

**Bronx Community College  
Division of Academic Affairs**

**ASSESSMENT PLANNING GUIDELINES**

1-26-09

(To be used in completing the Assessment Planning Template)

In developing your assessment plan, please use these guidelines which are presented as sub-questions (*in italics*) within the questions (**bold**) posed in the Assessment Planning Template. Each numbered template question is followed by *sub-questions* suggesting avenues of inquiry for drafting the plan. Your assessment plan on the template should address the sub-questions.

Before answering the first question with its sub-questions, it may be helpful to consider your answers to the sub-questions within the second question, dealing with rationale.

**1. What student learning outcomes will be assessed?**

*Identify the skills, knowledge, values or attitudes expected of students. (See Bloom's taxonomy for developing learning outcomes at:*

<http://fsw01.bcc.cuny.edu/chris.efthimiou/oirpa/Assessment.htm>

*What program/course teaching goals do these outcomes fulfill?*

*In what courses will these outcomes be addressed?*

*Identify any of these outcomes that speak to the College's General Education goals and proficiencies, and explain this relationship. See <http://www.bcc.cuny.edu/banners/general-education/>*

**2. What is the rationale for assessing them?**

*What problems or issues regarding student learning need to be addressed in your department, and why?*

*What curriculum components – including those in recently implemented new or revised courses – appear to be most challenging to students?*

*Are there issues related to student learning or performance that have been raised by accrediting or other external evaluators? What are these issues?*

**3. What methods will be used to evaluate student work?**

*What existing or new assessment instruments displaying student work will be used to measure student performance? (Some examples of instruments are assignments such as student projects, essays, reports, research papers, case studies, hypothetical situation responses; hard copy or E-*

*portfolios; tests [possibly consider pre- and post- testing], minute papers, class exercises, oral presentations, or other in-class demonstrations of learned skills or acquired knowledge, etc.).*

*What criteria or measurement standards will be used to evaluate various levels of performance in student work? (This question relates to development of a rubric or other tool for identifying levels of student achievement of learning outcomes. Performance measurements should be identified for each learning outcome being assessed.)*

*How many students will be selected as the target population for assessment, and in which courses and sections?*

*Which faculty will be involved?*

#### **4. What is the timeline for assessment implementation?**

*Include development of these key elements:*

- 1. Program/course goals*
- 2. Learning outcomes*
- 3. Assessment instruments*
- 4. Measurement criteria in rubrics or other assessment tools*
- 5. Collection of data*
- 6. Analysis of data*
- 7. Sharing findings with department faculty*
- 8. An action plan based upon findings*
- 9. Reporting assessment findings and action plan*