



GUIDING QUESTIONS FOR DEVELOPING THE ASSESSMENT PLAN

There are several things to consider when creating your assessment plan. Once you have chosen the SLO you intend to measure, you will need to identify who you will assess, which activity or assignment you will use, the type of assessment tool, and the minimum acceptable performance. To complete an assessment cycle, use the results to discuss with your colleagues if changes to the teaching/learning process in your course(s) are warranted, as well as whether the SLO or assessments need to be adjusted.

Use the following guiding questions to move through the assessment planning process.

Expected SLO

1. What is the student expected to do and/or know at the end of the course or program of study?

Assessment Sample

2. Who will be assessed (e.g. all sections, sampling of students across sections, selected sections) and how often?

Major Assignment/Activity

3. Which major activity or assignment will be used for assessment (e.g. final exam, demonstration or project, etc.)?

Assessment Instrument (i.e. systematic scoring system)

4. Which assessment instrument(s) will be used to collect data from the assignment or activity (e.g. Likert scale, rubric, checklist, survey, etc.)?

Performance Criteria

5. What are the performance standards that judge whether a student has achieved a given level of knowledge or skill proficiency?
6. How do you know when a student has achieved the knowledge, skill, or ability the SLO seeks to impart?

Outcome Results

7. What are the results of the assessment?
8. How do the results compare to any baseline or benchmark data previously collected?

Analysis & Action

9. How will the results be used to inform teaching, learning and/or services?

10. How will you, your program or the institution follow up on the results?

With whom will the results be shared?

