**CHECKLIST FOR REVIEWING ASSESSMENT PLANS and REPORTS**

***Used by Department/Division Assessment Committee***

**Program/Discipline:**

**Date Reviewed:**

 **By Whom:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section**  | **Criteria for Evaluation**  | **Yes**  | **No**  | **Notes**  |
| **Header**  | Is description listed and correct on the Plan?   |   |   |   |
| **Program/Unit Mission Statement and Goals**  | Are the mission and goals stated?   |   |   |   |
| **Intended Student Learning Outcomes**  | Are the outcomes clearly defined?   |   |   |   |
| Are they measurable?   |   |   |
| Is it clear to which students these outcomes apply?   |   |   |
| **Lead Instructor**  | Is it clear who will lead the assessment process for each outcome listed?   |   |   |   |
| **Assessment Process**  | Is the rationale for selecting this process clearly stated?   |   |   |   |
| Is it clear what performance or task will be used to measure student learning?   |   |   |
| Will the process lead to results that are measurable and evaluated uniformly against a designated standard?   |   |   |
| Are the target dates listed and appropriate?   |   |   |
| Is it clear who will analyze the measurable results?   |   |   |
| **Criteria for Success**  | Are the benchmarks realistic?    |   |   |   |
|  | Does the percentage of students meeting the outcomes include only those students who have successfully completed the program or individual course used to assess a program/discipline?    |   |   |   |

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| **Section**  | **Criteria for Evaluation**  | **Yes**  | **No**  | **Notes**  |
| **Summary of Results and Analysis of Data** **Collected**  | Are the listed results quantifiable?    |   |   |   |
| Are the results analyzed and interpreted in ways consistent with the overall plan?   |   |   |
| Is it clear what was learned from the assessment process?  |   |   |
| **Action Plan Based on Results of Analysis**  | Will the action plan close the assessment loop? Is it clear what steps will be taken to improve student learning?  |   |   |   |