

SIUE Program Assessment Plan Evaluation Rubric

Program:

Date:

| | <i>Exceeds</i> | <i>Meets</i> | <i>Does not meet</i> |
|--|---|--|---|
| Student Learning Outcomes: | 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 Objectives of the Baccalaureate Degree. | Student learning outcomes are aligned with SIUE's Objectives of the Baccalaureate Degree. | Student learning outcomes are not aligned with SIUE's Objectives of the Baccalaureate Degree. |
| Assessment Procedures: | 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. |
| Assessment Instruments: | 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). |
| Continuous Quality Improvement: | 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. |

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