

Form A: Educational Programs

Name of Plan:

Cycle Reviewed: 2024-2025

(Note: A "0" should be assigned to any plan element which is blank or outdated.)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	Clearly communicates the program's overall purpose Mission statement is distinguished from similar programs Clearly supports the TTUHSC mission	Communicates the program's overall purpose, <u>but</u> Mission statement is not distinguished from similar programs Does not clearly support the TTUHSC mission	Does not communicate the program's overall purpose Mission statement is not distinguished from similar programs Does not clearly support the TTUHSC mission
Progress on Planned Improvements	Addresses all targets from the previous year that were marked as <i>Partially Met</i> or <i>Not Met</i> 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> Additional information is provided about the program's successes or improvements from previous year	Addresses some targets from the previous year that were marked as <i>Partially Met</i> or <i>Not Met</i> 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> , <u>but</u> lacks clarity Information may be missing about the program's successes or improvements from previous year	Addresses few targets 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 on targets from the previous year that were marked as <i>Partially Met</i> or <i>Not Met</i> based on findings Information may be missing about the program's successes or improvements from previous year
TTUHSC Goal(s)	TTUHSC goal(s) and its coordinating objective are used All TTUHSC goal(s) and the coordinating objective align with the respective student learning outcomes	TTUHSC goal(s) and its coordinating objective are used, but missing information Some TTUHSC goal(s) and objective align with respective student learning outcomes	Inappropriate TTUHSC goal(s) and objective are used Few TTUHSC goal(s) and objective align with respective student learning outcomes
Student Learning Outcomes/	All outcomes clearly communicate expected student results, not instructor behaviors/learning activities All outcomes reflect an appropriate scope of knowledge, skills/abilities, and attitudes at the program level, not course level All outcomes use concrete, action verbs that are measurable All outcomes are not bundled and are distinctive of each other All outcomes avoid directionality and quantifiable targets	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 outcomes/objectives are bundled and/or are not distinctive of each other Some outcomes/objectives use directionality and/or quantifiable targets	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 Most outcomes/objectives lack concrete, action verbs that are measurable Most outcomes/objectives have been bundled and are not distinctive of each other Most outcomes/objectives have directionality and quantifiable targets
Measures	All measures are aligned appropriately with outcomes There is at least one measure per outcome/objective All measures are indicative of learning at the program level A concise and well-written description of each measure is provided A balanced variety of direct and indirect measures are used (e.g. at least one direct measure per outcome)	Some measures are not aligned appropriately with outcomes There is at least one measure per outcome/objective Some measures are not indicative of learning at the program level Descriptions of measures are provided <u>but</u> , may be limited, confusing, or excessive A limited variety of measures are used	Most measures are not aligned appropriately with outcomes Some outcomes/objectives are missing measures Measures are not indicative of learning at the program level Few, if any, descriptions of measures are provided A limited variety of measures are used



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Targets	All targets describe specific criteria for success and appear to be appropriately challenging and attainable in the given time frame Each measure has a related target Each Target's Status is appropriately marked based on findings	All targets describe criteria for success, <u>but</u> some appear to be minimally challenging or unattainable in the given time frame Some measures do not have a related target Some Targets' Status are appropriately marked based on findings	Many targets use vague or unclear criteria for success Most measures do not have a related target Most Targets' Status are not marked based on findings
Findings	All findings describe results in terms of the stated achievement targets and student learning outcome All findings are written in a clear and meaningful way so that all interested parties can understand (All findings include additional details or context to fully explain result interpretation, along with description of specific strengths or weaknesses related to student learning)	Most findings describe outcomes in terms of the stated achievement targets and student learning outcome Most findings are written in a clear and meaningful way so that all interested parties can understand (Some findings include additional details or context to fully explain result interpretation, along with description of specific strengths/weaknesses related to student learning)	Few findings describe outcomes in terms of the stated achievement targets or student learning outcomes Findings are difficult to understand (Findings include limited details or context to fully explain result interpretation, along with little to no description of specific strengths or weaknesses related to student learning)
Action Plan	Provides a detailed description of the planned actions for each target marked as <i>Partially Met</i> or <i>Not Met</i> OR 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.	Provides a description of the unit's planned actions for each target marked as <i>Partially Met</i> or <i>Not Met</i> , but details are missing	Provides a vague description of the planned actions for each target marked as <i>Partially Met</i> or <i>Not Met</i>
Attachments	Relevant supporting documents are attached in the continuous improvement plan All supporting documents are saved with distinct and descriptive names All supporting documents are referenced in Plan	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 Some supporting documents are referenced in Plan	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 No supporting documents are referenced in Plan
COMMENTS			
<div> REVIEWER USE ONLY Total Points: _____ Excellent (23-27 pts) Acceptable (14-22 points) Developing (9-13 points) Not Acceptable (0-8 pts) </div>			