Developing Assessment Plans

Assessment Workshops  May 3-4, 2010
Division of Student Affairs
Dr. Kristi Nelms
Session Outcomes

- Identify components of an effective assessment plan.
- Differentiate between direct and indirect assessment methods.
- Construct a departmental or unit assessment plan.
- Audience suggestions?
Where are we going?

- Why a written plan?
- How to start?
- Components?
- Review of methods and how to select
- Planning matrix
- Tips
- How to write your own plan
Assessment Planning

Successful assessment = written plan

- To think through assessment needs
- To give direction for action
- To provide a means to determine if progress is being made.
Questions to ask

- What are you trying to do?
- How well are you doing it?
- Using answers to the first two questions, how can you improve what you are doing?
- What and how does your office/unit contribute to the development and growth of students?
- How can the student learning experience or your program be improved?

Resource checklist
Systematic Planning Approach

- Roles and responsibilities
- Mission and Goals
- Outcomes
- Performance criteria for each outcome
- Inventory existing and needed assessment methods
- Use of results
- Schedule
Performance criteria: Example

Career Services Outcome:

“Engage students in development early and often through various outreach efforts.”

- Annual attendance at workshops, by class year.
  - Success = 50% of 1st year, 60% of 2nd year, 70% of 3rd year, 80% of seniors.

- Student ratings of general satisfaction with Career Services office on Enrolled Student Survey, by class year.
  - Success = average rating of at least 3.2 for every class.
Assessment methods:

DIRECT

INDIRECT
Direct measures

- Participation data
- Observation of behavior
- Pre- and Post-measures
- Level of efficiency
- Rubrics
- Volume of activity
Direct methods

- Measure of quality
- Portfolios
- Document analysis
- Culminating experience
Indirect methods

- Surveys
- Exit interviews
- Focus groups
- Demographics
- Retention/Graduation data
Indirect methods

- % of students who attend graduate school
- % of students who study abroad
- Retention & transfer studies
- Job placement statistics
- Enrollment trends

% of students who attend graduate school

Enrollment trends

% of students who study abroad

Retention & transfer studies

Job placement statistics
Selecting effective assessment methods

MATURE

- Match
- Appropriate
- Target
- Useful
- Reliable
- Effective and Efficient
Before you start...

- Identify any assessment-related information already being collected and assessment processes already in place.

- Assessment matrix – links current efforts to mission/goals/outcomes.
  - The matrix can link outcomes to specific services or outputs – and identify priorities.
## Implementation matrix

<table>
<thead>
<tr>
<th>Goal (Related Division Goal)</th>
<th>Outcome</th>
<th>Method(s) Direct/Indirect</th>
<th>When</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1 (Leadership)</td>
<td>Outcome 1</td>
<td>Observation and scoring rubric (Direct)</td>
<td>November, 2010</td>
<td>Kristi</td>
</tr>
<tr>
<td></td>
<td>Outcome 2</td>
<td>EBI Survey (Indirect)</td>
<td>March, 2011</td>
<td>Ben</td>
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<tr>
<td>Goal 2 (Communication)</td>
<td>Outcome 1</td>
<td>Focus groups of student users (Indirect)</td>
<td>January, 2011</td>
<td>Jenny</td>
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<tr>
<td>Goal 3 (Self-Knowledge)</td>
<td>Outcome 1</td>
<td>Benchmarking survey (Indirect)</td>
<td>June, 2010</td>
<td>Sally</td>
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<tr>
<td></td>
<td>Outcome 2</td>
<td>Document analysis (Direct)</td>
<td>December, 2010</td>
<td>Victor</td>
</tr>
</tbody>
</table>
Pitfalls

- Taking measurements that are not related to goals
- Waiting until the plan is perfect and elegant before beginning
- “Analysis Paralysis”
- Spending more time on measuring things than on doing things
Tips and hints

- Initial inventory of what information you already collect and why.
- Match the assessment method to the outcome and not the reverse.
- Make record keeping of key, simple information part of your normal routine
- Use a long list and a short list.
- Start simply and plan to build.
Putting it all together

Outline
• Checklist to develop plan

Sample template

Audit
• Rubric to evaluate plan
One-minute evaluation

“That’s all Folks!”