DEVELOPING AN ONGOING ASSESSMENT SCHEDULE: A QUICK REFERENCE GUIDE

The first two steps refer to the department and/or chair. For more details on each step, see the Guidelines for Core Curriculum Assessment; relevant page numbers are given in parentheses for each step.

1. Select a course coordinator by appointment, election or soliciting a volunteer. This person should be a full-time tenured or tenure-track faculty member with knowledge of the course. (p. 3)

2. Select a course assessment committee by appointment, election or soliciting volunteers; the department’s curriculum committee may serve as the assessment committee. Members should be full-time tenured or tenure-track faculty members with knowledge of the course. The course coordinator serves as chair. (p. 3)

The remaining steps refer to the activities of the course assessment committee.

3. Review the relevant Exemplary Educational Objectives (EEO) in Appendix A. Which of them are covered in the course? How do the covered EEOs translate into the specific goals and activities of the course? (p. 9-12)

4. Formulate brief course-specific student outcomes derived from each covered EEO. What do students learn/do in the course? How do these skills/knowledges relate to each EEO?

5. Review the three recommended assessment instruments: embedded exam questions, assignment review, and online student evaluations. Which best correspond to existing assignments in the course? (p. 5-7 and relevant section of Appendix B)

6. Formulate EEO assessment plans for each covered EEO using the information gathered in steps 3-5. Each plan should have three parts: the objective, the instrument, and the criteria. Use the format at the bottom of the page. (p. 5-7 and relevant section of Appendix B)

7. Schedule the implementation of EEO assessment plans using the form in Appendix C. In Fall 2006, departments unfamiliar with assessment should implement only one plan, in order to become more comfortable with the process. In subsequent semesters, departments should implement 1-3 plans per semester, such that they will have at least two semesters worth of data for each EEO by September 2009. (pp. 3-4 and Appendix C)

8. Determine student sampling method and instructor participation. The student sample group should meet the minimum guidelines described on p. 7-8. For classes taught by only a few instructors, those instructors must participate every semester. For classes taught by many instructors, participation may rotate so long as each semester includes a cross-section of students and instructors. (pp. 7-8)

9. Submit an electronic copy of the complete Ongoing Assessment Schedule to the Provost’s office by May 31. This should consist of the two forms on pp. 29-30 in Appendix C and an EEO assessment plan for each EEO covered in the course. (pp. 5 and Appendix C)

10. Prepare the assessment instrument to be used in Fall 2006. This needs to be ready by the beginning of the semester, so the committee will need to work on it in the spring or summer.

EEO Assessment Plan format (See also p. 28 and Appendix B)

| Objective: | List EEO and describe how the course addresses this objective. |
| Assessment instrument: | Describe the kind of instrument to be used in two or three sentences. There is no need to list specific questions or assignment instructions. Just indicate that the committee has identified an assignment that provides meaningful and measurable information. |
| Assessment criteria: | Describe acceptable performance and indicate the percentage of students who should be able to perform at that level. Usually the first semester of data is used to set goals for subsequent semesters. |