

# GENERAL EDUCATION ASSESSMENT PLAN

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# General Education Assessment Plan p. 1

## Introduction

The Assessment Plan for General Education that follows is based upon two beliefs: 1) a sound general education helps students acquire the knowledge, skills and attitudes that they will need to pursue successfully academic, career and personal goals; and 2) systematic assessment of student learning outcomes can be an effective vehicle for improving teaching and learning.

BMCC's Mission recognizes the inherent value of a general education when it states that one of the College's key goals is "to provide for all students a general education which fosters personal development, intellectual curiosity, and critical thinking to enhance informed and effective participation in society." Consistent with this goal, and in accordance with state mandates that general education constitute between one-third and three-quarters of total degree requirements, the College has placed general education at the center of the educational experience of all BMCC students whether they pursue a career education or a liberal arts degree.

Students enrolled in any of BMCC's career/technical programs need more than technical competence in their chosen major to succeed in the workplace or pursue additional training beyond the associate degree. The ability to write clearly, speak persuasively, think analytically, and approach tasks with self-motivation and a sense of professional ethics are essential for the attainment of most career or educational goals. Every career/technical program has been designed to include a significant general education component that comprises on the average between one-third to one-half of the total degree requirements.

BMCC's Catalog describes its Liberal Arts curriculum as providing each student with "a well-rounded background in the sciences, humanities, mathematics, and languages. The program also allows students to enter four-year colleges of their choice after successful completion of the Associate Degree requirements." Students working on an Associate in Arts (A.A.) degree in Liberal Arts comprise nearly one-third of the total student population. A certain number of students fulfill their general education requirements while pursuing Associate in Science (A.S.) degrees in Science or Mathematics, or the Associate in Arts (A.A.) degree in Writing and Literature.

Explicit in the College's Mission is a commitment "to fostering excellence in teaching [and] facilitating enhancement of learning" by providing "a collegiate environment conducive to the advancement of teaching and learning." The College offers its students a rich learning environment with many opportunities for learning experiences both inside and outside of the classroom. On-going student learning assessment can offer faculty, administrators and other stakeholders the assurance that the college is providing students with a quality general education while at the same time uncovering aspects of the college's instructional and extra-curricular programs that may need strengthening.

## Middle States Standards

In January 2002, Middle States Commission on Higher Education completely revised the standards an institution of higher education must meet for accreditation. The new standards, found in the Middle States publication *Characteristics of Excellence in Higher Education* (2002, revised 2006), place increased emphasis on outcomes assessment both for ensuring institutional effectiveness [Standard 7] and for the continuous improvement of teaching and learning [Standard 14]. In addition, **Standard 12 General Education** provides a much more specific statement of general education expectations than in previous versions of the Middle States standards.

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### General Education Assessment Committee

In order to develop a program of general education assessment, the College first had to articulate a set of goals and objectives that would specify the cognitive abilities, content literacy, and value awareness students would be expected to attain by completing a general education program at the College. To make these general education goals explicit, the College formed the General Education Assessment Committee in Fall 2002 from a broad cross section of the college community including faculty and administrators. The committee worked with faculty liaisons to the academic departments to develop a set of measurable learning goals and objectives for general education and a process to assess student attainment of these goals and objectives.

Over a two year period, the committee reviewed the College's Mission and curricula, benchmarked practices at sister colleges at CUNY and SUNY, conducted many discussions about what a BMCC student completing the general education requirements of their curricula should know or be able to do, and received input from the academic departments through faculty liaisons to the committee. These activities culminated in the development of Nine General Education Learning Outcome Goals & Objectives which were approved by BMCC's Faculty Council on May 26, 2004. These goals and outcomes represent the skills, knowledge and values students who complete a program of general education at BMCC may be expected to have attained.

During the 2004-05 academic year, the committee wrestled with the question of how the nine learning goals might be assessed. Separate workshops held at the College in spring 2005 by Dr. Susan Hatfield, Coordinator of Assessment at Winona State University and Dr. Margie Hobbs, Associate Director of Institutional Research and Assessment at University of Mississippi provided much practical guidance to committee members and faculty alike. Both of the presenters pointed out that the Nine General Education Learning Outcome Goals & Objectives were not presented in a format that made assessment possible and recommended reorganization and simplification. Heeding their advice, the committee extracted from the nine goals & objectives seven broad learning goals and assigned to each goal specific learning outcomes that could be characterized by measurable learning behaviors.

### General Education Learning Outcomes

The seven general education learning goals and their intended outcomes stated below have been developed with an understanding that responsibility for the general education curriculum is a college-wide responsibility. Since the general education goals and outcomes make up the foundation for all the major programs of study, students should have many opportunities to achieve these desired outcomes in numerous courses across the curriculum and through other extra-curricular experiences.

1. **Communication Skills** – Students will write, read, listen and speak critically and effectively. Student behaviors include being able to:
  - express ideas clearly in written form
  - employ critical reading skills to analyze written material
  - exhibit active listening skills
  - give an effective oral presentation

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2. **Quantitative Reasoning** – Students will use quantitative skills and the concepts and methods of mathematics to solve problems. Student behaviors include being able to:
  - use quantitative skills to solve problems
  - interpret quantitative information
  - translate problem situations into their symbolic representations
3. **Scientific Reasoning** – Students will understand and apply the concepts and methods of the natural sciences. Student behaviors include being able to:
  - demonstrate scientific literacy
  - apply the scientific method in a lab setting
4. **Social & Behavioral Sciences** – Students will understand and apply the concepts and methods of the social sciences. Student behaviors include being able to:
  - demonstrate an understanding of the unique theories and methods of a social or behavioral science
  - analyze and interpret a social, economic, political, cultural, philosophical, or historical issue
5. **Arts & Humanities** – Students will develop knowledge and understanding of the arts and literature. Student behaviors include being able to:
  - critique a particular work of art, music, theatre or literature
6. **Information & Technology Literacy** – Students will collect, evaluate and interpret information and effectively use information technologies. Student behaviors include being able to:
  - conduct research using appropriate research strategies
  - make effective use of technology
7. **Values** – Students will make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility. Student behaviors include being able to:
  - demonstrate awareness of one’s own values and beliefs while showing respect for the ideas, values and beliefs of others
  - demonstrate an appreciation of social and cultural diversity,
  - appreciate personal and social responsibilities
  - demonstrate commitment to lifelong learning

### **Definitions of Assessment**

In the burgeoning literature on outcomes assessment, there are many definitions though most share similar characteristics. The following definitions have been found to be useful and in agreement with BMCC’s goals for the assessment of student learning. Assessment can be described as “the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.” [Marchese, *AAHE Bulletin*, 40, 1987, 3; quoted in Palomba & Banta, *Assessment Essentials*, 1999, 8] Angelo elaborates on this basic definition: “Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a

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shared academic culture dedicated to assuring and improving the quality of higher education.” [Thomas A Angelo, AAHE Bulletin, November 1995, 7]

### Assessment Rationale

BMCC recognizes three important uses for assessment. Its principal use is “to improve both the quality and quantity of learning for students as well as to respond to their personal development needs.” [Volkwein, *Implementing Outcomes Assessment*, 5] Assessment gives the College a powerful tool to help discover whether students have acquired the knowledge, skills and competencies consistent with the aims for general education set out in the College’s Mission and its general education learning objectives. “Students’ academic, attitudinal, and behavioral outcomes are the primary source of assessment data ... [and] provide information about the effectiveness of the curriculum, advising, faculty development, ethnic diversity goals, and external linkages with other segments of education.” Halpern, Diane F. (ed). *Student Outcomes Assessment: What Institutions Stand to Gain*. New Directions for Institutional Research. San Francisco, CA: Jossey-Bass, 1987, 24-25

A second reason the College conducts assessment is for accountability, that is, to be able to “demonstrate our educational effectiveness to external stakeholders.” [Volkwein, *Implementing Outcomes Assessment*, 5] BMCC must show the Middle States accrediting team how it uses assessment to improve teaching and learning in its academic programs in order to meet Standard 14 of the *Characteristics of Excellence*. Middle States will be looking with particular interest at the College’s efforts to assess the effectiveness of its general education programs. At the same time, the City University of New York has made the reform and revitalization of general education programs a central component of CUNY’s Coordinated Undergraduate Education (CUE) Initiative (which is described fully in CUNY’s Master Plan 2004-2008). Our ability to demonstrate the effectiveness of our general education programs in the context of a University-wide focusing on program improvement becomes not only desirable but necessary. Finally, in accordance with New York State Board of Regents Statewide Plan for Higher Education 2004-2012, the College must show that its educational offerings “give students the ability, through quality education, to develop ethical, intellectual, and social values; effectively contribute to society and the workplace; and engage in lifelong learning.”

Finally, assessment can be a means to bring more cohesiveness to general education as a program of study. The development of general education learning goals and outcomes has brought both the design and aims of the general education curriculum into clearer focus. The plan for assessing these goals takes a programmatic approach to assessing learning outcomes. The responsibility for coordinating this effort rests with the General Education Assessment Committee working in tandem with individual departments and faculty. “The programmatic approach considers general education as a whole with [a set of] identifiable outcomes and [with] different disciplines contributing to each of those outcomes. The principal advantages of this approach are (a) its comprehensive treatment of the subject, (b) its facilitation of assessment ‘beyond the individual section and instructor level,’ (c) its feasibility for implementation within an achievable and sustainable level of effort, and (d) the extent to which this approach fits most regional accrediting association expectations.” [Nichols, *General Education Assessment for Improvement of Student Academic Achievement*, 19]

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### **General Education Assessment Campus Roles & Responsibilities**

Assessment of general education at BMCC is an integrated and on-going college-wide effort undertaken to improve teaching and learning. The following is a list of the principal stakeholders along with a description of the roles they play.

#### **Students**

- Take an active role in learning
- Participate fully in the assessment techniques of the classroom
- Develop self-assessment skills
- Work with faculty as partners in learning

#### **Faculty**

- Incorporate assessment in the early stages of instructional planning
- Use assessment tools to identify student learning needs
- Contribute to the effective implementation of course and curricular changes based on assessment results

#### **Staff**

- Help foster optimal campus learning environment with appropriate student support services
- Provide student learning opportunities and experiences outside of the classroom
- Assist faculty in developing effective assessment strategies
- Serve on college assessment committees and participate in college assessment activities

#### **Department Chairs**

- Support faculty in the development of effective assessment techniques
- Work with faculty to develop and assess course outcomes
- Use outcome assessment data to support curriculum review
- Collect and organize input from faculty for department reports

#### **General Education Assessment Committee**

- Articulates the purposes and goals of general education outcomes assessment
- Works with faculty to effectively assess student achievement at the classroom level
- Works with department chairs to effectively assess student achievement at the course and program levels
- Works with support services staff to effectively assess extracurricular student achievement
- Develops and delivers professional development programs on general education outcomes assessment
- Organizes and administers the reporting of general education assessment results.

#### **BMCC Assessment Committee**

- Gathers and reviews information regarding what BMCC does to assess at the institutional, programmatic and course levels
- Develops and oversees implementation of the college-wide outcomes assessment plan
- Works with academic departments and administrative units in the development and implementation of unit and divisional assessment plans
- Reviews and approves assessment reports and facilitates college-wide discussions of specific assessment findings

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### **Coordinator of Assessment**

- Serves as a resource for committees engaged in outcomes assessment and planning activities
- Assists faculty and staff in developing and designing outcomes assessment plans
- Collects, reviews and analyzes reports from faculty and staff on results from assessment
- Monitors progress on outcomes assessment, program reviews, and issues periodic reports
- Designs and coordinates institutional outcomes assessments for improving effectiveness in response to external evaluators and for reaccreditation

### **Director of Institutional Research and Assessment**

- Supervises the work of the coordinator of assessment, the coordinator of academic information and staff involved in institutional research and assessment of student learning

### **Dean for Academic Programs and Instruction**

- Coordinates academic program and general education assessment activities with the academic program review process

### **Senior Vice President of Academic Affairs**

- Insures that academic assessment plans are in alignment with college assessment plans, the College's strategic plan, and CUNY initiatives

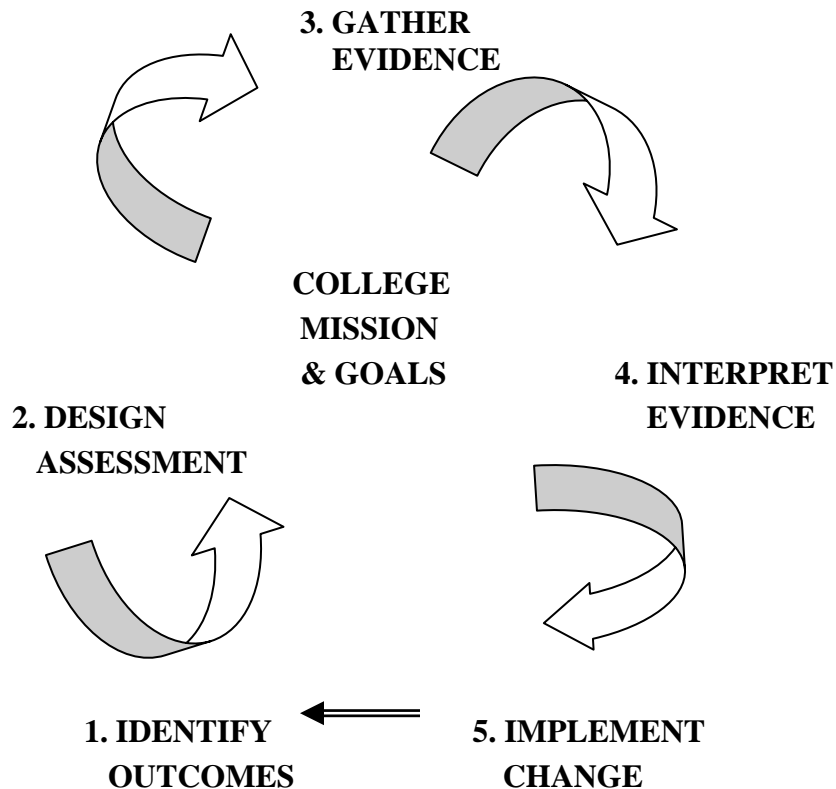
### **President**

- Provides leadership and resources to allow the implementation of effective assessment strategies

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### The Assessment “Loop”

As stated earlier in this discussion under “Definitions of Assessment”, the student learning assessment literature contains many descriptions of the assessment process with most of these accounts sharing the same common elements. The General Education Assessment Committee came to understand outcomes assessment as a cyclic process of “inquiry and improvement” in which a set of learning outcomes that support aspects of the institutional mission and its programs are measured using appropriate assessment instruments against pre-established performance criteria. Disparities between performance expectations and actual assessment results form the basis for dialogue and possible action. When the results of assessment activities are used to bring about improvement in teaching or learning, it is described as “closing the loop”. The cycle then begins anew either to assess different outcomes or to check to see if the changes implemented as a result of earlier assessments have achieved the intended results. The cyclic nature of this process can best be shown as a diagram:



[adapted from Maki, “Developing an Assessment Plan...” *Journal of Academic Librarianship*, Vol.28, Issues1/2, January/March 2002

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### **General Education Assessment Plan**

BMCC's general education assessment plan covers the first 2 steps outlined in the above graphic. The plan is set up as a three-column grid (see [Appendix A](#)).

#### **Step 1 Identify Outcomes**

This step represents the first two columns of the accompanying assessment plan grid. The seven general education learning goals have been placed in the first column linked to the relevant portion of the College's Mission. The measurable outcomes for each learning goal have been placed in the second column.

#### **Step 2 Design Assessment**

The third column presents the means being used to assess each learning outcome and the criteria that would signal reasonable success in student attainment of the outcome. The means of assessment, the criteria for success and the student populations to be assessed have been determined by the academic departments working with the General Education Assessment Committee through the departmental liaisons. At least two measures for each learning outcome have been chosen. Finally, a reasonable timetable for collecting, analyzing and interpreting the assessment data has been created (see [Appendix B](#)). Built into the timetable is a pilot period for each learning goal prior to full implementation in order to test the validity of the chosen assessment instruments and benchmark reasonable criteria for success.

### **Implementing the Plan**

As the plan is implemented according to the timetable, the College will begin to carry out the Steps 3-5 of the assessment cycle, that is, collect assessment data (Step 3), analyze the findings (Step 4) and recommend and implement appropriate changes (Step 5). Such changes would include modifications as necessary to either the learning goals or assessment methods.

#### **Step 3 Gather Evidence**

The defined assessment instruments will be used to collect the required data according to the timeline. The data collection processes will be coordinated by the General Education Assessment Committee and the Office of Institutional Research and Assessment. Assessment result data will be compiled and presented in a meaningful way for analysis and dissemination to the college community (see [Appendix C](#) for suggested format for reporting assessment results).

#### **Step 4 Interpret Evidence**

Assessment data will be distributed to the college community to serve as a basis for faculty discussion and possible action. The differences between what faculty expected (as stated in the criteria for success) and the actual results of student performance will either be cause for celebration (if the goals were achieved) or will suggest areas that require attention (if the actual results fall short of expectations).

Some of the questions that might be considered at this stage are:

- Were sufficient learning opportunities provided for students to attain the desired level of performance?
- Were the assessment instruments valid measurements of the intended outcomes?
- Were the actual levels of student performance less than, equal to or greater than the expected (or desired) levels of performance as expressed in the criteria for success?
- Were the criteria for success reasonable or were they set too low or too high?
- If the criteria for success were reasonable, but fewer students than expected attained the desired level of performance, what might the reasons be?

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### **Step 5 Implement Change**

In response to findings, the College will decide what actions should be taken to improve either the reliability of the assessment methods or the attainment of the intended educational outcomes and goals. As appropriate, changes that have been implemented will be reassessed in subsequent cycles in order to determine the changes were effective in bringing about the desired improvement.

### **Conclusion (Closing the Loop)**

The College very much wants to better identify out how well our students are attaining the general education learning goals and is fully committed to supporting all aspects of the assessment process to make improvement possible. We will learn from the assessment of general education to:

- “assist students in the improvement of their learning
- assist faculty in the improvement of curricula and instructional activities
- assist in reviewing and revising academic programs and support services
- assist in planning, conducting and supporting professional development activities
- assist in planning and budgeting for the provision of academic programs and services.” [*Characteristics of Excellence*, p. 53]

## APPENDIX A: GENERAL EDUCATION ASSESSMENT PLAN

Mission/Goal Linkage	Intended Educational Outcomes	Means of Assessment & Criteria for Success
<p><b>BMCC Mission/Goal:</b> Provide for all students a general education which fosters personal development, intellectual curiosity, and critical thinking to enhance informed and effective participation in society.</p> <p style="text-align: center;">↓</p> <p><b>Goal Statement#1 Communication Skills:</b> Students will write, read, listen and speak critically and effectively.</p>	1. Express ideas clearly in written form	1a.  1b.
	2. Employ critical reading skills to analyze written material	2a.  2b.
	3. Exhibit active listening skills and participate critically in class discussion	3a.  3b.
	4 Give an effective oral presentation	4a.  4b.

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Mission/Goal Linkage	Intended Educational Outcomes	Means of Assessment & Criteria for Success
<p><b>BMCC Mission/Goal:</b> Provide for all students a general education which fosters personal development, intellectual curiosity, and critical thinking to enhance informed and effective participation in society.</p> <p style="text-align: center;">↓</p> <p><b>Goal Statement #2 Quantitative Reasoning:</b> Students will use quantitative skills and the concepts and methods of mathematics to solve problems.</p>	1. Use quantitative skills to solve problems	1a.  1b.
	2. Interpret quantitative information	2a.  2b.
	3. Translate problem situations into their symbolic representations	3a.  3b.

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Mission/Goal Linkage	Intended Educational Outcomes	Means of Assessment & Criteria for Success
<p><b>BMCC Mission/Goal:</b> Provide for all students a general education which fosters personal development, intellectual curiosity, and critical thinking to enhance informed and effective participation in society.</p> <p style="text-align: center;">↓</p> <p><b>Goal Statement#3 Scientific Reasoning:</b> Students will understand and apply the concepts and methods of the natural sciences.</p>	<p>1. Demonstrate scientific literacy</p>	<p>1a.</p> <p>1b.</p>
	<p>2. Apply the scientific method in a lab setting</p>	<p>2a.</p> <p>2b.</p>

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Mission/Goal Linkage	Intended Educational Outcomes	Means of Assessment & Criteria for Success
<p><b>BMCC Mission/Goal:</b> Provide for all students a general education which fosters personal development, intellectual curiosity, and critical thinking to enhance informed and effective participation in society.</p> <p style="text-align: center;">↓</p> <p><b>Goal Statement#4 Social &amp; Behavioral Sciences:</b> Students will understand and apply the concepts and methods of the social sciences.</p>	<p>1. Demonstrate an understanding of the unique theories and methods of a social or behavioral science</p>	<p>1a.</p> <p>1b.</p>
	<p>2. Analyze and interpret a social, economic, political, cultural, philosophical, or historical issue</p>	<p>2a.</p> <p>2b.</p>

## APPENDIX A: GENERAL EDUCATION ASSESSMENT PLAN

Mission/Goal Linkage	Intended Educational Outcomes	Means of Assessment & Criteria for Success
<p><b><u>BMCC Mission/Goal:</u></b> Provide for all students a general education which fosters personal development, intellectual curiosity, and critical thinking to enhance informed and effective participation in society.</p> <p style="text-align: center;">↓</p> <p><b>Goal Statement#5 Arts &amp; Humanities:</b> Students will develop knowledge and understanding of the arts and literature.</p>	<p>Critique a particular work of art, music, theatre or literature</p>	<p>1a.</p> <p>1b.</p>

# APPENDIX A: GENERAL EDUCATION ASSESSMENT PLAN

Mission/Goal Linkage	Intended Educational Outcomes	Means of Assessment & Criteria for Success
<p><b>BMCC Mission/Goal:</b> Provide for all students a general education which fosters personal development, intellectual curiosity, and critical thinking to enhance informed and effective participation in society.</p> <p style="text-align: center;">↓</p> <p><b>Goal Statement#6 Information &amp; Technology Literacy:</b> Students will collect, evaluate and interpret information and effectively use information technologies.</p>	<p>1. Conduct research using appropriate research strategies</p>	<p>1a.</p> <p>1b.</p>
	<p>2. Make effective use of technology</p>	<p>2a.</p> <p>2b.</p>

## APPENDIX A: GENERAL EDUCATION ASSESSMENT PLAN

Mission/Goal Linkage	Intended Educational Outcomes	Means of Assessment & Criteria for Success
<p><b>BMCC Mission/Goal:</b> Provide for all students a general education which fosters personal development, intellectual curiosity, and critical thinking to enhance informed and effective participation in society.</p> <p style="text-align: center;">↓</p> <p><b>Goal Statement#7 Values:</b> Students will make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.</p>	1. Demonstrate awareness of one's own values and beliefs while showing respect for the ideas, values and beliefs of others	1a.  1b.
	2. Demonstrate an appreciation of social and cultural diversity	2a.  2b.
	3. Appreciate personal and social responsibilities	3a.  3b.
	4. Demonstrate commitment to lifelong learning	4a.  4b.

## APPENDIX B:

### GENERAL EDUCATION ASSESSMENT TIMELINE

This timetable has been created to serve as a guide as each learning goal moves through the assessment cycle. Each learning goal will be assessed every three years.

STEPS IN CYCLE	SP 2006	FA 2006	SP 2007	FA 2007	SP 2008	FA 2008	SP 2009	FA 2009	SP 2010	FA 2010	SP 2011	FA 2011	SP 2012	FA 2012
1. Identify Outcomes	Complete for 1 <sup>st</sup> cycle					Goals 1 & 2 (II)		Goals 3 & 4 (II)		Goals 5 & 6 (II)		Goal 7 (II) Goals 1 & 2 (III)		
2. Design Assessment	In process for all Goals						Goals 1 & 2 (II)		Goals 3 & 4 (II)		Goals 5 & 6 (II)		Goal 7 (II) Goals 1 & 2 (III)	
3. Gather Evidence		Goals 1 & 2 (I)		Goals 3 & 4 (I)		Goals 5 & 6 (I)		Goal 7 (I) Goals 1 & 2 (II)		Goals 3 & 4 (II)		Goals 5 & 6 (II)		Goal 7 (II) Goals 1 & 2 (III)
4. Interpret Evidence			Goals 1 & 2 (I)		Goals 3 & 4 (I)		Goals 5 & 6 (I)		Goal 7 (I) Goals 1 & 2 (II)		Goals 3 & 4 (II)		Goals 5 & 6 (II)	
5. Implement Change				Goals 1 & 2 (I)		Goals 3 & 4 (I)		Goals 5 & 6 (I)		Goal 7 (I) Goals 1 & 2 (II)		Goals 3 & 4 (II)		Goals 5 & 6 (II)

The Goals are as follows: Goal 1: Communication Skills, Goal 2: Quantitative Skills, Goal 3: Scientific Reasoning, Goal 4: Social & Behavioral Sciences, Goal 5: Arts & Humanities, Goal 6: Information & Technology Literacy, and Goal 7: Values

**APPENDIX C:**

**SUGGESTED FORMAT FOR REPORTING ASSESSMENT  
RESULTS**

## **Instructions for Completion of Assessment Record Book Forms for Instructional Programs**

### **Instructions for Title Page (Form A)**

- In the blank provided at the top of the page, indicate the name of the academic department submitting the report. There should be one Assessment Record Book for each academic department on campus that offers a major.
- In the blank provided, indicate the "Assessment Period Covered" by the report that follows. This should be indicated in months and years. For example: July 2000 – June 2001.
- In the space provided, enter the date the assessment report was forwarded to the committee or individual responsible for assessment at the institution. This will assist in identification of each iteration and potential refinements of the assessment report covering the same time period.
- On the space provided under "Title of Instructional Degree Programs", list this departments degree programs scheduled for reporting.
- In the space provided, list the "Degree Level" of each of the programs listed on the left. For example, if the institution offers a bachelors and a master's degree in English both degree levels would be listed.
- In the blank provided, enter the name of the individual who was responsible for the report. In some cases an individual staff member in the department has been identified to represent the department in assessment matters and that person would sign the form, otherwise the Department Chair would sign the form.

### **Instructions for Linkage Page (Form B)**

- The four blanks at the top of the page should have the identical information as provided on the Title Page (Form A). Each "Instructional Degree Program" will have a Form B and one Form C for each "Intended Educational (Student) Outcome" listed on the Form B.
- In the box identified as "Institutional Mission Reference," enter all or a portion of the institutional mission that is supported by the instructional degree program. For some institutions this may not be available.
- In the box containing "College/University Goal(s) Supported," identify which of the institution's goals this instructional program directly supports.
- In each of the blocks listed under "Intended Educational (Student) Outcomes," enter one of the intended educational (student) outcomes for the instructional degree program listed above. It is recommended that there be at least three of these intended educational (student) outcomes and definitely no more than five.

### **Instructions for Intended Educational (Student) Outcome Report Pages (Form C)**

- You will have one Intended Educational (Student) Outcomes Report Page (Form C) for each Intended Educational (Student) Outcome stated on Form B. Thus, if there are three "Intended Educational (Student) Outcomes" listed on the Form B, there will be three Form Cs.
- The three blanks on the top of each Form C will be completed identically to those on Form B.
- On your first Intended Educational (Student) Outcome Sheet (Form C), in the box underneath "Intended Educational (Student) Outcome" transfer the first outcome from Form B. On the second Form C transfer the second Intended Educational (Student) Outcome from Form B into the box at the top of Form C, and continue this process for all outcomes.
- Complete the boxes under the "First Means of Assessment for Outcome Identified Above" sub-section according to the directions listed below:
  1. Means of Program Assessment & Criteria for Success: Describe the source of your assessment information. (For example: practicum supervisor's report, senior project, graduating student survey, or Major Field test). Based on the selected means of assessment, provide a criterion for success which answers the question: "If our instructional program is functioning the way we think it 'ought' to function, what will be our score on this means of assessment?"
  2. Summary of Assessment Data Collected: Enter a brief summary of the data you collected from your assessment activities. There should be enough data here to convince the reader that assessment has been done. Data should be in exact figures, not rounded. Make sure the data collected relates back to the intended educational (student) outcome described in the first box.
  3. Use of Results to Improve Instructional Program: Describe how the faculty of that degree program used information obtained from the assessment activities described in the "Means of Program Assessment and Criteria for Success" block to improve the learning on the part of their students. Often, this will lead to some sort of curricular change. This improvement needs to relate back to the Intended Educational (Student) Outcome stated in the box at the top of the page. If the instruction degree program fails to meet its criteria for success then this section is used to describe what actions the faculty of the degree program have taken to insure that the intended outcome is met.

Complete the boxes under "Second Means of Assessment for Outcomes Identified Above:" as you completed the "First Means of Assessment for Objective Identified Above."

**ASSESSMENT RECORD FOR  
DEPARTMENT  
OF**

---

(Academic Department Name)

---

(Assessment Period Covered)

---

(Date Submitted)

**Includes Assessment Reports for those Instructional Programs listed below:**

Title of Instructional Degree Program

Degree Level

(Associate, Bachelors,  
Master's, etc.)

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
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Submitted By: \_\_\_\_\_  
(Departmental Chair or Faculty Assessment Representative)

# ASSESSMENT REPORT FOR

\_\_\_\_\_  
(Instructional Degree Program)

\_\_\_\_\_  
(Degree Level)

\_\_\_\_\_  
(Assessment Period Covered)

\_\_\_\_\_  
(Date Submitted)

## Expanded Statement of Institutional Purpose Linkage:

Institutional Mission Reference:

College/University Goal(s) Supported:

## Intended Educational (Student) Outcomes:

1.

2.

3.

4.

5.

# ASSESSMENT REPORT FOR

\_\_\_\_\_  
(Instructional Degree Program)

\_\_\_\_\_  
(Degree Level)

\_\_\_\_\_  
(Assessment Period Covered)

\_\_\_\_\_  
(Date Submitted)

## Intended Educational (Student) Outcome:

*NOTE: There should be one form C for each intended outcome listed on form B.  
Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.*

\_\_\_\_\_

## First Means of Assessment for Outcome Identified Above:

\_\_\_\_\_ a. Means of Program Assessment & Criteria for Success:

\_\_\_\_\_

\_\_\_\_\_ a. Summary of Assessment Data Collected:

\_\_\_\_\_

\_\_\_\_\_ a. Use of Results to Improve Instructional Program:

\_\_\_\_\_

## Second Means of Assessment for Outcome Identified Above:

\_\_\_\_\_ b. Means of Program Assessment & Criteria for Success:

\_\_\_\_\_

\_\_\_\_\_ b. Summary of Assessment Data Collected:

\_\_\_\_\_

\_\_\_\_\_ b. Use of Results to Improve Instructional Program:

\_\_\_\_\_