

Department _____
 Contact Person _____

Bucknell University Educational Outcomes Assessment Template

The following table is intended to serve as an aid in the development of a departmental assessment plan. Such a plan must include a clear statement of mission and goals, specific measurable objectives, multiple measures to assess each objective, and clearly defined criteria for success. Above all, the plan should demonstrate that the results of assessment are being used to continuously improve the quality of the education that students in your department receive. This outline is not prescriptive; there are many ways to design effective assessment programs. It should serve only as a starting point for organizing your own thinking about assessment. Use the electronic version of this template⁽¹⁾ to fill in your department's data in the right column.

University Mission and Goals		
College Mission and Goals		
Departmental Mission	Use the departmental statement in the Bucknell Catalog as a starting point. State the department's general purpose. Why does it exist, and for whom? How does the departmental mission relate to the college and University missions?	
Departmental Goals	State the overall goals of the department in the context of its mission. Goals are somewhat more specific than mission, and convey the long-term intended purposes of an education in the department.	
Departmental Learning Objectives	What will the student in the major know, value, and be able to do upon graduation? These are the desired educational outcomes. Objectives are typically shorter term and more specific than goals. It is important to limit this list to a manageable number (typically 3-5), since multiple measures will be required for each objective. You may find it helpful to categorize the objectives by type (e.g., cognitive, skills or attitudes).	

Learning Processes	To what learning experiences and strategies will students be exposed to achieve these learning objectives.	Examples: group learning, service learning, language laboratories, projects, etc.
Assessment Techniques	<p>By what measure(s) will you assess what students know, value, or can do? For each measure, you must also specify a standard for success, i.e., specific criteria by which achievement may be judged.</p> <p>Multiple measures are recommended for each learning objective. A mixture of quantitative and qualitative measures is also appropriate.</p> <p>What measures are already in place? What additional measures need to be implemented? How and when will they be implemented?</p> <p>Measures can be characterized by the level at which they operate; some establish baselines, some operate at the course level, others at the program level.</p>	<p>Ex: Senior majors will score at or above the national 50th percentile in __.</p>
Outcomes (Results, Status)	<p>What did you find out? What do the data show? What is going on? The department must also decide what information it wishes to disseminate. To what stakeholders? How?</p>	
Decisions (Plans for Future, Recommendations)	<p>Based on your data, what do you plan to do now?</p>	
Actions Taken	<p>What has actually been done? What changes have resulted (e.g., in the curriculum, in resource allocation, etc.) from this feedback loop?</p>	
Revisions to Assessment Plan	<p>What changes have been made to the assessment plan itself as a result of the experience with a full cycle of collecting evidence and utilizing it to improve the quality of learning?</p>	

<p>Process Issues</p>	<p>What process was used to arrive at the list of outcomes?</p> <p>What process was used to decide how to assess each outcome?</p> <p>To what extent have faculty been engaged in the process and to what extent are outcomes measures incorporated into teaching?</p> <p>How have students been involved in the assessment process?</p> <p>What are the costs and benefits of the assessment process?</p> <p>How were barriers overcome? How did the department take advantage of assets to the assessment process?</p>	
<p>Special Issues</p>		
<p>Advising</p>	<p>What instruments are used to evaluate the effectiveness of advising?</p>	
<p>Service Courses</p>	<p>What is the course?</p> <p>What group(s) of students does it serve?</p> <p>What are the intended outcomes of the course?</p> <p>What are the assessment measures?</p> <p>How is coordination effected between your</p>	<p>E.g., Outcome: to prepare students for follow-up courses in their major</p>

	department and other stakeholders?	
Measuring Alumni Outcomes	Information on the career path of recent graduates is available from the Career Development Center. Also valuable is the perspective of young alumni who have been out in the world five or more years. They can then better appreciate how well their Bucknell education prepared them for the challenges of their careers. General data may also be available from the Alumni Office and Office of Institutional Research. Some departments document anecdotal information on the successes and career paths of graduates. Others may want to conduct surveys of their own, or take advantage of alumni Reunions to engage departmental graduates in conversations about their experiences.	
Measuring Employer Opinions	Some departments may find it valuable to survey major employers of graduates to determine their satisfaction with graduates' knowledge, skills and abilities. Some data may be available from CDS.	
Curricular Flow	Some departments may choose to analyze curricular flow as part of their assessment system.	

Footnote:

(1) An electronic version of this template is available in the file space of the Institutional Research Office. Go to: Admin_Depts / Inst_Research / Public folder /Assessment Plan folder / Assessment_Template.