

## Assessment Plan Check List

### Learning Outcomes

- 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?

### Methods

- 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? That is, is the process sustainable?

### Standards

- Do standards identify both the expected level of student achievement and the percentage of students that should achieve that level?
- 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?

### Results

- Are details of the results reported and briefly discussed?

### Action Plan

- Are reviewers identified?
- Does the action plan address identified shortcomings, increase expectations, or refine methods?
- Does the action plan include specifics and a timetable?