

## Department Template for Assessing Your Students' Learning

Has your department:

- Collaboratively articulated department-level learning outcome statements?
- Mapped where and how students progressively learn these outcomes and identified points along the curriculum, as well as at the culmination of the program of study, when students build upon and demonstrate these collaboratively agreed upon outcomes?
- Discussed the design of the curriculum as reflected in a departmental curricular map, focusing on (1) pedagogies or educational practices that chronologically foster desired learning outcomes and on (2) how faculty intentionally build upon each others' courses and educational experiences to continue to foster students' learning
- Oriented and chronologically acculturated students to these outcomes
- Oriented new and adjunct faculty to these outcomes
- Integrated these outcomes into syllabi so that students continue to think about and reflect on their learning
- Created times along students' program of study to position them to assess their learning gains across their program of study, such as in focus groups or at the end of courses, and used these results for departmental discussions
- Collaboratively developed and distributed criteria and standards of judgment, scoring rubrics, to assess students' progress towards and achievement of your department-level outcomes and to position students to self- or peer assess
- Identified times to convene department members to analyze, interpret and use results of assessment to identify patterns of strength and weakness in student work that lead to discussion about and reflection on ways to improve student achievement through changes in pedagogy, curricular and instructional design, or other educational practices
- Identified times to implement collaboratively agreed upon changes to ascertain how well these changes improve student learning