

The Six Step Assessment Plan: Template and Timeline (*adapted from ASVA report "Evaluating Evaluations"*).

An assessment plan describes clearly the responsibilities of those involved in the assessment process, including the Curriculum Committee. In a standard assessment plan the following six topics need to be discussed or questions answered:

Step 1. The Assessment

- a. Which assessment instruments will be used?
- b. Who has responsibility for distribution and collection?
- c. When do assessments take place?

Step 2. Analysis and Reporting of the Results

- a. Who compiles and analyzes the assessment data?
- b. The period of time in which results will be known and presented to the Curriculum Committee (CC).

Step 3. Discussion of the Assessment Results

- a. When does the CC discuss the results?
- b. The period of time needed for the CC to discuss the results.
(It is recommended that the CC meet at least 3 times each semester. It should at its latest be before the 10th week into the semester following the assessment, discuss and agree on the recommendations for action. Immediate action is recommended for courses / sections that receive very problematic evaluations, see step 4.)

Step 4. Evaluation with Individual Instructors (if necessary / applicable)

Note: Separate Learning Outcomes Assessment from personnel evaluation! Things that did not work out, should be presented as opportunities for improvement and receiving support in terms of professional development, extra resources, appreciation from departmental leadership for improvement efforts, etc.)

- a. The period of time in which results on their courses/sections are discussed with individual instructors (*It is suggested that individual instructors receive feedback as soon as the assessment results for their courses are compiled, e.g., in the period between the last class and the finals.*)
- b. The person who discusses the assessment results with the instructors (e.g., Department Chair and/or CC Chair, and/or someone from CETL).
- c. Course improvement plans from individual instructors, e.g., aligning course content, delivery, and resources better with stated learning outcomes.

Step 5. Recommendations

- a. The CC formulates and writes recommendations and presents them to the Faculty Meeting, after having obtained (in addition to the assessment results and the individual improvement plans) input from other relevant constituencies, e.g., seniors, alumni, advisory board, professional organizations, etc.).
- b. After approval by the Department (faculty meeting), proposals for changes in courses and the curriculum are presented to higher levels in the organization (Division, CCNY, CUNY) for approval.
- c. The period of time in which the Department will receive approval (or rejection).

Step 6. Publication

- a. Publication of a summary of the assessments, and recommendations: Web page, email, message boards, copy with departmental secretary, and/or departmental advising office.
- b. Course and curriculum changes, changes in program outcomes and mission statements, are published in syllabi, Bulletin, curriculum sheets, and other relevant publications.

Note: If there is no departmental curriculum committee, the assessment panel could fulfill the role of the CC.

Assessment & Curriculum Improvement Process flow chart: The Closing of the Loop(s)

