

Ten Guiding Questions for Outcomes Assessment

1. Are program goals stated, and aligned with strategic plans, professional organizations, accrediting agencies, and university mission?
2. Are student learning outcomes explicitly stated (and not expressed as “content to be covered” but skills and knowledge to be mastered), and integrated across all features of the program, such as course syllabi and student handbooks?
3. Are multiple assessments and a variety of approaches used to measure student learning outcomes and program accomplishments?
4. Is there a sampling plan that allows for all students to be assessed in *key* learning outcomes as well as for a sub-sample of students to be assessed across *all* learning outcomes, and for the program to be evaluated in light of its goals?
5. Is there a data collection plan in place that specifies what information gets collected, by whom, and at what intervals?
6. Are procedures in place for interpreting and scoring student assessments in an unbiased way, including identifying and circulating the criteria for a proficient performance (as in a rubric!) as well as examples of exemplary performances?
7. Have results been obtained for each key learning outcome and program goal?
8. Have results been aggregated, summarized, and reported in a useful format to all relevant parties?
9. What is the interpretation of the results across all learning outcomes and program goals?
10. How is the information being used in a feedback loop to inform student learning, teaching quality, program improvement, and university mission, and what are the results of those modifications?