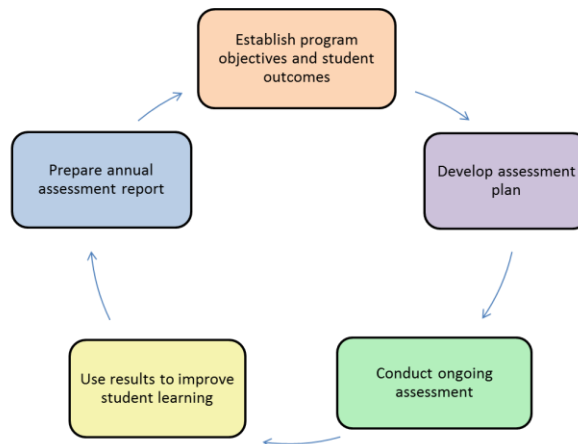




**Best Practices
for Assessing Student Learning Outcomes**

**Programmatic Assessment of Student Learning Process
(A Complete Cycle Of Assessment)**



	Characteristics of well-developed program objectives:
	Written as very broad statements.
	Describe what students are expected to attain within a few years of graduation.
	Reflect the needs of the program’s constituencies.

	Characteristics of well-developed student outcomes:
	Written in terms of what students will know or do, or how they will act. They describe students’ skills, knowledge, and behaviors.
	Written as “Students will ____” (insert verb from the verb list .)
	Are specific.
	Are measurable.
	Are achievable.
	Are realistic.
	Are timebound.
	Focus on what the students accomplish, not on what the faculty do.

	Characteristics of a strong assessment plan:
	Faculty assess objectives using multiple assessment methods.
	Faculty assess outcomes using multiple assessment methods.
	Faculty establish benchmarks or performance standards for each objective.
	Faculty establish benchmarks or performance standards for each outcome.
	Faculty develop direct assessment methods for each program objective and each student outcome.
	Faculty develop indirect assessment methods for each program objective and each student outcome.
	Faculty develop quantitative measures for each program objective and each student outcome.
	Faculty develop qualitative measures for each program objective and each student outcome.
	Faculty implement assessment activities on a regular cycle/timeline.
	Faculty assess samples of student work, when applicable.
	Each assessment method ideally measures more than one outcome.
	Faculty map courses to outcomes.
	Faculty use a rubric to assess results, when possible.
	The plan is based upon existing assignments, projects, field experiences, etc.
	The plan is reasonable, manageable and sustainable.

	Characteristics of successful implementation:
	Efforts are ongoing, not episodic.
	Multiple faculty within the program participate.

	Use of results/continuous improvement:
	Faculty discuss assessment results and use information for improvement.
	Faculty document improvements they make based on assessment information.
	Faculty assess the improvements to verify effectiveness.