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| **Aspect** | **Scoring Options** |
| **0: Absent** | **1: Needs Improvement** | **2: Meets Expectations** |
| **I. PART I - REVIEW** | A. Academic Program Review Documentation | 1. Program Description | Mission | Does not define the program’s mission | Defines the program’s mission but does not link it to the University’s mission or the Strategic Plan | Defines the program’s mission and demonstrates its relationship with the [University’s mission](https://www.salisbury.edu/discover-su/mission-values.aspx) and [Strategic Plan](https://www.salisbury.edu/administration/academic-affairs/university-analysis-reporting-and-assessment/_files/Strategic_Plan_2020_25.pdf) |
| Enrollment | No enrollment data are included | Enrollment data are provided but trends and aspirations are not described | Enrollment data are presented over the past 7 years; trends and aspirations are identified and discussed |
| Degrees | No degree data are included | Degree data are presented but trends are not discussed | Degree data are presented over the past 7 years; trends in degrees granted, time-to-completion and retention are identified and discussed |
| 2. Internal Review and Narrative | a. Summary | SWAT | Does not discuss weaknesses identified in previous APR | Weaknesses from previous APR are described, but no progress has been made toward overcoming them | Describes progress made towards overcoming weaknesses identified in previous APR |
| Progress | No narrative regarding the program’s progress during the current 7-year cycle or initiatives planned for the next 7 years | Program has discussed progress during past 7 years, but description is vague and lacks direction | Reviews previous 7 years including program strengths & weaknesses and provides a vision for next 7 years |
| b. Program Curriculum and Advising | Sequencing | Curriculum sequencing and changes made during the previous 7 years are not discussed; no future directions are presented | Curriculum sequencing and changes made during the previous 7 years have been indicated but no description of rationale has been provided | Discusses rationale for curriculum sequencing and describes changes made during previous 7 years |
| Future Direction(s) | No future directions are presented | Minor future directions for next cycle are presented | Careful consideration and description of directions for curriculum over the next cycle are described |
| c. Resources | Current staffing resources and future financial and equipment needs are not discussed | Staffing and faculty resources are discussed but no supporting data or evidence for the needs has been provided | Staffing and faculty expertise are discussed and future needs are presented using enrollment aspirations, curricular changes and/or data to lend support |
| 3. External Review Summary | No external review summary was provided | External review did not provide a comparison to professional standards and/or the consistency of the program’s mission to the University; strengths and weaknesses are vaguely identified | Professional standards used by the reviewer for the evaluation were consistent with the expectations of the University and the program; areas of strength and weakness were identified and recommendations were provided |
| B. Recommendations Action Plan | No action plans are provided for relevant recommendations | Action plans are provided for some of the recommendations and/or all components of the action plans are not indicated | For every internal & external recommendation, an action plan has been provided; the plan includes action steps, faculty/staff assignments and a timeline for addressing recommendations |

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| **II. PART II – STUDENT LEARNING ASSESSMENT** | A. Student Learning Outcomes  | Student learning outcomes | No student-centeredlearning outcomes at the program level | Have outcomes, however it is not clear that they are student-learning centered or are not clearly measurable | Student-centered learning outcomes present and clearly measurable and specific |
| Alignment with University General Education Student Learning Goals (Required for UNDERGRADUATE programs ONLY) | No program-level outcomes linked to the Student Learning Goals | An attempt to link some of the program-level outcomes to the Student Learning Goals has been made, however the linkages are unclear or vague and the relative importance has not been identified for all outcomes | All program-level outcomes have been clearly linked to the Student Learning Goals and the relative importance has been identified |
| Courses/learning experiences are mapped to outcomes | No courses/learning experiences are linked to outcomes | Some outcomes have courses/learning experiences linked to them | All outcomes have courses/learning experiences clearly linked to them |
| B. Assessment Methods, Results, Dissemination, and Use | Systematic method for evaluation of achievement of outcomes | No assessment plan | Uses only survey or indirect methods; or assessment is not linked to outcomes; not all outcomes have identified method for evaluation | All outcomes are assessed using direct measures; assessment is clearly linked to outcomes |
| Results of program assessment | No results presented | List results for some but not ALL outcomes, and/or no interpretation of results, and/or only 1 year of data | Results from last seven years listed, data collected for ALL outcomes and all results are clearly interpreted |
| Dissemination of results | No plan of communication | Information provided to limited number of faculty or plan is unclear | Information provided to all faculty and others such as advisory committees, conferences, and other stakeholders (e.g., students, alumni) |
| Use of results | No plan for improvement | No specifics listed for improvement; or improvements focus on assessment and not program; or change not focused on student learning or development; or linkage to results is unclear | Provided specifics for improvement; changes are program (not assessment) focused; multiple methods of improvement utilized and linked to results |
| C. Assessment Action Plan | No assessment action plan is provided | Assessment action plan is provided but some of the components of the action plan are not indicated | An assessment action plan has been provided; the plan includes action steps, faculty/staff assignments and a timeline for building a comprehensive assessment plan |