<table>
<thead>
<tr>
<th>Components/Levels</th>
<th>ABSENT</th>
<th>NEEDS IMPROVEMENT</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
</tr>
</thead>
</table>
| **Program Mission** | • Program mission is missing.  
  Or  
  • Program mission does not exhibit clear alignment with the mission of the college and the university. | • Program mission is unclear.  
  Or  
  • Program mission does not exhibit clear alignment with the mission of the college and the university. | • Program mission is clearly stated by defining the purpose of the program and includes general values and guiding principles.  
  And  
  • Program mission is aligned with the mission of the college and the university. | • Program mission is clearly stated by defining the purpose of the program and includes general values, guiding principles, and functional activities related to student learning.  
  And  
  • Program mission is aligned with the mission of the college and the university. |
| **Student Learning Outcomes (SLOs)** | • SLOs are missing.  
  Or  
  • Majority of outcomes present are operational and not focused on learning (i.e. course completion, event attendance, graduation rates, publication counts).  
  Or  
  • Less than 3 SLOs are provided.  
  Or  
  • SLOs are not written in a measurable way. | • Some or all SLOs are not aligned to program mission.  
  Or  
  • Majority of SLOs present are operational and not focused on learning (i.e. course completion, event attendance, graduation rates, publication counts).  
  Or  
  • Less than 3 SLOs are provided.  
  Or  
  • SLOs are not written in a measurable way. | • All SLOs are aligned to program mission.  
  And  
  • At least 3 SLOs are present.  
  And  
  • Majority of SLOs present are measurable. (i.e. action verbs are used to indicate specific behavior, skills, abilities). | • All SLOs are aligned to program mission and curriculum (i.e. curriculum/artifact map is uploaded).  
  And  
  • At least 3 SLOs are present.  
  And  
  • All SLOs are written in a specific, measurable, attainable but aggressive, results-oriented, and time-bound (SMART). |
| **Assessment Plan (Three-Year Cycle)** | • Assessment Plan is not provided.  
  Or  
  • Assessment Plan does not clearly indicate in what years each outcome will be assessed.  
  Or  
  • Cycle is present, however all SLOs are not assessed within three years.  
  Or  
  • Assessment plan does not include at least one direct measure for each SLO. | • Assessment Plan does not clearly indicate in what years each outcome will be assessed.  
  Or  
  • Cycle is present, however all SLOs are not assessed within three years.  
  Or  
  • Assessment plan does not include at least one direct measure for each SLO. | • Assessment Plan clearly shows all SLOs being assessed within a three-year cycle.  
  And  
  • All SLOs include at least one direct measure. | • Assessment plan restates the program mission and SLOs, and shows all SLOs being assessed within a three-year cycle.  
  And  
  • All SLOs include at least one direct measure.  
  And  
  • Central assessment coordinator(s)/committee charged with oversight responsibilities for assessment is identified.  
  Or  
  • Includes details of the assessment process (i.e. faculty involvement, annual dates of when assessment information is collected, how information is shared amongst program faculty, etc.).  
  Or  
  • Includes appendices such as: curriculum/artifact map, tools used to gather evidence (rubrics, scoring guides, surveys, etc.), and/or minutes from faculty meetings where assessment was discussed. |