

QUICK START GUIDE TO CORE ASSESSMENT PLANNING

STEP 1 – IDENTIFY CORE COURSES

Identify all core courses that will be assessed in your program during the spring 2016 semester. Two plans will be submitted for each approved core course being offered this spring (i.e., one plan for each core objective). This plan should be representative of the manner in which the core objectives are being assessed across all sections of the course. If you are using the same approach for each core objective, then you must still submit two assessment plans. If this is the case, it may be wise to type your assessment plan onto a MS Word document and copy and paste your information onto each SharePoint template (once for critical thinking; a second time for communication).

STEP 2 – IDENTIFY FACULTY RESPONSIBLE

Identify the faculty member(s) who will be responsible for ensuring that assessment activities are planned and carried through this spring semester. This person should take a leadership role in bringing together the faculty, including adjunct faculty, to discuss any program initiative related to core assessment.

STEP 3- REVIEW THE RUBRICS WITH ALL FACULTY

Communication and **critical thinking** are the only core objectives for which we will collect institutional data during the spring 2016 semester. It is important to review the adopted communication and critical thinking rubrics with faculty who will be teaching in the core to ensure that instructors are applying the rubrics similarly.

STEP 4 –DESCRIBE ASSIGNMENTS

Be prepared to provide a brief description of the assignment that will be utilized to assess learning of the selected competency.

Common Assignments. Consider creating a common “artifact” via an assignment (e.g., a final research paper, a group work project, or class presentation with video, reflections, case studies, etc.) or other product to collect data on students’ critical thinking and communication skills across sections of a course. If there is no common assignment, consider adopting a broad assignment type with some common critical features across sections.

Number of artifacts. Determine whether you will use a single assignment to assess critical thinking and communication skills or whether you will create separate assignments for each skill. You may also consider developing multiple assignments to be used throughout the semester. Much of this will depend on whether you are using a course-embedded assignment (i.e., something students use for a grade) or whether you will create a unique assignment to be used solely for assessing the core.

Communication objective. Courses in the Communication component area must cover written, oral and visual communication. Courses in other component areas of the core must teach and assess some form(s) of communication (written, oral, and visual), but not all three. Therefore, programs should choose the forms of communication that help advance the disciplinary goals and build on the strengths of the faculty **in their area**, or discipline. At some point in the near future, the General Education Committee will review what departments and programs are doing relative to communication and will make a recommendation about how to ensure that students will have experience with all of the communication modalities as a result of their entire general education (updated on 2/17/16 by AVP of Academic Success, Dr. Jonikka Charlton).

STEP 5 – DESCRIBE THE ASSESSMENT APPROACH

Provide a brief description of how the assessment will be carried out. Determine whether each faculty member will evaluate his/her own students using the institutionally adopted rubrics or whether you will use a team, anonymous reviewers or another assessment approach.

STEP 6 - DESCRIBE THE ASSESSMENT SCHEDULE

Provide a brief description of when and how many times the assessment will take place. Plan when and how often student work will be assessed during the semester. In particular, will you be assessing student performance only at the end of the spring semester? Or, will you be assessing students both at the beginning and end of the spring semester?

STEP 7 – INCLUDE ATTACHMENTS

Include any meeting minutes or other documentation (e.g., emails) of evidence that faculty have participated in the planning process and that all faculty have been informed of the expectations. Also, attach the instructions provided to students or other document used to communicate expectations to students. This can take many forms.

STEP 8 - SUBMIT PROGRAM ASSESSMENT PLAN

Ensure that you have access to Microsoft SharePoint and follow the instructions to submit your plan online. The Associate Dean for Assessment as well as the Dean of your college will have the discretion to review and comment on assessment plans. The Associate Vice President for Academic Success and the Vice President for Student Success will also have access to view your assessment plans.

STEP 9 - IMPLEMENT THE CORE ASSESSMENT PLAN

Now that you have developed a plan to assess the core objective, prepared a set of artifacts to measure student learning, developed a timeline for data collection/review, and assigned responsible parties, you are ready to implement the assessment plan and review results.