Creating an Assessment Plan

This flowchart is designed to help you determine where to begin your assessment plan, and which steps to take from that point. Reading from right to left, your planning should begin at your first ‘no’ response. Use the steps following that point in the flowchart to guide your plan for completing the assessment cycle. Be sure to keep a record of what you have already accomplished, and document what you plan to do next.

1. Has your program developed learning outcomes?
   - Yes: Develop learning outcomes.
   - No: Select one or two outcomes to focus your assessment plan on.

2. Do the learning outcomes reflect your current program?
   - Yes: Revise the outcomes.
   - No: Collect evidence of student learning (e.g., scored rubrics, exam item or section scores, or survey responses).

3. Do you have collected evidence of student learning (e.g., scored rubrics, exam item or section scores, or survey responses)?
   - Yes: Analyze your data: summarize the collected data in a meaningful way.
   - No: Do you have something that could be utilized as evidence (e.g., portfolios, recorded performances, theses)?

4. Do you have something that could be utilized as evidence (e.g., portfolios, recorded performances, theses)?
   - Yes: Collect your data: gather your evidence and apply your method (e.g., score your items, apply your rubric).
   - No: A curriculum map or pedagogical inventory can help you determine practices in your program that help students to achieve the outcomes.

5. A curriculum map or pedagogical inventory can help you determine practices in your program that help students to achieve the outcomes.
   - Yes: Determine what method you will use to know from the evidence if students are accomplishing the learning outcome (e.g., components of a rubric or exam items that address the learning outcomes).
   - No: Select the evidence of student learning you will use (e.g., an existing exam, survey, paper, performance or presentation).

6. Select the evidence of student learning you will use (e.g., an existing exam, survey, paper, performance or presentation).
   - Yes: Collect your data: gather your evidence and apply your method (e.g., score your items, apply your rubric).
   - No: Were all aspects of the learning outcomes satisfactorily achieved?

7. Were all aspects of the learning outcomes satisfactorily achieved?
   - Yes: Plan to reassess the outcomes at a later time to determine if the outcomes are still satisfactorily achieved.
   - No: Make changes to improve student accomplishment of the outcomes, and plan to reassess the outcomes at a later time to determine if improvement in student learning occurred.

Source: Office of Assessment, Loyola Marymount University
http://academics.lmu.edu/spee/officeofassessment/assessmentresources/creatinganassessmentplan/