

Annual Assessment Reviewer Checklist
Planning & Reporting Sections
Academic Educational Support Units – 8.2C Standard



Unit/Office: _____

Reviewer: _____

Date: _____

Assessment Report Element	Yes	No	NA	Comments
Unit Mission				
Is the Office Mission clear and specific to the unit?				
Does the mission state specifically who the unit is, what services are provided and why, along with whom the office serves?				
Is the Mission aligned to the University Mission?				
Objectives (OBJ) & Student Learning Outcomes (SLO)				
Are at least 3 OBJ/SLO identified for testing during this assessment cycle?				
Does each OBJ/SLO have a measurable action verb? “Understand,” “appreciate,” or “value” are <u>not</u> acceptable verbs.				
Does each OBJ/SLO focus on one outcome?				
Does each OBJ/SLO identify a specific skill, service, or knowledge gained that is provided by the office?				
Is each OBJ/SLO aligned with the Program Mission?				
Is each OBJ/SLO’s aligned to the University’s Strategic Plan?				

* SLO Specific = Does the SLO express what TAMIU students will be able to do?				
* SLO Specific = Does the SLO identify how TAMIU students will demonstrate mastery of the knowledge or skill assessed?				
* SLO Specific = Does the SLO state with clarity whom will be assessed? (e.g., “21-22 first time in college (FTIC) students)				
Measures				
Are there at least 2 measures per OBJ/SLO?				
Is at least one measure for each OBJ/SLO a direct measure?				
Are the measures aligned to the OBJ/SLO specified?				
Is the Measure described clearly and with sufficient detail of event, program, method of assessment, and instruments (documents, data charts, spread sheets, survey templates)?				
Is each measure evaluated independently (no multiple measures)?				
* SLO Specific = Does the measure include a clear description of how students will demonstrate mastery of the learning goal?				
* SLO Specific = Has a scoring rubric/ methodology been described or uploaded that appropriately differentiates student performance?				
Target				

Does each target directly align with each measure?				
Is the target written in the correct format? Percentage Format: “XX% or more of students will participate in [name of event/service].” Proficiency Format: “The mean of students’ rating of ‘(service)’ will increase xx or more.”				
Does the target avoid using a set goal of 100%?				
Does the target avoid using words that are not clear i.e. “Satisfactory” or “successful” and instead use a quantitative number?				
Does the target reflect reasoning to the desired level or performance?				
Data Collection				
Does the plan identify specifically where assessment will take place?				
Does the plan identify specifically when assessment will take place?				
Does the plan identify specifically who or whom will be responsible for collecting the data?				
Improvements				
Does the plan reflect improvements or modifications proposed in the 2020-2021 report?				
If not, is a different OBJ or SLO being assessed?				

REPORTING QUESTIONS BELOW

Findings

Are the findings **clear** and **well-organized**?

Do the findings **directly align** with the measure?

Do findings **indicate** or refer to **previous assessment cycles** and results that identify possible trends or information for reflection?

Was **sufficient** documentation (i.e., rubrics, data tables, blank artifacts) provided in AEFIS for verification of findings?

Action Plan

Are the action plans **well-thought** out and **appropriate** for the office?

Do action plans contain **examples of modifications** (or plans to modify) documented and **directly related** to findings of assessment?

Do the action plans **clearly** demonstrate evaluation of past and current assessment, including acknowledgement of flaws; Plus **evidence** of some moderate revision, or **general plans** for improvement of the assessment process?