

Criteria for Evaluating Program Outcomes Assessment Reports (2023-24)

Elements	Significant Revision Needed	Some Revision Needed	Effective	Exemplary	Reviewer's Comments
Student learning outcomes	Student learning outcomes are not developed.	Student learning outcomes are developed but lack specificity and/or definition to measure achievement.	Student learning outcomes are developed but lack disciplinary uniqueness. Outcomes are measurable.	Student learning outcomes are well developed and reflect the uniqueness of the program.	
Assessment methods/tools appropriate for learning outcome	Methods of assessment or procedures for implementation are not clear, or methodology is only partially explained.	Several assessment activities have been identified to assess most learning outcomes. However, methods and procedures need development or assessments are not aligned well with outcomes.	Implementation of several assessment activities (methods and procedures) are developed to assess most learning outcomes. Assessments are well aligned with outcomes.	Systematic assessment of student learning using multiple measures is implemented and reflects the uniqueness of the academic program and discipline.	
Multiple measures are identified including direct and indirect measures	Assessment uses only one type of measure (either direct measure or indirect measure). Feedback gathered from stakeholders is unclear or missing.	Both direct and indirect measures are present. However, direct measures are evident in only one format. Feedback is gathered from only one key stakeholder group (e.g., current students or alumni).	Assessment using direct measures is varied in format. Feedback is gathered from current students and at least one additional stakeholder group (e.g., alumni) using indirect measures.	Assessment data is gathered from 3 or more direct measures (e.g., exams, portfolios, student papers) and the assessment includes milestone points in the program (beginning, midpoint, and endpoint). Feedback is gathered from several key stakeholders (e.g., current students, faculty, alumni, employers of graduates, graduate schools, etc.) using indirect measures.	
Analysis of results	Little or no evidence provided of a formal analysis of assessment data.	Some evidence provided of a formal analysis of assessment data, but analysis is incomplete and/or is not performed on a routine basis.	Evidence of formal analysis of assessment results for most learning outcomes performed on a routine basis.	Evidence of formal analysis of assessment results for all learning outcomes performed on a routine basis that may include engagement with students/stakeholders.	

Use of assessment results	No use of data evident. OR Newly approved plan and not at this point yet.	Response based on using data analysis for some learning outcomes, and/or incomplete monitoring in place to measure effectiveness of changes.	Response based on using data analysis for most learning outcomes and monitoring in place to measure effectiveness of changes.	Evidence of a formal and effective feedback mechanism using data: data analysis used to improve curriculum, instruction, and/or learning. Consistent monitoring is in place to track the effectiveness of any program changes.	
Integrated Learning Assessment	Integrated learning outcome is not clearly articulated and lacks discipline focus, and/or assessment format/process is not described and/or assessment results are not reported.	Integrated learning outcome is either not clearly articulated or lacks discipline focus. Assessment format/process is not clearly described or lacks measurable learning outcomes. Assessment results are reported, but lacks follow up use of data.	Integrated learning outcome is articulated but lacks discipline focus. Assessment format/process described in general terms with lack of detail. Assessment results are reported with some follow up use of data.	Integrated learning outcome is detailed and reflects the discipline. Assessment format/process is described in detail. Assessment results are reported in detail and used to create a program response which is also described.	
Utility of assessment plan	Scope of plan is not reasonable, or strategies outlined do not provide direct evidence of student learning.	Plan provides for some direct evidence of student learning and/or some of the components are acceptable.	Plan provides for direct evidence of student learning and the scope of the plan is reasonable. All components of plan are acceptable.	Plan is appropriate in scope and timeliness. Provides detailed information to program for continual improvement. Report provides evidence that results are used for curricular reform and/or other changes.	

Reviewer's General Comments: