

SELF-ASSESSMENT: CONTINUOUS IMPROVEMENT OF PROGRAM-LEVEL ASSESSMENT OF STUDENT LEARNING¹

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 work still needs to be done.

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| <ul style="list-style-type: none"> 1. Not in place 2. Beginning stage of development 3. Beginning stage of implementation | <ul style="list-style-type: none"> 4. In place and implemented 5. Implemented and evaluated for effectiveness | <ul style="list-style-type: none"> 6. Implemented, evaluated and at least one cycle of implementation |
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| Constituent/ Stakeholder 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 |
|--|-------|---|-------|---|-------|---|-------|--|-------|---|-------|
| Constituents 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 constituents 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 constituents 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 constituents 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 | | | |

¹ This tool is intended for self-assessment to assist in understanding areas for improvement in the assessment process development and not directly connected to or required by ABET program accreditation. Assessment Planning Flowchart © 2004 Revised May 2026, Developed by Gloria Rogers.