FLORIDA ATLANTIC UNIVERSITY

Assessment Plan and Report Checklist

Academic Program Assessment | Office of the Provost

(Final: November 2, 2026, following TASL review)

Use this checklist before submitting the assessment plan (due in Weave by March 15 for the upcoming academic year) and the results report (due in Weave by Oct. 15 for the previous academic year). Check each criterion for each outcome category; FAU requires at least three student learning outcomes, one each for communication, critical thinking and content knowledge, with additional outcomes checked under Other. The companion Rubric for Reviewing Program Assessment Plans and Reports rates each component Meets, Partially Meets or Does Not Meet Requirements; the Academic Program Assessment Handbook explains every item.

Program:		Degree level: ☐ Undergraduate ☐ Graduate	
College:		**Department / School:**	
Weave project name (College: Program Degree):			**Academic year:**
Completed by:		**Date:**	Reviewing: ☐ Plan ☐ Report

Criterion	Content Knowledge	Critical Thinking	Communication	Other Outcomes	Comments
Part I. Assessment Plan (spring cycle; enter in Weave by March 15)					
A. Student learning outcomes and context					
Outcome is present in Weave, aligned with the program's ALC (required at every degree level) or General Education (Gen Ed) outcomes					
Outcome is student-centered and oriented to student behavior, skills and abilities					
Outcome is stated with precise, measurable verbs at the intended level (Bloom's taxonomy)					
Desired level of performance or achievement is clearly and specifically described (criterion for success, not a grade)					
Justification is provided for the desired level of performance (prior results, benchmarks or accreditor standards)					
At least three outcomes total: one communication, one critical thinking, one content knowledge (3 to 5 typical, 8 maximum)					
Curriculum map is included, linking courses to outcomes and marking where each is Introduced, Reinforced and Mastered, with each outcome assessed more than once					
Outcomes are placed in a degree program, general education, national benchmark and/or accreditation standards context					
B. Assessment methods and measures					
Assessment method is present and clearly relevant to the outcome					

Criterion	Content Knowledge	Critical Thinking	Communication	Other Outcomes	Comments
At least one measure for the outcome is a direct measure of student work					
Criteria and/or rubrics articulate the specific levels of performance required					
Student sample is clearly described (which students, which courses, how selected)					
Where, when and how in the program data are collected is clearly described					
Scoring, rater training and other data coding methods are described					
Reliability and/or validity information for the measures is provided where available					
Method reflects last year's results and the program's responses to them					
Sample instruments, rubrics and other key materials are uploaded as project attachments					
Weave hygiene: project follows the naming protocol, was duplicated with No, start empty, and contains no empty sections					
Part II. Results and Use of Results (fall cycle; enter in Weave by Oct. 15)					
C. Presentation and interpretation of results					
Results are present, in aggregate form, with clearly defined performance levels					
Results are relevant to the outcome and the intended measures					
Interpretation identifies strengths, weaknesses and areas for improvement					
Current results are interpreted against previous results (trends over time)					
Possible influences on results are identified (data collection issues, instructor variation, modality differences)					
Evidence is sufficient to support the recommendations made					
D. Use of results for program maintenance or improvement					
Action plan is present and developed directly from the results analysis					
Steps are specific, related to the results, with responsible parties and a timeframe					
Explanation of how results inform program maintenance or improvement in the coming year					
Description of how these steps will be incorporated into next year's assessment plan					
Evidence that steps have been or will be taken is uploaded (meeting notes, revised syllabi, curriculum actions)					
How the plan, results and improvements are communicated to stakeholders (faculty, students, administrators) is explained, with evidence uploaded					
Prior-year action plans are reviewed and updated (in progress, completed with impact described, or explained); completed plans older than 3 years are deleted					

Criterion	Content Knowledge	Critical Thinking	Communication	Other Outcomes	Comments
Part III. Evaluating the Assessment Plan (meta-analysis)					
The program explains how it evaluates the adequacy of the assessment plan itself as evidence of student learning outcomes achievement					☐
Documentation for that evaluation is uploaded to the project					☐
Even where targets were met, improvements or new goals are proposed for the next cycle (rubric component 6, indicator 6e)					☐

Key: check the box when the criterion is fully met for that outcome category; note partial or missing items in Comments. Items spanning all categories apply to the plan as a whole. Questions: your college assessment director, TASL or the Office of the Provost assessment staff.

Sources: FAU Assessment Review Rubric (revised draft 10.13.26); FAU Assessment Plan Reviewer Guide (10.13.26); FAU Assessment Plan Checklist (2014), updated to the current cycle; FAU Academic Program Assessment Handbook (2026).