

The Basic, No-Frills Departmental Assessment Plan

1. Learning goals/objectives

2. Two measures:

a. One direct measure

- a sample of student work completed at the end of their course of study, analyzed by faculty
- For certain disciplines, a certification or licensure exam will be a second direct measure

b. One indirect measure

- Senior student surveys and/or focus groups asking three questions:

How well did you achieve each of the following departmental learning goals?
(Use scale such as "extremely well, very well, adequately well, not very well, not at all")

What aspects of your education in this department helped you with your learning, and why were they helpful?

What might the department do differently that would help you learn more effectively, and why would these actions help?

- In some fields, job placement rates will be important

3. A forum to discuss data and identify action items

- a. one two-hour department meeting each year, in which the department discusses whatever data it has about student learning in one of its degrees or programs, decides on one action item to improve student learning, and assigns responsibility for follow-up
- b. Follow-up actions: action on one item may take several years
- c. Keep minutes of the meetings for your own follow-up and also as documentation for external audiences as needed.

from Barbara Walvoord, Assessment Clear and Simple (2004), 59-60

[List each depa

