

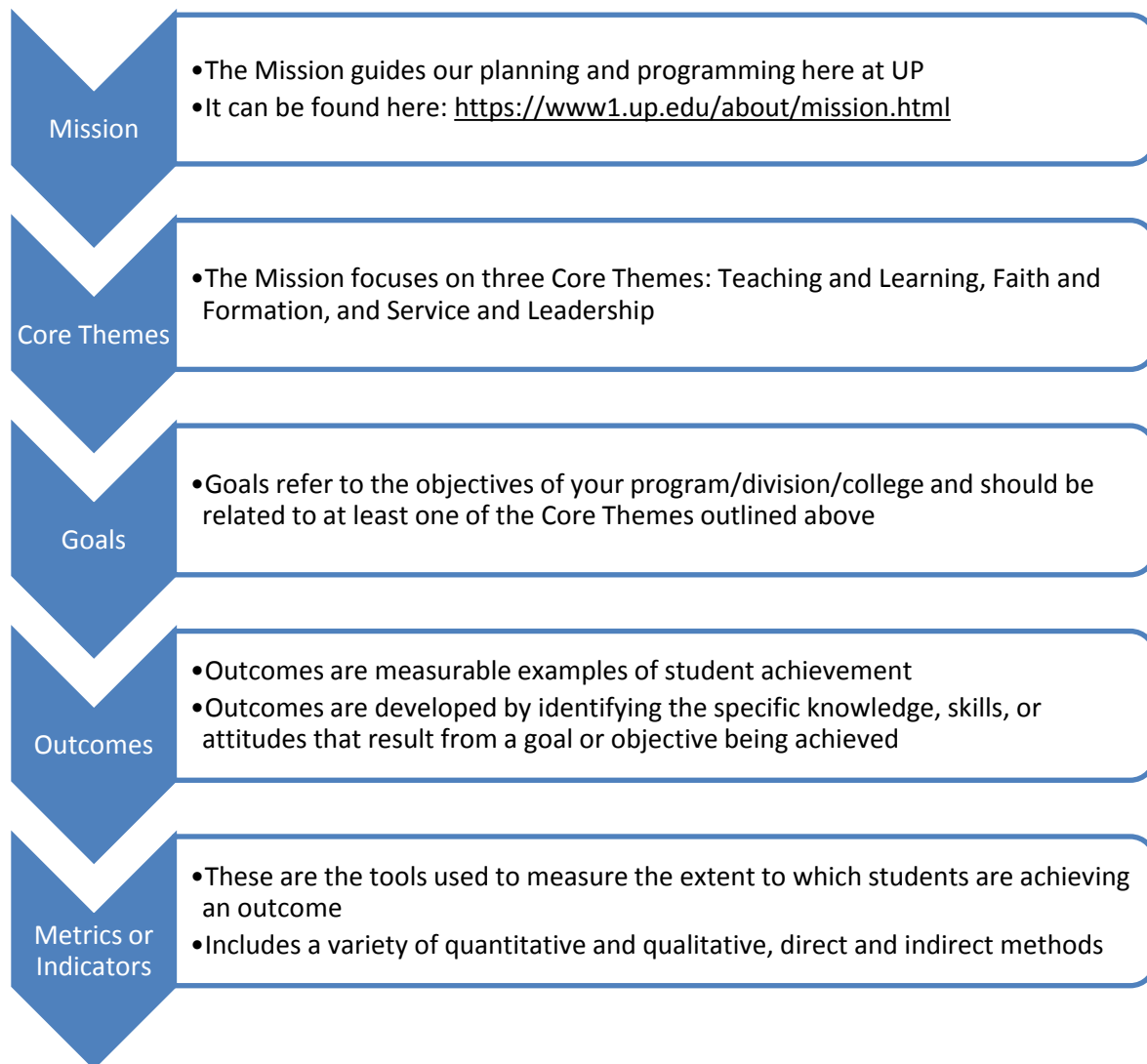
Foundations for Good Assessment and Planning

Why are you doing assessment?

- To improve student learning or student development.
- To determine the extent to which you are helping students learn or achieve outcomes that align with the objectives of your program and the mission of your division, college, or university.
- To collect tangible data and examples of student achievement that you can then use to market and promote your program to internal and external audiences.

Having clear alignment is central to developing a good assessment plan.

- The University's Mission and Core Themes guide the programming and curriculum across the campus community.
- Individual divisions, colleges/schools, departments, and programs have specific goals or objectives that implement aspects of the Mission and one or more of the Core Themes.



Developing an assessment plan requires a solid foundation.

- This can be established by answering who, what, when, where, and how questions with regard to your program and student learning.
 - **What** do you want to happen in terms of student learning/development as a result of your efforts and program?
 - **What** activities or experiences does your program organize to produce the student learning/development you desire?
 - **Who** participates in your program? Who benefits from your efforts?
 - **Who** needs to be informed of the outcomes and results of your program?
 - **How** do you measure the impact of your program/activities?
 - Surveys, reflections, interviews, etc.?
 - **How** do you use the information that you collect?
 - **Where** do you measure the student learning/development?
 - Embedded within an activity or experience? As a follow-up outside an activity?
 - **When** do you measure the impacts of your program on student learning/development?
 - During the program? After the program?

Once you've addressed those questions, you'll want to set up a cycle of assessment for each outcome.

- Basically, this cycle is a continuous, 5-step process.
 - 1) Outcomes are identified as relevant to the objectives and implemented into the program.
 - 2) Metrics are designed in order to measure specific outcomes.
 - 3) Metrics are implemented and data is collected regarding specific outcomes.
 - 4) Data is analyzed in order to determine the extent to which outcomes are being achieved and by extension, the extent to which objectives are being fulfilled.
 - 5) Collection process and data itself are reviewed and any feedback is incorporated into improving the program.
- The loop is then closed by determining the continued relevance of the outcome (back to Step 1) and any adjustments needed to the metrics used, or identifying a new outcome that better fits the objective in question.

