

**Bronx Community College**  
**Assessment Planning FAQs and Guidelines**  
**Fall 2006**

**What are the essential elements of a complete assessment project?**

- Description or definition of student learning goals
- Description or definition of desired learning outcomes
- Alignment and mapping of course-based goals and outcomes onto degree program curricula (Program Assessment only)
- Discussion of methods and measurements for evaluating student work
- Systematic collection and analysis of student work as evidence for students' attainment of learning goals (direct assessment evidence).
- Systematic collection of evidence of student attitudes toward course, objectives, program, instruction (indirect course-level assessment evidence; e.g., surveys, focus groups).
- Longitudinal evidence of students' academic and/or workplace achievement; e.g., grades, graduation and transfer rates, job placement (indirect program-level assessment evidence).
- Instituting evidence-based changes in syllabi, curricula, or pedagogy.

**What are the underlying principles of assessment at Bronx Community College?**

- Assessment planning is best pursued collaboratively, with departmental needs at the top of the agenda. Each department's circumstances, context, and needs should shape the direction taken by assessment work. One size does not fit all.
- Wherever possible, capitalize on work already done or in process. If assessment planning forms (matrix forms) have been written for courses, consider following through with a complete assessment cycle for such course or courses.
- Canvass instructors to determine current faculty assessment practices. These can then be formalized, made visible, and incorporated into assessment projects.

**What ongoing or cyclical departmental activity (or activity within a departmentally-administered program) can be strengthened through assessment work?**

- External agency accreditation
- Degree program review
- Departmental or program self-study
- Ongoing or cyclical course or curricular review and revision

**Other important planning questions:**

- What is the estimated resource need (personnel and hours) to accomplish the activity within a given calendar period? Keep in mind that successful assessment cannot be done quickly. Think in terms of multiple-semester planning.
- How much time will faculty members need to spend on a given departmental assessment task?