



Texas A&M International University - Assessment Plan Rubric
Institutional Effectiveness Unit/Office –Plan & Reporting Rubric
Assessed and Reviewed by the IARP Office – Assessment Specialist

TEXAS A&M INTERNATIONAL UNIVERSITY

<p>Total Score:</p>

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

Plan – Reporting Elements

<p>Office’s Mission Statement</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Office’s mission Statement is clear and concise. <input type="checkbox"/> Office’s mission statement specifically identifies who unit is, what they do, why they do it, and for whom they do it for. <input type="checkbox"/> Office’s mission statement clearly aligns with university’s mission and/or strategic plan. 	<ul style="list-style-type: none"> <input type="checkbox"/> Office’s mission statement is broadly indicated. <input type="checkbox"/> Office’s 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"/> Office’s mission closely Aligns with university’s mission and/or strategic plan. 	<ul style="list-style-type: none"> <input type="checkbox"/> Office’s mission statement is vague but can still be understood. <input type="checkbox"/> Office’s mission statement partially addresses who unit is, what they do, why they do it, and for whom they do it for. <input type="checkbox"/> Office’s mission partially aligns with university’s mission and/or strategic plan. 	<ul style="list-style-type: none"> <input type="checkbox"/> Office’s mission statement is absent or difficult to understand. <input type="checkbox"/> Office’s mission does not state who unit is, what they do, why they do it, and for whom they do it for. <input type="checkbox"/> Office’s mission does not align with university’s mission and/or strategic plan.
<p>Objectives (OBJ)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Three to five objectives assessed. <input type="checkbox"/> Objectives are clear, concise, measurable and realistic. <input type="checkbox"/> Objectives identify specific end results of an activity, program, or service provided by the unit. <input type="checkbox"/> Objectives clearly align with office’s mission. 	<ul style="list-style-type: none"> <input type="checkbox"/> Two objectives assessed. <input type="checkbox"/> Objectives are broad, but still clear enough to infer student action and measurability. <input type="checkbox"/> Objectives identify general end result of an activity, program, or service provided by the unit. <input type="checkbox"/> Objectives mostly align with office’s mission. 	<ul style="list-style-type: none"> <input type="checkbox"/> One objective assessed. <input type="checkbox"/> Objectives are vague and resulting measurement will provide incomplete data required for action. <input type="checkbox"/> Objectives identify tangential end result of an activity, program, or service provided by the unit. <input type="checkbox"/> Objectives somewhat align with office’s mission. 	<ul style="list-style-type: none"> <input type="checkbox"/> Objectives are absent from assessment. <input type="checkbox"/> Objectives are unmeasurable. <input type="checkbox"/> Objectives do not define end result of an activity, program, or service provided by the unit. <input type="checkbox"/> Objectives do not align with office’s mission.

Measures	<input type="checkbox"/> Two or more measures (minimum of two direct) specified. <input type="checkbox"/> Measures are described clearly and with sufficient detail. <input type="checkbox"/> Measures directly align with unit's outcomes.	<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"/> Measure align fairly well to outcomes.	<input type="checkbox"/> One direct measure or two indirect measures specified. <input type="checkbox"/> Measures vaguely described with little amount of details. <input type="checkbox"/> Measures partially align with unit's objectives.	<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 unit's objectives.
Targets	<input type="checkbox"/> Targets clearly align with measures. <input type="checkbox"/> Targets is challenging but realistic	<input type="checkbox"/> Targets closely align with measures. <input type="checkbox"/> Targets are realistic but lack rigor .	<input type="checkbox"/> Targets partially align with measures. <input type="checkbox"/> Targets unrealistic and lack rigor .	<input type="checkbox"/> Targets do not align with measures. <input type="checkbox"/> Targets are absent .

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"/> 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"/> 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"/> 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"/> Findings do not include supporting documentation (i.e., rubrics, data tables, blank artifacts).
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