Appendix C: Checklist for Assessment Plans

***Course Name and Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

|  |  |  |
| --- | --- | --- |
| **CRITERIA** | **Yes** | **COMMENTS from committee as to what is still needed** |
|  |  |  |
| Included the Assessment Plan Format/Cover sheet Location: <http://www.radford.edu/content/core-curriculum/home/resources/proposing-courses-for-the-core-curriculum.html> |  |  |
| Included copy of the revised syllabus, with the only revision the updated goals/learning outcomes. (If there are other changes, they must go through the normal routes.)  |  |  |
| All course information as well as course number for the past 3 semesters are included.  |  |  |
| Learning Outcomes include new wording and match the area(s) stated.Location: <http://www.radford.edu/content/core-curriculum/home/overview/outcomes.html> |  |  |
| **A.** |  |  |
| Outcome stated correctly with updated wordingIncluded type of assessment used |  |  |
| **B.** |  |  |
| Included assignment/ items used to assess students.  |  |  |
| If multiple choice, included a minimum of 6 items per learning outcome  |  |  |
| Included a Scoring Rubric or Scoring guide for each type of assessment |  |  |
| Used the headings “not competent,” “competent,” and “highly competent” |  |  |
| Included a range of scores on the rubricExample: for 10 multiple choice items“not competent,” 0-5“competent,” 6-8 “highly competent” 9-10 |  |  |
| Goal: 70% of the students will score in the competent or highly competent range. |  |  |
| Essay or short answer items include an explanation of grading that corresponds to each level/headings |  |  |
| Item content is appropriate to learning objective and to the level of the outcome (identify, explain, etc.) |  |  |
| **C.** |  |  |
| If an alternate methodology is used, a detailed description and examples was included.  |  |  |