

Review of Academic Assessment Plans – Status and Implementation

Elements	Undeveloped	Developing	Established	Exemplary
Program goals and intended student learning outcomes	Absence of program goals and intended student learning outcomes	Program goals are developed, but intended student learning outcomes are only partially developed	Program goals and intended student learning outcomes are developed but lack disciplinary uniqueness	Program goals and intended student learning outcomes are developed and reflect the uniqueness of the program
Systematic assessment of student learning (methodologies and capture points appropriate to the discipline)	Absence of methods of assessment, or plan for implementation	Methods of assessment, and procedures for implementation are partially developed, but lack multi-method and multi-measure approach	Implementation of several assessment activities (methods and procedures) are developed to assess most learning goals and intended outcomes	Systematic assessment of student learning using multiple qualitative and quantitative measure, and reflects the uniqueness of the academic program and discipline
Feedback from key stakeholders (indirect measures)	No evidence of collection of feedback from students, alumni, or employers at the program level	Feedback is gathered from some stakeholders on a limited basis, for limited purposes	Feedback is gathered from key stakeholders (at least current students and alumni) through a number of methods, and is disseminated for analysis at the program level	Feedback is gathered from all key stakeholders (current students, faculty, alumni, employers of graduates, graduate schools, etc.)
Use of Results/ “Closing the Loop”	No analysis/use of assessment data is evident; no action or response identified or implemented	Some evidence of a periodic review or use of assessment data for some program goals or learning outcomes; response or action identified but not implemented	Evidence of formal review process of assessment data for most program goals or outcomes; responses or actions are supported by evidence or feedback on program goals or learning outcomes	Evidence of a formal and effective feedback & improvement mechanism: program faculty are engaged in a regular assessment of data, with student learning and stakeholder feedback routinely used to improve curriculum, instruction, and/or learning