

Degree/Program Name:

Reviewer:

Review Date:

Key Elements of Assessment Plan	Expectations Clearly Established	Check if Meets Expectations	Comments or Suggestions
<p>Learning Outcomes Student learning outcomes are what students are expected to know and be able to do when they graduate. They contain action verbs (like demonstrate, apply, or evaluate) and descriptions of content, skills, or attitudinal domains.</p> <p><i>Example 1: Students will be able to apply different forms of inquiry practiced in the discipline of literary, language and writing studies.</i></p> <p><i>Example 2: Students will be able to create and use formal and informal assessment strategies, reflect upon results, and utilize data to foster the knowledge and skill development of all learners.</i></p>	<ol style="list-style-type: none"> 1. Learning outcomes are identified for the program, not for an individual class or course. 2. Learning outcomes reflect a common core set of student learning outcomes for all emphases. 3. Learning outcomes are measurable and observable. 4. Learning outcomes clearly and concisely describe what students will know and/or be able to do. 5. Learning outcomes not only address knowledge-level learning but also higher-level learning (e.g., analysis, evaluation, creation, and critical thinking). 	<input type="checkbox"/> <input type="checkbox"/>	
<p>Assessment Methods An assessment method is means by which evidence will be collected to determine the degree to which students have met the learning outcome. It can be implemented through direct or indirect measures.</p> <p>Direct measures assess learning outcomes through student works. Examples include reports, exams, research papers, performance, demonstrations, and portfolios.</p> <p>Indirect measures assess opinions or perceptions of learning outcomes. Also rates of graduation, retention, completion, and job placement indicate what students learn and how learning is valued.</p>	<ol style="list-style-type: none"> 6. Uses at least one direct measure for each learning outcome. 7. Assessment measures align with and are appropriate and informative to assess learning outcomes. 8. Identifies who is responsible for collecting data. 9. Identifies when and/or where data collection will take place. 10. Assessment methods can be implemented in a 3-year timeframe. 	<input type="checkbox"/> <input type="checkbox"/>	
<p>Planned Use & Discussion of Results Assessment is meaningful only when the results are used and linked to actions. It is critical to have a process in place for interpretation, presentation, discussion, and dissemination of the results within the program/department.</p>	<ol style="list-style-type: none"> 11. Identifies who will analyze and present the assessment data and when. 12. Identifies who will be involved in discussion of findings (such as the majority, if not all, of degree program faculty). 13. Describes strategies of disseminating assessment results to faculty and other relevant stakeholders. 14. Describes how assessment results will be used to improve student learning (e.g., change/revise learning outcomes, courses, or curriculum). 	<input type="checkbox"/> <input type="checkbox"/>	

Additional Comments (continue on back or with additional sheets):