**Evaluation Rubric: Program Assessment of Student Learning**

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| --- | --- | --- | --- | --- |
| ***Program/degree being evaluated*:**  |  |  |  | ***Academic Year:*** |
| **Standard** | **Achieving** | **Progressing** | **Emerging** | **Comments & Recommendations** |
| ***Regarding the current year’s Assessment Plan:*** |
| **a**. Mission statement is complete and reflects alignment with institutional mission. |  |  |  |  |
| **b**. Learning outcomes are specific, measurable, and observable. |  |  |  |  |
| **c**. Learning outcomes are written from the student perspective (“Students will…”) |  |  |  |  |
| **d**. Artifacts of student learning are intentionally designed to *directly* evidence student achievement of a particular learning outcome(s). |  |  |  |  |
| **e**. Artifacts of student learning include students’ most advanced work toward the learning outcome. |  |  |  |  |
| **f**. A few outcomes are assessed each year (a reasonable cycle ensures meaningful assessment and manageability). |  |  |  |  |
| **g**. Methods of analysis for student learning data are appropriate to the outcome (program includes rubrics, if applicable). |  |  |  |  |
| ***Regarding the past year’s Assessment Report:*** |
| **h**. Analysis of student learning data identifies learning gaps and possible curricular or pedagogical remedies. |  |  |  |  |
| **i**. Analysis of student learning data identifies successful student achievement of outcomes and associated strengths of curriculum and pedagogy |  |  |  |  |
| **j.** The program reflects on the impact of recommended changes from past cycles (if applicable) on student achievement during this cycle. (“Closing the loop”) |  |  |  |  |

**Additional comments regarding items *a – j*:**

**Summary:**