Assessment Checklist *(With Examples)*

1. **Develop program-level student learning outcomes and (*if applicable*) link appropriately to:**
    a. University student learning outcomes
    b. Accreditation standards
    c. Criteria identified by professional organizations
    d. Industry standards
    e. Strategic plans

Example (for a Business Program):

    a. *University outcome:* Critical thinking skills
    b. *Accreditation standard:* AACSB learning standards
    c. *Industry standard:* Financial analysis skill required by employers

2. **Document in a matrix the various courses or co-curricular activities where outcomes are learned by students in your program**

Example Matrix Format:

Course/Activity	Outcome 1: Critical Thinking	Outcome 2: Communication
BUS 101 – Intro to Business	X	
Internship Experience		X

3. **Identify the assignments, experiences, activities, etc. the promote the achievement of the learning outcome.**

Examples:

- Research papers, case study analyses, lab experiments
- Group projects, internships evaluations, capstone presentations

4. **Designate the points in a student's educational curriculum when outcome assessment and outcome achievement data collection can occur.**

Examples of Assessment Points:

- Mid-program assessments (e.g., junior year project)

- End-of-program assessments (e.g., capstone course or thesis)
- Co-curricular milestones (e.g., service-learning projects)

5. Define the components of successful achievement of the learning outcome and the evaluation criteria for each component that can be demonstrated by students.

Examples of Evaluative Criteria:

- Critical thinking: Use of evidence, quality of argument, and clarity of conclusions
- Communication skills: Structure, grammar, and persuasiveness in writing

Example Rubric:

Criterion	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Use of Evidence	Strong and well-integrated	Adequate with some gaps	Limited or unclear use	Little or no evidence
Quality of Argument	Logical and well-structured	Generally clear	Basic structure	Disorganized

6. Identify (create if necessary) and implement appropriately in the curriculum multiple methodologies and measurement tools that will validly and reliably evaluate achievement levels of each outcome.

Examples Methodologies:

- **Direct methods:** Exams, research papers, portfolio reviews, performance assessments
- **Indirect methods:** Surveys, focus groups, course evaluations, exit interviews

7. Collect, analyze, and interpret student achievement data (annually).

Responsible parties: Assessment Coordinator, Faculty Assessment Committee, or Program Director

Example Data Sources: Internships supervisor evaluations, project evaluations, summative portfolios, exam results

8. **Discuss with program faculty the data collected as compared to expected programmatic rigor (annually).**

Documentation Suggestions:

- Keep minutes of faculty meetings
- Store meeting notes in a shared assessment folder for future reference

9. **Identify and implement curricular and/or instructional changes needed to improve student learning (annually).**

Examples of Changes:

- Add a prerequisite course to improve student preparation
- Introduce case-based learning to enhance problem-solving skills
- Provide faculty workshops on using rubrics effectively

10. **Reassess student learning at the next assessment cycle (longitudinally).**

Suggested Longitudinal Assessment Timeline:

- Collect data annually
- Conduct a full program assessment every three years
- Compare cohorts over time to measure improvements

11. **Re-evaluate assessment processes to maintain effectiveness, efficiency, and programmatic improvement.**

Example Process Checks:

- Annually survey faculty about the clarity and usefulness of assessment tools
- Review rubric calibration results ensure consistency
- Adjust the matrix or tools based on feedback from assessment meetings