

**Program Assessment Review for 2015-16 Cycle
(ACADEMIC PROGRAMS)**

Component	Key characteristics on which the component will be assessed	Issues automatically resulting in a <i>RED</i>	Issues preventing the component from getting a <i>GREEN</i>
MISSION	<ul style="list-style-type: none"> • Clear and concise • Identifies the degree level and what the student should be able to accomplish once completing the program • Acknowledges larger impact of the program 	<ul style="list-style-type: none"> • No mission statement 	
OUTCOMES	<ul style="list-style-type: none"> • Majority are <i>learning</i> outcomes (rather than program outcomes) • Minimum of 3 learning outcomes • Emphasis on what students should know or be able to do • Measurable • Mapped to the university-level outcomes • Outcome is placed in the context of the discipline 	<ul style="list-style-type: none"> • If fewer than 3 learning outcomes • If not focused on what students should know or be able to do • If the outcomes are not measurable 	<ul style="list-style-type: none"> • If the majority are not learning outcomes • If they are not mapped to the university-level outcomes
MEASURES	<ul style="list-style-type: none"> • All outcomes have at least one measure • Data collection methods evident (e.g., source of data, how the data will be evaluated) • Measures are consistent with the outcome • Supporting docs (e.g., scoring rubrics, survey, paper prompt) are provided • There is at least one direct measure of learning • There are multiple measures for one or more of the outcomes • There is a mixture of direct and indirect measures for the outcomes 	<ul style="list-style-type: none"> • If there is an outcome that does not have a measure identified • If there are no direct measures of learning 	<ul style="list-style-type: none"> • If data collection methods are not included/not clear • If the measures are not supplemented by supporting documents (if applicable) • If the measures do not reflect good assessment methodology

Component	Key characteristics on which the component will be assessed	Issues automatically resulting in a <i>RED</i>	Issues preventing the component from getting a <i>GREEN</i>
TARGETS	<ul style="list-style-type: none"> • Each outcome/measure relationship has a target • Target language is consistent with the language in the measure • Targets are specific and measurable with respect to the linked measure • Targets are justified, that is, based on benchmarks, previous results, national standards, etc. (<i>note: if the measure is new, it is acceptable to provide the process for determining the initial target then noting the target will be updated once benchmark data are available</i>) 		<ul style="list-style-type: none"> • If any outcome/measure relationships do not have a target • If none of the targets are justified
FINDINGS	<ul style="list-style-type: none"> • Findings are included for all defined targets (Note: “not reported in this cycle” indicated is acceptable) • Findings are consistent with the targets • Target status indicators (met, partially met, not met) are used appropriately • Findings include information about the significance of the results (e.g., comparison with past findings, contextual information possibly explaining the results) 	<ul style="list-style-type: none"> • If findings are not reported for all targets (or “not reported in this cycle” was not indicated) • If findings are inconsistent with the targets 	<ul style="list-style-type: none"> • If status indicators are not used appropriately • If there is minimal or no discussion of the significance or context of the findings

Component	Key characteristics on which the component will be assessed	Issues automatically resulting in a <i>RED</i>	Issues preventing the component from getting a <i>GREEN</i>
ACTION PLAN¹	<ul style="list-style-type: none"> • At least one new Action Plan is provided based on the reported findings • Action Plan is explicitly linked to reported findings • Action Plan is designed to improve the identified outcomes • Detailed actions are presented (e.g., responsible party, next steps, completion date) 	<ul style="list-style-type: none"> • No new Action Plan is provided • If the Action Plan does not provide an explicit connection to the findings • If the Action Plan is not designed to improve identified outcomes • If the Action Plan focuses solely on revising the assessment process • Action Plan is to continue existing practices • Action Plan identifies pending meetings or discussions as the only action 	<ul style="list-style-type: none"> • Action Plan presents multiple options but does not commit to specific actions • Action Plan relies on encouragement (e.g., encouraging faculty to reconsider their course content)
ANALYSIS Q1	<ul style="list-style-type: none"> • Is a response provided • Response addresses specific findings used to guide program improvements • Response focuses on specific actions being taken for program improvement • Response includes a description of the process of identifying potential courses of action for program improvement 	<ul style="list-style-type: none"> • No response is provided • Response does not address specific findings used to guide program improvements • No actions are included • Response does not address the question 	

¹ In the case of multiple Action Plans, the plan considered to be the strongest will be rated with general feedback provided on the other plans

Component	Key characteristics on which the component will be assessed	Issues automatically resulting in a <i>RED</i>	Issues preventing the component from getting a <i>GREEN</i>
ANALYSIS Q2	<ul style="list-style-type: none"> • Is a response provided • Response provides a status update of previously established Action Plans • Response discusses the impact or improvements to established outcomes based on previously established Action Plans 	<ul style="list-style-type: none"> • No response is provided • No status update is provided • Response does not address the question 	