

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(Note: A "0" should be assigned to any plan element which is blank or outdated.)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
<b>Program Mission</b> _____	<ul style="list-style-type: none"> <li><input type="radio"/> Clearly communicates the program's overall purpose</li> <li><input type="radio"/> Mission statement is distinguished from similar programs</li> <li><input type="radio"/> Clearly supports the TTUHSC mission</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Communicates the program's overall purpose, <u>but</u></li> <li><input type="radio"/> Mission statement is not distinguished from similar programs</li> <li><input type="radio"/> Does not clearly support the TTUHSC mission</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Does not communicate the program's overall purpose</li> <li><input type="radio"/> Mission statement is not distinguished from similar programs</li> <li><input type="radio"/> Does not clearly support the TTUHSC mission</li> </ul>
<b>Progress on Planned Improvements</b> _____	<ul style="list-style-type: none"> <li><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</li> <li><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</li> <li><input type="radio"/> Additional information is provided about the program's successes or improvements from previous year</li> </ul>	<ul style="list-style-type: none"> <li><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</li> <li><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</li> <li><input type="radio"/> Information may be missing about the program's successes or improvements from previous year</li> </ul>	<ul style="list-style-type: none"> <li><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</li> <li><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</li> <li><input type="radio"/> Information may be missing about the program's successes or improvements from previous year</li> </ul>
<b>TTUHSC Goals &amp; Supported Initiatives</b> _____	<ul style="list-style-type: none"> <li><input type="radio"/> Appropriate TTUHSC goals are used</li> <li><input type="radio"/> All TTUHSC goals align with respective outcomes/objectives</li> <li><input type="radio"/> All supported initiatives are appropriately aligned with TTUHSC goals</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Appropriate TTUHSC goals are used</li> <li><input type="radio"/> Some TTUHSC goals align with respective outcomes/objectives</li> <li><input type="radio"/> Some supported initiatives are appropriately aligned with TTUHSC goals</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Inappropriate TTUHSC goals are used</li> <li><input type="radio"/> Few TTUHSC goals align with respective outcomes/objectives</li> <li><input type="radio"/> Few supported initiatives are appropriately aligned with TTUHSC goals</li> </ul>
<b>Student Learning Outcomes/ Process Objectives</b> _____	<ul style="list-style-type: none"> <li><input type="radio"/> All outcomes clearly communicate expected student results, not instructor behaviors/learning activities</li> <li><input type="radio"/> All outcomes reflect an appropriate scope of knowledge, skills/abilities, and attitudes at the program level, not course level</li> <li><input type="radio"/> All objectives, if used, communicate where efforts of the unit will be directed</li> <li><input type="radio"/> All outcomes/objective use concrete, action verbs that are measurable</li> <li><input type="radio"/> All outcomes/objectives are not bundled and are distinctive of each other</li> <li><input type="radio"/> All outcomes/objectives avoid directionality and quantifiable targets</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Some outcomes do not clearly communicate expected student results, but instructor behaviors/learning activities</li> <li><input type="radio"/> Some outcomes address a limited or overly detailed scope of knowledge, skills/abilities, and attitudes</li> <li><input type="radio"/> Some outcomes/objectives do not use action verbs that are measurable</li> <li><input type="radio"/> Some objectives, if used, communicate where efforts of the unit will be directed.</li> <li><input type="radio"/> Some outcomes/objectives are bundled and/or are not distinctive of each other</li> <li><input type="radio"/> Some outcomes/objectives use directionality and/or quantifiable targets</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Most outcomes do not clearly communicate expected student results, but instructor behaviors/learning activities</li> <li><input type="radio"/> Most outcomes address a limited or overly detailed scope of knowledge, skills/abilities, and attitudes</li> <li><input type="radio"/> Most outcomes/objectives lack concrete, action verbs that are measurable</li> <li><input type="radio"/> Most objectives, if used, do not communicate where efforts of the unit will be directed.</li> <li><input type="radio"/> Most outcomes/objectives have been bundled and are not distinctive of each other</li> <li><input type="radio"/> Most outcomes/objectives have directionality and quantifiable targets</li> </ul>
<b>Measures</b> _____	<ul style="list-style-type: none"> <li><input type="radio"/> All measures are aligned appropriately with outcomes/objectives</li> <li><input type="radio"/> There is at least one measure per outcome/objective</li> <li><input type="radio"/> Are indicative of learning at the program level</li> <li><input type="radio"/> A concise and well-written description of each measure is provided</li> <li><input type="radio"/> A balanced variety of direct and indirect measures are used</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Some measures are not aligned appropriately with outcomes/objectives</li> <li><input type="radio"/> There is at least one measure per outcome/objective</li> <li><input type="radio"/> Some measures are not indicative of learning at the program level</li> <li><input type="radio"/> Descriptions of measures are provided <u>but</u>, may be limited, confusing, or excessive</li> <li><input type="radio"/> A limited variety of measures are used</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Most measures are not aligned appropriately with outcomes/objectives</li> <li><input type="radio"/> Some outcomes/objectives are missing measures</li> <li><input type="radio"/> Most measures are not indicative of learning at the program level</li> <li><input type="radio"/> Few, if any, descriptions of measures are provided</li> <li><input type="radio"/> A limited variety of measures are used</li> </ul>

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

**COMMENTS**

**REVIEWER USE ONLY**

**Total Points:** \_\_\_\_\_

\_\_\_\_\_ Excellent (23-27 pts)

\_\_\_\_\_ Acceptable (14-22 points)

\_\_\_\_\_ Developing (9-13 points)

\_\_\_\_\_ Not Acceptable (0-8 pts)