One Question / One Answer
Assessment Method

Major / Program Name:

Learning Goal/Outcome:

Examine the list of learning outcomes for your major/program. Choose one outcome to be assessed. This might be an outcome in an area of your major which department faculty find particularly challenging for students. Or perhaps faculty believe instruction or curriculum should be strengthened with regard to a particular program learning outcome. This will be your "One Question" for this assessment cycle. If the outcome is very broad or comprehensive, it may be too complex to assess. In this case, consider breaking the outcome into parts and assessing one "smaller" outcome.

For example, consider the following learning outcome for a French program:

Upon completion of the major, a student will be able to discern themes of literary passages in French and understand complex vocabulary and idiomatic expressions.

The following is an outcome that is more "assessable":

The student will be able to understand idiomatic expressions.

One Question:

Consider the learning goal you have selected for assessment. Formulate a question that describes what the faculty would like to know.

For our example:

Can our students recognize, understand, translate and use common Francophone idiomatic expressions?

Answer:

Devise a way to determine the answer to your question. This may be an oral or written test or some other student assessment that gives department faculty information to answer the question. The "answer" should include supporting data.

For our example:

Department faculty collaborated to construct an hour-long exam consisting of passages containing French idioms that students completing the program should know. The test was administered to all seniors in their last semester of the program.

[Data / test results / graphs should be included.]

What the Results Mean

A brief discussion of your results (your analysis) in the context of the learning goal assessed. What do these results mean to your program? Are they what you expected? Are students meeting the defined learning goal? Will you be changing anything because of what you learned? If so, what, how and when? What do you expect to happen as a result of that change?

How will your department use these results?

A brief discussion of how your department will use the results (your analysis) in the next year. Will you change course content? Course sequence? Pedagogy? Will you develop new questions that will provide additional or more applicable information?