

Academic Program Assessment Plan Development Criteria

Criteria	Revision Recommended	Good Quality	High Quality
Program Director Name	No Program Director provided.	Name of Program Director provided.	Name of current Program Director provided.
Student Learning Outcomes	Not articulated or plan contains a section for program student learning outcomes that broadly indicates what successful students will be able to do by the end of the program. Outcomes are not observable or measurable, clearly related to one another, or in alignment with measures.	Plan contains program student learning outcomes expressed as specific actions/skills and indicates what is expected of students in observable and measurable terms. Outcomes are implicitly related to one another and are in alignment with assignments.	Plan contains program student learning outcomes expressed as specific actions/skills (Bloom's Taxonomy) and indicates what is expected of students in observable and measurable terms. Outcomes are clearly connected to one another, and are clearly related to institutional student learning outcomes.
Measures	<p>Data collection methods, metrics, and sources are not appropriate.</p> <p>No clear connection between stated program outcomes and assessment measures.</p> <p>Measure of student learning is not defined as either direct or indirect, or the measure of student learning is incorrectly identified as either direct or indirect.</p> <p>Frequency of data collection and review is not provided.</p> <p>Person(s) responsible for reviewing data is not provided or person(s) are listed by individual's name.</p>	<p>Data collection methods, metrics, and sources are appropriate.</p> <p>The connections between assessment measures and stated program outcomes are apparent.</p> <p>Measure of student learning is correctly identified as either direct or indirect.</p> <p>Frequency of data collection and review is provided.</p> <p>Person(s) responsible for reviewing data is provided by title, not individual name.</p>	<p>Data collection methods, metrics, and sources are appropriate.</p> <p>All assessment measures are linked with specific program outcomes and are likely to provide sufficient evidence to adequately assess each outcome.</p> <p>Measure of student learning is correctly identified as either direct or indirect.</p> <p>Frequency of data collection and review is provided.</p> <p>Person(s) responsible for reviewing data is provided by title, not individual name.</p>
Examples	<p>No examples provided, or the examples do not link back to the measures listed in the table.</p> <p>Examples list specific results.</p>	<p>Examples link back to the measures listed in the table.</p> <p>Examples are written in general terms and do not list specific results.</p>	<p>Examples link back to the measures listed in the table.</p> <p>Examples are written in general terms and do not list specific results.</p> <p>Examples are provided for all Student Learning outcomes.</p>
Format	<p>Difficult to follow, errors in spelling or grammar.</p> <p>No intentional flow or organizational structure is evident in the overall document. Little time, care, effort, and thought reflected in information shared.</p>	<p>Reads as a coherent document, proper spelling and grammar.</p> <p>Intentional flow and organizational structure is evident in the overall document. Information shared reflects some time, care, effort, and thought.</p>	<p>Reads as a coherent document, proper spelling and grammar.</p> <p>An obvious intentional flow and organizational structure is evident in the overall document. Information shared reflects appropriate time, care, effort, and thought.</p>