**Planning Worksheet for Assessment Day**

1. **Select a team leader** or leaders to help organize and move forward/report your work for the day.
2. **Determine what is it you want to know.** What do you want to know about your students’ learning/skills/development as a result of their experience in your program or department? These are your **OUTCOMES**! A good starting point would be to review the outcomes listed in the College Catalog. Are those stated outcomes o.k.? Can they be measured? Do they need to be revised?
3. **Determine the evidence.** What is the evidence of that learning, those skills, or that development? What will allow you and your colleagues to know the degree to which your students have achieved this? What can you examine on Assessment Day to learn more about this? Note: These are your **ARTIFACTS**. ARTIFACTS do not have to be pieces of paper!!! How else (other than a test or a quiz) do students demonstrate their learning/development in your program? You should consider presentations, videos, e-Portfolios, and other non-conventional forms of assessment. And you don’t have to limit yourself to just one artifact.
4. **Decide from where you will obtain your artifacts.** Because programmatic/departmental assessment is about cumulative student learning and achievement over time in your program, your artifacts should be collected from one or more points as close as possible to students’ program completion. Another approach could be to look for evidence of the “value added” of your program by collecting exit and entry points.

	1. For departments, this can look a little different. Students take courses from a department as part of their program requirements. Departmental assessment often focuses on student achievement of departmental learning goals that may be different for different cohorts of students. For example, is the difference in student achievement of one or more of your learning goals by prior course completion (i.e. developmental vs. non-developmental, student demographic, pre-requisite vs. non-prerequisite) or by major of interest to you?
	2. You should make every effort to ensure that your artifacts are representative of your overall or targeted student population. If your program/department offers courses/learning experiences in Richfield, day and/or evening, you should try to collect artifacts from both campuses for day and evening courses.
	3. You should also ensure that your artifacts represent the full range of student ability by collecting full sets of student work/ demonstrations of learning and development from each class you designate as an evidence collection point, even though you will likely not use each individual piece for your assessment.
	4. Keep in mind that some program or department courses support general education requirements for which the GE assessment provided (or should provide) additional evidence. Anyone participating in the Multi-State Collaborative can use the same artifacts (and associated rubrics) in support of program or department outcomes.
5. **Evaluate the collected artifacts.** Once you have or artifacts, how will they be rated to report on your learning outcome(s)? Does your program/department have a **RUBRIC?** Do any of the LEAP VALUE rubrics lend themselves to what you are trying to learn about students learning and skill development? Can you build a custom rubric that has elements from one or more of the VALUE rubrics in additional to specific criteria related to your department/program?
	1. This evaluation should include a discussion of your findings among all faculty and staff. This discussion should lend itself to explore ideas and make plans for additional assessment or assignment re-design in order to make learning outcome improvements. This is called closing the loop.
6. **Complete the ASSESSMENT TEMPLATE** provided to you and submit an electronic copy to the Director of Institutional Research. Please understand that the assessment template will be references and/or updated in future years to show improvements and assessment trends. In addition, the information from the completed template can be used to fulfill elements of R411 program reviews, master plan requests, and strategic planning documents. Use the full measure of this day to eliminate repetitive efforts/request in the future.