

Inter American University of Puerto Rico
Metropolitan Campus
Academic Affairs

ASSESSMENT RUBRIC FOR PROGRAM CLASSIFICATION

Instructions: Select the following statements that better described the program.

Program: _____

	Above Standard 4	Standard 3	Developing 2	Beginning 1
SLO: student learning outcomes and assessment plan	<input type="checkbox"/> More than three SLO listed. <input type="checkbox"/> SLO are aligned with MC goals, courses and standards presented by respective professional organizations. <input type="checkbox"/> Achievement targets or metric are identified for all SLO. <input type="checkbox"/> Some outcomes have more than three measures. <input type="checkbox"/> More than three types of direct or indirect measures are utilized; emphasis on direct. <input type="checkbox"/> Program has developed instruments for assessing more than 80% of the SLO. <input type="checkbox"/> A plan for collecting, tabulating, and analyzing assessment results is in place.	<input type="checkbox"/> At least three SLO listed. <input type="checkbox"/> Mapping of SLO with MC goals and courses. <input type="checkbox"/> Two or more target or metric of achievement are identified. <input type="checkbox"/> At least two measures per outcome. <input type="checkbox"/> At least two types of direct or indirect measures are utilized. <input type="checkbox"/> Program has developed instruments for assessing 60-79% of the SLO. <input type="checkbox"/> A plan for collecting, tabulating, and analyzing	<input type="checkbox"/> Describe a process, rather than an SLO. <input type="checkbox"/> Fail to demonstrate appropriate alignment of SLO with MC goals and courses. <input type="checkbox"/> At least one target or metric of achievement are identified. <input type="checkbox"/> At least one measures per outcome. <input type="checkbox"/> One type of direct or indirect measures are utilized. <input type="checkbox"/> Program has developed instruments to assess between 30-59% of the SLO. <input type="checkbox"/> A plan for collecting, tabulating, and analyzing assessment results are described.	<input type="checkbox"/> SLO are not clearly identified. <input type="checkbox"/> No demonstrated alignment of SLO with MC goals or courses. <input type="checkbox"/> Not identified target or metric of achievement. <input type="checkbox"/> SLO not have associated measures. <input type="checkbox"/> Direct or indirect measures are described. <input type="checkbox"/> Course grades used as an assessment <input type="checkbox"/> A plan for collecting, tabulating, and analyzing assessment results is not described.

	Above Standard 4	Standard 3	Developing 2	Beginning 1
	<input type="checkbox"/> Internal and external stakeholders are described and considered in the assessment process.	assessment results for some SLO is in place. <input type="checkbox"/> Internal or external stakeholders are described and considered in the assessment process.	<input type="checkbox"/> Internal or external stakeholders are described but not considered in the assessment process.	<input type="checkbox"/> Internal or external stakeholders are not described in the assessment process.
Summary of findings and analysis	<input type="checkbox"/> Complete, concise and well-organized and compares new findings to past trends as appropriate. <input type="checkbox"/> Supporting documentation (rubrics, surveys, reports, etc.) are included and provides solid evidence that targets were met, partially met, or not met. <input type="checkbox"/> Reflects what was learned during the assessment (strengths and weaknesses).	<input type="checkbox"/> Complete <input type="checkbox"/> Include few documentation (rubrics, surveys, reports, etc.) to evidence that targets were met, partially met, or not met. <input type="checkbox"/> Does partially reflect what has been learned during the assessment (strengths or weaknesses).	<input type="checkbox"/> Incomplete <input type="checkbox"/> Not include documentation (rubrics, surveys, reports, etc.) to evidence that targets were met, partially met, or not met. <input type="checkbox"/> Does not reflect what has been learned during the assessment.	<input type="checkbox"/> There is not a summary of findings and analysis.
Recommendations and action plan	<input type="checkbox"/> Defines a logical “next step” for the program to improve or maintain key areas that need to be monitored, remediated, or enhanced. <input type="checkbox"/> Recommendations and action plans are specific. <input type="checkbox"/> Recommendations and action plans are in place, and directly related to the	<input type="checkbox"/> Offer “next steps” for the program to improve or maintain key areas that need to be monitored, remediated, or enhanced. <input type="checkbox"/> At least one recommendation or action plan is specific. <input type="checkbox"/> At least one recommendation and action plan are in place,	<input type="checkbox"/> Does not offer a clear “next step” for the program to improve or maintain key areas that need to be monitored, remediated, or enhanced. <input type="checkbox"/> Recommendation or action plan is too general or are too numerous to manage. <input type="checkbox"/> Recommendation and action plan are not in place or relates only indirectly to the	<input type="checkbox"/> There is not a recommendation or action plan

	Above Standard 4	Standard 3	Developing 2	Beginning 1
	<p>outcome and the results of assessment</p> <p><input type="checkbox"/> Contains completion or expected completion dates.</p> <p><input type="checkbox"/> Identifies a responsible person or group, and resources, if needed.</p>	<p>and directly related to the outcome and the results of assessment.</p> <p><input type="checkbox"/> There is a time frame for completion.</p> <p><input type="checkbox"/> Identifies a responsible office or department.</p>	<p>outcome and the results of the assessment</p> <p><input type="checkbox"/> There is no time frame for completion.</p> <p><input type="checkbox"/> No responsible person or group is identified.</p>	
Planning process and faculty involvement	<p><input type="checkbox"/> Program has disseminated their results among stakeholders (faculty, students and others).</p> <p><input type="checkbox"/> The administrative constituencies used the results for budgetary purposes, strategic planning and resource allocation purposes.</p> <p><input type="checkbox"/> More than 51% of assessment outcomes results have been discussed with faculty.</p> <p><input type="checkbox"/> Faculty involvement and contribution is widespread throughout the program.</p> <p><input type="checkbox"/> All faculty (100% full-time faculty member) and staff within the department have contributed to the use and maintenance of the assessment plan.</p>	<p><input type="checkbox"/> Program has disseminated their results among faculty.</p> <p><input type="checkbox"/> The administrative constituencies used the results for budgetary purposes.</p> <p><input type="checkbox"/> At least 50% of assessment outcomes results have been discussed with faculty.</p> <p><input type="checkbox"/> Faculty involvement and contribution consists of a small core within the department.</p> <p><input type="checkbox"/> Discussions of results and improvement strategies involve most faculty (60% or more of full-time faculty member) and staff of the department.</p>	<p><input type="checkbox"/> Program has identified the means by which the assessment results will be disseminated.</p> <p><input type="checkbox"/> The administrative constituencies did not receive the results for budgetary purposes.</p> <p><input type="checkbox"/> At least one of the assessment outcome result has been discussed among faculty members.</p> <p><input type="checkbox"/> Faculty involvement consists of one or two individuals who work on program assessment.</p> <p><input type="checkbox"/> Little or no communication is established with other faculty members that result on further action at program level or contribution to the success in accomplishing assessment of SLO working plan.</p>	<p><input type="checkbox"/> The program has not disseminated its results</p> <p><input type="checkbox"/> None or few faculty involvements are evidenced in department assessment activities</p>

	Above Standard 4	Standard 3	Developing 2	Beginning 1
Program contribution to MC goals	<input type="checkbox"/> More than three areas ¹ of program changes (closing the loop) contribute and are related to MC goals or mission, and the improvement of educational effectiveness.	<input type="checkbox"/> One or two areas of program changes (closing the loop) are related to MC goals or mission, and the improvement of educational effectiveness.	<input type="checkbox"/> The program changes (closing the loop) are not related to MC goals or mission, and the improvement of educational effectiveness.	<input type="checkbox"/> The program does not contribute to MC goals or mission, and the improvement of educational effectiveness.

Adopted and modified from: Emporia State University (<http://www.emporia.edu/aesm/paslsummary.htm>), Tk-20 MC Rubric to Evaluate Academic Programs Assessment Plan. Revised: October 2019.

Total: ___ / 88 = ___ %

Classification Scale: Above Standard: 90%-100% Standard: 89%-80% Developing: 79%-70% Beginning: 69%-60%

The period used to complete the rubric was 201__ to 201__.

Assessment Leader - Name and Last name: _____

Date: _____

¹ The areas are: assisting students in improving their learning; improving pedagogy and curriculum; reviewing and revising academic programs and support services; planning, conducting, and supporting a range of professional development activities; planning and budgeting for the provision of academic programs and services; informing appropriate constituents about the institution and its programs; improving key indicators of student success, such as retention, graduation, transfer, and placement rates; implementing other processes and procedures designed to improve educational programs and services.