

## SIUE Program Assessment Plan Evaluation Rubric

**Program:**

**Date:**

	<i>Exceeds</i>	<i>Meets</i>	<i>Does not meet</i>
<b>Student Learning Outcomes:</b>	Student learning outcomes are clearly measurable.	Student learning outcomes are measurable.	Student learning outcomes are not measurable.
	Student learning outcomes are closely aligned with SIUE's Graduate Learning Objectives.	Student learning outcomes are aligned with SIUE's Graduate Learning Objectives.	Student learning outcomes are not aligned with SIUE's Graduate Learning Objectives.
<b>Assessment Procedures:</b>	There are between 2 and 4 assessment points used for program assessment* (including a cumulative project).	There are two assessment points (including a cumulative project).	There are less than two assessment points (or no cumulative project).
	There is involvement of an entire program's faculty.	There is involvement of multiple faculty members.	There is unclear involvement of faculty members.
	Course grades are used minimally.	Use of course grades follows our grade-use policy.	There is inappropriate use of course grades according to our grade-use policy.
<b>Assessment Instruments:</b>	Assessment instruments are provided that perfectly align with program learning outcomes.	Assessment instruments are provided that largely align with program learning outcomes.	No assessment instruments are provided or they do not align clearly with program learning outcomes.
	Instruments directly measure all learning outcomes.	A mix of direct and indirect instruments measure most learning outcomes.	Mostly indirect instruments fail to measure significant learning outcomes.
	Assessment instruments include clear and meaningful descriptors for each performance level (exceeds, meets, does not meet).	Assessment instruments include descriptors for each performance level (exceeds, meets, does not meet).	Assessment instruments do not include descriptors for each performance level (exceeds, meets, does not meet).
<b>Continuous Quality Improvement:</b>	The Continuous Improvement process description specifies how data collected through assessment procedures is regularly used for program improvement and provides compelling examples of such use.	The Continuous Improvement process description specifies how data collected through assessment procedures is regularly used for program improvement.	No Continuous Improvement process description is provided or there is no description of how data is regularly used for program improvement.

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\* For programs that collect more data points for accreditation purposes, not all of it needs to be used for program assessment

## **Assessment Plan Checklist**

- Introduction: An introductory paragraph is included that:
  - clearly describes the procedures being used to measure student learning goals.
  - includes at least two indicators.
  - includes indicators at different time points in the program.
  - includes the thesis, final project/performance, exam or portfolio as one of the indicators.
  - utilizes course grades in a manner consistent with the policy if used.
  - includes measures/tests/rubrics attached to the document that describes the performance levels for how students 'exceed', 'meet', or 'do not meet' expectations.
  
- Student Learning Goals and Indicators
  - Program specific Goals of Student Learning are aligned to the Goals of Graduate Student Learning.
  - Program specific goals are measureable.
  - The timeline for when the indicators are measured within the program is defined.
  
- Continuous Quality Improvement
  - A clear explanation is provided for how the faculty play a role in assessment of students is provided.
  - A description of how and when the data is reviewed for continuous quality improvement is included.
  - A defined level of program performance that would prompt programmatic review if not met is described.
  - A description of how external factors or changes to the program field are routinely reviewed to assess the need for programmatic change.

### **Committee decision:**

- The assessment plan is approved as is; no revisions are necessary at this time.
- The assessment plan is conditionally approved; minor revisions should be completed by: \_\_\_\_ (date) \_\_\_\_.
- The assessment plan requires major revisions. Revisions should be completed by: \_\_\_\_ (date) \_\_\_\_.