

OBJECTIVES, MEASURES, AND RESULTS

Instructions: Identify the Objective and corresponding Measure and Result in Column 1. Indicate Yes, No, or Needs Improvement for each of the criterion listed.

Objective/ Measure	Objectives				Measures			
	Objectives/measures are education-focused and stated in student-centered terms.	Objectives/measures are stated with clarity and specificity using precise verbs.	Rich description of the content, skill, or attitudinal domain.	Specification of who is assessed.	Objectives have classes and/or activities linked to them.	The criterion (desired result) or is specified for objectives.	Objectives assessed using at least one direct measure.	Detail is provided about how objectives relate to measures.
<i>Objective 1:</i>								
<i>Measure 1a:</i>								
	Results are detailed and clearly presented.	Results directly relate to objectives and the criterion (desired result) for objectives.	Previous results are compared to the current year's results.	Multiple faculty interpreted results (not just one person).	Interpretation is aligned with the given objectives, desired results of objectives, and methodology.	Interpretation includes how classes, activities, or other factors might have affected results.	Report discusses how information was provided to faculty.	Report discusses how information was shared with other stakeholders.
<i>Result 1a:</i>								

Reminder: The evaluation of MEANINGFUL CHANGE (use of results) is recorded on the program's overall review form.

OBJECTIVES AND MEASURES

Program-level learning objectives describe what students will know, value, and be able to do upon graduation. Objectives should be education-focused and stated in student-centered terms.

Measures are mechanisms for evaluating student learning for progress on objectives; measures and objectives should have clear and direct relationships. There should be at least one direct measure for each objective.

Instructions: Based on the single-objective review or objectives and measures, provide an overall evaluation below using the checklist. In addition, provide an overall score for Objectives and Measures.

Objectives/measures are education-focused and stated in student-centered terms.

Yes No Needs Improvement

Objectives/measures are stated with clarity and specificity using precise verbs.

Yes No Needs Improvement

Rich description of the content, skill, or attitudinal domain.

Yes No Needs Improvement

Specification of who is assessed.

Yes No Needs Improvement

Objectives have classes and/or activities linked to them.

Yes No Needs Improvement

The criterion (desired result) is specified for objectives.

Yes No Needs Improvement

Objectives assessed using at least one direct measure.

Yes No Needs Improvement

Detail is provided about how objectives relate to measures.

Yes No Needs Improvement

OBJECTIVES (X/3) _____

MEASURES (X/3) _____

RESULTS/INTERPRETATION

Results are outcomes of the measures that indicate how well students are achieving program-level learning objectives. Results should be clearly stated and relate to objectives and measures. Interpretation of results should align with objectives.

Results

Results are detailed and clearly presented.

Yes No Needs Improvement

Results directly relate to objectives and the criterion (desired results) for objectives.

Yes No Needs Improvement

Previous results are compared to the current year's results.

Yes No Needs Improvement

Interpretation and Reflection

Multiple faculty interpreted results (not just one person).

Yes No Needs Improvement

Interpretation is articulated and aligns with the given objectives, desired results of objectives, and methodology.

Yes No Needs Improvement

Interpretation includes how classes, activities, or other factors might have affected results.

Yes No Needs Improvement

Report discusses how information was provided to faculty.

Yes No Needs Improvement

Report discusses how information was shared with other stakeholders, such as:

- Students
- Advisory committees
- Alums
- Conference attendees
- Websites
- Other

Yes No Needs Improvement

RESULTS/INTERPRETATION (X/3) _____

MEANINGFUL CHANGE

Meaningful change, sometimes thought of as use of results or closing the loop, describes the process of identifying factors that affect student learning and taking action to improve student learning.

Examples of modifications (or plans to modify) to improve student learning is documented and directly related to findings of assessment.

Yes No Needs Improvement

Evidence of revisions for improvement or maintenance of assessment process.

Yes No Needs Improvement

MEANINGFUL CHANGE (X/3) _____