



# Great Assessment Plan Check List

## ☑ 3-5 Currently Assessing Outcomes

What graduates know, think or can do – or – services that the unit currently provides

Focus on

- a single learning outcome or single aspect of the service/program
- areas for which the program has significant responsibility/control

Developed by

- Considering using same/similar outcomes as needed for program accreditation
- Linking to University & School goals/vision & Program description
- Considering things you believe could use improvement

## ☑ At least 2 Means of Assessment for each Outcome

How to know if your program or unit is achieving the outcomes

Expected to help you identify specific improvements that could be made to the program or service

Include at least one **direct measure** of the outcome (e.g., using rubrics, panels, external reviewers, tests questions, counts).

Employ **item or component analyses** rather than total score on surveys, tests, or rubrics

## ☑ Specific Criteria for Excellence with High Standards

Decision making criteria that set the standard at one of excellence

If the results fall below the criterion, the data can lead faculty/staff to make specific improvements (e.g., curricular or advising modifications, policy or process changes)

If the results are above the criterion, the faculty/staff consider revising the assessment process or tools to assess another aspect of learning or services.

## ☑ Demonstrate Faculty and/or Staff Involvement

Describe how the outcomes and means of assessment were developed



# Great Assessment Report Check List

## Data for each Means of Assessment

Describe the results

Summarize the results in the text box provided.

Use "relate document" to provide additional details. Such details may include raw data, tables, and graphs.

## Link to Criterion for Success

Results indicate whether the data meets, exceeds, or does not meet the criterion for success

## Evidence of Improvements

The program or unit uses the results of assessment to identify and implement improvements

If the results are above the criterion, the faculty/staff revise the assessment process or tools

- to assess another aspect of the same outcome.
- to assess another outcome.
- to increase the criterion for success.

If the results fall below the criterion, the data can lead faculty/staff to make specific improvements.

- For example, curricular, course or advising modifications; policy or process changes, provision of additional training...

## Demonstrate Faculty and/or Staff Involvement

Describe how the faculty/staff developed and implemented improvements