**Assessing for Improvement**

The following is meant to help you to create an assessment activity that is focused on improvement and addresses student equity gaps. Repeat this process for as many program outcomes as you need to assess. You will not need to turn this in (it is just for you).

1. **Choosing Where to Look:** In looking at your 7-Year assessment plan, what program outcome and associated course(s) and course outcome(s) do you need to assess this year?

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| --- | --- |
| Institutional/Program Outcome |  |
| Class Name(s) |  |
| Course Outcome(s) |  |

1. **Finding a Problem**:
   1. What is the equity gap your program or department seeks to address?
   2. What is an assignment, activity, lesson, etc. that you currently do, or would like to try, which you think could be improved or done in a way that might better help students meet the program outcome? Are there any budget or professional development implications?
2. **Starting Data**: What data do you have that has led you to believe that you might like to try or improve that assignment, activity, lesson, etc. What equity gap are you seeking to address? (For example, did 25% of your students fail a specific question on an exam? Do your students have a hard time discussing a particular topic?)?
3. **Plan**: How might you create or change an assignment, activity, lesson, etc. in order to better help students meet the outcome? Are there any budget or professional development implications? (You can review an Equitable Teaching Practices toolkit on the college web page under I Am > Faculty/Staff at <https://www.bigbend.edu/i-am/faculty-staff/>.)
4. **Make it Real**: What day/week in the quarter will you try this new assignment, activity, lesson, etc. (making an alarm for yourself in your calendar and reflecting this change in your syllabus is a great way to get the ball rolling)?