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

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