

Assessment Checklist Operational/User Outcomes

1. *The Unit Mission Statement Should...*

- Be clear, concise, distinctive, and specific
- Reflect the values of the program
- Answer:
 - What do we do?
 - Why do we do it?
 - For whom?
- Align with institutional goals

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

- Focus on a service, process, or instruction (not on individual personnel)
- Be clearly and succinctly stated (not bundled)
- Be under the control or responsibility of the unit
- Be meaningful, not trivial
- Be measurable/ascertainable and specific
- Be actionable; lead to improvements
- Not lead to a “yes/no” answer

3. *An Assessment Method Should...*

- Be directly related to the outcome
- Address all aspects of the outcome (over time)
- Provide measurable/ascertainable results
- Provide adequate data for analysis
- Provide actionable data
- Answer these questions:
 - What data will be collected?
 - When will the data be collected?
 - What assessment tool will be used?
 - How will the data be analyzed?

NOTE: Multiple assessment methods should be identified if possible.

4. *A Threshold/Target Should...*

- Use component (not student or respondent) as analysis
- Relate to outcome and assessment method
- Be specific (“x% of responses will be correct for each question” or “y% of scores for each item will be at least ‘Good’”)
- Avoid vague words such as “most” or “majority”
- Avoid “all” or 100% targets

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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 unit

6. *Use of Results Should...*

- Address gaps identified by assessment results
- Relate to outcome and result from data collected
- Provide details of improvement made
- Avoid “continue” or “maintain” or “refer to committee”
- Be substantive, not trivial
- Be stated in past tense