INTRODUCTION

This document is an adaptation of ideas from the *University of Hawai‘i at Mānoa that lays out a simple two-phase process for designing or revising program assessment. Programs may begin at any point in the two phases that makes sense. For example, programs with well-articulated and established student learning outcomes may wish to skip to the “Alignment” section of Phase 1.

For programmatic or individual faculty consultations on any stage of student-learning assessment at Eastern Washington University, contact Dr. Helen Bergland, Office of Academic Planning, hbergland@ewu.edu or 509.359.4305. Assessment planning can be at the program, course, or assignment level.

PHASE 1 – PROGRAM ASSESSMENT: EXPECTATIONS AND ALIGNMENT

1) Expectations
   a. Create goals for the program: What should students know, be able to do, and value after completing the program?
   b. Create student learning outcomes for the program: What should students be able to demonstrate, represent, or produce as a result of the curriculum?
      Tips:
      • Describe what students learn, rather than what faculty will do or “cover.”
      • Create outcomes that are observable, measurable, or demonstrable.
      • Establish outcomes that are meaningful and important.
   c. Create connections among goals, program outcomes, and course outcomes