|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Descriptor** | **1**  **(Unacceptable)** | **2**  **(Acceptable)** | **Rating** | **Suggestions** |
| **Demographic**  **Information** | Demographic information is missing or incomplete. | All of the following information is clearly represented:   * College mission * Department mission * College name * Department name * Academic degree program name * Degree level and academic year |  |  |
| **Student Learning Outcomes (SLOs)** | SLOS are/do **NOT**:   * Clearly define what students should know, be able to do, or value/think as a result of engaging in the learning experience * Demonstrable and measurable * Expressed in terms of knowledge, skills, disposition of students   There are **NOT** 3 to 5 identified program student learning outcomes. | SLOS are/do:   * Clearly define what students should know, be able to do, or value/think as a result of engaging in the learning experience * Demonstrable and measurable * Expressed in terms of knowledge, skills, disposition of students * Written using active verbs   There are 3 to 5 identified program student learning outcomes. |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Descriptor** | **1**  **(Unacceptable)** | **2**  **(Acceptable)** | **Rating** | **Suggestions** |
| **Means of Assessment (MOA)** | Means of Assessment is **not** provided for each program student learning outcomes.  Means of assessment is **unrelated** to the identified program student learning outcome. | Means of assessment are provided for each program student learning outcome.  Means of assessment are related to the identified program student learning outcome.  Means of assessment are clear, direct student measures used to demonstrate student performance on the skill or task.  There are multiple means of assessment for each program student learning outcome that clearly describe data collection methods.  Examples of means of measurement could be student performance on: portfolios, scoring rubrics, embedded questions, standardized tests and capstone courses. |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Descriptor** | **1**  **(Unacceptable)** | **2**  **(Acceptable)** | **Rating** | **Suggestions** |
| **Criteria for Success** | Criteria for success are NOT proposed for each program student learning outcome.  Criteria for success do not capture both a percentage and number as relates to student performance on a specified task and is unrelated to the program student learning outcome.  Criteria for success is based on course grades. | Clear Criteria for success is proposed for each program student learning outcome.  Criteria for success captures both a percentage and number as relates to student performance on a specified task related to the program student learning outcome.  Criteria for success is based on a “score” indicative of student performance. |  |  |
| **Assessment Results** | Sourced data is NOT collected and provided as reference.  Data is unrelated/unlinked to the specific program student learning outcome.  Analysis of assessment results do not identify if students unmet, met, or exceeded the criteria for success for each program student learning outcome. | Sourced data is collected and provided as reference.  Assessment results are related and linked to the specific program student learning outcomes.  Analysis of assessment results clearly indicate if students did not meet, met, or exceeded the criteria for success for each program student learning outcome. |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Descriptor** | **1**  **(Unacceptable)** | **2**  **(Acceptable)** | **Rating** | **Suggestions** |
| **Use of Results to Improve Academic Degree Programs** | Usage of Results for each program student learning outcome is incomplete or missing.  Usage of Results are provided but unrelated to the specific program student learning outcome.  Usage of results do not clearly indicate that assessment data was utilized to support plans for program improvement.  Use of results do not clearly indicate specific plans for program improvement. | Usage of Results for each program student learning outcome is complete.  Usage of results are related to identified program student learning outcomes.  Usage of results clearly indicate that assessment data was utilized to support plans for improvement.  Usage of results clearly indicate there exists plans for program improvement. |  |  |

***Do completed assessment reports contain the following:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item Number** | **Descriptor** | **Yes** | **No** | **Non Applicable** |
| 1. | Major Difficulties—academic program areas should list as applicable any difficulties or challenges listed in regards to meeting the program student learning outcomes. |  |  |  |
| 2. | Summary/Conclusion—Each academic degree program should include a summary of annual performance. Be sure to include program support of the institution’s mission, vision, and goals. |  |  |  |
| 3. | Identification and inclusion of Program Student Learning Outcomes (SLOs) for the next academic year. SLOs should be clear, demonstrable, measurable, and clearly define what students think, know, or will be able to do upon graduating. |  |  |  |