

GETTING STARTED WITH ASSESSMENT

Center for Institutional Effectiveness
Fall 2013 Workshop Series
October 2nd & 3rd

Bergen Community College

ASSESSMENT REPORT FORM FOR ACADEMIC PROGRAM

Assessment Period:

Department/Program:

Department Chair:

Department Assessment Liaison:

Date Submitted:

❖ Program Description or mission/goal statement of the Department/Program:

❖ Program Learning Goals/Outcomes:

SEMESTER 1: CREATING PROGRAM-LEVEL ASSESSMENT PLAN

1. Program Learning Goal(s) or Outcome(s) to be assessed (from the above section):

2. Means of Assessment:

▪ Feedback from Dean:

SEMESTER 2: DEVELOPING ASSESSMENT TOOL (s) and TIMELINE

3A. Describe or attach assessment tool (s), including sources of data, timeline for data collection and how data will be analyzed.

3B. Desired results faculty would like to see.

- Feedback from CIE:

SEMESTER 3: COLLECTING AND ANALYZING DATA

4. Summary of Results (attach aggregated data table, survey tool, etc., to support the summary)

5. Recommendations for Improvement:

- Feedback from Dean:

Semester One

- Choose one program learning outcome.
- Decide *how* you want to assess the goal.
 - Will you administer a final exam? Will you have students submit a portfolio? Will students make a presentation?
 - Try to use embedded means whenever possible.
- Discuss with colleagues.
- Share Means of Assessment with your dean and assessment fellow.

Semester Two

- Choose an assessment tool:
 - Rubric, checklist, external accrediting body
- Sources of data:
 - What kind of artifacts will be collected? Portfolios, Exams, Individual/Group Projects, Presentations
 - Include classes taught by full-time & adjunct faculty, day/evening sections, f2f/online.
- Timeline:
 - How long will the data collection process last?

- How will data be analyzed?
 - Will a group of faculty rate the student work? Will a Scantron be used for grading?
- What are the desired results?
 - _____% of students will achieve _____ points/grade.
- Share with colleagues and CIE Assessment Fellow.

DIRECT and INDIRECT MEASURES

- Direct measures
 - Provide evidence that *actual learning* has occurred.
 - Examples include examinations, capstone projects, licensure exams
- Indirect measures
 - *Imply* that learning has occurred but does not *demonstrate* the actual learning.
 - Examples include surveys, course evaluations, reflection pieces