

Assessment Plan Check List

- Do the learning outcomes appropriately reflect the program's mission and goals?
- Do the learning outcomes clearly state what a graduate of the program will know or be able to do upon graduation?
- Are the learning outcomes discipline specific?
- Are the assessment methods appropriate for each learning goal?
- Do at least some of the assessment methods provide direct evidence of student learning?
- If courses are used in assessment, is there external validation such as a team of faculty who review a sample of papers?
- Do assessment methods include information on who will be assessed such as a representative sample indicated by a percent? (Remember not all students or papers need to be assessed.)
- Do assessment methods include a timetable for assessment including when and how often assessment will take place? (Remember not all outcomes need to be assessed every year. A five year cycle for each outcome is acceptable.)
- Is the timetable and frequency of assessment respectful of faculty and staff time?
- Is there a standard identified indicating the percentage of students that should achieve a particular outcome?
- Do standards link directly back to the specific learning outcome and **not** to a cumulative set of student achievement such as course grades or GPAs?
- Are the first three columns of the assessment matrix filled in completely?
- Will programs be prepared to report on the assessment of one of their student learning outcomes by 2008?