

Program Assessment Checklist

- ☐ Does your program have 5 Student Learning Outcome Objectives?
- ☐ Are those Objectives worded in Bloom's language (specific verbs at increasing levels of difficulty)?
- ☐ Does each objective have 3-4 measures associated with it (see example below)
- ☐ Do the majority of program majors (certificate seekers) experience activities that address all learning objectives?
- ☐ Are measures varied enough to ensure that the program is not assessed on only one type of data? For example, is your program collecting assessment data that extends beyond embedded questions on exams?
- ☐ Do the faculty and staff responsible for those courses and learning experiences know that they are responsible for collecting data indicating the level of success of their measurement of the objective?
- ☐ Do faculty need assistance in determining assessment methods that match learning objectives, collecting assessment data, or analyzing assessment data (Do they know that CELT can help them?)
- ☐ Do faculty know how to use the assessment activities on the attached lists?
- ☐ Do faculty know how to align their assessments with the program's objectives?
- ☐ Is there someone responsible for collecting faculty data and analyses and checking to make sure all targeted assessments are submitted? Does the SACS team know how that person is?
- ☐ Is there someone designated to complete the report?

Ideas for Program Assessments

Method	Description
Expert Panel Judging with a Rubrics (Direct)	Judges who are well-versed in the content and performance areas use criteria (rubrics) to judge individual projects or other written projects, oral presentations, graphic tests and posters, group and team projects, research projects, structural/ situational assessments portfolios from either courses or programs, capstone projects or papers
Classroom Assessment Techniques (Direct)	Students are asked to produce brief written feedback on the spot during class. An examples is asking students to write down the muddiest point from class so the instructor can gauge what they do not understand. Another example is to ask students to write down, in their own words, the three most important ideas they learned about a specific topic. These need not be graded.
Course - Embedded Assessment (Direct)	Course-embedded assessment refers to methods of assessing student learning within the classroom environment, using course goals, objectives and content to gauge the extent of the learning that is taking place. This technique generates information about what and how students are learning within the program and classroom environment, using existing information that instructors routinely collect (test performance, short answer performance, quizzes, essays, etc.) or through assessment instruments introduced into a course specifically for the purpose of measuring student learning.
Transcript analysis of class conversations (Direct)	Class sessions are taped (audio or video) and transcribed. The conversations are followed and may be analyzed for instructional effectiveness
Capstone Course Projects/ Assignments (Direct)	These may include capstone course(s), projects, papers, senior/honors theses, internship, or graduate theses/dissertations that offer students the opportunity to apply knowledge and skills acquired in the major, provide a final common experience, and offer faculty a way to assess student achievement. Culminating assignments are typically taken the semester before graduation.
Portfolio Assessment (Direct)	Portfolios are collections of student work over time to demonstrate student growth and achievement. Portfolios may be used for certification, licensure, or external accreditation reviews. Portfolios may contain: research papers, process reports, tests and exams, case studies, audiotapes, personal essays, journals, self-evaluations and computational exercises. For the most valid and reliable assessment ratings, portfolios are rated with rubrics/criteria by more than one faculty member.
Pre-test / Post-test Evaluation (Direct)	Locally developed tests and exams administered at the beginning and end of a course or program to monitor student progress and learning. Results identify areas of skill deficiency and track improvement within the time frame.
Self- assessment/ reflection-- reflective essay (Indirect)	These essays are used in many different contexts. As assignments in classes, students might be asked to reflect on their learning. In other contexts, such as exit surveys, students might be asked to reflect on broader experiences.
Attitudinal surveys of students, alumni (Indirect)	Surveys and interviews ask students to respond to a series of questions/statements about their academic experience. Questions can be open-ended or close-ended. Surveys and interviews can be written or oral. Survey types include in-class, mail or telephone questionnaires/interviews. Interviews may be structured; in-person interviews or focus group interviews.
Exit interviews and exit surveys (Indirect)	Surveys and interviews ask students to respond to a series of questions/statements about their academic experience. Questions can be open-ended or close-ended. Surveys and interviews can be written or oral. Survey types include in-class, mail or telephone questionnaires/interviews. Interviews may be structured; in-person interviews or focus group interviews.