

	Objective	Not Compliant	Partially Compliant	Compliant	Comments
Overall Narrative	The academic program / unit provides a narrative to tell the story behind the findings including any such limitations.	Limited narrative / text provided to support the findings / conclusions / recommendations and / or does not support the data.	Some narrative provided, but what is stated, does not support the findings / conclusions / recommendations.	A detailed narrative is provided and fully supports the findings, conclusions / recommendations.	
Mission Statement	The academic program / unit has a well-defined mission statement.	The academic program / unit has not developed a mission statement.	The mission statement is too broad or narrow in scope.	The academic program / unit has a clear and concise mission statement.	
	The mission statement is tied to a larger mission of the institution.	The mission statement is not related to a larger mission statement.	The mission statement is not clearly tied to a larger mission statement.	The mission statement is clearly tied to a larger mission statement.	
Off-Campus and Distance Ed	If applicable, the academic program / unit has addressed outcomes for students at off-campus sites and via distance learning	SLOs / program outcomes for distance learning and / or off-campus are not addressed.	SLOs / program outcomes for distance learning and / or off-campus may be addressed but the supporting evidence may be inconsistent or lacking.	SLOs / program outcomes for distance learning and / or off-campus are appropriately addressed with evidence / results.	
Student Learning Outcomes (SLOs)	SLOs developed by the academic program / unit are consistent with the program / unit mission.	The SLOs are not linked to the program mission statement.	The SLOs are linked to the program mission statement but the connection is not clear.	The SLOs are clearly and logically linked to the program mission statement.	
	SLOs developed by the academic program / unit are clearly defined and demonstrate a statement of achievement.	The SLOs are not expressed as statement(s) of what the student will achieve or be able to do upon program completion.	The SLOs are expressed as action statements but do not adequately reflect what the student will achieve or be able to do upon program completion.	The SLOs are clearly expressed as a statement(s) of what the student will achieve or be able to do upon program completion.	

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Student Learning Outcomes (SLOs)	SLOs developed by the academic program / unit are in measureable terms.	The narrative does not include a description of how the outcomes are connected (e.g. a mapping of SLOs to curriculum).	The narrative includes a description of how outcomes are connected but not in sequence from program to course and course to assignment.	The narrative includes a detailed description of how program outcomes are mapped to course and assignment.	
	The SLOs are appropriately linked to a coherent measurement method.	The measurement method is incoherent (e.g. using only indirect measures to satisfy the measurement process).	The measurement method does not adequately reflect the essence of the SLO (e.g. using an indirect measure or using a grade as supporting evidence)	The measurement method is adequately captured in the assignment (e.g. using a rubric or test blueprint to extract the measure out of the assignment).	
	The SLOs are represented across time in the academic program / unit (e.g. multiple measures).	Multiple measures are absent.	Multiple measures are used but limited.	Multiple measures are adequately used.	
	The SLOs are represented at differing levels of the learning hierarchy.	No evidence of differentiation of learning outcomes through the course of the program.	Some evidence of differentiation of learning outcomes through the course of the program	Adequate and exhaustive differentiation of learning outcomes through the course of the program.	
Program / Unit Outcomes	The academic program / unit makes use of process statements to relate to what the unit intends to accomplish.	No program outcomes are stated and / or measured with evidence. These outcomes are able to be distinguished from SLOs.	Program outcomes are used but not clearly distinguishable between SLOs.	Operational outcomes are clearly identified and appropriately used and measured with supporting evidence.	

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Targets	The academic program / unit has set realistic standards for student achievement by which to gauge program effectiveness.	Appropriate targets have not been developed or targets do not relate to the chosen methods.	Targets have been developed for each outcome but a rationale for the target may not be established at present.	Targets have been developed with a clear rationale.	
Results / Plans for Program Improvement	The academic program / unit has results reported out on each stated outcome.	Little or no evidence is provided for the stated outcome(s).	Evidence is provided but limited to one-year or less of evidence.	Evidence is provided for at-least several years of continuous review.	
	The academic program / unit has developed a plan of improvement based on the results.	No action plan and /or rationale is provided in light of the results.	An action plan is provided but the rationale may not clearly be supported in light of the results.	A very clear action plan and rationale is given in light of the results. The plan and rationale are student-centered.	
	The academic program / unit has addressed the status of past recommendations.	Past recommendations are not addressed.	Past recommendations are addressed but there is no supporting evidence.	Past recommendations are addressed with adequate supporting evidence.	
	The academic program / unit faculty have collectively collaborated on the findings and action plan.	No faculty awareness / involvement upon completion of the plan.	Little / limited awareness and / or involvement upon completion of the plan.	Majority of faculty are aware and involved of the results and action plan moving forward.	