SELF-ASSESSMENT: CONTINUOUS IMPROVEMENT OF PROGRAM-LEVEL ASSESSMENT OF STUDENT LEARNING[1]

ABET

Each column represents an attribute of the continuous improvement process with each attribute consisting of multiple steps. Using the scale provided, indicate where you believe your program is in the development and implementation of each of the steps identified in the rows of the chart. This chart can be used to map your progress and identify where works still needs to be done.

1. Not in place
2. Beginning stage of development
3. Beginning stage of implementation
4. In place and implemented
5. Implemented and evaluated for effectiveness
6. Implemented, evaluated and at least one cycle of implementation

Stakeholder/Constituent Involvement (Those who have a vested interest in the program's effectiveness)	SCORE	Program Educational Objectives (Graduate performance after completing program)	SCORE	Student Outcomes (Desired knowledge, skills, attitudes, behaviors, by the time students complete program)	SCORE	Student Outcomes Aligned with Educational Practices	SCORE	Assessment Processes	SCORE	Evaluation	SCORE
Stakeholders are identified		Objectives are determined		Outcomes are identified and support the mission statement and are linked to program educational objectives.		Desired performance is mapped to curricular practices and/or strategies (e.g., courses/co-curricular)		Assessment is on-going and systematic at the program level		Assessment data are systematically reviewed	
Primary stakeholders are involved in identifying/ affirming program educational objectives		Objectives are publicly documented		Number of outcomes are sustainable		Attainment of student outcomes are evaluated using program assessment data		Multiple methods are used to measure each outcome		Evaluation of results are done by those who can effect change	
Primary stakeholders are involved in periodic evaluation of educational objectives for continued relevance		Number of objectives are manageable		Outcomes are publicly documented		Where necessary, educational practices are modified based on evaluation of assessment data		Both direct and indirect measures of student learning are used to measure attainment of outcomes		Evaluation of assessment data is linked to curricular practices/ strategies	
Sustained partnerships with stakeholders are developed		Objectives are aligned with mission statement		Outcomes are defined by a number of key measurable performance indicators				Assessment processes are reviewed for sustainability, effectiveness and efficiency		Evaluation leads to decision making/action	
		Objectives are periodically evaluated for continued relevancy						When needed, assessment methods are modified based on evaluation processes			