ASSESSMENT RUBRIC FOR PROGRAM CLASSIFICATION
©MC Assessment Committee
Revised: May 2021

Introduction: The Inter-American University of Puerto Rico, Metropolitan Campus demonstrates that "assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education" (MSCHE, 2014, p. 10).[1]

Purpose: This document will annually provide data about the academic program's status when assessing student learning. The results will support the actions for the maintenance of an organized and systematic assessment process.

General Instructions: After the end of the academic year, the Assessment Leader will complete this document. The first two parts constitute the rubric, which is divided into planning and annual reports. The third part summarizes the consideration and use of assessment results for the improvement of educational effectiveness, and the fourth part is basic information about the program. For any questions, visit the website http://www.metro.inter.edu/aar/ to contact the members of the Assessment Committee.

Part I. Planning
Instructions: Select the level that better describes the assessment plan of your program.
Classification Scale:

  4. Above Standard: The academic program has <u>completed</u> documenting the evidence according to the plan.
  3. Standard: The academic program has <u>most</u> of the documented evidence of implementing the plan.
  2. Developing: The academic program has <u>some</u> documented evidence of initiating the implementation of the plan.
  1. Beginning: The academic program has <u>very little or no</u> documented evidence but has plans to do this.

	Above Standard 4	**Standard 3**	**Developing 2**	**Beginning 1**	**Score**
Graduate profile of competencies	All competencies are clear language, focuses on one learning element, contain only one action word, appropriate to the student's level, realistic and attainable.	Most competencies are clear language, focuses on one learning element, contain only one action word, appropriate to the student's level, realistic and attainable.	Some competencies are clear language, focuses on one learning element, contain only one action word, appropriate to the student's level, realistic and attainable.	Competencies did not are clear language, focuses on one learning element, contain only one action word, appropriate to the student's level, realistic and attainable.	

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[1] MSCHE Standards for Accreditation and Requirements of Affiliation (2014).

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	Above Standard 4	Standard 3	Developing 2	Beginning 1	Score
Curriculum Map	The program has evidence of aligned institutional mission with program goals, objectives, the graduate profile of competencies, and courses. Syllabi include competencies and learning experiences.	The program has evidence of aligned most of the following: institutional mission, goals, objectives, graduate profile of competencies, and courses. Syllabi include competencies and learning experiences.	The program has evidence of aligned some of the following: institutional mission, goals, objectives, graduate profile of competencies, and courses. Syllabi include competencies and learning experiences.	The program does not have evidence of alignment.	
Timeline	Has a complete timeline for collecting, tabulating, and analyzing assessment results for all competencies in five years or less.	Has a complete timeline for collecting, tabulating, and analyzing assessment results for most competencies in five years or less.	Has initiated the development of a timeline for collecting, tabulating, and analyzing assessment results in five years or less.	It does not have a timeline for collecting, tabulating, and analyzing assessment results.	
Measures and Targets	Identifies two direct measures, one indirect measure, and its targets for each competency.	Identifies one direct measure, one indirect measure, and their targets for most competencies.	Identify one measure, direct or indirect, and their target, for some competencies.	Competencies did not have associated measures and targets.	
Tools	All measurement tools (e.g., tests, rubrics, surveys) are aligned with their respective measure and have clearly defined learning criteria for the given competency.	Most measurement tools (e.g., tests, rubrics, surveys) are aligned with their respective measure and have clearly defined learning criteria for the given competency.	Some measurement tools (e.g., tests, rubrics, surveys) are aligned with their respective measure and have clearly defined learning criteria for the given competency.	Measurement tools (e.g., tests, rubrics, surveys) have not yet been aligned with the measures nor have clearly defined learning criteria for the given competency.	

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	Above Standard 4	Standard 3	Developing 2	Beginning 1	Score
Validity	All measurement tools have been validated.	Most measurement tools have been validated.	Some measurement tools have been validated.	Measurement tools have not yet been validated.	

Part II. Annual Report
Instructions: Select the level that better describes the annual assessment report of your program. Consider only the competencies assessed in the previous academic year.
Classification Scale:
    4. Above Standard: The academic program has <u>completed</u> documenting the evidence in the report.
    3. Standard: The academic program has <u>most</u> of the documented evidence in the report.
    2. Developing: The academic program has <u>some</u> documented evidence in the report.
    1. Beginning: The academic program has <u>very little or no</u> documented evidence in the report.

	Above Standard 4	Standard 3	Developing 2	Beginning 1	Score
Analysis and Interpretations	The analysis includes statistical results, such as descriptive statistics results (mean, mode, median, and standard deviation), item analysis, reliability, others. Also, a summary of the factors contributing to the results has been included (strengths and weaknesses).	The analysis includes most statistical results, such as descriptive statistics results (mean, mode, median, and standard deviation), item analysis, reliability, others. Also, a summary of the factors contributing to the results has been included (strengths and weaknesses).	The analysis includes some statistical results, such as descriptive statistics results (mean, mode, median, and standard deviation), item analysis, reliability, others, or a summary of the factors contributing to the results has been included (strengths and weaknesses).	The analysis did not include statistical results or a summary of the factors contributing to the results (strengths and weaknesses).	

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	Above Standard 4	Standard 3	Developing 2	Beginning 1	Score
Evidence	Supporting documentation (data, tool, validity results, student work sample, and others) are included and provides evidence that targets were met or not met.	Most of the supporting documentation (data, tool, validity results, student work sample, and others) are included and provides evidence that targets were met or not met.	Some of the supporting documentation (data, tool, validity results, student work sample, and others) are included and provides evidence that targets were met or not met.	It does not include supporting documentation.	
Stakeholders	Internal and external stakeholders are described and considered in the assessment process.	Internal or external stakeholders are described and considered in the assessment process.	Internal or external stakeholders are described but not considered in the assessment process.	Internal or external stakeholders are not described in the assessment process.	
Recommendations and actions	All recommendations and actions are specific and directly related to the competency and the results. If the actions are required, it contains an expected completion date, a responsible person or group, priority, and resources, if needed.	Most recommendations and actions are specific and directly related to the competency and the results. If the actions are required, it contains most of the following: an expected completion date, responsible person or group, priority, and resources, if needed.	Some recommendations and actions are specific and directly related to the competency and the results. If the actions are required, it contains some of the following: an expected completion date, a responsible person or group, priority, and resources, if needed.	It does not include any recommendation or action plan.	
Dissemination of results	All the assessment processes and results have been disseminated to stakeholders.	Most of the assessment processes and results have been disseminated to stakeholders.	Some of the assessment processes and results have been disseminated to stakeholders.	The assessment processes and results have not been disseminated to stakeholders.	

Part III. Summary of the "consideration and use of assessment results for the improvement of educational effectiveness" (MSCHE, 2014, p. 10).[2]

Instructions: Select all that apply and considered only the competencies assessed in the previous academic year.

The assessment results were used for:

☐ 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.

Part IV. Basic information about the program
Instructions: Complete the following information.

Academic Program Title and code number: _____

Level: ☐ Technical Certificates   ☐ Associate   ☐ Bachelor   ☐ Professional Certificate Post-bachelor

☐ Master   ☐ Professional Certificate Post-Master   ☐ Doctorate

Assessment Leader Name and Last name: _____

Previous Academic Year: _____ - _____

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[2] The content of this document has been aligned to MSCHE Standards for Accreditation and Requirements of Affiliation (2014, p. 10).

GLOSSARY
- A **graduate profile of competencies** describes what students are supposed to learn. When referring to assessment, our university uses the term competency, but some agencies or accreditors use outcomes, learning outcomes, student learning outcomes, or end-of-program student learning outcomes.
- A **curriculum map** is an alignment between a program's curriculum and the competencies of the program. It is a visual representation of where your program fosters the desired knowledge, skills, and values (attitudes).
- A **timeline** means a graphical representation of a chronological sequence of events (past or future). In this document, a timeline refers to a table that includes the competency and the academic term for collecting the data, scoring the evidence, analyzing the scores, interpreting the findings, and making recommendations and actions. Also, it may include additional information such as the name and last name of the Assessment Leader and of faculty members, date of meetings, and deadlines for each assessment activity, among others.
- **Measures** are classified as direct or indirect. The direct measure includes exams, projects, and other activities where students demonstrate their knowledge, skills, and attitudes. The indirect measure seeks to elicit perceptions of students' learning and not to demonstrate their knowledge, skills, or attitudes.
- **Target** communicates our expectations about how well students should demonstrate their knowledge, skills, and attitudes on the competency. Example: 70% or more of the students will earn 75% or higher on the measure.
- Program assessment measurement **tools** focus on only the components of the competency being assessed. There are three major types: rubric, objective test, and survey.
- Valid measure, **validity**, measures what it intends to measure. It is determined by examining the content of your assessment measurement tool; types of validity are face validity, content validity, construct validity, and criterion validity (which could be concurrent and predictive validity).
- Data should be **analyzed and interpreted** to determine whether students have the knowledge, skill, or attitude described in the competency. It calculates the percentage of students majoring in the program that met or exceeded the target and identifies components of the program or assessment process that contributed to these results. It includes statistical analysis results, such as descriptive analysis, item analysis, reliability, and others.
- **Evidence** documents are included for future reference, such as a copy of the measure, tool, validity results, example of student work, data file, analytic reports, syllabi, and others.
- **Recommendations and actions** are the identified steps to improve student learning. This is where continuous improvement, or "closing the loop", is achieved. For actions, it is necessary to specify a plan for implementation and identify any resources that will be needed.
- **Stakeholders** can be any individual interested in the assessment process, internal (faculty members, administrative staff, and students) and external (alumni, employers, accreditation agencies, and community at large).
- **Disseminate the results** refers to communicating the results of this assessment to stakeholders.

References
    Massa, L. J. & Kasimatis, M. (2017). *Meaningful and manageable program assessment: A how-to guide for higher education faculty.* Stylus.
    Baker, W. (2020). *Assessment 101: Academic assessment, five steps to continuous improvement of student learning.* Council Oak Assessment.