



## An Updated Criteria Checklist for an Assessment Program

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The criteria checklist is to be used with the *An Updated Outline for Assessment Plans*.

	Yes/No	
<b>Department or Program Mission</b>		
1. Does the department's or program's mission clearly link to the University's mission statement?	Y	N
2. Does the department's or program's mission clearly link to the Division's or unit's mission?	Y	N
<b>Department or Program Goals/Objectives</b>		
1. Do the goals/objectives of the department or program clearly link to the mission statement?	Y	N
2. Are the goals/objectives of the department or program a broad and general statement of what the program wants students to be able to know and to do?	Y	N
<b>Learning Objectives/Outcomes</b>		
1. Does each outcome (program, student learning, student development, faculty development, and staff development) reflect a substantial aspect of the program or department goals/objectives?	Y	N
2. Does each outcomes describe what the program or department intends for students and/or staff to know (cognitive), think (affective, attitudinal), or do (behavioral, performance, psychomotor)?	Y	N
3. Collectively, do the outcomes reflect the most important purposes of the program?	Y	N
4. Is each intended outcome:		
a. detailed and specific?	Y	N
b. appropriate to the program or department?	Y	N
c. measurable/identifiable?	Y	N
d. meaningful in making decisions of how to improve the program?	Y	N
5. Does the program have a component to be able to deliver/implement each outcome?	Y	N
<b>Evaluation Methods and Implementation of Assessment</b>		
1. Are multiple methods, if appropriate, used to assess	Y	N

outcomes?

- |  |   |   |
|--|---|---|
| 2. Do the assessment methods include direct and indirect measures of outcomes?                                     | Y | N |
| 3. Is each assessment method or tool appropriate to the outcome it is evaluating?                                  | Y | N |
| 4. Are comparison data used where possible?  | Y | N |
| 5. Do the proposed methods of assessment appear feasible in terms of design, time, and resources?                  | Y | N |
| 6. Do the proposed methods of assessment yield information that is suitable for program or department improvement? | Y | N |
| 7. Are the proposed methods of assessment consistent with the best-accepted practices in that profession?          | Y | N |
| 8. Are criteria identified for each outcome?   | Y | N |
| 9. Are these criteria realistic?   | Y | N |
| 10. Where possible, are the proposed evaluation methods incorporated into the day-to-day doing of the program?     | Y | N |

**Results**

- |  |   |   |
|--|---|---|
| 1. Do the results reflect adequate sampling of students from the department or program?                    | Y | N |
| 2. Is appropriate information from results shared with multiple audiences?                                 | Y | N |
| 3. Is there enough detail or specificity to determine the extent to which the outcomes have been achieved? | Y | N |
| 4. Do the results inform decisions for continuous improvement?   | Y | N |

**Decisions and Recommendations**

- |   |   |   |
|---|---|---|
| 1. Is the use of the results adequately stated to describe specific changes made as a result of assessment? | Y | N |
| 2. Do the decisions and recommendations clearly reflect the results of the assessment plan?                 | Y | N |
| 3. Is there evidence that assessment will be on-going/continuous?   | Y | N |
| 4. Are decisions made about the intended outcomes?  | Y | N |
| 5. Are there decisions made to improve the assessment process?  | Y | N |

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