Necessary Steps (annotated)

1. Assure that all units have regular meetings, scheduled at least monthly, and including adjunct and distance faculty
   a. Discuss the need for assessment, its structure and purpose, and setup work so as to accomplish the plan through the spring semester
   b. General resources on assessment:
      Skidmore College Assessment FAQ
      http://hudson2.skidmore.edu/administration/assessment/faq.htm
      Cornell University teaching resources
      http://www.cte.cornell.edu/campus/teach/faculty/TeachingMaterials.html

2. Revisit and revise outcomes in current catalog to make one’s professionally required outcomes one’s own
   a. Align selected program learning outcomes to university’s six principles)
   b. Resources on writing learning outcomes:
      US Santa Barbara – GIS department
      http://www.ncgia.ucsb.edu/education/curricula/giscc/units/format/outcomes.html
      American Association of Law Libraries
      http://www.aallnet.org/prodev/outcomes.asp
      Kansas State University (Ball State University)
      http://www.k-state.edu/assessment/slo/resources.htm

3. Create curriculum map that includes basic I-D-M matrix (or other departmentally determined variation)
   a. Allow for additional ideas as well as intensity/level of outcome in a particular courses (see recent Graphic Design Curricular Map on portal)
   b. Designing a curriculum map:
      Indiana University Kokomo
      http://www.iuk.edu/~koctla/assessment/curriculummap.shtml
      Western Kentucky University
      http://je.westkentucky.kctcs.edu/currmap.shtml
      University of Connecticut
      http://assessment.uconn.edu/mapping1.htm

4. The above to be done by end of fall semester, including (12/15)
   a. Plan a workshop for faculty on outcomes, syllabi and assessment
   b. Create rubric guides based on WASC documentation

5. Align syllabi
   a. Link outcomes explicitly
b. Clarify relationship between outcomes, assignments, grading and assessment for each program, especially where “C” grade is necessary for progress

c. Create syllabi templates where learning outcomes and curricular map both inform and are encoded

d. Post and collect through IQWeb all program syllabi

e. Create training/suggested models in syllabi writing

f. Involve Curriculum Committee in process
6. Create assessment plan
   a. Assess outcomes on a multi-year cycle, tied to professional accreditation cycles, if necessary
   b. Connect outcomes to concrete measures and exemplary examples of student work
   c. Develop rubrics or other assessment guides for evaluation
   d. Create a referential loop between rubrics, outcomes, syllabi and grading standards
   e. Create general assessment handbook
   f. Establish a resource liaison in each school to assist with assessment
   g. Create training/models on rubrics, assessment and student work collection
   h. Link to work of EPC and master academic plan

7. The above to be done by middle of spring semester (03/15)

8. Collect samples of student work
   a. Establish permanently-archived departmental sources, either digital and/or physical
   b. Determine effective collection processes, storage and cataloging
   c. Explore possibility of new function for library

9. Produce evidence of assessment work completed
   a. Analyze direct evidence in student work against outcomes from assessment plan
   b. Collect any indirect evidence as necessary
   c. Generate assessment report
   d. All reports collected, organized and published
   e. Linked to regular work of the EPC

10. Provide evidence of continual curricular change
    a. Report on proposed curricular changes to be considered for following year based on assessment work
    b. Coordinate with both Curriculum Committee and EPC as departments propose curricular changes
    c. Create portal space for regular archiving of committee minutes and records

11. The above to be done by end of spring semester (05/15)