

Academic Program Assessment Plan Checklist Community College of Denver

All academic departments are responsible for developing meaningful assessment plans for their master and baccalaureate programs. This checklist, while not exhaustive, is a basic outline for creating or re-creating plans. It complements the CCD Program-Level Assessment guidebook and together, they will help you define appropriate student learning outcomes, collect evidence of students learning, evaluate that evidence relative to the outcomes, and make appropriate program adjustments where appropriate.

Please consider the following as you develop your student learning 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 but not more than eight?
- What are the performance criteria?
- What level of performance is expected of students for each criterion?
- How are the learning outcomes communicated to department faculty and students, and to the community?

Curriculum

- Do the courses and their objectives, in aggregate, meet the outcomes for the program (as illustrated via an attached curriculum map)?
- Does the curriculum provide opportunities for students to demonstrate they have learned the program outcomes?

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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 administrators?
- 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 updated 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 contact your Student Learning Committee representatives for further guidance or to help answer questions.