

# FROM A-Z: AN ASSESSMENT TOOLKIT

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# Learning Outcomes

- Participants will understand the components of an effective and sustainable assessment program.
- Participants will identify the assessment tools to use at their institutions.
- Participants will begin the process of building an assessment platform that meets the needs of their institution.
- Participants will understand how institutional commitment translates into necessary resources.

# Where are you?

	No Evidence	Some Evidence	Significant Evidence
College-wide, unit, program and curricular outcomes are clearly articulated and relevant to students and other stakeholders.			
Assessment methods are clear, appropriate, and justifiable.			
Assessment results are of sufficient quality that they can be used with confidence to make meaningful, appropriate decisions.			
Results are shared in useful, understandable, accessible forms with relevant stakeholders.			
Results are used to inform meaningful (e.g. can make a difference) decisions including allocation of resources, teaching and learning improvement, and planning.			
The assessment process has sufficient engagement, momentum, and simplicity to assure that the cultures of evidence and betterment will be sustained.			

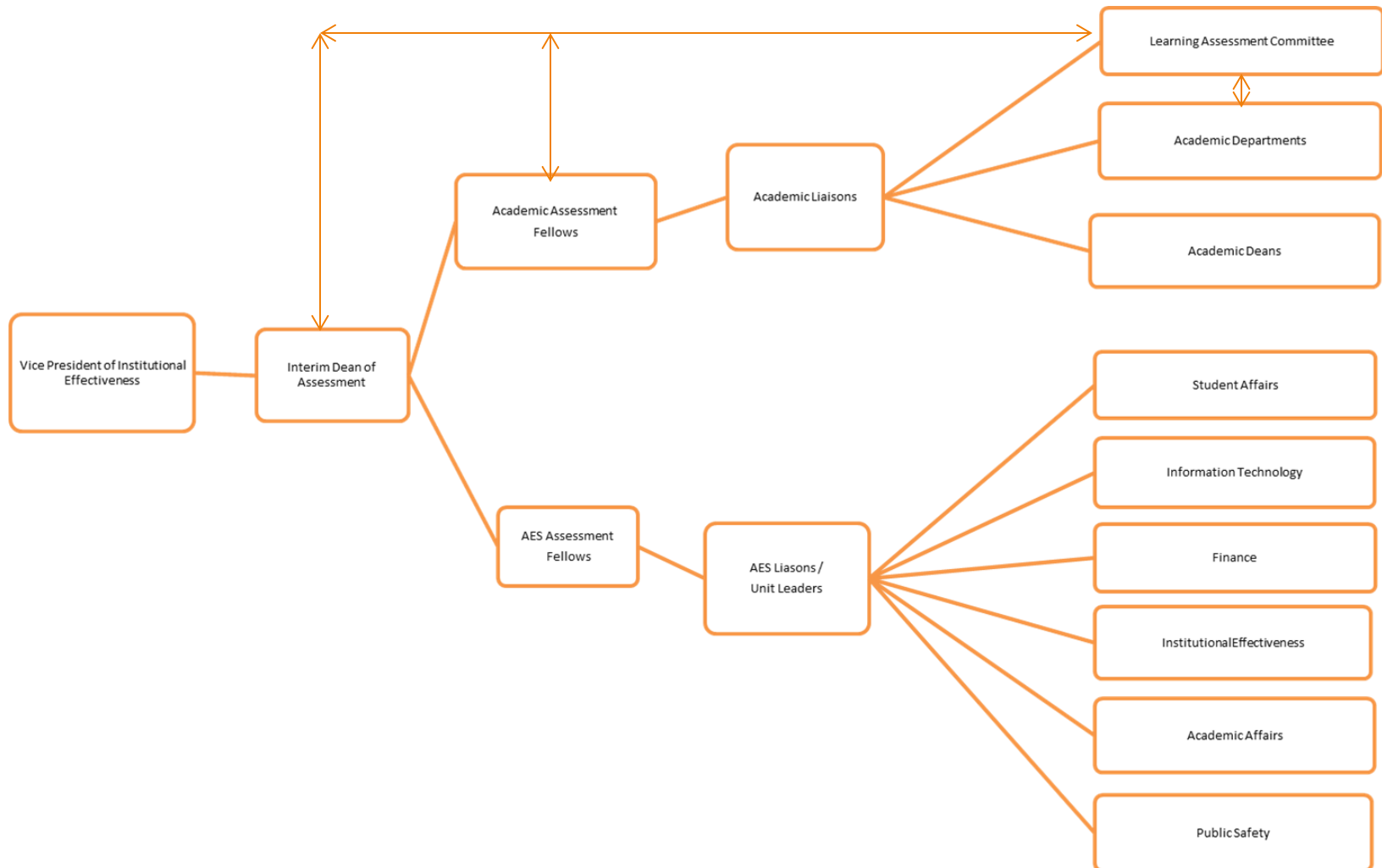
**No Evidence:** Our college is aware that we should do this, but there is no documented evidence that this is happening.

**Some Evidence:** We have documented evidence (not just anecdotes) that this is happening in some areas, but not in most areas.

**Significant Evidence:** We have documented evidence (not just anecdotes) that this is happening in most areas.

How is assessment structured at your institution?

# Organizational Chart of Assessment Activity Bergen Community College



# What is the process?

ACAD Assessment Cycle Division of Humanities							
Fall 2016							
Dean Bridglall							
ACAD Program	Department Chair	Assessment Liaison	Assessment Fellow	Current Assessment Cycle	Current Status	Next Assessment Cycle	Contact Information (date/summary)
ALP	Jiang	Freud	Fernandez	2016-2018	Semester 1	2018-2020	
ALP Speech	Jiang	Adams	Fernandez	2016-2018	Semester 1	2018-2020	
EBS	Berkowitz	Jonaitis	Fernandez	2016-2018	Semester 1	2018-2020	
Global Studies	Chu	Shurts	Ellis-Davis	2016-2018	Semester 1	2018-2020	
Latin American Studies	Chu	Shurts	Ellis-Davis	2016-2018	Semester 1	2018-2020	
Women Studies Option	Chu	Shurts	Ellis-Davis	2016-2018	Semester 1	2018-2020	
History	Chu	Shurts	Ellis-Davis	2016-2018	Semester 1	2018-2020	
World Languages	Alexs Birdsall Griffiths	Vinas	Fernandez	2016-2018	Semester 1	2018-2020	
Literature	Roliston	Gibbons	Ellis-Davis	2016-2018	Semester 1	2018-2020	
Philosophy	Dlugos	DeMarco	Fernandez	2016-2018	Semester 1	2018-2020	
Religion	Dlugos	DeMarco	Fernandez	2016-2018	Semester 1	2018-2020	
Communications	Schikler	Phelps	Ellis-Davis	2016-2018	Semester 1	2018-2020	
Broadcasting	Schikler	Phelps	Ellis-Davis	2015-2017	Semester 3	2017-2019	
Journalism	Schikler	Phelps	Ellis-Davis	2015-2017	Semester 3	2017-2019	
Cinema Studies	Schikler	Phelps	Ellis-Davis	2015-2017	Semester 3	2017-2019	
AA.LA.Gen		?		2015-2017	Semester 3	2017-2019	



How do you promote assessment?

What types of professional development opportunities are there?

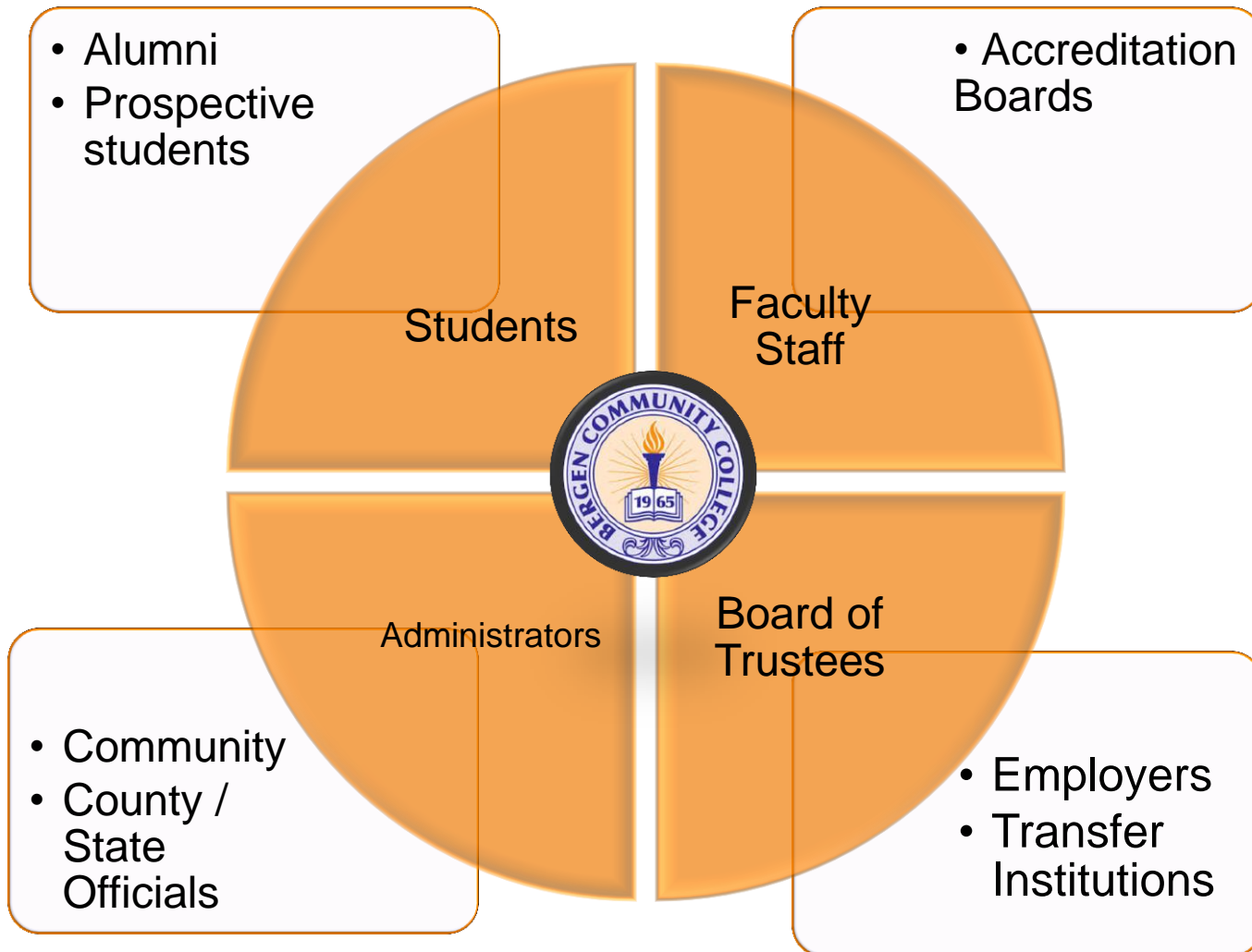
# How do you archive assessment work?



What is your budget?

How much time is allocated?

# Who are your stakeholders?



# Wrap Up and Questions

# For more information:

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