I. General program information (2 page)
   A. Program background information:
   B. Specify program title(s): all degrees awarded for the program under review, including concentrations/options, as specified in transcripts;
   C. Indicate program mode: (e.g., face-to-face or distance learning; percentage of students enrolled part-time).
   D. Program details: discuss metrics and implications for program. Provide benchmarks and rationale for targets; indicate how data have been used to make improvements in the past and strategies to drive future improvements.
      1. Graduation rate
      2. Retention rate
      3. Time to degree
      4. Five year enrollment
      5. Most recent diversity measures
      6. Average GPA by student level

II. Program mission and goals (1 page)
   A. Describe program mission and program learning goals
   B. Provide a matrix showing how the Institutional learning goals are mapped to the Program Learning Goals (See Table 1)
      Table 1. Matrix of Institutional Learning Goals and Program Goals

<table>
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<tbody>
<tr>
<td>Program Learning Goal: 1</td>
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<tr>
<td>Program Learning Goal: 2</td>
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<tr>
<td>Program Learning Goal: ETC.</td>
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</tbody>
</table>
III Learning outcomes (4 pages)
A. Describe measureable Program Learning Outcomes.
B. Map program learning outcomes to Program Goals. Indicate basis for linkage.

<table>
<thead>
<tr>
<th>Program Goal 1:</th>
<th>Program Goal 2:</th>
<th>Program Goal 3:</th>
<th>Etc.</th>
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</thead>
<tbody>
<tr>
<td>Program Outcome 1</td>
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<tr>
<td>Program Outcome 2</td>
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<td>Program Outcome 3</td>
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<tr>
<td>Etc.</td>
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</table>

C. For each learning outcome, indicate assessment methods/measures. Direct measures should be included, such as: capstone projects, theses, student publications or conference presentations, employer or internship ratings of student performance, pass rates on standardized subject area tests, portfolio scores, etc. Where applicable, elaborate on the following:

i. How are outcomes assessed over the course of the program?
ii. Indicate criterion-based standards against which learning is evaluated.
iii. If the assessment plan includes assessment at the course level, how are course learning outcomes related to the achievement of program learning goals.(see Table 2). Syllabi with learning outcomes for all core courses should be provided in the appendix.
iv. If the assessment employs portfolio analysis or the application of rubrics to specific student work describe the process, including how standards are defined.
v. For undergraduate programs, identify core courses with an information literacy component. Describe the information literacy assessment process and results.
vi. Undergraduate programs should address the contribution of the GUR to learning outcomes in the program. (For GUR program review guidelines see Appendix 1)
vii. If students can enroll in online courses, include in the appendix a completed NJIT Quality in eLearning Rubric for each course: 

Table 2. Matrix of Program Learning Goals to Core Course Goals

<table>
<thead>
<tr>
<th></th>
<th>Program Goal:1</th>
<th>Program Goal:3</th>
<th>Program Goal: ETC.</th>
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</thead>
<tbody>
<tr>
<td>Course 1 Goals</td>
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<tr>
<td>Course 2 Goals</td>
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<tr>
<td>Course 3 Goals, etc.</td>
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</table>
D. Provide details on external assessment for comparative quality assurance: discipline-specific exam, external review of final project, portfolio, or exam. If assessment plan has not yet been implemented, describe plan and strategies (including timeline) for implementation.

IV Assessment Infrastructure:

A. Indicate if individual faculty or a faculty committee is responsible for program assessment.

B. Indicate processes and timeline for capturing data, analyzing, and reporting. Specify current or planned use of technology.

V. Using the results of assessment (1 page)

A. Discuss the results of the assessment. Clearly indicate the time period corresponding to these results. Results should be linked to specific outcomes. Provide examples in the appendix.

B. To what extent these results provide evidence that program learning goals have been achieved?

C. Describe what specific program strengths and weaknesses are revealed by the assessment of student learning outcomes.

D. Indicate recommendations for program improvement; recommendations should be tied to a clear strategy.

VI Conclusion (1 page)

A. Summary of assessment results.

B. Timeline for implementing recommendations.

Appendices—Supporting Documents.

A) Syllabi with learning outcomes for all core courses

B) Samples of student work.

C) If applicable: Summary of ePortfolio evaluation

D) If applicable: Presentations and publications associated with student learning assessment