Assessment Plan Guidelines Checklist

Below are the best-practice guidelines for the components of a program-level assessment of student learning plan.

1. Program Mission/Purpose
   a. Identifies program
   b. States purpose of program
   c. Identifies stakeholders
   d. Serves as foundation for SLOs
   e. Written in non-technical language

2. Student Learning Outcomes
   a. Support program mission
   b. Directly related to discipline/program
   c. Observable and measurable (action verbs)
   d. Focused on outcomes rather than inputs
   e. Avoid combining multiple outcomes
   f. Short and concise
   g. The recommended format is used "Students will be able (or prepared) to"

3. Curriculum Map
   a. A matrix is used.
   b. A taxonomy is used to show the relationship between courses and SLOs.
   c. All program SLOs are included.

4. Assessment Methods
   a. A specific method is identified for SLOs.
   b. SLOs are assessed by a direct method.
   c. No final course grades or completions are used.

5. Performance Criteria
   a. Performance criteria are present for each method.
   b. Criteria are appropriate to the assessment method.
   c. Criteria use recommended format: " ___% of students will earn a grade/rating of ____ or higher on the _____ [add name of exam, project, survey]"

6. Data collection
   a. Program should identify who is collecting the data.
   b. Program should identify when data are supposed to be collected.
   c. Program should identify the venue in which data are to be collected.
   d. Program should ensure that data for all SLOs are scheduled to be collected.

7. Data analysis
   a. Program should identify who is analyzing the data.
   b. Program should identify when data are supposed to be analyzed.
   c. Program should ensure that data for all SLOs are scheduled to be analyzed.

8. Feedback Loop/Follow-Up
   a. Who data results are shared with identified.
   b. How results are shared is described.
   c. When results are shared is described.