Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Academic Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **I. Mission**  *Overall purpose of the program* | | |
| Emerging | Developing | Established/ Refining |
| * Vague statement of intent of program * Fails to show alignment with college mission and goals * Does not identify stakeholders * Too general to distinguish program or too specific in describing program mission * Provides inadequate guidance for planning and operation | * General statement of program’s purpose * Connection to college mission * Provides some guidance for planning and operation | * Clear, concise, and comprehensive * Aligned and consistent with college mission * Provides guidance for planning and operation * Aligned with relevant professional organizations and accreditation bodies, if applicable |
| Comments: | | |

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| **II. Objectives**  *Accomplishments of graduates* | | |
| Emerging | Developing | Established/ Refining |
| * Some objectives describe a process rather than an outcome * Some objectives are vague * Some objectives stated so that it would be difficult to determine if the goal is met * Fails to show alignment with program mission * Some objectives do not seem realistic * Few and extremely broad or numerous and very specific | * All but one or two goals are clear and measurable * Aligned with program mission | * Clear and measurable * Clear connection to program mission * Meaningful and achievable * Associations to professional standards are identified, if applicable |
| Comments: | | |

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| **III. Student Learning Outcomes**  *Statements that describe the desired knowledge, skills, and dispositions students will gain upon completion of the program* | | |
| Emerging | Developing | Established/ Refining |
| * Some do not use action verbs * Some cannot be easily assessed * Some are not student focused * Few and extremely broad or numerous and very specific | * All but one or two are clear and measurable * All but one or two use action verbs that can be mapped to levels on Bloom’s Taxonomy * Aligned with program mission | * Clear, concise, observable, and measurable * All use action verbs that can be mapped to higher levels on Bloom’s Taxonomy * Highlights learning that is anticipated to result by the end of the program * Aligned with program mission * Aligned with professional organizations, if applicable |
| Comments: | | |

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| **IV. Data Sources**  *Sources used to assess student learning outcomes* | | |
| Emerging | Developing | Established/ Refining |
| * Not all learning outcomes have associated measures * Assessment tools have not been developed and/or implemented * Assessment tools are described in vague terms * Few or no direct methods are used * Assignment grades are used as assessment method | * At least one assessment method is linked to each outcome * Both direct and indirect methods are used * Assessment tools are described in the CCAP | * Some outcomes have more than one assessment method * Specific and clear description of assessment tools * Explicit criteria for assessing students’ level of achievement of each outcome * Direct and indirect methods are used * Direct methods have more emphasis than indirect * Assessment tools reflect good methodology and current best practices (Comment on this depends on rater knowledge of discipline) |
| Comments: | | |

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| **VI. Summary of findings (for annual summary)**  *Summary of assessment results of student learning* | | |
| Emerging | Developing | Established/ Refining |
| * Incomplete or no results given * Findings do not address student learning outcomes * Reports contain student identifiable information (not acceptable for reports) | * Complete and organized * Findings address some student learning outcomes | * Complete, concise, and well organized * Findings address all student learning outcomes (all that were supposed to for that year) * Findings are strictly evidence-based and do not rely on interpretation (“just the facts”) |
| Comments: | | |

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| **V. Performance Criteria**  *Defined student achievement threshold(s)* | | |
| Emerging | Developing | Established/ Refining |
| * Thresholds are not clearly defined * Specific definitions are not provided * Method for determining achievement (e.g. rubric) is not clear * If grades are used, there is no clear explanation * Threshold is not measurable based on data sources | * Thresholds are defined but necessary information is not included (e.g. copy of rubric, accreditation requirements) * If assignment grades are to be used, grading rubric (and possible accreditation standards) need to be included * Appropriate levels of achievement are not defined | * Accrediting body requirements, if any, are clear and included * Appropriate threshold levels are determined and are supported by necessary documents (e.g. rubrics) * More than one data source is used to determine if threshold is met * Assignment grades, if used, are clearly mapped to student learning outcomes * All threshold are easily measurable and ready for data collection * There is a clear link between the performance criteria and the data source |
| Comments: | | |