

Assessment Plan Review Criteria

Department _____ Degree Program _____
Primary Contact _____

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.)

Overall, is the document:

- _____ Excellent, (ready to go on to development of assessment plan, measures, criteria, and methods)
- _____ Acceptable, with minor revisions, formatting changes or cleanup of text
- _____ Marginal, needing substantial revision before proceeding to assessment plan
- _____ Unacceptable, needs to be reworked and resubmitted

Approvals:

Chair(s) _____ / _____ Date: _____

Dean: _____ Date _____

(Adapted from Indiana University-Purdue University Fort Wayne, Academic Program Assessment Plan, retrieved on August 16, 2007, from <http://www.ipfw.edu/vcaa/assessment/PDFs/checklistProgramAssmntPlan.pdf>)

(Adapted from Cal State, San Bernardino, Graduate Studies, Guidelines and Formats for Plan Submission/Review. <http://gradstudies.csusb.edu/outcome/guidelines.html>)

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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?

Overall rating of Assessment Plan

_____ Acceptable as is, ready to carry out assessments

_____ Needs minor revision

_____ Unacceptable in present form

Approvals:

Chair(s) _____ / _____ Date: _____

Dean: _____ Date _____

Date Received in Assessment Office

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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 results being used for budgeting and strategic planning?
- 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?

Overall rating of Assessment Plan

- ____ Acceptable as is, ready to carry out assessments
- ____ Needs minor revision
- ____ Unacceptable in present form

Approvals:

Chair(s) _____ / _____ Date: _____

Dean: _____ Date _____

_____ Date Received in Assessment Office
