<table>
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<th>Component</th>
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| MISSION   | - 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 | - No mission statement | |
| OUTCOMES  | - Majority are learning 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 | - If fewer than 3 learning outcomes  
           - If not focused on what students should know or be able to do  
           - If the outcomes are not measureable | - If the majority are not learning outcomes  
           - If they are not mapped to the university-level outcomes |
| MEASURES  | - 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 | - If there is an outcome that does not have a measure identified  
           - If there are no direct measures of learning | - 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 |
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<td>TARGETS</td>
<td>• Each outcome/measure relationship has a target</td>
<td></td>
<td>• If any outcome/measure relationships do not have a target</td>
</tr>
<tr>
<td></td>
<td>• Target language is consistent with the language in the measure</td>
<td></td>
<td>• If none of the targets are justified</td>
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<tr>
<td></td>
<td>• Targets are specific and measurable with respect to the linked measure</td>
<td></td>
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<tr>
<td></td>
<td>• Targets are justified, that is, based on benchmarks, previous results, national standards, etc. (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)</td>
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<td></td>
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<tr>
<td>FINDINGS</td>
<td>• Findings are included for all defined targets (Note: “not reported in this cycle” indicated is acceptable)</td>
<td>• If findings are not reported for all targets (or “not reported in this cycle” was not indicated)</td>
<td>• If status indicators are not used appropriately</td>
</tr>
<tr>
<td></td>
<td>• Findings are consistent with the targets</td>
<td>• If findings are inconsistent with the targets</td>
<td>• If there is minimal or no discussion of the significance or context of the findings</td>
</tr>
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<td>• Target status indicators (met, partially met, not met) are used appropriately</td>
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<tr>
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<td>• Findings include information about the significance of the results (e.g., comparison with past findings, contextual information possibly explaining the results)</td>
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| ACTION PLAN¹    | • 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) | • 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 | • 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     | • 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 | • 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
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| ANALYSIS Q2 | • 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 | • No response is provided  
• No status update is provided  
• Response does not address the question | |