Program \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reviewer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To achieve a level, all items must be checked at that level and all preceding levels (except 0).

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| **Student Learning Outcomes** | **Assessment Measures** | **Feedback Loop (Benchmarks, Results, Analysis and Planned Action)** | **Continuous Improvement Feedback Loop** |
| Level 0  \_\_\_\_ No outcomes are provided or Level 1 was not fully achieved. | Level 0  \_\_\_\_ No measures are identified or Level 1 was not fully achieved. | Level 0  \_\_\_\_ Either no benchmarks are given or results are not reported or Level 1 was not achieved. | Level 0  \_\_\_\_ No action plan was imported from the previous year’s report. |
| Level 1  \_\_\_\_ Learning outcomes are identified  \_\_\_\_ Learning outcomes are clearly derived from the program’s educational mission (which in turn is derived from the university’s educational mission). | Level 1  \_\_\_\_ Measures (of which the majority should be direct) are identified for all outcomes.  \_\_\_\_ At least two assessment points are identified at appropriate points in the curriculum. | Level 1  \_\_\_\_ Assessment results are presented within the context of specified benchmarks. | Level 1  \_\_\_\_ An action plan was imported from the previous year’s report, but this year’s report made no mention of how it was implemented. |
| Level 2  *All in Level 1 plus*  \_\_\_\_ Stated learning outcomes are measurable (either qualitatively or quantitatively; i.e. they state what students will do). | Level 2 *All in Level 1 plus*  \_\_\_\_ Measures are valid in that they afford reasonable inferences regarding outcomes. | Level 2 *All in Level 1 plus*  \_\_\_\_ Reported results are derived from valid assessment measures (of which the majority should be direct). | Level 2  \_\_\_\_ This year’s report included general statements regarding how the previous year’s action plan was implemented. |
| Level 3 *All in Levels 1 and 2 plus*  \_\_\_\_ Learning outcomes span multiple learning domains and higher orders of learning, i.e. analysis, synthesis, and evaluation are included. | Level 3 *All in Levels 1 and 2 plus*  \_\_\_\_ Assessment measures allow sufficient detail to inform improvement, e.g. employ analytic rubrics or other methods of analysis. | Level 3 *All in Levels 1 and 2 plus*  \_\_\_\_ Results are aggregated and reported in detail using analytic rubrics or other appropriate tools that allow detailed analysis of students’ strengths and weaknesses regarding the outcomes assessed.  \_\_\_\_ If data warrant, a specific plan for improving student learning or the assessment process, based on a clear analysis of assessment results, is presented. | Level 3  \_\_\_\_ This year’s report included specific details regarding implementation of last year’s action plan and the results of that implementation.. |

Comments: