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
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| Comments: |