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How to Distinguish Between a Master and Action List

In order to keep assessment meaningful and manageable a program may need to prioritize the assessment of certain learning outcomes over others. For programs at MSU a way to arrange assessment for improvement purposes might be to distinguish between a master and action list of student learning outcomes. The master list would illustrate the scope of assessment desired and pursued, while the action list would reflect those outcomes faculty are most eager to improve through useful data collection and analysis.

A program might NOT need to differentiate between a Master and Action list if:

1. Program has 10 or less learning outcomes
2. Program needs to address all of their learning outcomes in terms of programmatic accreditation
3. Program believes it possess a mature understanding of assessment

A program might need to differentiate between a Master and Action list if:

1. Program has more learning outcomes to measure than what it believes to be manageable
2. Program has more than 10 learning outcomes
3. Program wants to assess outcomes in a cyclical manner
4. Program is maturing their assessment process in deliberate and focused ways

How to sort a Master List for an Action List – Prioritizing

1. What is important to every cycle of assessment?
2. What is new and may need a baseline measurement?
3. What is a focus item for deliberate improvement?
4. What has not been deliberately assessed in a number (2 or more) of cycles?