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?