

Academic Program Assessment Report 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 report 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 may not be observable or measurable, clearly related to one another, or in alignment with measures.	Report 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.	Report 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 applicable student learning outcomes and assessment measures.</p> <p>Report does not include at least one direct measure of student learning.</p> <p>No process articulated to describe how the assessment data was examined and lead to action by the program.</p>	<p>Data collection methods, metrics, and sources are appropriate.</p> <p>The connections between assessment measures and applicable outcomes are apparent.</p> <p>Report includes at least one direct measure of student learning.</p> <p>For each example, the process is described as to how the assessment data was examined and lead to action by the program.</p>	<p>Data collection methods, metrics, and sources are appropriate.</p> <p>The connections between assessment measures and applicable outcomes are apparent.</p> <p>Report includes at least one direct measure of student learning.</p> <p>For each example, the process is described as to how the assessment data was examined and lead to action by the program.</p> <p>For each example, target metrics are identified and compared with current results. Where appropriate, references to previous reviews of data are compared to current results.</p> <p>Examples provided share interesting and compelling findings, and reflect a constructive review of program quality.</p>
Examples of change	<p>No examples provided, or the examples of change do not link back to the measures listed in the table.</p> <p>Examples of change are written in general terms.</p>	<p>Examples of change link back to the measures listed in the table.</p> <p>Examples of change are specifically defined.</p>	<p>Examples of change link back to the measures listed in the table.</p> <p>Examples of change are specifically defined. Data are related to a specific student learning outcome(s), and the report indicates whether or not the data show satisfactory performance.</p> <p>The report indicates the changes that will be made to improve the results/student performance, describes who is responsible for implementing the changes, and provides target deadlines for completion or additional review.</p> <p>If applicable, discussion of resources allocated to support changes are provided.</p>

<p>Reflection on Changes from the Previous Year (if applicable)</p>	<p>A summary of the changes made in response to the assessment data collected the previous year is not provided, or the examples of change do not link back to the measures listed in the table from the previous year's report.</p> <p>Examples of change are written in general terms.</p> <p>Assessment data from the previous year is not provided.</p> <p>Corresponding data from the current report cycle is not provided.</p> <p>Comments regarding the intended effect of the changes are not provided.</p>	<p>A summary of the changes made in response to the assessment data collected the previous year is provided. Examples of change link back to the measures listed in the table from the previous year's report.</p> <p>Examples of change are specifically defined.</p> <p>Assessment data from the previous year is provided.</p> <p>Corresponding data from the current report cycle is provided.</p> <p>Comments regarding the intended effect of the changes are provided.</p>	<p>A summary of the changes made in response to the assessment data collected the previous year is provided. Examples of change link back to the measures listed in the table from the previous year's report.</p> <p>Examples of change are specifically defined.</p> <p>Assessment data from the previous year is provided.</p> <p>Corresponding data from the current report cycle is provided.</p> <p>The discussion of the intended and actual effects of the changes implemented from previous year's report are insightful. Did new actions lead to better results, if not, what other actions may address the issue? Comments provide evidence of critical analysis, reflection, and effort to improve the program.</p>
<p>Assessment Process</p>	<p>No suggestions for change in the program assessment process are provided.</p>	<p>Suggestions for change in the program assessment process are provided.</p>	<p>Suggestions for change in the program assessment process are specifically defined, describe who is responsible for implementing the change(s), and provide target deadlines for completion or additional review.</p> <p>If applicable, changes from previous year's report are also addressed. Did new actions lead to a better assessment process, if not, what other actions may address the issue?</p>
<p>University Recommendations (if applicable)</p>		<p>Recommendation(s) provided is linked to assessment results presented in the report. -or- Explanation is provided of why recommendation was not included in report.</p>	<p>Recommendation(s) provided is linked to assessment results presented in the report.</p> <p>Program shares how it will benefit from additional support from the university level.</p>
<p>Format</p>	<p>Difficult to follow, errors in spelling or grammar. 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>