

**Program-Level Assessment Plan Checklist**

The purpose of this checklist is to provide a guide for program faculty to review their assessment plan drafts and ensure each section includes the necessary information before submitting to the University Assessment Office.

|  |  |  |
| --- | --- | --- |
| **Student Learning Outcomes (SLOs)** | **Yes** | **Needs Work** |
| Are the SLOs written using appropriate SLO format and language, such that they are:* The educational result of tasks, experiences, or assignments?
 |  |  |
| * Focused on what graduates of the program should know, think, or be able to do?
 |  |  |
| * Clear, specific, and observable/measurable?
 |  |  |
| Does the program have a manageable number of SLOs? |  |  |
| Do the SLOs of this program distinguish it from any other program in the same subject (e.g., a BA vs BS or a certificate vs. a degree)? |  |  |
|  |
| **Curriculum Mapping** |
| (in lieu of providing this information for each SLO, a curriculum map identifying this information can be included with the plan) |  |  |
| Are specific courses listed for each SLO? |  |  |
| Is the development level identified for each course? |  |  |
|  |
| **Assessment Methods: Artifacts of Student Learning (What)** |
| Is there at least one artifact for each SLO that asks student to **display** the knowledge or skill listed in the SLO? |  |  |
| Are the courses from which each artifact will be collected identified? |  |  |
| Are there artifacts that represent the most advanced work of the students? |  |  |
|  |
| **Assessment Methods: Evaluation Process (How)** |
| Is the process by which artifacts will be evaluated described **in depth**, including who, when, and what that will look like? (Someone from outside the program should be able to read the plan and fully understand the process; phrases such as “faculty will grade/assess/examine/review artifacts” is not sufficient.) |  |  |
| Are any tools to be used in the evaluation process identified and described? |  |  |
|  |
| **Use of Assessment Data** |
| Is there a specific time and place identified for when program faculty will discuss assessment results and identify potential changes to pedagogy, curriculum, and/or assessment practices? |  |  |
| Is there a specific time and place identified for when program faculty will review changes implemented based on previous assessment findings? |  |  |

What additional information or questions do you need answered (from course instructors, from the Assessment Director, etc.) in order to fully complete the assessment plan?

Please contact Marissa Cope, Assessment Director, at marissa.cope@slu.edu for support.