

Assessment Plan Review Criteria

PHASE ONE

Required Components of All Program Assessment Plans

- Mission
- Goals for program (and each sub-program)
- Objectives (related directly back to each goal)
- Assessment Measures
- Criteria (How will you know if students have met each objective. What level of achievement is expected.)

Criteria for review of Mission, Goals, and Outcomes:

- Are Goals and objectives clearly labeled and listed?
- Do the goals and objectives reflect the uniqueness or special characteristics or strengths of the program?
- Is document clearly written in terms that can be understood by students, faculty outside the disciplines, and public?
- Do the outcomes relate back to the goals?
- Are the objectives concrete and specific enough to be measured and evaluated? Do they lend themselves to assessment of tangible student learning outcomes?
- Are there enough objectives to evaluate the entire degree program? Are there too many to measure? Is more focus or detail needed?
- Are there objectives for each program/concentration?
- Are undergraduate and graduate goals and objectives delineated separately?
- Have criteria to be used and levels of achievement expected been identified? Are there one or more stated objectives for each goal. (Other than completion of a particular course or series of courses.)

PHASE TWO

Criteria for the Assessment Plan, criteria and techniques of assessment measures:

- Are assessment methods adequate to measure student achievement? Are multiple measures used? Is there over reliance on only one type of measure?
- Is the time frame described appropriate and workable? Is diagnostic or baseline data collected? Are growth and improvement expected?
- Are descriptions of the assessment processes clear and detailed?
- Are the assessment processes explicitly linked to the objectives?
- Are the means of assessment commensurate with the available resources?
- Are sufficient direct measures of student learning utilized?
- Can these methods also be used for accreditation purposes?
- How are students involved in the assessment process?
- Are formative and summative methods of assessment used? Are students provided early warnings and directions for change.

- Is it clear who will do the assessments, collect and analyze data? Is there appropriate faculty involvement and sharing of risk?

PHASE THREE

Criteria for the Assessment Plan, criteria and techniques of assessment results:

- How are assessment results evaluated?
- How are faculty and students involved in interpreting and evaluating results and developing strategies to improve the curriculum?
- Are the results used to help the department achieve its desired program outcomes?
- How are assessment results used to improve the curriculum and program?
- Are the proposed assessments likely to yield relevant information that can be used to make curricular or programmatic changes?
- Are the results being used for budgeting and strategic planning?
- Does the plan appear feasible, workable and affordable, given resources available?