A good assessment is one that...

• is **embedded** in the learning experience.

• **authentically measures** student outcomes - that is, requires students to apply knowledge and skills to an original, concrete performance or task.

• has **clearly defined criteria** for satisfactory performance, consistent with program expectations.

• generates **valid** data: there is a logical relationship between the method and the outcome, and a fair evaluation of performance (it would be counterproductive, for example, to use a written exam to assess public speaking skills).

• produces **reliable** (consistent, reproducible) results – across items, raters, and applications.

• is **implemented and analyzed** in an ongoing process.

• is **sustainable**, in terms of the time and resources required for implementation, and relative to the useful information derived.

*The best assessment methods and process will reflect your program and department mission,* and provide useful information on how effectively students are being helped to achieve your program learning goals.
Assessment Tools for Current Student Learning Outcomes

- Entry, intermediate, and exit assessments of the level of student performance on program goals for learning outcomes: e.g., student portfolios scored by panel of faculty using a rubric (or other scoring system) based on program goals.
- Analysis of student performance in and progression through the program: e.g., grades or rates of retention in the major, time to degree.
- Longitudinal analysis of student achievement of learning outcomes goals with scoring of common assignments/courses at each level (e.g. 100-, 200-, etc.) of student progression through program.
- Correlations between grades in key foundational courses and subsequent work in the program.
- Student performance on nationally-normed skills tests: e.g. ACTFL written, oral, speaking proficiency tests & interviews.
- Rates of participation by majors in optional advanced, accelerated program opportunities: e.g., departmental honors track; SAS Honors Program.
- Rates of recognition of student achievement: e.g., honor society, awards, inter-collegiate competitions.
- Senior/honors thesis, project, performance, recital, etc. assessed for achievement of program learning outcomes goals, and scored by panel of faculty using a rubric, checklist or other uniform guidelines.
- Evaluation of students in program capstone course/ culminating experience, to assess achievement of program learning outcomes goals - scored using a rubric, checklist or other uniform guidelines.
- Review of anonymized student essays (or other comparable work product) for achievement of program learning outcomes goals, scored by panel of faculty, using a rubric, checklist or other uniform guidelines.
- Review of student presentations by people employed in the field, scored using a rubric, checklist or other guidelines.
- Evaluation of co-curricular elements such as fieldwork, internship(s), performance(s), service learning, or clinical experiences for student achievement of program learning outcomes goals - scored using a rubric, checklist or other uniform guidelines.
- Employer and internship supervisor ratings of student performance in fieldwork, internship, service learning, or clinical experience (preferably, scored using a rubric, checklist or other uniform guidelines).
- Review of individual courses and program requirements to determine if they contribute to student achievement of program learning outcomes goals; development of a curriculum map linking required courses and co-curricular elements to student attainment of program learning goals.
Post-Graduate Review

- Student performance on comprehensive subject area exam scores – e.g., GRE, MCAT, FE, MFAT, ETS, etc. – linked to program learning goals.
- Admission to graduate school programs and/or professional advanced degree programs (e.g. law, medicine, MBA, EdM, MSW, MBA, MPP, etc.)
- Alumni surveys – especially on contributions of program courses and/or structure, including co-curricular elements (e.g., internship(s), fieldwork, etc.) to achievement of professional and personal post-graduate goals (indirect).
- Employment in the field
- Salary information (immediate postgraduate, 10 years, out, etc.)
- Employer reports, surveys, interviews (indirect)

Developing a Program Assessment Plan

Assessment Resources