

Assessment Checklist Student Learning Outcomes

1. *The Mission Statement Should...*

- Be clear, concise, distinctive, and specific
- Clearly state the purpose of the program
- Identify stakeholders
- Reflect the values of the program
- Align with institutional goals

2. *A Program (Student Learning) Outcome Should...*

- Answer the question, “What will students know, think, or be able to do” upon completion of the program
- Be clearly and succinctly stated (not bundled)
- Be under the control or responsibility of the program
- Be actionable (lead to improvements)
- Be ascertainable/measurable
- Lead to results other than “yes/no”
- Be at the program level

3. *An Assessment Method Should...*

- Be directly related to the outcome
- Address all aspects of the outcome
- Provide measurable/ascertainable results
- Provide adequate data for analysis
- Focus on student work at or near graduation
- Provide details of what data will be collected, what assessment tool will be used and how the data will be analyzed

NOTE: Multiple assessment methods should be identified if possible.

4. *A Criterion/Target Should...*

- Use component (not individual student) as unit of analysis
- Be specific (“x% of student scores for each component will be 4 or 5 ...”)
- Avoid vague or unrealistic targets, such as “most,” “majority,” “all” or “100%”
- Directly relate to the outcome and assessment method

5. *Findings Should...*

- Provide detailed data (avoid “most” or “majority”)
- Use specific numbers (not rounded)
- Avoid technical language
- Be clearly and succinctly presented
- Align with outcome and target
- Support actions taken later to improve program

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6. *Use of Results Should...*

- Address gaps identified by assessment results
- Be directly related to the outcome
- Provide details of improvement made
- Avoid “continue” or “maintain” or “refer to committee”
- Be substantive, not trivial
- Be stated in past tense