

Form A: Educational Programs

FOR OIPA USE ONLY	
Total Points:	_____
_____ Excellent	(18-21 points)
_____ Acceptable	(12-17 points)
_____ Developing	(6-11 points)
_____ Not Acceptable	(0-5 points)

Program: _____ Cycle Reviewed: _____

School: GGHSON GSBS PLFSOM SOAHS SOM SON SOP

Assessment Plan Review

PART ONE	3 = EXCELLENT	2 = ACCEPTABLE	1 = DEVELOPING
Mission Statement _____	<input type="radio"/> The mission statement communicates the program's overall purpose; distinguishes it from similar programs; aligns clearly with the TTUHSC mission; AND has no obvious problems with grammar/usage/mechanics.	<input type="radio"/> The mission statement communicates the program's overall purpose and distinguishes it from similar programs. It may contain <u>some</u> problems with grammar/usage/mechanics.	<input type="radio"/> The mission statement communicates the program's overall purpose using vague or discipline-specific language AND/OR may contain <u>many</u> problems with grammar/usage/mechanics.
Student Learning Outcomes (SLO's) _____	<input type="radio"/> SLO's communicate expected student results, not instructor behaviors/learning activities; reflect an appropriate scope (~5) of knowledge, skills/abilities, and attitudes at the program level, not course level; use concrete, action verbs that are measureable; AND are aligned appropriately with TTUHSC strategic priorities.	<input type="radio"/> SLO's communicate expected student results, not instructor behaviors/learning activities; may address a limited or overly detailed scope of knowledge, skills/abilities, and attitudes; use mostly concrete, action verbs that are measureable; AND/OR are aligned with too few/ too many TTUHSC strategic priorities.	<input type="radio"/> SLO's communicate limited student results and focus primarily on instructor behaviors/learning activities; may address a limited or overly detailed scope of knowledge, skills/abilities, and attitudes; use limited concrete, action verbs that are measureable; AND/OR may not be aligned with TTUHSC strategic priorities.
Measures _____	<input type="radio"/> Measures are aligned appropriately with SLO's (at least one measure per outcome); are indicative of learning at the program level; AND include a combination of direct and indirect indicators of student learning.	<input type="radio"/> Measures are aligned appropriately with SLO's (at least one measure per outcome); are indicative of learning at the program level; AND include mostly direct indicators of student learning.	<input type="radio"/> Some measures are not aligned appropriately with SLO's; may be indicative of learning at the course level; AND/OR may include only indirect indicators of student learning.
Achievement Targets _____	<input type="radio"/> All targets describe specific criteria for success and appear to be appropriately challenging and attainable in the given timeframe. Each measure has a related target.	<input type="radio"/> All targets describe specific criteria for success. Some appear to be minimally challenging or unattainable in the given timeframe. Each measure has a related target.	<input type="radio"/> A few targets describe vague or unclear criteria for success. Targets are not provided for some measures.
Part One Comments			

PART TWO		3 = EXCELLENT	2 = ACCEPTABLE	1 = DEVELOPING
Findings _____	<input type="radio"/> Findings describe outcomes in terms of the stated achievement targets and provide <u>specific</u> details about student performance. They are marked appropriately as <i>Met</i> , <i>Partially Met</i> , <i>Not Met</i> , or <i>Not Reported This Cycle</i> .	<input type="radio"/> Findings describe outcomes in terms of the stated achievement targets and provide <u>specific</u> details about student performance. They are marked appropriately as <i>Met</i> , <i>Partially Met</i> , <i>Not Met</i> , or <i>Not Reported This Cycle</i> . Findings may contain <u>some</u> problems with grammar/usage/ mechanics.	<input type="radio"/> Most findings describe outcomes in terms of the stated achievement targets. Some provide vague details about student performance and may not be marked appropriately as <i>Met</i> , <i>Partially Met</i> , <i>Not Met</i> , or <i>Not Reported This Cycle</i> . Findings may contain <u>many</u> problems with grammar/ usage/mechanics.	
Analysis _____	<input type="radio"/> Responses describe strategies that were implemented to improve previous year's findings marked as <i>Partially Met</i> or <i>Not Met</i> . Responses describe proposed continuous improvement strategies for current year's findings. Additional information is provided about the program's achievements. Overall, responses are thoughtful and well-written.	<input type="radio"/> Responses describe strategies that were implemented to improve previous year's findings marked as <i>Partially Met</i> or <i>Not Met</i> . Responses describe proposed continuous improvement strategies for current year's findings. Additional information is provided about the program's achievements. Overall, responses are thoughtful but may contain <u>some</u> problems with grammar/usage/ mechanics.	<input type="radio"/> Responses describe strategies that were implemented to improve some of the previous year's findings marked as <i>Partially Met</i> or <i>Not Met</i> . Responses describe proposed continuous improvement strategies for some of the current year's findings. Minimal information is provided about the program's achievements. Overall, responses lack substance and may contain <u>many</u> problems with grammar/usage/ mechanics.	
Documentation _____	<input type="radio"/> Appropriate supporting documents are provided throughout the assessment plan.	<input type="radio"/> Some supporting documents have been provided.	<input type="radio"/> Few supporting documents have been provided.	
Part Two Comments				

Name of Reviewer(s): Leslie Collins, J.D. Kari Dickson, Ph.D.

Date: _____/_____/_____