

Checklist

Departmental assessment plans

Closing the loop

_____ 1. (Specified) The department specifies that there will be a meeting to discuss the assessment and its results, with specific plans to improving student learning.

_____ 2. (Minutes) It is recommended that the department records minutes of the meeting where the assessment results are discussed.

List of courses

_____ 3. (Complete) The list includes all the GE courses offered by the department in Spring, and mentions plans both for categories and relevant competencies (e.g. NSCI/CT).

Course assessment plans

Assignment

_____ 1. (Specified) The assignment(s) are specified in sufficient detail so that they can be evaluated.

_____ 2. (Appropriate) The assignment(s) are appropriate to assess the intended Objectives.

_____ 3. (Timing) The assignment(s) occur sufficiently late in the semester so that it (they) can assess learning *in the course*. If it occurs before mid-term then please explain the rationale for assessing this earlier in the course.

_____ 4. (Instructions) The assignment gives students sufficient guidance so that they know to attempt to do everything in the rubric counting as “exceeding.”

_____ 5. (Required) The assignment is required. If students are given options, they are all of comparable difficulty.

Rubric

_____ 6. (Objectives) The correct Objectives are assessed, and can be reported separately. The points in the rubric align with the stated Objective(s). If a particular rubric is mandated, the plan states it will be used.

_____ 7. (Levels) If a rubric is used, it clearly separates the four levels, drawing multiple points of distinction. If anchor responses are given, they show clear differences in several ways. If multiple choice questions are used, there are at least six for each Objective.

_____ 8. (Calculation) The plan states how scores will be combined to assign a level to each Objective (e.g., must a student achieve everything within a level to be considered in that level?).

Reliability

_____ 9. (Designation) The plan indicates whether inter-rater or intra-rater reliability will be used. (Inter-rater reliability is preferred but not required, particularly if only one person is qualified to teach the course. There are many benefits to working with a colleague, however, including the opportunity to discuss course objectives, teaching methods, and curriculum integration.)