## SIUE Program Assessment Plan Evaluation Rubric

**Program:**  
**Date:**

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

* 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 measurable.
  ☐ 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)__________. 