

Form A: Educational Programs

Name of Plan: _____

Cycle Reviewed: 2016-2017

(Note: A "0" should be assigned to any plan component which is missing or outdated.)

REVIEWER USE ONLY

Total Points: _____

_____ Excellent (18-21 points)

_____ Acceptable (12-17 points)

_____ Developing (6-11 points)

_____ Not Acceptable (0-5 points)

Assessment Plan Review

PART ONE	3 = EXCELLENT	2 = ACCEPTABLE	1 = DEVELOPING
Mission Statement _____	<input type="radio"/> The mission statement communicates the program's overall purpose; distinguishes it from similar programs; supports clearly the TTUHSC mission; AND has no obvious problems with grammar/usage/mechanics.	<input type="radio"/> The mission statement communicates the program's overall purpose and distinguishes it from similar programs. It may contain <u>some</u> problems with grammar/usage/mechanics.	<input type="radio"/> The mission statement communicates the program's overall purpose using vague or discipline-specific language AND/OR may contain <u>many</u> problems with grammar/usage/mechanics.
Student Learning Outcomes (SLO's) _____	<input type="radio"/> SLO's communicate expected student results, not instructor behaviors/learning activities; reflect an appropriate scope of knowledge, skills/abilities, and attitudes at the program level, not course level; use concrete, action verbs that are measureable; AND are aligned appropriately with TTUHSC strategic plan objectives.	<input type="radio"/> SLO's communicate expected student results, not instructor behaviors/learning activities; may address a limited or overly detailed scope of knowledge, skills/abilities, and attitudes; use mostly concrete, action verbs that are measureable; AND/OR are aligned with too few/ too many TTUHSC strategic plan objectives.	<input type="radio"/> SLO's communicate limited student results and focus primarily on instructor behaviors/learning activities; may address a limited or overly detailed scope of knowledge, skills/abilities, and attitudes; use limited concrete, action verbs that are measureable; AND/OR may not be aligned with TTUHSC strategic plan objectives.
Measures _____	<input type="radio"/> Measures are aligned appropriately with SLO's (at least one measure per outcome); are indicative of learning at the program level; AND include a combination of direct and indirect indicators of student learning.	<input type="radio"/> Measures are aligned appropriately with SLO's (at least one measure per outcome); are indicative of learning at the program level; AND include mostly direct indicators of student learning.	<input type="radio"/> Some measures are not aligned appropriately with SLO's; may be indicative of learning at the course level; AND/OR may include only indirect indicators of student learning.
Achievement Targets _____	<input type="radio"/> All targets describe specific criteria for success and appear to be appropriately challenging and attainable in the given timeframe. The context for each target is provided, if relevant. Each measure has a related target.	<input type="radio"/> All targets describe specific criteria for success. Some appear to be minimally challenging or unattainable in the given timeframe. If relevant, the context for targets is incomplete. Each measure has a related target.	<input type="radio"/> A few targets describe vague or unclear criteria for success. The context is not provided for some targets, if relevant. Targets are not provided for some measures.
Part One Comments			

PART TWO		3 = EXCELLENT	2 = ACCEPTABLE	1 = DEVELOPING
Findings	<ul style="list-style-type: none">Findings describe outcomes in terms of the stated achievement targets and provide specific, yet objective, information about student performance. The context for each finding is provided, if relevant. Findings are marked appropriately as <i>Met</i>, <i>Partially Met</i>, <i>Not Met</i>, or <i>Not Reported This Cycle</i>.	<ul style="list-style-type: none">Findings describe outcomes in terms of the stated achievement targets and provide specific information about student performance. Findings are largely objective but may contain some subjective comments. If relevant, the context for findings is incomplete. They are marked appropriately as <i>Met</i>, <i>Partially Met</i>, <i>Not Met</i>, or <i>Not Reported This Cycle</i>.	<ul style="list-style-type: none">Findings do not describe outcomes in terms of the stated achievement targets. The context is not provided for some findings, if relevant. Findings are not marked appropriately as <i>Met</i>, <i>Partially Met</i>, <i>Not Met</i>, or <i>Not Reported This Cycle</i>.	
Analysis	<ul style="list-style-type: none">Responses describe strategies that were implemented to improve previous year's findings marked as <i>Partially Met</i> or <i>Not Met</i>. Responses describe proposed continuous improvement strategies for current year's findings. Additional information is provided about the program's achievements. Overall, responses are thoughtful and well-written.	<ul style="list-style-type: none">Responses describe strategies that were implemented to improve previous year's findings marked as <i>Partially Met</i> or <i>Not Met</i>. Responses describe proposed continuous improvement strategies for current year's findings. Additional information is provided about the program's achievements. Overall, responses are thoughtful but may contain <u>some</u> problems with grammar/usage/mechanics.	<ul style="list-style-type: none">Responses describe strategies that were implemented to improve some of the previous year's findings marked as <i>Partially Met</i> or <i>Not Met</i>. Responses describe proposed continuous improvement strategies for some of the current year's findings. Minimal information is provided about the program's achievements. Overall, responses lack substance and may contain <u>many</u> problems with grammar/usage/mechanics.	
Documentation	<ul style="list-style-type: none">Appropriate supporting documents are provided throughout the assessment plan.	<ul style="list-style-type: none">Some supporting documents have been provided.	<ul style="list-style-type: none">Few supporting documents have been provided.	
Part Two Comments				