

**Bronx Community College  
Assessment Planning Form  
Fall 2006**

This form has been designed to replace the Goals-Based Assessment Matrix. The column headings have been changed and the language simplified. Descriptive examples have also been provided. Note that General Education objectives or proficiencies are included in the “Learning Goals” column on the left. This will permit assessment planners to treat Gen Ed goals in the same manner as all other learning goals by aligning them with appropriate outcomes, evidence, and evaluation methods.

<b>Learning Goals</b>	<b>Student Learning Outcomes</b>	<b>Student Work (direct evidence)</b>	<b>Indirect Evidence</b>	<b>Evaluation Method</b>	<b>Modifications</b>
<p>[course, program, General Education] What do faculty expect students to learn?</p> <hr/> <p>[see “Assessment Verbs” for language to use in this column and the outcomes column.] The key question: what <u>really</u> matters when we think about what our students should learn?</p>	<p>Measurable outcomes demonstrating desired learning goals. What will the student know or be able to do?</p> <hr/> <p>[outcomes should match learning goals by specifying “assessable” proficiencies, knowledge, or skills that fulfill the goal]</p>	<p>Methods for collecting direct evidence demonstrating student achievement of learning goals</p> <hr/> <ul style="list-style-type: none"> <li>• tests, local or standardized</li> <li>• essays, reports, other written work;</li> <li>• projects, presentations, portfolios, performances</li> <li>• experiments, internships, fieldwork</li> </ul>	<p>Methods for collecting data about attitudes, perceptions, and behavior that can inform decisions about instruction</p> <hr/> <p>–</p> <ul style="list-style-type: none"> <li>• surveys;</li> <li>• evaluations;</li> <li>• data regarding job placement, graduation, employer satisfaction, transfer, previous or subsequent academic performance, etc.</li> </ul>	<p>Interpretation/analysis of specific assessment evidence</p> <hr/> <ul style="list-style-type: none"> <li>• statistical thresholds of performance (direct evidence), information, or opinion (indirect evidence);</li> <li>• specified criteria or rubrics for performance levels. Especially important when using grades to assess student learning;</li> </ul>	<p>Actions to improve learning outcomes based on assessment results</p> <hr/> <p>[some modifications may become apparent during assessment planning; others require completed analysis of evidence]</p>

<b>Learning Goal Example:</b> History 10 students will demonstrate an integrated understanding of modern history course content formalized in syllabus, textbook, and identification term list	<b>Learning Outcome Example:</b> Using History 10 Identification terms, students will: 1. identify factual information (knowledge) 2. explain contextual background and link to factual information (comprehension) 3. fully integrate historical context with ID terms; distinguish causal relationships (analysis)	<b>Direct Evidence Example:</b> Written summaries of History 10 identification terms, repeated periodically with increasing complexity (see Evaluation column)	<b>Indirect Evidence Example:</b> Survey data on student use of: • identification tutorial in History 10 web site; • Departmental tutoring services	<b>Evaluation Example:</b> 1. factual summary (weeks 1-4)—evaluated for accuracy. 2. introduction of context (period, theme) (weeks 5-10)—evaluated for accuracy and ability to link context with identification term facts. 3. full integration of contextual background with factual information—evaluated for accuracy, linkages, and grasp of conceptual complexity and causal relationships (weeks 10-15 and final exam)	<b>Modifications</b>