**Assessment Committee Feedback (August, 2009): Education**

**Assessment Committee Contact Person:  Drew Dunham**

**Plan also reviewed by: Cheryl Blackwell and Dean McCurdy**

First, thank you for all of the work that your department put into the development of this assessment plan.  We were very impressed with the detail and thoughtfulness of your plan.

 In general, there were a few themes that the Assessment Committee noticed. First, it is most helpful when the progression from Step 2 to Step 3 and Step 3 to Step 4 are clear. That is, after you have articulated your learning goals, the clearest proposals are explicit in how the courses/experiences in Step 3 directly support the learning goals. And Step 4 should take full advantage of all of the places in Step 3 where data might be collected. Second, make strategic use of both direct and indirect measures[[1]](https://docs.google.com/a/albion.edu/Doc?docid=0AfwoCz4UuHKzZGY4NGtmOTlfMmNjZjJ4cmY2&hl=en" \l "_ftn1" \o "), and think about whether data can be collected at the beginning, during the program of study, and at the end. This gives a richer sense of where and when your work contributes strongly to learning goals and where improvements might be made. Third, make your plan manageable! All data need not be collected annually; some can be done every other year. And you may choose not to measure for all of your learning goals right now. Make claims that you can (a) intellectually, ethically stand behind and (b) find resources to measure.

Please don't hesistate to contact any of us about any of the comments that we provided below.  The Assessment Committee wants to make this a successful process for you.  We will be happy to work with you on revisions or development of the next steps.

Comments specific to your plan:

Step 1: (Mission)

Comments:  Good, concise mission statement.

Step 2:  (Goals & Outcomes):

Comments:  These are very good and are tied very well to the mission statement.

Step 3:  (Identify Program Components):

Comments:  The list of program components is quite extensive and comprehensive for the students in the program.  One suggestion that would help clarify how the components tie back to the goals and objectives the department outlined in Step 2 would be to mapping the goals and objectives to the courses and program activities in Step 3.  This can be tremendously helpful in the on-going assessment of departmental learning objectives and be instructive/informative to the students in the program.

*--Step 2 has been revised to include a section titled "****Relationship between Program Goals and Program Components****." Please review the section as well. Thank you.*

Step 4:  Select methods/data sources and instruments)

Comments:  Your selection of both indirect and direct measures of assessment for each learning goal is excellent.   The use of student reflective portfolios could be a model for other departments to use.

**Next Steps:**

In coordination with your Assessment Committee reviewers and their feedback, please observe the following deadlines for your assessment cycle:

·       September 15: Revisions to Steps 1-4 due (if necessary)

·       October 1: Completion of Steps 5 & 6 using preliminary data

·       November 2: Final Fall 2009 plans due