

Assessment Plan Checklist

The Assessment Plan should be submitted to the OAA's Office prior to submitting the Assessment Report (which is due June 1 of each year).

I. Program Mission or Purpose Statement

The mission or purpose statement defines the role of the program in the university. It addresses the ultimate objectives of the program with respect to the key stakeholders (generally, students). The mission or purpose statement should also address how the objectives will be accomplished by identifying the key activities of the program and/or defining the program's educational philosophy.

A. Effective program mission or purpose statements:

- ☐ Provide a clear statement of program educational philosophy and purpose
- ☐ Describe the critical activities of the program or signature features
 - o e.g., "engages with students in original research and reflective practice"
- ☐ Detail program goals with respect to student career or life paths
 - o e.g., "prepare students to be effective professionals in the field of psychology"
- ☐ Identify any additional stakeholders

B. Required Curriculum as it appears in the College Catalog. The required curriculum includes:

- ☐ Required courses (taken by all students)
- ☐ Non-course requirements
 - o Required out-of-course deliverables (thesis, portfolio, etc.)
 - o Required experiences (study abroad, practicum, internship)
 - o Consider implied requirements (research, publication, rehearsal)
- ☐ Required hours of elective credit (no specific course requirements)

II. Matrix with Program Student Learning Outcomes (SLOs)

The SLO Matrix connects the learning outcomes to the required curriculum in a simple matrix. It indicates the points in the curriculum where students should learn the critical skills and knowledge established by the program.

Characteristics of a clear curriculum Student Learning Outcome Matrix:

- ☐ Specify where evidence of learning for each SLO will be gathered, and what type of evidence will be obtained
- ☐ Every course offered by the department should appear on the SLO matrix
- ☐ Every learning outcome is acquired through one or more program requirements
- ☐ For each requirement, indicate only the SLOs that are most strongly delivered by that requirement

Program SLOs:

Program SLOs establish the critical knowledge and skills that are developed throughout the course of the program. These SLOs define the program's academic purpose. Good SLOs:

- ☐ Represent the critical components of student learning that define the program.
 - ☐ Clearly articulate what students should be able to do or know (demonstrate knowledge, apply knowledge) upon the completion of the program.
 - o Answers the question "what do you want people to say about the abilities of *all your* graduates?"
 - o Can complete the stem: "Graduates of the program will be able to..."
- Describe broad (but clear) areas of student learning
- o Avoid course-level outcomes or highly detailed outcomes

Additional detail is provided in the assessment process such as multiple elements in a rubric or multiple components to a content exam
 - o Establish faculty agreement on the meaning of the outcome (norming)
- ☐ Describe performances that provide evidence of learning.
 - o Focus on student performances that reflect post-graduate expectations
 - o Identify measurable outcomes, using action verbs (see Ch. 3 of L. Dee Fink's *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*)
 - ☐ Are comprehensive and manageable (5-10 outcomes suggested)

Note: This document was created by Robert Flaherty, Director of Academic Assessment at the University of Denver, and is used with his permission. It has been adapted by Drury's Assessment Review Committee.