Best Practices for Planning Program Assessment
2/22/2013 Workshop

1. Establish a Core Team
   a. Assessment or curriculum committee
   b. Lead person
      i. Assessment or curriculum coordinator
      ii. Committee chair
   c. Student representative

2. Plan a Feasible Project
   a. One or two at a time (e.g., outcome, type of evidence)
   b. Pilot project

3. Keep the Workload Manageable
   a. Sample of students
   b. Use existing student work
   c. Use technology (Google Forms, Google Drive, Excel)

4. Involve Students
   a. Share how results were used to increase and maintain student motivation and involvement
   b. Student(s) on the assessment team

5. Involve All Program Faculty
   a. Activities during department meeting/colloquium
   b. Faculty members submit performance data

6. Assessment Planning Template & Timeline (next page)
Planning & Implementing an Assessment Project

TEMPLATE

Use this template after the department/program develops learning outcomes and identifies the learning opportunities (i.e., activities, projects, courses) that help students meet the expectations for each outcome.

This template can help the program create a document that explains how an assessment project will be carried out and what will be done with the results.

Department/Program: 
Assessment Coordinator: 
Department Chair: 
Person submitting this project plan: 
Date updated/submitted:

1. **Assessment Question(s) and/or Goal(s) of Assessment Activity.**
   Given the outcome(s) being assessed, what does the program want to find out? Create a question(s) that is meaningful to faculty members or intended users.

2. **Intended Uses for the Assessment Results & Primary Users of the Assessment Results**
   a. List the intended uses for the assessment results such as the specific actions that might be taken if the criteria for success are not met.
   b. List the primary users of the assessment results.

3. **Criteria for Success.** State the target or the minimum results needed to indicate program success on this outcome or assessment question. (E.g., 90% will receive a “4” or “5” score on the Oral Presentation Rubric.) Or, indicate that results will serve as baseline data. *TIP: Use the first assessment project to establish a baseline.*

4. **Method(s) to Collect Evidence.** Brief description of what will be collected, how, and by whom.

Best Practices #1: Brainstorm possible uses of results with the assessment team.

Best Practices #5 & 2: Involve faculty members at a department meeting to shape the assessment question/goal. Start with one outcome to keep the assessment manageable. Conduct a pilot project first.

Best Practice #3: Keep the workload manageable by sampling, using existing student work, and effectively using technology.
5. **Method to Analyze/ Evaluate.** Brief description of how the evidence will be analyzed or evaluated and by whom. (When applicable, include the scoring criteria or rubric with this plan.) Examples of methods to analyze or evaluate evidence: apply a rubric, score a multiple-choice test, external evaluation by national testing agency, analyze interview transcripts, summarize survey responses.

6. **Timeline.** List the date or month/year in which the following assessment activities will take place:
   a. data collection,
   b. data analysis,
   c. presentation, discussion, and interpretation of results, and
   d. use of results.

7. **Assessment Team members.** List the name(s) of those who will oversee collecting, analyzing, reporting, and using results. (Option: add names to the timeline above.)

8. **Program Size and Sampling Technique**
   a. State the number of students in the program or the number who graduate each year.
   b. If evidence will be collected from a subset of students (i.e., a sample), describe the sampling technique to be used (most programs will sample instead of collecting and evaluating evidence from every student).

*TIP: Programs with 40+ graduates each year can take a random sample of ~40 students. Programs with fewer than 40 graduates each year may be able to evaluate 100% of the graduating seniors.*
**Assessment Timeline Example: *Signature Assignments* in Existing Courses**

<table>
<thead>
<tr>
<th>Task</th>
<th>Who</th>
<th>When</th>
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<tbody>
<tr>
<td>1. Decide on an assessment question and outcome(s) to be assessed</td>
<td>All program faculty at department meeting (assessment coordinator facilitates)</td>
<td>September</td>
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| 2. Planning:  
- Brainstorm intended uses  
- Establish criteria for success  
- Choose student-learning evidence to be collected  
- Select method to evaluate evidence (e.g., rubric)  
- Draft plan & timeline for data collection and evaluation | Assessment team | September |
| 3. Discuss & negotiate with faculty teaching key courses | Assessment team and faculty teaching key courses | September-November |
| 4. Share plan & timeline with program faculty | All program faculty at department meeting (assessment coordinator facilitates) | November |
| 5. Meet to finalize assignment guidelines and scoring rubric | Faculty teaching key courses and assessment coordinator | January |
| 6. Collect & evaluate:  
- Assign students the “signature assignment”  
- Collect and evaluate student work using the scoring rubric  
- Submit student results to the assessment coordinator | Faculty teaching key courses | February-May |
| 7. Aggregate & summarize results | Assessment coordinator/team | May |
| 8. Discuss results with program faculty and brainstorm improvement plan items | All program faculty at department meeting (assessment coordinator facilitates) | September |
| 9. Create and share improvement plan with program faculty; implement plan | Assessment team and all program faculty at department meeting (assessment coordinator facilitates) | September |