

## POSSIBLE NEXT STEPS--WHERE DO YOU BEGIN?

	Who	When
<p><b>Talk with others</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Brainstorm what an <b>ideal graduate</b> would know, understand, be able to do (and/or . . .).</li> <li><input type="checkbox"/> Define the <b>essential features of your academic program</b> and think about how they help shape student beliefs, behaviors, and attitudes.</li> <li><input type="checkbox"/> Describe skills/qualities of <b>successful alumni</b> of your program.</li> <li><input type="checkbox"/> Examine <b>curricular and co-curricular experiences</b> provided to students in the program and the skills, attitudes, beliefs that they use and develop.</li> <li><input type="checkbox"/> Share <b>ideas about teaching and learning</b> in your discipline—e.g., teaching strategies, teaching philosophies, theories of learning, research on learning in the discipline, principles or assumptions about teaching and learning, etc.</li> </ul>		
<p><b>Seek Models &amp; Resources</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Check for lists of standards/competencies/qualities available from web sites or other resources from <b>professional organizations</b>.</li> <li><input type="checkbox"/> Look at student learning outcome statements from <b>other departments</b> or on campus or at other universities.</li> <li><input type="checkbox"/> Consider surveys or other sources for lists of skills and qualities expected of your graduates by <b>graduate/professional schools, employers</b>, and others who will interact with alumni of your programs.</li> <li><input type="checkbox"/> Review <b>documents</b> (brochures, fliers, web pages, catalog descriptions) for recurring themes related to outcomes/goals.</li> <li><input type="checkbox"/> Look for <b>connections</b> between institutional, college-level, and Liberal Arts Core goals and discipline-specific applications of those goals.</li> </ul>		
<p><b>Make Use of Inventories and Taxonomies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Teaching Goals Inventory</b> <ul style="list-style-type: none"> <li>–Angelo, T. &amp; Cross, K.P. (1993) Classroom assessment techniques; a handbook for college teachers. San Francisco: Jossey-Bass</li> <li>–Also available from the University of Iowa Center for Teaching at <a href="http://www.uiowa.edu/~centeach/tgi/index.html">http://www.uiowa.edu/~centeach/tgi/index.html</a></li> </ul> </li> </ul>		

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<p><b>Inventories and Taxonomies, Continued</b></p> <p><input type="checkbox"/> <b>Bloom’s Taxonomy</b>  – <a href="http://www.nwlink.com/~donclark/hrd/bloom.html">http://www.nwlink.com/~donclark/hrd/bloom.html</a>  – <a href="http://www.stedwards.edu/cte/images/stories/CTE/bwheel.gif">http://www.stedwards.edu/cte/images/stories/CTE/bwheel.gif</a>  – <a href="http://www.coe.uga.edu/epltt/bloom.htm">http://www.coe.uga.edu/epltt/bloom.htm</a></p> <p><input type="checkbox"/> <b>Taxonomy of Significant Learning</b>  – <a href="http://www.ou.edu/idp/significant/WHAT%20IS.pdf">http://www.ou.edu/idp/significant/WHAT%20IS.pdf</a></p>		
<p><b>Review/Revise/Refresh</b></p> <p><input type="checkbox"/> Review goal statements and/or learning outcome statements with committee, students, stakeholders</p> <p><input type="checkbox"/> Revise wording of selected goal statements and/or learning outcome statements</p> <p><input type="checkbox"/> Develop/revise/replace learning outcomes for selected goals</p> <p><input type="checkbox"/> Reduce number of goal statements and/or learning outcome statements</p> <p><input type="checkbox"/> Create systems for regular review of outcome statements.</p>		
<p><b>Connect learning outcomes with the curriculum</b></p> <p><input type="checkbox"/> List learning outcomes from every syllabus for the program and look for connections with program outcomes</p> <p><input type="checkbox"/> Map where and how learning outcomes are addressed in required and elective courses for the program</p>		
<p><b>Determine ways to use learning outcome statements</b></p> <p><input type="checkbox"/> Locate current statements of learning outcomes in the catalog, on the web, in brochures.</p> <p><input type="checkbox"/> Check for completeness, consistency, and currency of statements related to learning goals and outcomes, in their various locations.</p> <p><input type="checkbox"/> Decide how and where you can place information about learning goals and outcomes for the use of current and prospective students and other stakeholders.</p> <p><input type="checkbox"/> Think about ways to increase student awareness of intended learning goals—e.g., new student orientation, campus visits, scholarship programs, “spotlights” on student achievement, etc.</p>		

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<p><b>Create Supporting Structures</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment committee (membership, responsibilities, terms of appointment, etc.)</li> <li><input type="checkbox"/> Procedures for reporting (who, how, what, when)</li> <li><input type="checkbox"/> Strategies for connecting assessment data with curricular change processes</li> <li><input type="checkbox"/> Systems for tracking changes resulting from assessment activities</li> <li><input type="checkbox"/> Reward/recognition for faculty and department achievements related to student learning</li> </ul>		
<p><b>Increase Visibility &amp; Awareness</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Send faculty members to conferences or workshops related to assessment—and ask them to report on what they learned.</li> <li><input type="checkbox"/> Create plans for informing new faculty members of departmental learning outcomes and goals.</li> <li><input type="checkbox"/> Share assessment information and achievements at departmental meetings.</li> <li><input type="checkbox"/> Link the department homepage to the assessment web page.</li> <li><input type="checkbox"/> Create an assessment web page for the college/department.</li> <li><input type="checkbox"/> Organize opportunities for faculty to share ideas about teaching and learning.</li> <li><input type="checkbox"/> Provide information to students about what assessment involves and why it is important</li> </ul>		