

Form A: Academic Programs

Name of Plan: _____

Cycle Reviewed: _____

(Note: A "0" should be assigned to any plan element which is blank or outdated.)

Continuous Improvement Plan Review

ELEMENTS	3 = EXCELLENT	2 = ACCEPTABLE	1 = DEVELOPING
Program Mission _____	<ul style="list-style-type: none"> <input type="radio"/> Clearly communicates the program's overall purpose <input type="radio"/> Mission statement is distinguished from similar programs <input type="radio"/> Clearly supports the TTUHSC mission 	<ul style="list-style-type: none"> <input type="radio"/> Communicates the program's overall purpose, <u>but</u> <input type="radio"/> Mission statement is not distinguished from similar programs <input type="radio"/> Does not clearly support the TTUHSC mission 	<ul style="list-style-type: none"> <input type="radio"/> Does not communicate the program's overall purpose <input type="radio"/> Mission statement is not distinguished from similar programs <input type="radio"/> Does not clearly support the TTUHSC mission
Progress on Planned Improvements _____	<ul style="list-style-type: none"> <input type="radio"/> Addresses all targets from the previous year that were marked as <i>Partially Met</i> or <i>Not Met</i> based on findings <input type="radio"/> Clearly describes strategies that were implemented to improve on the targets from the previous year that were marked as <i>Partially Met</i> or <i>Not Met</i> based on findings <input type="radio"/> Additional information is provided about the program's successes or improvements from previous year 	<ul style="list-style-type: none"> <input type="radio"/> Addresses some targets from the previous year that were marked as <i>Partially Met</i> or <i>Not Met</i> based on findings <input type="radio"/> Describes strategies that were implemented to improve on the targets from the previous year that were marked as <i>Partially Met</i> or <i>Not Met</i> based on findings, <u>but</u> lacks clarity <input type="radio"/> Information may be missing about the program's successes or improvements from previous year 	<ul style="list-style-type: none"> <input type="radio"/> Addresses few targets from the previous year that were marked as <i>Partially Met</i> or <i>Not Met</i> based on findings <input type="radio"/> Does not describe strategies that were implemented to improve on targets from the previous year that were marked as <i>Partially Met</i> or <i>Not Met</i> based on findings <input type="radio"/> Information may be missing about the program's successes or improvements from previous year
TTUHSC Goal(s) _____	<ul style="list-style-type: none"> <input type="radio"/> Appropriate TTUHSC goal(s) and coordinating objective are used. <input type="radio"/> All TTUHSC goal(s) and coordinating objective align with the respective student learning outcomes/objectives. 	<ul style="list-style-type: none"> <input type="radio"/> Appropriate TTUHSC goal(s) and coordinating objective are used <input type="radio"/> Some TTUHSC goal(s) and coordinating objective align with respective student learning outcomes/objectives 	<ul style="list-style-type: none"> <input type="radio"/> Inappropriate TTUHSC goal(s) and coordinating objective are used <input type="radio"/> Few TTUHSC goal(s) and coordinating objective align with respective student learning outcomes/objectives
Student Learning Outcomes/ Process Objectives _____	<ul style="list-style-type: none"> <input type="radio"/> All outcomes clearly communicate expected student results, not instructor behaviors/learning activities <input type="radio"/> All outcomes reflect an appropriate scope of knowledge, skills/abilities, and attitudes at the program level, not course level <input type="radio"/> All objectives, if used, communicate where efforts of the unit will be directed <input type="radio"/> All outcomes/objective use concrete, action verbs that are measurable <input type="radio"/> All outcomes/objectives are not bundled and are distinctive of each other <input type="radio"/> All outcomes/objectives avoid directionality and quantifiable targets 	<ul style="list-style-type: none"> <input type="radio"/> Some outcomes do not clearly communicate expected student results, but instructor behaviors/learning activities <input type="radio"/> Some outcomes address a limited or overly detailed scope of knowledge, skills/abilities, and attitudes <input type="radio"/> Some outcomes/objectives do not use action verbs that are measurable <input type="radio"/> Some objectives, if used, communicate where efforts of the unit will be directed. <input type="radio"/> Some outcomes/objectives are bundled and/or are not distinctive of each other <input type="radio"/> Some outcomes/objectives use directionality and/or quantifiable targets 	<ul style="list-style-type: none"> <input type="radio"/> Most outcomes do not clearly communicate expected student results, but instructor behaviors/learning activities <input type="radio"/> Most outcomes address a limited or overly detailed scope of knowledge, skills/abilities, and attitudes <input type="radio"/> Most outcomes/objectives lack concrete, action verbs that are measurable <input type="radio"/> Most objectives, if used, do not communicate where efforts of the unit will be directed. <input type="radio"/> Most outcomes/objectives have been bundled and are not distinctive of each other <input type="radio"/> Most outcomes/objectives have directionality and quantifiable targets
Measures _____	<ul style="list-style-type: none"> <input type="radio"/> All measures are aligned appropriately with outcomes/objectives <input type="radio"/> There is at least one measure per outcome/objective <input type="radio"/> Are indicative of learning at the program level <input type="radio"/> A concise and well-written description of each measure is provided <input type="radio"/> A balanced variety of direct and indirect measures are used 	<ul style="list-style-type: none"> <input type="radio"/> Some measures are not aligned appropriately with outcomes/objectives <input type="radio"/> There is at least one measure per outcome/objective <input type="radio"/> Some measures are not indicative of learning at the program level <input type="radio"/> Descriptions of measures are provided <u>but</u>, may be limited, confusing, or excessive <input type="radio"/> A limited variety of measures are used 	<ul style="list-style-type: none"> <input type="radio"/> Most measures are not aligned appropriately with outcomes/objectives <input type="radio"/> Some outcomes/objectives are missing measures <input type="radio"/> Most measures are not indicative of learning at the program level <input type="radio"/> Few, if any, descriptions of measures are provided <input type="radio"/> A limited variety of measures are used

ELEMENTS	3 = EXCELLENT	2 = ACCEPTABLE	1 = DEVELOPING
Targets _____	<ul style="list-style-type: none"> ○ All targets describe specific criteria for success and appear to be appropriately challenging and attainable in the given timeframe ○ Each measure has a related target ○ Based on findings, targets are marked appropriately as <i>Exceeded, Met, Partially Met, Not Met, or Not Reported This Period</i> 	<ul style="list-style-type: none"> ○ All targets describe criteria for success, <u>but</u> some appear to be minimally challenging or unattainable in the given timeframe ○ Some measures do not have a related target ○ Based on findings, some targets are marked appropriately as <i>Exceeded, Met, Partially Met, Not Met, or Not Reported This Period</i> 	<ul style="list-style-type: none"> ○ Many targets use vague or unclear criteria for success ○ Most measures do not have a related target ○ Based on findings, most targets are not marked appropriately as <i>Exceeded, Met, Partially Met, Not Met, or Not Reported This Period</i>
Findings _____	<ul style="list-style-type: none"> ○ All findings describe outcomes/objectives in terms of the stated achievement targets and provide specific information about the results ○ Findings reflect only objective comments with no subjectivity 	<ul style="list-style-type: none"> ○ Most findings describe outcomes/objectives in terms of the stated achievement targets and provide specific information about the results ○ Findings reflect mostly objective comments <u>but</u>, may contain some subjective comments 	<ul style="list-style-type: none"> ○ Few findings describe outcomes/objectives in terms of the stated achievement targets ○ Findings reflect mostly subjective comments rather than objective comments
Action Plan _____	<ul style="list-style-type: none"> ○ Provides a detailed description of the planned actions for each target marked as <i>Partially Met</i> or <i>Not Met</i> ○ If all targets were <i>Met</i> or <i>Exceeded</i> and the department did not have any other relevant improvements to include, please give them a score of 3 for this element. 	<ul style="list-style-type: none"> ○ Provides a description of the unit's planned actions for each target marked as <i>Partially Met</i> or <i>Not Met</i>, <u>but</u> some details are missing 	<ul style="list-style-type: none"> ○ Provides a vague description of the planned actions for each target marked as <i>Partially Met</i> or <i>Not Met</i>
Attachments _____	<ul style="list-style-type: none"> ○ Relevant supporting documents are attached in the continuous improvement plan ○ All supporting documents are saved with distinct and descriptive names 	<ul style="list-style-type: none"> ○ Some supporting documents have been provided in the continuous improvement plan, <u>but</u> some appear irrelevant ○ Some supporting documents are saved with distinct and descriptive names 	<ul style="list-style-type: none"> ○ Few supporting documents have been provided in the continuous improvement plan or they mostly appear irrelevant ○ Few to no supporting documents are saved with distinct and descriptive names

COMMENTS

REVIEWER USE ONLY

Total Points: _____

____ Excellent (23-27 pts)

____ Acceptable (14-22 points)

____ Developing (9-13 points)

____ Not Acceptable (0-8 pts)