

Academic Program Institutional Effectiveness Infrastructure Rubric

| Aspect | Element | Goal | Level 0: Not Evident | Level 1: Emerging | Level 2: Proficient | Level 3: Excelling |
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| Design | Assessment Plans | The college/school/branch has adopted a formal assessment plan template for its academic programs and have implemented internal processes for collecting, reviewing, and revising the plans regularly. | There is no evidence that a formal assessment plan template has been adopted or that internal processes have been established for collecting, reviewing, and revising academic program assessment plans. | A formal assessment plan template has been adopted but internal processes for collecting, reviewing, and revising academic program assessment plans are still being discussed or are in the planning stages. | A formal assessment plan template has been adopted and internal processes for collecting, reviewing, and revising academic programs' assessment plan regularly have been established. | A formal assessment plan template has been adopted and internal processes for collecting, reviewing, and revising academic program assessment plans every seven years have been established and communicated publically to faculty, staff, and the UNM community. |
| | Assessment Reports | The college/school/branch ensures that its academic programs are conducting program level assessment annually and in a manner that is sustainable over the long term. | The college/school/branch cannot document that there is sustainable assessment activity occurring within its academic programs. | The college/school/branch can document that assessment activity is occurring annually within some of its academic program, but assessment practices are either not at the program level and/or not sustainable for the long term. | The college/school/branch can document that program level assessment activity is occurring annually within in several, if not all, of its academic programs. The sustainability of the assessment activity varies across academic programs in how systematically goals/student learning outcomes are assessed over the long term. | The college/school/branch can document that program level assessment activity is occurring annually within in most, if not all, of its academic programs. The sustainability of the assessment activity is consistent across academic programs in how systematically goals/student learning outcomes are assessed over the long term. |
| | Assessment Review Committee | The college/school/branch has establish a College Assessment Review Committee (CARC), or the equivalent, to govern its assessment processes, practices, documents, and expectations. | There is no evidence that a functioning CARC, or the equivalent, has been established. | The establishment of a CARC, or the equivalent, is being discussed or is in the planning stages. | A CARC, or the equivalent, has been established and is actively involved in collecting, reviewing, and evaluating the assessment plans and annual assessment reports of academic programs throughout the academic year. | A CARC, or the equivalent, has been established and is actively involved in providing assistance and communicating assessment processes, practices, documents, and expectations to its faculty, staff, and the UNM community as well as in collecting, reviewing, and evaluating the assessment plans and annual assessment reports of academic programs throughout the academic year. |
| | Provost's Committee on Assessment (PCA) | The college/school/branch has designated at least one representative to serve on the PCA which governs the assessment processes, practices, documents, and expectations of colleges/schools/branches and their academic programs at the institutional level. | There is no evidence that a representative has been designated to serve on the PCA. | A representative has been designated to serve on the PCA but (s)he rarely, if at all, attends PCA meetings. | A representative has been designated to serve on the PCA and (s)he attends most PCA meetings. The representative frequently participates in decision-making and the communication of assessment processes, practices, documents, and expectations at the institutional level. | A representative has been designated to serve on the PCA and (s)he attends all PCA meetings. The representative is an active participant and instrumental in decision-making and the communication of assessment processes, practices, documents, and expectations at the institutional level. |

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| Implementation | Resources | The college/school/branch has provided adequate financial, human, technical, and/or physical resources to support an effective assessment infrastructure. | There is no evidence that resources have been made available to support assessment. | Resources to support assessment are sparse, inadequate, and/or handled on an <i>ad hoc</i> basis. | There is some budgetary support of assessment processes and practices to help academic programs conduct continuous assessment. | A strong commitment has been to support assessment processes and practices by providing all of the necessary resources for academic programs to conduct and maintain continuous assessment. |
| | Culture | All academic programs in the college/school/branch involve members of their faculty and staff in assessment activities. | The assessment in most or all of the academic programs, if occurring, is done by lone individuals charged with assessment responsibilities. | A few of the academic programs include some of their faculty and staff in assessment planning, data collection, and/or the data analysis. | The majority of the academic programs involve several of their faculty and staff in some aspect of assessment planning, data collection, and/or data analysis. | All of the academic programs involve most or all of their faculty and staff in all aspects of assessment planning, data collection, and data analysis. |
| | Monitoring | The college/school/branch has provided appropriate documentation annually to demonstrate that appropriate mechanisms are in place to systematically monitor not only the implementation of its academic program assessment plans but also the collection, review, revision, storage, and evaluation of its academic program annual assessment reports.. | There is little or no evidence that the college/school/branch has in place or is developing mechanisms to systematically monitor the quality and implementation of assessment activities within and across its academic programs and/or the collection, review, revision, storage, and evaluation of its academic program annual assessment reports. | There is evidence that the college/school/branch is in the planning stages or is developing mechanisms to systematically monitor the quality and implementation of assessment activities within and across its academic programs and/or the collection, review, revision, storage, and evaluation of its academic program annual assessment reports. | Some evidence has been provided by the college/school/branch to demonstrate that it has instituted appropriate mechanisms to systematically monitor the quality and implementation of assessment activities within and across its academic programs including the collection, review, revision, storage, and evaluation of its academic program annual assessment reports. | Substantial evidence has been provided by the college/school/branch to demonstrate that it has instituted effective mechanisms to systematically monitor the quality and implementation of assessment activities within and across its academic programs including the collection, review, revision, storage, and evaluation of its academic program annual assessment reports. |
| | Communication | The college/school/branch has establish an assessment webpage to inform and communicate to its faculty, staff, and the UNM community the assessment processes, practices, documents, and expectations of the college/school/branch. | There is no evidence that an assessment webpage is being developed. | The development of an assessment webpage is being discussed or is in the planning stages. | An assessment webpage has been established and includes access to several academic program assessment plans and provides general information on assessment processes, practices, documents, and/or expectations for faculty, staff, and the UNM community. | An assessment webpage has been established and includes access to all academic program assessment plans and provides specific and detailed information on assessment processes, practices, documents, and expectations for faculty, staff, and the UNM community. |