

Developing an Assessment Plan for your Department or Division

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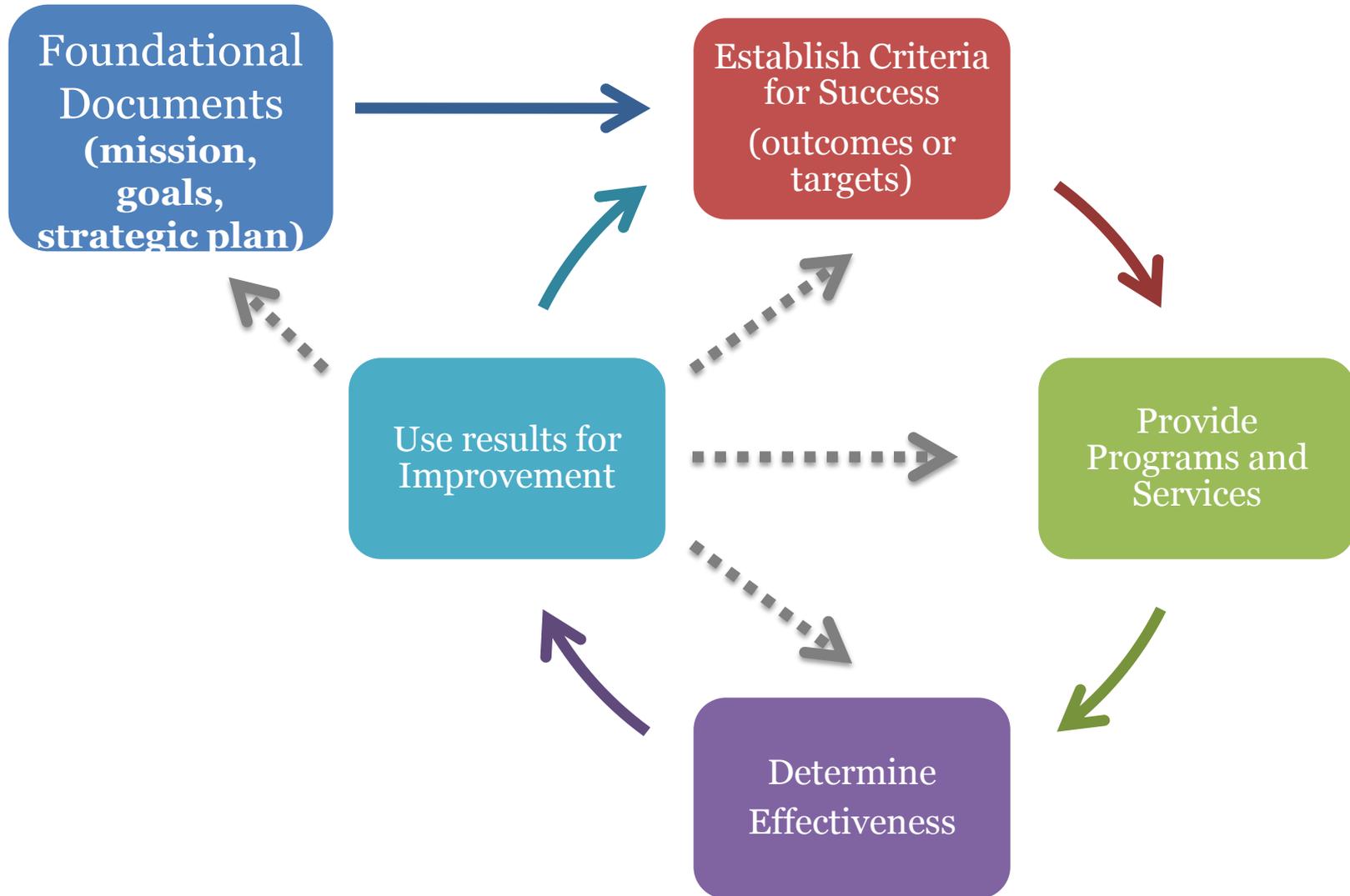
Overview

1. Definition and components of an assessment plan
2. Examples of assessment plans
3. Things to consider when developing plans

Why create assessment plans?

- Serve as a unifying template for assessment conversations
- Ensure that assessment is being planned with intention
- Ensure outcomes/assessment results relate up to Division or Institutional goals
- Clear and concise way of gathering assessment activity to report up and out

Focus on the assessment cycle



Common elements of assessment plans

An assessment plan is a document that outlines:

- Statement of your **mission/goals**
- Student learning **outcomes** or program outcomes
- Assessment **methods** used to demonstrate the attainment of each outcome
- **Implementation Plan** including timeline, and who is responsible for carrying out the assessment
- **Key findings** (optional)
- **Recommendations** based on findings (optional)

Mission and goals

Presumably with the mission of your unit already developed you simply need to include it at the beginning of the plan



Goals help clarify the overall purpose of the unit and may be replaced with the purpose of the program.



Including these at the top of your assessment plan help the reader connect you project to your overall mission/goals



Consider also connecting up to Divisional or Institutional goals

If you are focusing on a larger framework...

On an annual basis:

1. Focus on one area/goal each year and cycle through years
2. Focus on 1-2 goals in each area
3. Focus on all goals in all areas

What are the pros and cons of each option?

Which might work best for your division?

Which might work best for your units?

If you are focused on specific outcomes...

Identify the outcomes that you want to focus on for this particular year. Consider:

- What have you not collected data on recently?
- What significant changes have you made this year?
- What changes do you need to make, but need more information in order to make informed decisions?
- What data do others need from you?
- What is your division focusing on?

Chances are you will have many outcomes, some of which you may not collect data on in any given semester or year.

Learning or program outcomes

Learning outcomes

- Examine what a **student** (or other stakeholders) is to do, think or feel as a result of the program, course, service.

Program outcomes

- Examine what a **program or process** is to do, achieve or accomplish for its own improvement; generally needs/satisfaction driven.

Assessment methods

Things to Consider...

How does the method match the intended outcome?

How will the data be used?

Should multiple methods be considered in order to gain different perspectives from the data?

Has someone already collected the information you are looking to gather? How can you **access** the existing data? How can you **use** the existing data?

Is there potential for collaboration with another individual, program, or department?

Is more training needed on choosing methods? (see handout in documents tab, ask your Assessment consultant about webinars or other training)

Think beyond the survey box....

- Interviews
- Document analysis
- Observation
- Focus groups
- Posters and presentations
- Tests, exams, quizzes
- Peer evaluations
- Rubrics
- Surveys – local or commercial
- Reflection
- Pre/post instruments
- Portfolios
- Written papers and projects
- Quasi-experiments

Need help selecting a method? Check out the “Selecting a Method” handout on the “Documents” tab on your “Get Started” page.

Implementation plan

What: What specific data do we need to collect?

Who: Who is responsible for implementing the assessment?

When: When are data being collected? (i.e., What is the timeline for data collection? At what interval?)

How: How will we collect this data (i.e., What resources will be used to collect the data?)

Why: Why are we collecting this data (i.e., What do we plan to do with it?)

Optional or Essential components

Key findings

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graph TD; A[Key findings] --> B[Decisions Made]; B --> C[Recommendations or Needed Resources];
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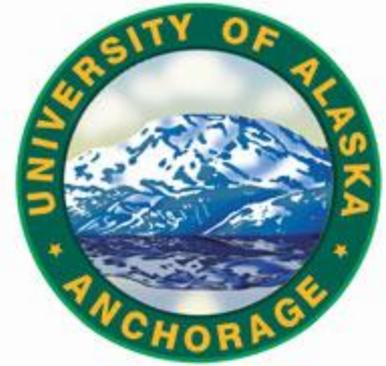
Decisions Made

Recommendations
or Needed Resources

EXAMPLE ASSESSMENT PLANS

Example 1: University of Alaska-Anchorage

1. Mission Statement
2. Program Introduction
3. Assessment Process Introduction
4. Program Outcomes
5. Learning Outcomes
6. Measures
 - Association of Measures to Outcomes (table)
 - Outcome Assessment Measures and Administration (table)
7. General Implementation Strategy
8. Method of Data Analysis and Formulation of Recommendations for Program Improvement
9. Modification of the Assessment Plan



- <http://www.uaa.alaska.edu/assessment/templates.cfm>

Association of Measures to Outcomes

This table is intended to help organize outcomes and the measures that are used to assess them. Each measure contributes information on the students' achievement of a different set of outcomes. That contribution is tracked in this table.

This table also forms the basis of the template for reporting and analyzing the combined data gathered from these measures. That is shown in the report section.

Outcomes	Measure 1	Measure 2	Measure 3	Measure 3
< Outcome #1 >	<0,1>	<0,1>	<0,1>	<0,1>
< Outcome #2 >	<0,1>	<0,1>	<0,1>	<0,1>
<Outcome #3>	<0,1>	<0,1>	<0,1>	<0,1>
<Outcome #4>	<0,1>	<0,1>	<0,1>	<0,1>
<Outcome #5>	<0,1>	<0,1>	<0,1>	<0,1>
<Outcome #6>	<0,1>	<0,1>	<0,1>	<0,1>

Outcome assessment measures & administration

ASSESSMENT MEASURES

A description of the measures used in the assessment of the program outcomes and their implementation are summarized in Table 2 below. The measures and their relationships to the program outcomes are listed in Table 1, above.

[There is a separate appendix for each measure that shows the measure itself and describes its use and the factors that affect the results.

TABLE 2: PROGRAM OUTCOMES ASSESSMENT MEASURES AND ADMINISTRATION

Measure	Description	Frequency/ Start Date	Collection Method	Administered by
<Measure #1>				
<Measure #2>				
<Measure #3>				
<Measure #4>				
<Measure #5>				
<Measure #6 >				

<Add/Delete rows as necessary>

OSU Student Affairs Assessment Plan/Report Format

1. Statement of Mission
 2. Statements of Goals
 3. Statements of Outcomes
 - Operational/business
 - Learning
 4. Assessment Methods
 5. Implementation of Assessment Plan (table)
 6. Results
 7. Decisions/Recommendations/ Sharing
- <http://oregonstate.edu/studentaffairs/assessment>



1-5 Elements
of Assessment
Plan

Plus

6 and 7

Equals

Annual
Assessment
Report

Enrollment Management and Student Affairs (EMSA)



Some things need to occur before planning

- Strong Student Affairs leadership
- Form a Student Affairs Assessment Council

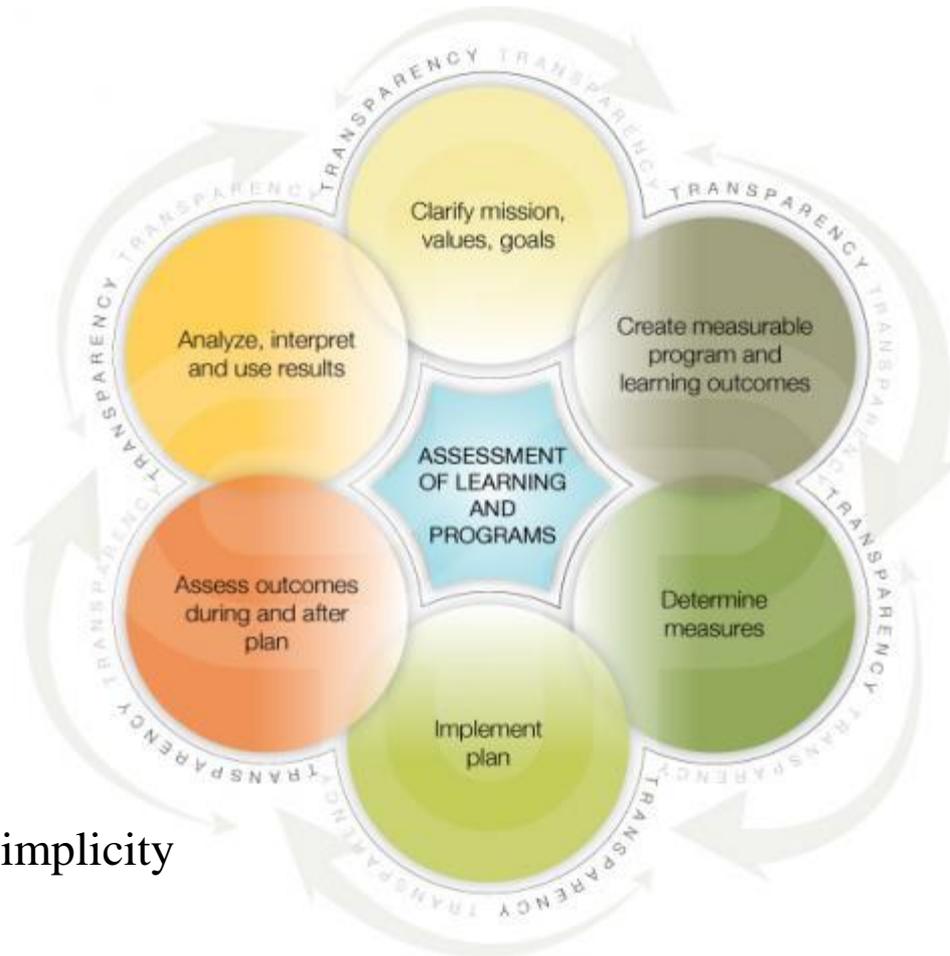
Look to Student Affairs leadership in creating a culture of assessment

- SA Leadership...
 - Priority for assessment came from the top
 - Values evidence-based decision making & this is communicated
 - Sets clear expectations for assessment activities and has held us accountable
 - Hired a full-time Assessment Coordinator (me) to lead assessment efforts
 - Provides support and resources needed to be successful
 - Reinforces and values personal ownership

Coordinator developed a Student Affairs Assessment Council (SAAC)

- Council initially had 14 members representing all Units, now 24
 - Assessment Champions!
- Assessment Coordinator took lead initially
 - Established mission, vision, goals and objectives/ provide assessment training for all committee members, and brings started projects to Council
- SAAC is collaborative enterprise
 - Assessment Framework, Dictionary of Terms, and Assessment Handbook for shared language and practice
 - Common assessment planning templates and Briefing Book annual report
 - Website development
 - Communication and sharing

Assessment Framework



Value:

- systems and simplicity
- transparency
- sharing
- feedback

Shared Terminology and Practice

[Glossary of terms](#): Document includes agreed upon terms and definitions for assessment, research and evaluation terms in Student Affairs. This document was the result of a collaborative effort of the SAAC members.

[Briefing Book terms](#): Two-page summary of the terms we use in our annual report portfolios.

[Assessment Handbook](#): The Student Affairs Assessment Council (SAAC) has created this best practice assessment handbook to provide a common language and structure for our assessment practice, as we examine the unique ways in which we contribute to student learning and development at PSU.

Create standardized assessment planning, assessment plan review, and annual reporting templates

Assessment Plan templates: <http://www.pdx.edu/studentaffairs/report-forms-and-templates>

Mission

Goals

Alignments

Objectives and outcomes (differentiate program from learning)

Goals > Objectives (can have more than per goal) > Specify Outcomes > Type of outcome (program or learning)

Assessment methods and implementation

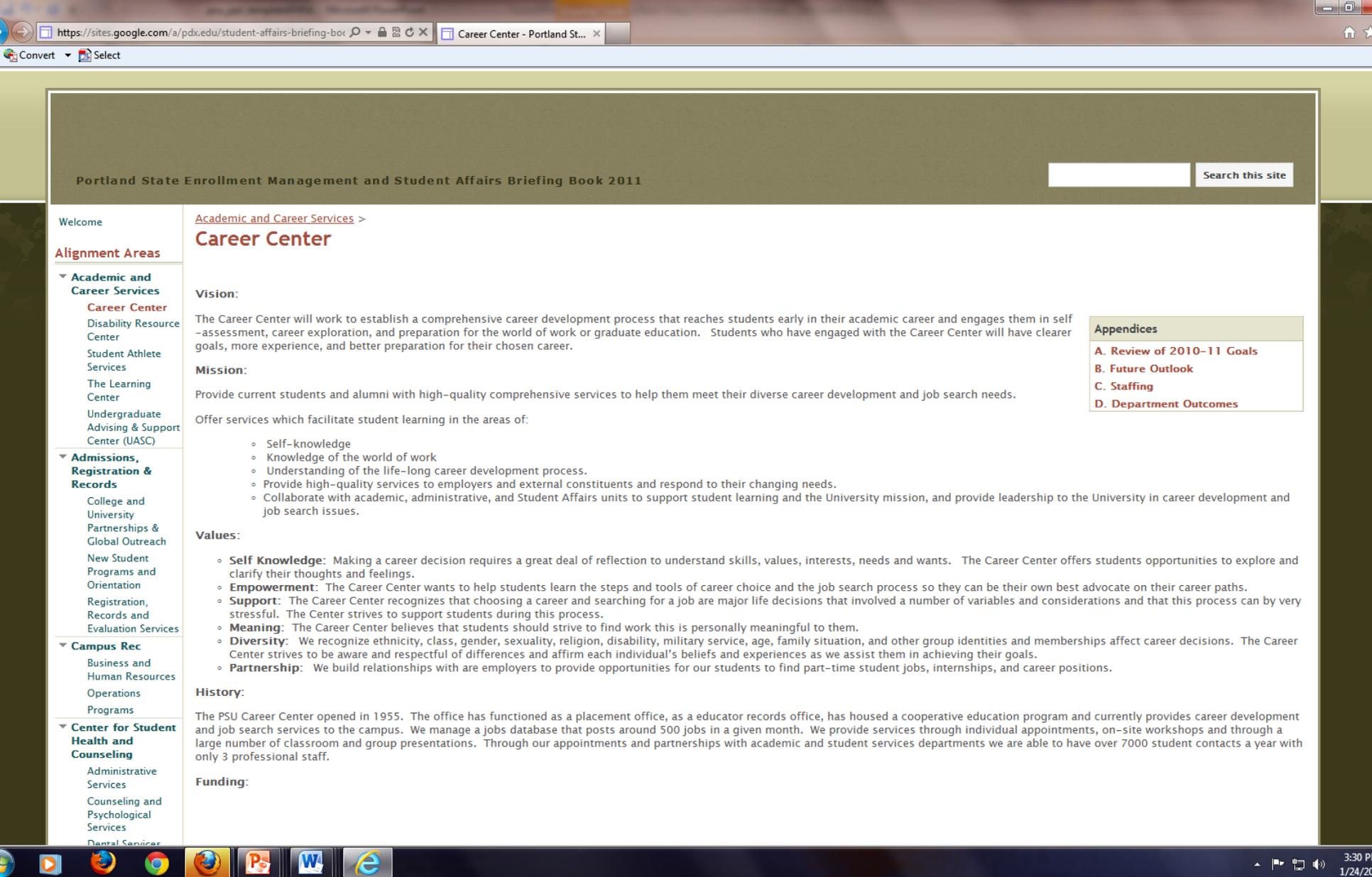
Program outcomes > Specify method for collecting data > Specify when to collect data

Learning/development outcomes > Specify method for collecting data > Participant information, activity dates > Specify when to collect data

How each outcome was met (i.e., the results on each outcome)

Outcomes measured > Results/evidence of meeting outcome

Decisions and recommendations



Search this site

Welcome

Alignment Areas

Academic and Career Services

Career Center

Disability Resource Center

Student Athlete Services

The Learning Center

Undergraduate Advising & Support Center (UASC)

Admissions, Registration & Records

College and University Partnerships & Global Outreach

New Student Programs and Orientation

Registration, Records and Evaluation Services

Campus Rec

Business and Human Resources Operations Programs

Center for Student Health and Counseling

Administrative Services

Counseling and Psychological Services

Dental Services

[Academic and Career Services >](#)

Career Center

Vision:

The Career Center will work to establish a comprehensive career development process that reaches students early in their academic career and engages them in self-assessment, career exploration, and preparation for the world of work or graduate education. Students who have engaged with the Career Center will have clearer goals, more experience, and better preparation for their chosen career.

Mission:

Provide current students and alumni with high-quality comprehensive services to help them meet their diverse career development and job search needs.

Offer services which facilitate student learning in the areas of:

- Self-knowledge
- Knowledge of the world of work
- Understanding of the life-long career development process.
- Provide high-quality services to employers and external constituents and respond to their changing needs.
- Collaborate with academic, administrative, and Student Affairs units to support student learning and the University mission, and provide leadership to the University in career development and job search issues.

Values:

- **Self Knowledge:** Making a career decision requires a great deal of reflection to understand skills, values, interests, needs and wants. The Career Center offers students opportunities to explore and clarify their thoughts and feelings.
- **Empowerment:** The Career Center wants to help students learn the steps and tools of career choice and the job search process so they can be their own best advocate on their career paths.
- **Support:** The Career Center recognizes that choosing a career and searching for a job are major life decisions that involved a number of variables and considerations and that this process can be very stressful. The Center strives to support students during this process.
- **Meaning:** The Career Center believes that students should strive to find work this is personally meaningful to them.
- **Diversity:** We recognize ethnicity, class, gender, sexuality, religion, disability, military service, age, family situation, and other group identities and memberships affect career decisions. The Career Center strives to be aware and respectful of differences and affirm each individual's beliefs and experiences as we assist them in achieving their goals.
- **Partnership:** We build relationships with are employers to provide opportunities for our students to find part-time student jobs, internships, and career positions.

History:

The PSU Career Center opened in 1955. The office has functioned as a placement office, as a educator records office, has housed a cooperative education program and currently provides career development and job search services to the campus. We manage a jobs database that posts around 500 jobs in a given month. We provide services through individual appointments, on-site workshops and through a large number of classroom and group presentations. Through our appointments and partnerships with academic and student services departments we are able to have over 7000 student contacts a year with only 3 professional staff.

Funding:

Appendices

- A. Review of 2010-11 Goals
- B. Future Outlook
- C. Staffing
- D. Department Outcomes

Align to assessment plan template

[Link to BB Outcomes](#)

We continue to do these things

- Remove as many obstacles to assessment as possible by providing support, training and resources needed for assessment competency
- Increase visibility of assessment in Student Affairs
- Recognize successes

Provide support, training and resources needed

- Assist in strategic planning & in all phases of the assessment process
- Deliver assessment workshops: on demand, assessment competency
- Keep assessment website current
 - Assessment updates
 - Education and Resources (Terminology, Professional Development, Resources)
 - Assessment Planning and Practice (Benchmark Studies, Report, Forms and Templates, Theory to Practice)
- Bring in external speakers for SAAC meetings to expand expertise
- These are all key elements to removing obstacles

Increase visibility of assessment in Student Affairs

- Share resources and provide education
 - Website, Blogs, Twitter, Spotlight on Student Affairs newsletters
- Build partnerships
 - OIRP, University-wide assessment committee
- Encourage scholarship and sharing expertise
 - Conference presentations, professional organization involvement, publications, and Division meetings
- Assessment champions: find, grow, support

Lesson learned

- Reward and recognize progress. Programs start at different places
- Brag!
- Nominate colleagues
- Ask why
 - start with the end in mind...knowing where you want to end up, you can then work backwards to what needs to be measured and what needs to happen (the content) for the outcomes to occur.
- Don't reinvent the wheel
- Stop collecting data
- Stop rogue data collection
- Share data and findings
- Just have fun with it. "Assess This" is chosen logo for SAAC

Next Steps...

Create a template that works for you and can be used to collect information consistently and easily



Set timelines/deadlines



Maintain connections to the bigger picture; ground your assessment in the overall framework



Use tables to outline overlaps in methods and outcomes



Evaluate your plans!

Thank you for attending our webinar!

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