

## Checklist for Assessment Needs

The purpose of this checklist is to help you identify and determine your assessment needs.

### What are you assessing?

- Students' Level of Satisfaction with Services
- Efficiency of Process
- Productivity of Process
- Student (Client) Needs
- Campus climate/Student culture
- Effectiveness against standards
- Benchmarking against other institutions
- Cost effectiveness
- Program and/or Learning outcomes

### Why are you assessing?

- For internal purposes (e.g. departmental program review, etc.)
  - Good management
  - Quality motivation
  - To know where you are
  - To know where you have been
  - To know what is possible and how to get there
- For external purposes
  - Regional Accreditation
  - Organizational Level Accreditation

⇒ To improve – provide feedback on how the office/unit can be improved

⇒ To inform – provide decision-makers of the contributions and impact of the office/unit to the development and growth of students as well as contributions and impact to division/university

⇒ To prove – demonstrate what the office/unit is accomplishing to students, faculty, staff and outsiders

⇒ To support – provide support for campus decision-making activities such as program review and strategic planning, as well as external accountability activities

**From whom will you collect the data?**

- Incoming students
- Current students
- Graduating students
- Alumni
- Faculty
- Staff
- Parents
- Other Institutions
- Employers of graduates
- External customers/vendors
- Other?

**How will you use the data?**

- To make improvements (enhance services, enhance technology, add personnel, etc)
- To implement efficiencies (delete services, adapt programs, etc)
- For accreditation review
- To fulfill a request by a committee
- To support a proposal
- To recruit new students

**How often will you collect the data?**

- Weekly
- Monthly
- Each semester
- Each assessment cycle

*(Adapted from University of Central Florida's Administrative Assessment Handbook)*

## Developing an Assessment Plan

**1. Organization of assessment plan**

- Who is responsible for what?

**2. Review/revise mission of your work unit**

- Does it reflect your unit's most important purposes?
  - Does it link to the mission of your department? To the Division? To the University?
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**3. Describe your departmental goals as well as divisional learning/program goals**

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**4. Identify major services, programs, and activities of your work unit**

- Do they link to your mission? To the Division's mission? To the University's?
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**5. Specify student learning or program outcomes for one of your services, programs or activities. Repeat for other services, programs, activities for which you plan to assess associated outcomes.**

- What will students be expected to demonstrate in terms of knowledge, skill, and/or attitudes upon completion?
  - What will the program do, achieve, accomplish? What is the target audience of your outcome (students, faculty, staff, parents)?
  - Consider: Is the outcome meaningful to your program? How do the activities support/deliver the outcome?
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**6. Identify information needed to show that student learning or program outcomes have been met (methodology and criteria for success).**

How will you measure the outcome?

What question(s) do you want to answer about your learning/program outcomes? (Question will drive the type of method)

- What type of evidence will lead you to make a decision for continuous program improvement? Is there more than one source of data (survey, focus groups)?

Will the information generated allow you to make decisions? Will it be credible? Will it tell you something usable?

- How will you know if the outcome has been met? What are the criteria for success? At what level, or to what degree, do you consider this outcome accomplished?

Criteria need to be stated in measurable or observable terms.

Means of Assessment:

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Criteria for Success:

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**7. Identify existing and new data to be used in #5.**

- Consider: Do you already collect this information? Is it available elsewhere in the institution?
  - Consider: With whom can you collaborate to develop an instrument or focus group? How will you assure a methodologically sound instrument design, data collection and analysis?
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**8. Implementation of assessment**

- Timeline

**9. Identify how you will use the data obtained in #5.**

- Consider: What will you do if the results of your assessment are negative?
  - What data analyses will be conducted?
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**10. How will you disseminate the results of your assessment and to whom?**

- Consider: organizing your report around issues, not solely data
- Consider: interpreting your data so that it informs program improvement, budgeting, planning, decision-making, or policies

**11. Results**

- What did the results of your assessment show?
- What did you learn about the outcomes?
- What was your assessment plan not able to tell you?

Remember:

- Be very clear with what you are trying to assess. Do you want to assess what your program is accomplishing and the degree to which it is being accomplished (program outcomes)? Do you want to assess what students are learning or what staff is learning as a result of the curriculum or training your program is offering (learning outcomes)?
- Is your outcome measuring something useful and meaningful? Will relevant parties find the information generated credible and applicable to decisions that need to be made?
- Is the outcome measurable? If it is not, you need to redefine your outcome.

## Template for Assessment Plan

Date:

Department:

Name:

1. Departmental Mission Statement:
2. Departmental Goals:
3. Description of Program, Service, Activity or Learning Experiences related to the outcomes being assessed in 2010-2011:
  - a. Describe the program, activity or service in which the learning or program outcome is to be achieved.
    - i. When, how does this activity take place?
    - ii. What exactly occurs in this activity?
  - b. Additionally, it will be helpful to develop and include “a map/matrix” of all of the department’s services/programs that indicates the intended learning and/or program outcomes of each and how they relate to divisional learning and/or program goals.
    - NOTE: You do not have to develop an assessment plan for all programs/services/activities/experiences every year. Rather, strategically assess these areas over time.
4. Departmental Learning and/or Program Outcomes:
  - a. List all departmental intended learning and/or program outcomes related to divisional goals
  - b. Identify the outcomes being assessed in 2010-2011.
    - NOTE: You do not have to develop an assessment plan for all outcomes every year. Rather, strategically assess outcomes over time.
6. Description of Assessment Method(s) to be used:
  - a. What question(s) do you want to answer about your learning and/or program outcomes?
  - b. What method(s) will you use? Qualitative, quantitative, direct, indirect?
  - c. What criteria will be used to determine if the outcome has been met?
  - d. Describe costs involved.
  - e. Identify existing and new data to be used.
7. Project Implementation Plan
  - a. When will the assessment occur? Include an implementation timeline.
  - b. Who will be assessed? By whom? Are other units involved?
8. Analyses to be conducted:
  - a. What analyses will be conducted? When will they occur?
  - b. By whom? Are there any costs involved?
9. Statement of and Communication of Results
  - a. With what audiences will you share the results?
  - b. How and in what format will you share the results with these audiences?
  - c. A summary of the results should be added after the project is completed (selected results included in annual report)
10. Action Taken
  - a. What decisions will be made based on these results? After the project is completed, the decisions and actions taken will be documented as well.
  - b. How will the results of this assessment project be used? (To evaluate a policy? To create a baseline? To improve a program design?)
  - c. What were the lessons learned or challenges associated with this assessment project?

**Template for: Summary of Selected Assessment Results that are included in Annual Report:**

DESCRIPTION:	ASSESSMENT RESULTS (EXAMPLE)
<b>Department Outcome:</b>	Given the opportunity to engage with Career Services staff and facility environment, students will demonstrate a positive increase in attitudes toward the physical environment, as measured by a user survey.
<b>Related Department Goal/Objective:</b>	Provide a friendly, comfortable physical environment where employers, students and/or faculty can come and examine opportunities for themselves or the organizations or departments they represent
<b>Related Divisional Student Learning Goal:</b>	Student Engagement
<b>Method or methods for assessment:</b> One or two words sufficient - such as survey, focus group, interview, document analysis, case studies, benchmarking, test questions, etc.	Survey
<b>Population, Sample, and method:</b> the large group that you want to know about; the group that you actually asked to participate; how you selected	2000 randomly selected students from all freshman
<b>Response rate:</b> number and % who actually participate in the assessment	200 or 10%
<b>Implementation of method:</b> (such as web based or paper survey), number of focus groups conducted, time frame, method, and number of contacts (such as three email contacts), etc.	Paper survey; three weeks in April, 2009
<b>Brief summary of results</b> – do not include all data; 2-3 bullets actual data, such as percentages, raw numbers, themes for qualitative data	<ul style="list-style-type: none"> <li>○ 94% of respondents strongly agreed or agreed that the physical environment was comfortable and appealing</li> </ul>
<b>Interpretation</b> – your interpretation of results in general or of specific pieces of significant data, based on your professional experience, literature in the field, etc.; 2-3 bullets	Refurbishing the lobby furniture and surroundings made an impact on students’ impression of Career Services’ physical space.
<b>Changes planned or implemented</b> – very specific <ul style="list-style-type: none"> <li>● continue with current practices</li> <li>● expand upon projects doing exceptionally well</li> <li>● improve a program/project</li> <li>● continue to assess to gather more info</li> <li>● change mission, objectives, outcomes</li> <li>● refine methods</li> </ul>	Continue with current user survey practice and implement follow-up focus group to gather additional input from students.
<b>Note any connection to SACS goals:</b> Specify any changes in department made as a result of this assessment that will impact SACS goals.	