



PROGRAM ASSESSMENT CHECKLIST
Office of Institutional Effectiveness
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Assessment Checklist	
<i>Begin by accessing Taskstream and reading previous reviews.</i>	<ul style="list-style-type: none"> Take a few minutes to click on the “Submissions and Read Reviews” tab. Click on each “Score/Results Report” to read reviewers’ feedback and suggestions. Consider using the feedback to strengthen the program’s reports and assessment processes. <p>Resources</p> <ul style="list-style-type: none"> Taskstream <ul style="list-style-type: none"> Access (https://login.taskstream.com/signon) Training videos (https://oie.gsu.edu/our-services/assessment/guide-to-program-assessment/#1632411680650-51e1686d-811e)
Standard Requirements Checklist	
<i>Mission Statement</i>	<ul style="list-style-type: none"> Explain the program’s purpose. Use narrative that distinguished this program from others (especially the difference between undergraduate and graduate) in the department. Clearly indicate which parts of the University’s strategic plan the mission statement supports. <p>Resource</p> <ul style="list-style-type: none"> OIE Site: https://oie.gsu.edu/our-services/assessment/guide-to-program-assessment/#1632415764050-ae002c55-39aa
<i>Student Learning Outcomes</i>	<ul style="list-style-type: none"> List the skills, knowledge, abilities, and attitudes graduates will have attained upon completing the program. Write the SLOs in a student-centered way that uses active verbs (e.g., “Students will analyze financial statements to identify risk factors.”). Consider using Bloom’s Taxonomy (see below, in “Resources”) to find examples. Use terms/concepts that are appropriate for the degree level (e.g., “summarizing, comparing, contrasting” at the freshman/sophomore level and “analyzing, evaluating, critiquing” at the junior/senior/graduate levels). Consider expectations of the professional organization/industry as a part of the program’s SLOs. <p>Resources</p> <ul style="list-style-type: none"> OIE Site: https://oie.gsu.edu/our-services/assessment/guide-to-program-assessment/#slos Bloom’s Taxonomy (links) <ul style="list-style-type: none"> Bloom's Taxonomy Verbs - Free Chart and Handout- Fractus Learning Student-Centered vs Teacher-Led: Slide1-1.jpg (727x570) (teachingutopians.com) Taxonomies for the Arts: https://www.incredibleart.org/files/blooms2.htm Taxonomies for the Digital Age: https://www.teachthought.com/learning/what-is-blooms-taxonomy/

Curriculum Map	<ul style="list-style-type: none"> Using the Taskstream software, create a table that contains all required courses (first column) and SLOs (across the top rows). Courses (number and title) should be listed in the order that the program instructs students to take them. Download and disseminate the table to faculty and ask them to indicate whether *their* course(s) introduce, reinforce, or master/assess each SLO. Encourage them to only select the SLOs that are applicable. Remind them that master/assessment should occur in the more advanced courses. Collect all responses, add them to the table, and use Taskstream’s curriculum mapping link to enter all information (or attach your own version). <p>NOTE: Courses coded as “M/A” are the ones that should also appear in the assessment plan. As a reminder, these courses should be courses in the final year and/or capstone experiences. In other words, the curriculum map should align with the assessment plan.</p> <p>Resource</p> <ul style="list-style-type: none"> OIE Site: https://oie.gsu.edu/our-services/assessment/guide-to-program-assessment/#curriculum_map
Assessment Plan Checklist	
<i>Use the most advanced and comprehensive *required* course(s) for program assessment.</i>	<p>Program assessment is designed to determine whether a graduate attained the skills, knowledge, and attitudes as intended. Therefore, we encourage programs to use the most advanced and comprehensive course (as indicated by “M/A” in the curriculum map), because they require students to incorporate knowledge gained over several years and across multiple courses. In addition, the program can use professional and other national exams that the program requires of its majors for the purpose of assessment.</p>
<i>Measure</i>	<ul style="list-style-type: none"> Format: COURSE NUMBER: Brief description of assessment (i.e., a phrase that briefly describes the assessment (e.g., final exam, thesis, dissertation, oral presentation, case study, etc.). Ensure that each SLO has at least one direct measure. The assessment should yield SLO-related findings. <p>Example: HIST 2345: Using oral communication skill to defend dissertation proposal</p> <p>Resource</p> <ul style="list-style-type: none"> Direct measures (https://oie.gsu.edu/our-services/assessment/guide-to-program-assessment/#1632415861457-c298a5b7-3116)
<i>Details/Description of Measure</i>	<p>Provide a brief paragraph describing the measure using language that:</p> <ul style="list-style-type: none"> Maps the assignment/activity back to the SLO; explains which skills, knowledge, abilities, and attitudes the student will acquire and use; explains the assessment that students will complete; and describes the scoring guide/rubric (e.g., indicators and scale) that will be used to score the assessment. <p>NOTE: We discourage the use of grades, because they sometimes include points for activities unrelated to the SLO. Instead, we</p>

	encourage programs to identify an SLO-related assignment whose results can yield clear clues to students’ strengths and areas for improvement. Rubrics are the ideal assessment tool, because they allow a program to specifically identify the areas where students performed well and/or struggled. If (for example), the program using an exam, establish a data collection strategy that allows faculty to indicate how many students answered correctly for each question. The faculty will then be able to look at the table/results and see which questions were challenging. Example: Students will be given a rubric (in advance) regarding the oral proposal defense expectations. The dissertation committee will use the rubric to score the students’ level of oral communication skills as well as the ability x, y, and z.	
Target (e.g., 80% of students will achieve XX level) & rationale	In addition to offering a target (i.e., benchmark of success), programs <i>*must*</i> provide the rationale (i.e., the reason) that justifies their target. <ul style="list-style-type: none">• If implementing a previously-established assessment, explain why the program chose the target. Was it based on previous results? Is it an industry expectation/standard?• If implementing a new assessment, consider explaining that the assessment/activity/assignment is in its first year and the program will collect baseline data. Example: 75% of students will earn a “3 – Proficient” or “4 – Excels” on the rubric. The program prepares students for research, which means they must – at a minimum – show proficiency to successfully complete the dissertation.	
Timeline/frequency of data collection and evaluation	Indicate when the collection occurs: fall? spring? summer? every semester? only fall and spring?	
Key Personnel (i.e., person responsible for the assessment process)	*Provide the names and title(s).*	
Support documentation	*Always* attach documentation that supports any assertions made in the plan/report. The assessment plan should include (for example) a copy of the (1) instructions and descriptions of assignments given to students and (2) evaluation criteria (e.g., rubrics, scoring guide, etc.) for each assessment. If the program mentions an item in the narrative, the reviewers need support documentation to align everything and offer valuable feedback and support. In addition, Southern Association for Colleges and Schools Commission on Colleges (SACSCOC, the University’s regional accrediting body) requires documentation.	
Assessment Findings Checklist		
Findings per Measure	Summary of Findings	Provide only a <i>*quantitative*</i> list of findings that reflect the SLO, ideally one that disaggregates results in ways that highlight strengths as well as areas for improvement. Include number and percentage of students that participated in the assessment.
	Explanation/Analysis	Meaningful explanations/analyses go beyond numbers. Use this space to delve deeper into the summary of findings to provide the contextual information that will help faculty decide how to improve the student learning experience. <ul style="list-style-type: none">• What are the strengths in the findings?• What are the areas for improvement (overall, by group, faculty member, etc.)?

		<ul style="list-style-type: none">• Were there specific skills, knowledge, abilities, and attitudes that students struggled or failed to demonstrate?• How did the results compare to the previous year? <p>Your responses will serve as the foundation for the Analysis and Action Plan (when it is due); however, it also helps programs identify areas in need of immediate or future attention.</p>
	Target Achievement	Not Met? Met? Exceeded?
	Documentation	*Always* attach documentation that supports any assertions made in the plan/report. The findings report should include (for example) a report/file with the results, a redacted copy of a completed assessment, a rubric with scores, etc. If the program mentions an item in the narrative, include it in the support documentation. The Southern Association for Colleges and Schools Commission on Colleges (SACSCOC, the University’s regional accrediting body) requires documentation.
Overall Reflection (optional, but very helpful for the Action Plan)	Use this space to list and summarize (based on the findings) the successes and failures, along with the reasons. The reflection should be written using language that is in alignment with the SLOs.	
Overall Recommendations (optional, but very helpful for the Action Plan)	Based on the reflections, make a list of suggested continuous improvements the program can make. The recommendations should be written using language that is in alignment with the SLOs.	
Analysis & Action Plan Checklist		
Results of Previous Action Plans	Summarize all results from the previous action plan. Perhaps the program can consider providing a bullet list of SLOs, followed by sub-bullets summarizing work that the program implemented in the past.	
Analysis and Findings from the Past Three Years	Summarize results from the past three years by listing the SLOs and briefly discuss (1) the changes in findings over the past three years, (2) the continuous improvement activities that the program implemented, and (3) the impact of the activities on student learning.	
Sharing and Discussion of Assessment Findings	Describe the process the program uses to share, discuss, and act (e.g., assessment committee meetings, faculty meetings, etc.) on assessment findings. Use titles and names. This information is very helpful whenever a new person assumes responsibility for assessment. Attach a copy of the meeting minutes, if any.	
Actions	List the SLOs that require action. Next, use sub-bullets to list actions the program will implement in the next assessment cycle.	