

Academic Program Assessment Plan Checklist

Indiana University-Purdue University Fort Wayne

All academic departments are responsible for developing meaningful assessment plans for their master, bachelor and certificate programs (see [Senate Document 98-22](#) for details). This checklist, while not exhaustive, is a basic guide for creating or re-creating plans. Please consider the following as you develop your outcomes assessment plans:

Identification

- What is the name of the academic program and school?
- By whom and on what date was the plan developed?
- Who is the primary contact for assessment?

Mission, goals and student learning outcomes

- What is the mission of the department and how does it relate to the school's mission?
- What is the mission of the program and how does it relate to the department's mission?
- What are the student learning outcomes and how do they relate to the program's mission?
- Are learning outcomes written as observable skills and abilities?
- Are the outcomes discrete (i.e., non-overlapping)?
- Are the outcomes limited in number to five or six?
- What performance criteria and level of performance are expected of students?
- How are the learning outcomes communicated to department faculty and students?

Curriculum

- Do the courses and their objectives, in aggregate, meet the outcomes for the program?
- Does the curriculum provide opportunities for students to demonstrate they have learned the program outcomes?

Assessment methods

- What assessment methods will be used to measure each of the learning outcomes?
- Are descriptions of the assessment processes clear and detailed?
- Are the assessment processes explicitly linked to the student learning outcomes?
- Are the means of assessment commensurate with the available resources?
- What timetable will be implemented for each method, who is involved and who is responsible for them?
- Are multiple methods employed?
- Are sufficient direct measures of student learning utilized?
- Can these methods also be used for accreditation purposes?
- How are students involved in the assessment process?

□ Assessment results

- How are assessment results evaluated?
- How are faculty and students involved in interpreting and evaluating results and developing strategies to improve the curriculum?
- Are the results used to help the department achieve its program outcomes?
- How are assessment results used to improve the curriculum and program?
- Are the results being used for budgeting and strategic planning?
- How are results disseminated to faculty, students, advisory boards and administration?
- Are students informed about their progress toward the learning outcomes?

□ Continuous processes

- What processes are in place to ensure that the academic program assessment plan is periodically reviewed, evaluated and changed when appropriate?
- Who is responsible for initiating and supporting the on-going process of program improvement?
- Who is responsible for ensuring that results from each year are the basis for action plans for the following year?

Please call Erin Frew, the Director of Assessment, at 481-5411 to schedule an appointment to discuss your department's program assessment plan or [the process involved in senate approval](#) of the plan.