Department/Program Annual Evidence of Learning Report Feedback

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|  | 2: Excellent | 1: Good | 0: Needs Improvement | Score/Comments |
| Mission | Mission clear and broadly reflects the goals of the program |  | Mission is unclear |  |
| Curriculum Map | All courses and program objectives included. |  | Courses or objectives missing. |  |
| Alignments are rated according to depth of coverage. |  | Alignments are only indicated. |  |
| Student Learning Outcomes | Outcomes support the department/program mission | Some outcomes support the mission | Outcomes are not specific to the mission |  |
| Outcomes are written at an appropriate level. |  | Outcomes not written at an appropriate level (e.g., expectations are too low for a graduating senior) |  |
| Outcomes are measureable. | Mix of measureable and not measureable | Outcomes are not measureable. |  |
| All outcomes are concise, clearly worded and limited in scope. | Most outcomes are concise, clearly worded, limited in scope. | Most outcomes are difficult to understand, too broad, or include too many issues. |  |
| All outcomes focus on student learning |  | Some outcomes focus on administrative/program objectives. |  |
| Assessment | Each outcome is aligned with a measure of assessment. |  | Alignment spotty or missing. |  |
| At least one of the assessments is a direct measure. | Indirect only. | Anecdotal only. |  |
| Summary of Evidence | Quantitative summary of direct evidence is provided for each measurement specified. | Some summary is provided, but is more anecdotal. | Little or no summary of evidence is provided. |  |
| Analysis and interpretation | Findings are clearly articulated. | Some findings are provided. | Findings are not provided. |  |
| Academic Advising | Data is presented to summarize academic advising activities. | Evidence of academic advising activities is largely anecdotal. | Academic advising is not addressed. |  |
| Faculty | Faculty demographic information and qualifications are addressed. | Faculty demographic and qualification information is incomplete. | Faculty information is not included. |  |
| A plan for increasing the diversity of faculty is sufficiently outlined. |  | A plan for increasing the diversity of faculty is not addressed. |  |
| Teaching standards are clearly outlined. |  | Teaching standards are not addressed. |  |
| Direct evidence of effectiveness of instruction is provided for both faculty and adjunct instructors. | Evidence of effectiveness of instruction is provided but is largely anecdotal, or does not include both faculty and adjunct instructors. | Evidence of effectiveness of instruction is not included. |  |
| Process for mentoring new faculty and adjunct instructors is clearly presented. |  | Process for mentoring new faculty and adjunct instructors is not presented. |  |
| Professional development activities are adequately summarized. |  | Professional development activities are not addressed. |  |
| Support Staff | Adequacy of support staff is clearly discussed. |  | Adequacy of support staff is not addressed. |  |
| Administration | Support from administration is clearly summarized. |  | Support from administration is not discussed. |  |
| Facilities and Equipment | Adequacy of facilities and equipment is discussed. |  | Adequacy of facilities and equipment is not discussed. |  |
| Library | Library resources are adequately addressed. |  | Library resources are not addressed. |  |
| Relationship with External Communities | Relationship with external communities is clearly articulated. |  | Relationship with external communities is not mentioned. |  |
| Action Plan | An action plan is provided that clearly shows next steps to be taken to address any discovered shortcoming or concern. | Action plans are suggested, but without detail. | No action plan is indicated. |  |
| Artifacts | Artifacts selected show a range of accomplishment. It is clear where artifacts are located and how they can be accessed. | Some artifacts are provided, but do not show evidence of a range of accomplishment. | No artifacts are provided. |  |