

Form A: Academic Programs

Name of Plan: _____

Cycle Reviewed: _____

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

Continuous Improvement Plan Review

ELEMENTS	3 = EXCELLENT	2 = ACCEPTABLE	1 = DEVELOPING
Program Mission _____	<ul style="list-style-type: none"> Clearly communicates the program's overall purpose Mission statement is distinguished from similar units Clearly supports the TTUHSC mission 	<ul style="list-style-type: none"> Communicates the program's overall purpose but may lack clarity Mission statement is not distinguished from similar units OR Does not clearly support the TTUHSC mission 	<ul style="list-style-type: none"> Does not communicate the program's overall purpose and/or uses vague language Mission statement is not distinguished from similar units Does not clearly support the TTUHSC mission
Progress on Planned Improvements _____	<ul style="list-style-type: none"> Addresses <u>all</u> findings from the previous year for targets marked as <i>Partially Met</i> or <i>Not Met</i> Clearly describes strategies that were implemented to improve findings from the previous year for targets marked as <i>Partially Met</i> or <i>Not Met</i> Additional information is provided about the program's successes or improvements from the previous year 	<ul style="list-style-type: none"> Addresses <u>most</u> findings from the previous year for targets marked as <i>Partially Met</i> or <i>Not Met</i> Describes strategies that were implemented to improve findings from the previous year for targets marked as <i>Partially Met</i> or <i>Not Met</i> based but may lack clarity Additional information may be missing about the program's successes or improvements from the previous year 	<ul style="list-style-type: none"> Addresses <u>few</u> findings from the previous year that were marked as <i>Partially Met</i> or <i>Not Met</i> Does not describe strategies that were implemented to improve findings from the previous year for targets marked as <i>Partially Met</i> or <i>Not Met</i> Additional information may be missing about the program's successes or improvements from previous year
TTUHSC Goals & Supported Initiatives _____	<ul style="list-style-type: none"> Appropriate TTUHSC Goals are used TTUHSC Goals align with respective outcomes/objectives Supported initiatives are appropriately aligned with TTUHSC Goals 	<ul style="list-style-type: none"> Appropriate TTUHSC Goals are used Some TTUHSC Goals are not aligned with respective outcomes/objectives OR Some supported initiatives are not appropriately aligned with TTUHSC Goals 	<ul style="list-style-type: none"> Unrelated TTUHSC Goals are used OR Most TTUHSC Goals do not align with respective outcomes/objectives Most supported initiatives are not appropriately aligned with TTUHSC Goals
Student Learning Outcomes/ Process Objectives _____	<ul style="list-style-type: none"> Clearly communicate expected student results, not instructor behaviors/learning activities Outcomes reflect an appropriate scope of knowledge, skills/abilities, and attitudes at the program level, not course level All outcomes/objective use concrete, action verbs that are measurable Objectives, when used, communicate where efforts of the unit will be directed Plan has approximately 3-5 outcomes/objectives 	<ul style="list-style-type: none"> Some outcomes do not clearly communicate expected student results, but instructor behaviors/learning activities Some outcomes address a limited or overly-detailed scope of knowledge, skills/abilities, and attitudes Some outcomes/objectives do not use action verbs that are measurable Some objectives, when used, communicate where efforts of the unit will be directed. Plan has approximately 3-5 outcomes/objectives 	<ul style="list-style-type: none"> Most outcomes do not clearly communicate expected student results, but instructor behaviors/learning activities Most outcomes address a limited or overly-detailed scope of knowledge, skills/abilities, and attitudes Few outcomes/objectives use concrete, action verbs that are measurable Few to no objectives, when used, communicate where efforts of the unit will be directed. Plan has less than three (3) outcomes/objectives, or more than ten (10) without a justifiable reason
Measures _____	<ul style="list-style-type: none"> Measures are aligned appropriately with outcomes/objectives (at least one measure per outcome/objective) Are indicative of learning at the program level A concise and well-written description of each measure is provided Include a combination of direct and indirect measures 	<ul style="list-style-type: none"> Some measures are not aligned appropriately with outcomes/objectives (at least one measure per outcome) Some measures are not indicative of learning at the program level A concise and well-written description for <u>most</u> measures is provided Include mostly direct indicators of student learning 	<ul style="list-style-type: none"> Most measures are not aligned appropriately with outcomes/objectives (at least one measure per outcome) Most measures are not indicative of learning at the program level Few, if any, descriptions of measures are provided Include mostly indirect measures of student learning

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Targets 	<input type="radio"/> All targets describe specific criteria for success and appear to be appropriately challenging and attainable in the given timeframe <input type="radio"/> Each measure has a related target <input type="radio"/> Based on findings, targets are marked appropriately as <i>Met</i> , <i>Partially Met</i> , <i>Not Met</i> , or <i>Not Reported This Period</i>	<input type="radio"/> All targets describe criteria for success. <u>Some</u> appear to be minimally challenging or unattainable in the given timeframe <input type="radio"/> Each measure has a related target <input type="radio"/> Based on findings, targets are marked appropriately as <i>Met</i> , <i>Partially Met</i> , <i>Not Met</i> , or <i>Not Reported This Period</i>	<input type="radio"/> Most targets describe vague or unclear criteria for success <input type="radio"/> Targets are not provided for some measures <input type="radio"/> Based on findings, targets are not marked appropriately as <i>Met</i> , <i>Partially Met</i> , <i>Not Met</i> , or <i>Not Reported This Period</i>
Findings 	<input type="radio"/> All findings describe outcomes/objectives in terms of the stated achievement targets and provide specific information about the results <input type="radio"/> Findings include objective comments	<input type="radio"/> Most findings describe outcomes/objectives in terms of the stated achievement targets and provide specific information about the results <input type="radio"/> Findings are largely objective but may contain some subjective comments	<input type="radio"/> Few findings describe outcomes/objectives in terms of the stated achievement targets <input type="radio"/> Findings include mostly subjective comments
Action Plan 	<input type="radio"/> Provides a detailed description of the program's planned actions for each target marked as <i>Partially Met</i> or <i>Not Met</i> <input type="radio"/> Additional information is provided about what the program will do to make general improvements over the next year	<input type="radio"/> Provides a description of the program's planned actions for each target marked as <i>Partially Met</i> or <i>Not Met</i> , but <u>some</u> details are missing <input type="radio"/> Additional information is provided about what the program will do to make general improvements over the next year	<input type="radio"/> Provides a vague description of the program's planned actions for each target marked as <i>Partially Met</i> or <i>Not Met</i> <input type="radio"/> No additional information is provided about what the unit will do to make general improvements over the next year
Attachments 	<input type="radio"/> Appropriate supporting documents are provided in the continuous improvement plan <input type="radio"/> Files are saved with distinctive and descriptive names	<input type="radio"/> Some supporting documents have been provided in the continuous improvement plan <input type="radio"/> Some files are saved with distinctive and descriptive names	<input type="radio"/> Few to no supporting documents have been provided in the continuous improvement plan <input type="radio"/> Most files are not saved with distinctive and descriptive names

COMMENTS

REVIEWER USE ONLY

Total Points: _____

_____ Excellent (23-27 pts)

_____ Acceptable (14-22 pts)

_____ Developing (9-13 pts)

_____ Not Acceptable (0-8 pts)