

**Auburn University  
University Assessment Committee**

**Checklist for Review of Assessment Plans and Reports  
Instructional Programs  
2001-2002**

*The University Assessment Committee believes that the following comments and scaled responses may help you strengthen the assessment activities of your department. The committee's feedback is intended to be formative and developmental. For fuller information about good practice in assessment, visit the web site of the Office of Assessment and Program Improvement at [www.auburn.edu/academic/provost/assessment](http://www.auburn.edu/academic/provost/assessment)*

**Name of Program:** \_\_\_\_\_ **Level:** <select one>  
**Assessment Period Covered:** <select one>  
**Assessment Committee Contacts:** <select one> **Date Reviewed:** \_\_\_\_\_

	Fully	Mostly	Partially	Not at All	Can't Tell	
<b>2000-2001 Assessment Reports</b>						
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The assessment report demonstrates clearly formulated intended educational outcomes for student learning in this program.
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The assessment report demonstrates that these outcomes are consistent with Auburn University's mission statement and institutional goals.
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The assessment report demonstrates the gathering and analysis of assessment data to evaluate the extent to which students in this program are achieving its outcomes.
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The assessment report demonstrates the use of assessment data to improve this instructional program.
Comments:						

**2001-2002 Assessment Plans**

<b>Form B</b>						
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The assessment plan shows clear linkage to the University's mission statement and institutional goals.
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The plan identifies several clearly formulated intended educational outcomes for assessment in this cycle.
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The outcomes identified for assessment are appropriate to a program in this academic area.

	Fully	Mostly	Partially	Not at All	Can't Tell	
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The outcomes identified for assessment are appropriate to a program at this academic level.
Comments:						

<b>Form C: First Intended Educational Outcome</b>						
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This statement describes knowledge, a skill, an attribute, or another outcome that <b>students</b> will have upon completing this academic program.
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The attainment of this outcome is sufficiently measurable to permit assessment.
11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	More than one means of assessing student attainment of this outcome has been identified unless a single means will yield decisive evidence.
12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Each planned means of assessment for this outcome is clearly described.
13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There is a good fit between each planned means of assessment and this particular outcome; that is, these means will yield information about that outcome.
14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Each planned means of assessment for this outcome is supported by criteria for success or performance targets.
15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Each planned means of assessment for this outcome will yield information that will be suitable for program improvement.
Comments:						

<b>Form C: Second Intended Educational Outcome</b>						
16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This statement describes knowledge, a skill, an attribute, or another outcome that <b>students</b> will have upon completing this academic program.
17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The attainment of this outcome is sufficiently measurable to permit assessment.
18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	More than one means of assessing student attainment of this outcome has been identified unless a single means will yield decisive evidence.
19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Each planned means of assessment for this outcome is clearly described.

	Fully	Mostly	Partially	Not at All	Can't Tell	
20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There is a good fit between each planned means of assessment and this particular outcome; that is, these means will yield information about that outcome.
21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Each planned means of assessment for this outcome is supported by criteria for success or performance targets.
22	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Each planned means of assessment for this outcome will yield information that will be suitable for program improvement.
Comments:						

<b>Form C: Third Intended Educational Outcome</b>						
23	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This statement describes knowledge, a skill, an attribute, or another outcome that <b>students</b> will have upon completing this academic program.
24	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The attainment of this outcome is sufficiently measurable to permit assessment.
25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	More than one means of assessing student attainment of this outcome has been identified unless a single means will yield decisive evidence.
26	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Each planned means of assessment for this outcome is clearly described.
27	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There is a good fit between each planned means of assessment and this particular outcome; that is, these means will yield information about that outcome.
28	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Each planned means of assessment for this outcome is supported by criteria for success or performance targets.
29	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Each planned means of assessment for this outcome will yield information that will be suitable for program improvement.
Comments:						

<b>Form C: Additional Intended Educational Outcomes</b>						
30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	These statements describe knowledge, skills, attributes, or other outcomes that <b>students</b> will have upon completing this academic program.
31	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The attainment of these outcomes is sufficiently measurable to permit assessment.

	Fully	Mostly	Partially	Not at All	Can't Tell	
32	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	More than one means of assessing student attainment of these outcomes has been identified unless a single means will yield decisive evidence.
33	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Each planned means of assessment for these outcomes is clearly described.
34	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There is a good fit between each planned means of assessment and these particular outcomes; that is, these means will yield information about these outcomes.
35	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Each planned means of assessment for these outcomes is supported by criteria for success or performance targets.
36	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Each planned means of assessment for these outcomes will yield information that will be suitable for program improvement.
Comments:						

<b>General Response</b>						
37	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The assessment plan focuses on educational values and kinds of learning central to this academic area.
38	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The assessment plan reflects a commitment to ongoing improvement, not merely to episodic evaluation.
39	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	In terms of design, time, and resources, the assessment plan appears to be feasible for this academic program to carry out within one assessment cycle.
Comments:						

**Recommended Fact Sheets**

- Linking Your Program to Auburn University's Mission Statement and Institutional Goals
- Writing Effective Statements of Intended Educational (Student) Outcomes
- Selecting Means of Assessment for Program or Service Improvement
- Setting Criteria for Success or Performance Targets
- Analyzing Primary and Secondary Criteria to Improve Assessment