



Questions To Ask When Reviewing Assessment Plan

Student Learning Goals & Student Learning Outcomes

- Are they focused on the program as a whole and what students should be able to know and do once successfully graduated from the program?
- Are they student-centered? That is, do they describe what students will know and do rather than what the curriculum covers or topics that will be taught?
- Are they measurable? Do they describe how students will demonstrate their achievement of the outcome? How you did or did not meet your target?
- Are they clear and understandable, and not open to interpretation? Do they avoid vague terms such as *understand* or *appreciate*?
- Do they include higher-level learning outcomes beyond knowledge and understanding, such as critical thinking, synthesis and evaluation?
- Are they discipline-specific; that is, do they reflect the distinctive aspects of the major rather than the general aims of education?
- Are they reasonable in terms of number and scope? Student learning goals are only useful to the degree that they can be implemented.

Holistic Criteria

- Is the assessment plan meaningful, manageable and sustainable?
- How many learning goals and outcomes will be assessed?

Just for Student Learning Goals	Just for Student Learning Outcomes	For Both
<ul style="list-style-type: none"> • Are they focused on the program as a whole and what students should be able to know and do once successfully graduated from the program? 	<ul style="list-style-type: none"> • Do they include higher-level learning outcomes beyond knowledge and understanding, such as critical thinking, synthesis and evaluation? 	<ul style="list-style-type: none"> • Is the assessment plan meaningful, manageable and sustainable?
	<ul style="list-style-type: none"> • Are they measurable? Do they describe how students will demonstrate their achievement of the outcome? How you did or did not meet your target? 	<ul style="list-style-type: none"> • How many learning goals and outcomes will be assessed?
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