

Assessment Plan Example Strategies

For each of the questions below, which appear in the Questionnaires for each respective group, we offer potential example strategies for departments and programs to consider.

1. What are the key findings from the program review, as they relate to assessment of student learning? (*Relevant to departments/programs that have had a review within 1-4 years*)

*Department needs to reassess its curriculum in light of Equity and Inclusion goals.

*Introductory courses are not accessible to a broad range of students from different backgrounds.

*Students feel unprepared for Level-III writing assignments and feel they need more writing instruction in level-II courses (*This example might apply also to analytical skills, broad or specialized knowledge, etc.*).

*The department's methods for assessing student learning from the evaluation capstone papers has been effective, and the practice should be continued.

*Students are unable to identify the difference between a data set and a summary statistic table (*This example might apply to various types of disciplinary tools or knowledge*).

*The department's practice of having students write reflections in level III courses reflecting on the connections between courses has meaningfully contributed to assessment of student learning, and should be continued.

*Department should expand offerings related to global societal challenges. (*This example might apply to various curricular changes suggested by external review*).

*Coursework should include more examples that are sensitive to issues facing domestic multicultural communities.

*Students are not connecting concepts across different courses in the major.

*The department needs to devise a system for assessing the new Writing in the Major requirement.

2. What are your department/program ILOs (Intended Learning Outcomes)? Does your department see the need to revise your ILOs in light of recent findings?*

Good reasons to adjust ILOs:

*ILOs are out-of-date or not right for the major anymore.

*ILOs represent a good learning goal, but are not readily assessable.

*ILO language is unclear or inaccessible to students.

Example ILOs:

*"Teacher education candidates will demonstrate the ability to plan and manage varied instruction, including educational technology, based on knowledge of subject matter, students, learning theory, the community, and curriculum goals. (Planning and

Facilitating Instruction for Student Learning)” (Education)

*“Students will demonstrate: competence in general biological knowledge, including but not limited to – vocabulary critical to biological discourse; relationships (e.g., structure/function, genetics, taxonomy, etc.) and processes (evolution, metabolism, development etc.) on a variety of scales; and history/philosophy of biological science.”

(Biology)

*“Students will demonstrate: the ability to identify and analyze complex problems and arguments using the tools and methods of economics.” (Economics)

*“A student who completes the SOC Nursing Program will be able to: Utilize evidence-based information in the provision of effective patient care.” (Nursing)

*“Students will demonstrate: ability to apply the key qualitative and quantitative methods used in anthropology and sociology, to analyze data gathered through these methods and to critically evaluate the methods’ strengths, limitations, and use for specific research purposes.” (Sociology/Anthropology)

*“Students will demonstrate: the ability to write critically about literature in clear, effective prose.” (English)

3. What changes have you made in response to your last program review? (*Relevant for departments/programs that have had a review 3-7 years ago*)

*Adjusted the requirements for the major to include a course that requires a research project using data, in order to ensure that students have experience interpreting data.

*Added a course that focuses on Asian philosophy in order to broaden the international scope of course offerings for students.

*Incorporated a once-a-year department meeting agenda item for the faculty teaching advanced courses to discuss issues of preparedness for students entering those courses.

*The department has updated the ILOs to include a focus on digital literacy within the major.

4. What methods and/or strategies have you used to assess student learning in the past? What changes to those assessment strategies, if any, do you anticipate?

Direct Assessment Examples:

*Use a rubric to evaluate portfolios of three writing samples students submit in the middle of their senior year.

*Faculty who teach upper-level courses periodically evaluate the preparedness of students for encountering content in those courses.

*Administering an assessment instrument (mini test) administered to second-semester seniors.

Indirect Assessment Examples:

*Questionnaire about students’ understanding of their own development.

5. What specific questions, regarding student learning, would like to answer to better prepare for your upcoming program review? (Relevant to departments/programs anticipating a program review within 1-3 years)

Examples:

*What types of content and assignments in upper level courses do students feel unprepared for?

*How do the research and teaching expertise of faculty in our department compliment one another? What gaps do we have in expertise? How are those gaps impacting student learning?

*What skills do employers and graduate programs expect from students graduating with our major, and how have those skills changed in the past 10 years?

*What “writing in the major” assessment strategies are common at similar programs in other institutions?

6. What does your department or program need to do to prepare for your next department/program review? (Relevant to departments/programs anticipating a program review within 1-3 years)

Examples:

*Collect information about similar departments in peer institutions.

*Collect data on enrollment trends.

*Organize sub-committees to write different parts of the self-study.

*Identify people to serve as external reviewers.

*Draft relevant program history

*Identify possible changes that faculty in the department think might be warranted.

7. Please provide your year-by-year proposed schedule of ILO assessment:

Example Assessment Plan from Year 1 Perspective:

Year 1: Create Assessment Plan

Years 2 thru 4: Carry out assessment activity (e.g. design assessment tool and assess departmental ILO 1 and 2). Submit quick assessment updates annually as part of the department/program annual report. Revise any ILOs, if the department/program sees the need to do so. Submit an Assessment Report in February of Year 4 summarizing the assessment activities, reviewing the findings, and reflecting upon the implications of the data.

Year 5: Take stock of how the current assessment plan, originally written four years earlier, is serving the current interests of the department or program. If necessary, update the assessment plan and send it to the Academic Assessment Committee for comments.

Years 6 thru 9: Continue with any new assessments of ILOs, etc., as indicated in the current assessment plan. Consider results from assessment activities in years 2 thru 4 to design interventions, if necessary.

If years 2 thru 4 included interventions in student learning activities (within courses or department/program curricula), design and implement follow-up assessments. Design and implement assessments that support consideration of questions being raised in anticipation of the next department/program external review. Submit short assessment updates as part of the department/program annual report to Provost. In October of Year 8, submit an Assessment Report summarizing the assessment activities, reviewing the findings, and reflecting upon the implications of the data. This report will also identify assessment work to be completed in Years 8 and 9 in final preparation for the self-study.

Year 10: Include assessment results in the self-study document being drafted for the upcoming external review.

Example Plan from year 4 perspective:

Year 4: Continue collection of data on student evaluations and Level III faculty assessment of student preparedness.

Year 5: Analyze data from Year 4 and continue adding to the database. Submit quick assessment updates annually as part of the department/program annual report.

Year 6 & 7: Discuss action plan based on responses to student and faculty data collected in Years 4 & 5. Continue to collect data.

Year 8: Create summary document of data and narrative document placing the data in context of the evolution of the field/department. Spring of Year 8, submit as an Assessment Report to the Academic Assessment Committee.

Year 9: Identify department reviewers. Construct sub-committees for the creation of a department review document.