

**ASSESSMENT
MATRIX FOR
ACADEMIC
PROGRAMS**

PROGRAM:
Assessment Coordinator
for Program:
Program or
Mission Statement:

Name:	Email:	Phone:

<p>¹Outcomes/ Objectives</p> <ul style="list-style-type: none"> • Provide at least three (from dozens of possible) specific measurable outcomes. • Two must be "student learning outcomes" ("Students will be able to _____") • One can be a program outcome (placement, increase diversity, improve facilities, etc.) • Support Documentation Choose objectives that you can measure and support with documentation (alumni tracking, scored portfolios, rubric, jury results) 	<p>Check if this is a Student Learning Outcome (min. of 2)</p>	<p>Measures</p> <ul style="list-style-type: none"> • There must be at least one (two is recommended) direct measure for each student learning outcome/objective). For non-student learning or additional measures indirect or administrative measures are fine. • Describe the process (committee graded exam, embedded questions or essays, portfolio, presentation, jury, critiques, etc.) • The same measure can be used to for multiple objective/outcomes. • Support Documentation Provide assessment forms or rubrics and refer to these documents in your description. 	<p>Achievement Target</p> <ul style="list-style-type: none"> • Define the target level of performance (X% will score Y or better) referring to your rubric or grading scale used. • Please go beyond pass or fail – it leaves no room to identify excellence. Consider using unacceptable, adequate, and extraordinary. 	<p>Findings</p> <ul style="list-style-type: none"> • What does the data show? • Report the actual results (X% scored Y) referring to the achievement target. • Indicate Met, Partially Met, or Not Met for each Achievement Target • Support Documentation Keep records of the actual evaluations that were done and be prepared to share them with SACS visitors. Provide summaries with student names omitted and refer to these in this section. You can also describe where the individual records are (in student files for example). 	<p>Action Plan or Executive Summary</p> <p>Option 1. For each measure that was Partially Met or Not Met, add an Action Plan and complete it. Then complete the Achievement Summary/ Analysis</p> <p>Option 2. Write and provide an Executive Summary (see below for details).</p>
1.	<input type="checkbox"/>				
2.	<input type="checkbox"/>				
3.	<input type="checkbox"/>				

Executive summary

The summary should address how you and your faculty made changes in response to what you learned by reviewing your findings, doing curricular review, and/or analyzing other information that lead your area to change something. The changes could be new courses, modification of curricula or syllabi, new exit or entrance assessments, new policies or procedures, implementation of new technologies, or extra-curricular requirements. These summaries need not be long; a page or two is fine. Look at your mission and think about how you advanced each of your programs during each academic year. Be specific by citing courses, meeting minutes, approval dates, use of funds or budget to affect the changes, etc. This will provide

¹ Created by Dr. Marty Sweidel for SMU Assessment Purposes

critical evidence to document our compliance with SACS and show that we are doing what they call “closing the loop.” Remember these will be official documents included in the SACS report.