

	NYIT Program Assessment Process Criteria	0 (Absent)	1 (Poor)	2	3	4	5 (Excellent)
1	Department demonstrates sustained, not just a one-time or periodic-support, for promoting an ongoing culture of assessment and for efforts to improve teaching						
2	Clear statements of expected learning outcomes for the program and course levels have been developed and have appropriate links with each other.						
3	Those with a vested interest in the learning outcomes of the program or curriculum are involved in developing, articulating and assessing them.						
4	Statements of program-level expected learning outcomes are made available to current and prospective students.						
5	The program learning outcomes are consonant with standards of higher education and of the relevant discipline.						
6	Targets or benchmarks for determining whether student learning outcomes have been achieved have been established and justified; the justifications demonstrate that the targets are of appropriate college-level rigor and are appropriate given the institution's mission						
7	Multiple measures of student learning for each learning outcome, including direct evidence, have been collected and are of sufficient quality that they can be used with confidence to make appropriate decisions						
8	The evidence of student learning that has been collected is clearly linked to expected learning outcomes						
9	Student learning assessment results have been shared in useful forms and discussed with appropriate constituents, including those who can effect change						
10	Student learning assessment results have been used to improve teaching and learning.						

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Assessment processes have been reviewed and changes have been made to improve their effectiveness and/or efficiency, as appropriate

