



# 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 Success 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