

A S S E S S M E N T G U I D E

PART I: DETERMINING YOUR DEPARTMENT'S OR PROGRAM'S EXPECTATIONS

A. STATE EXPECTED OUTCOMES

VERY important to use action verbs!

For example:

- Derive supportable inferences from statistical and graphical data
- Analyze a social problem from interdisciplinary perspectives
- Evaluate proposed solutions to a community issue

B. IDENTIFY WHERE EXPECTED OUTCOMES ARE ADDRESSED

For example, in

- Courses
- Programs
- Services
- Internships
- Community Service Projects
- Work Experiences
- Independent Studies

C. DETERMINE METHODS AND CRITERIA TO ASSESS OUTCOMES

Examples:

- Test
- In-class writing sample
- In-class analysis of a problem
- In-class collaborative problem solving project
- Portfolio
- Performance
- Simulation
- Focus Group

D. STATE DEPARTMENT'S OR PROGRAM'S LEVEL OF EXPECTED PERFORMANCE

Examples:

- Numerical score on a national examination
- Numerical score on a licensure examination
- Holistic score on ability to solve a mathematical problem
- Mastery level score on a culminating project
- Mastery level score on writing samples

E. IDENTIFY AND COLLECT BASELINE INFORMATION

By means of:

- Standardized tests
- Locally designs tests or other instruments
- In-class writing exercise
- In-class case study
- Portfolio
- Performance

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PART II. DETERMINING TIME, IDENTIFYING COHORT(S), AND ASSIGNING RESPONSIBILITY

A. Determine Who You Will Assess

For example:

- ⇒ All students
- ⇒ Student cohorts, such as
 - At-risk students
 - Historically underrepresented students
 - Students with SATs over 1200
 - Traditional-aged students
 - Certificate-seeking students
 - International students
 - First-generation students

B. Establish a Schedule for Assessment

For example:

- ⇒ Upon matriculation (or entering the degree program)
- ⇒ At the end of a specific semester
- ⇒ At the completion of a required set of courses
- ⇒ Upon completion of a certain number of credits
- ⇒ Upon program completion
- ⇒ Upon graduation
- ⇒ Upon employment
- ⇒ A number of years after graduation

C. Determine Who Will Interpret Results

For example:

- ⇒ Outside evaluators
 - Representatives from agencies
 - Faculty at neighboring institutions
 - Employers
 - Alumni
- ⇒ Inside evaluators:
 - Librarian on team for natural science majors
 - Student affairs representative on team to assess community service portfolio
 - Interdisciplinary team
 - Assessment Committee
 - Writing Center
 - Academic Support Services
 - Student Affairs

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PART III. INTERPRETING AND SHARING RESULTS TO ENHANCE DEPARTMENTAL/PROGRAMMATIC/INSTITUTIONAL EFFECTIVENESS

A. Interpret How Results Will Inform Teaching/Learning and Decision Making

For example:

- ⇒ Revise pedagogy, curricula, sequence of courses
- ⇒ Ensure collective reinforcement of knowledge, abilities, habits of mind by establishing, for example, quantitative reasoning across the curriculum
- ⇒ Design more effective foundation courses
- ⇒ Describe expected outcomes more effectively
- ⇒ Increase connections between in-class and out-of-class learning
- ⇒ Shape department/program decision making, planning, and allocation of resources

B. Determine How and With Whom You Will Share Interpretations

For example:

- ⇒ General Education and Program Assessment Sub-Committee through an annual report
- ⇒ Other departments through a periodic report
- ⇒ University administration (coordinator of assessment, Dean, Provost)
- ⇒ Students through departmental meeting
- ⇒ University planning/budgeting entity (e.g., the President's Cabinet)
- ⇒ Board of Visitors, Board of Regents
- ⇒ Accreditors through self-studies
- ⇒ Program review
- ⇒ News releases to general public

C. Decide How Your Department/Program will Follow Up on Implemented Changes

Repeat the assessment cycle after changes have been implemented:

