) provided for some assessments in addition to current year’s. <input type="checkbox"/> Findings include some supporting documentation (i.e., rubrics, data tables, blank artifacts).	<input type="checkbox"/> Findings are identified , but vague or difficult to understand. <input type="checkbox"/> Findings partially align with the measure. <input type="checkbox"/> Only current year’s results provided. <input type="checkbox"/> Findings include little or unfitting supporting documentation (i.e., rubrics, data tables, blank artifacts).	<input type="checkbox"/> Findings are not included . <input type="checkbox"/> Findings do not align with the measure. <input type="checkbox"/> No results provided. <input type="checkbox"/> Findings do not include supporting documentation (i.e., rubrics, data tables, blank artifacts).
Action Plan	<input type="checkbox"/> Actions planned are well-thought out and appropriate for the unit. <input type="checkbox"/> Actions planned clearly demonstrate examples of modifications (or plans to modify) documented and directly related to findings of assessment. These modifications are very specific (e.g., approximate dates of implementation and when they would occur.) <input type="checkbox"/> Critical evaluation of past and current assessment, including	<input type="checkbox"/> Actions planned are general and appropriate for the unit. <input type="checkbox"/> Actions plans demonstrate examples of modifications (or plans to modify) documented and directly related to findings of assessment. However, the modifications lack specificity. <input type="checkbox"/> Critical evaluation of past and current assessment, including acknowledgement of flaws; Plus,	<input type="checkbox"/> Actions planned are vague and/or somewhat appropriate for the unit. <input type="checkbox"/> Actions planned indicate examples of modifications (or plans to modify) documented but the link between them and the assessment findings is not clear. <input type="checkbox"/> Some critical evaluation of past and current assessment, including acknowledgement of	<input type="checkbox"/> Actions planned are inappropriate or absent <input type="checkbox"/> Actions planned do not demonstrate or mention of any modifications. <input type="checkbox"/> No mention of how this iteration of assessment is improved from past administrations.

	<p>acknowledgement of flaws; both present improvements and intended improvements are provided; for both, specific details are given. Either present improvements or intended improvements must encompass a major revision.</p>	<p>evidence of some moderate revision, or general plans for improvement of assessment process.</p>	<p>flaws, but no evidence of improving upon past assessment or making plans to improve assessment in future iterations.</p>	
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