



DEPARTMENTAL/SCHOOL PROGRESS TOWARD ASSESSMENT OF PROGRAM – OVERALL EVALUATION

	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
Department is expected to address:			
Centrality of the program to fulfilling the mission and role of the institution	Program mission is clearly defined and is in alignment with university mission.	Program mission is clearly stated. The role of the program and relationship to the university mission is in general aligned with university mission.	Program mission is not stated or is not in alignment with university mission
Quality of the program as assessed by the strengths, productivity and qualifications of the faculty	The document clearly reflects that faculty members are fully qualified to support the program goals with productivity directly linked to program enhancement	The document reflects that the strengths, productivity and qualifications of the faculty associated with the program are sufficient to sustain the program.	Faculty productivity and quality are not evaluated as sufficient to meet the needs of the program.
Quality of the program as assessed by its curriculum and impact on students	The program assessment clearly shows both alignment and positive impact of the curriculum on student learning.	The program assessment plan is fully implemented and shows the alignment of the curriculum with student learning outcomes as they reflect the quality of student learning	The assessment plan does not align the curriculum with student learning outcomes or does not demonstrate the impact of the curriculum on student learning.
Demonstrated student need and employer demand for the program	The program clearly demonstrates importance based on employer need and student demand.	The program presents data that shows either employer demand or student need.	T
			The program does not demonstrate value to its discipline, the university and/or the community.
Evidence of feedback loop demonstrating program improvement	The program not only makes changes based on the data, but also systematically studies the effects of any changes to assure that programs are strengthened without adverse consequences. Shows significant program improvement as a result of feedback loop.	The program regularly uses data to evaluate student performance and the efficacy of its courses and programs. Changes made using assessments are documented, although results from those changes are yet to be seen.	The program makes limited or no use of data collected to evaluate the efficacy of its courses and programs.



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Departments/Schools reviewed: Total = 26*	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
Year: 2015			
Department is expected to address:			
Centrality of the program to fulfilling the mission and role of the institution	----->22	---->4	
Quality of the program as assessed by the strengths, productivity and qualifications of the faculty	----->18	----->6	
Quality of the program as assessed by its curriculum and impact on students	----->12	----->10	---->4
Demonstrated student need and employer demand for the program	----->14	----->10	-->2
Service the program provides to the discipline, the university and beyond	----->21	---->5	
Evidence of feedback loop demonstrating program improvement	----->15	----->8	--->3

*College of Education – Curriculum and Instruction; Counseling, Educational Leadership, Educational and School Psychology; Human Performance Studies; Sport Management

*College of Health Professions – Communication Sciences and Disorders; Dental Hygiene; Medical Laboratory Sciences; Nursing; Phn.(7i(0e,mF0fN(TT*0 Tc0 Tw())Tjf21i0d-.3(TT*.000. 2*F)->(TT*(fn.(7TTri)4a)4.0