



The BASIC Assessment Plan Checklist

Assessment plans should include the following information in a narrative document:

Program Goals:

Program goals should be clearly stated. There should be some correlation with institutional learning goals. Goals should be stated in the form of action objectives.

Assessment Tool(s).

What methods are used? Examples of assessment tools include: scoring guides or rubrics, homegrown assignments, published instruments, homegrown objective tests, evaluation of student portfolios, conducting surveys, focus groups, and interviews, and evaluation of student self-reflection. The sample size must be stated.

Data Collection.

How is data collected, and how can it be accessed? Summaries for data already collected should be documented and disseminated in periodic assessment reports.

Who Performs Assessment?

Assessment can be performed by the faculty member teaching the course, a group of faculty members, an assigned individual, or everyone in the department.

Timeframe for Assessment.

How often does assessment occur? Does it occur sporadically, or is it consistent? Is it annual, semi-annual, or bi-annual? If so, does it occur at a specified time of the year (i.e. at the end of the semester)?

Courses Being Assessed:

What is being assessed and when? Departments should develop a schedule of assessment for courses in their program(s).

Benchmarks:

What is considered acceptable? In the case of rubrics, achieving "meets standards" in all categories could be a satisfactory benchmark. In the case of using a published instrument, a score at or above the national average can be considered a benchmark.

Closing the Loop:

The department should indicate how it will use assessment data. Is data reviewed consistently? Are recommendations being made to improve the program or facilitate student learning?