

HOWDY!

Assessment Planning 101

#assessmentisfun

Purpose of an Assessment Plan

- Program planning
- Department/unit strategic planning
- Assessment direction
- Budget decisions
- Trend analysis
- SACSCOC accreditation



Philosophical Questions

- What is your unique contribution and value to the institution?
- What evidence do you have to show your effectiveness and efficiency?
- How do you contribute to student learning?
- What do you need to know to show that?
- What does the literature/research indicate are the best practices for your function?



Texas A&M Context

- Undergraduate, master's and doctoral learning outcomes
- Quality Enhancement *Plan – Aggies Commit to Learning for a Lifetime*
- SACSCOC reaffirmation (2018)



Program/Service Context

- What do you want to accomplish?
- How do you deliver your program/service?
- What do you need to know?
- When do you need to know it?
- Who do you need to know it from?



Components of an Assessment Plan

- Mission – purpose of a unit/program
- Goals – broad statements about the desired end
- Outcomes
- Measures
- Achievement Targets
- Findings
- Action Plans



Vision/Mission/Goals

- Vision – what your environment would be like if you are tremendously successful.
- Mission – what functions an organization performs for whom, how, and why.
- Goals – broad statement of what you will accomplish to achieve the mission.



Outcomes/Objectives

- Outcome – verb description of desired end result that can be assessed.
- Objective – verb description of specific point or task you will accomplish that can be assessed.
- Outcomes need to be:
 - Measurable (within your control)
 - Meaningful (focus on important concepts)
 - Manageable (don't need to measure everything)



Student Learning Outcomes

Learning outcomes are what *students* are expected to *demonstrate* in terms of **knowledge**, **skills**, and **attitudes** upon *completion* of a program, course, or activity.



Developing Learning Outcomes

- **A**udience
- **B**ehavior
- **C**ondition
- **D**egree of Achievement (may be omitted)



Heinich, R., Molenda, M., Russell, J., & Smaldino, S. (2002). *Instructional Media and Technologies for Learning* (7th ed.). Englewood Cliffs, NJ: Prentice Hall, Inc.



Program/Process Outcomes

An identified action that the program is expected to accomplish.

What do you want to see with the program to consider it successful?



Measures

- Methods you will use to gather data to assess your outcomes/objectives.
 - Survey, focus group, test, tracking, rubric, case study, test...
- Inventory what is already being collected.
- Consider the timeliness and cost.
- Aim for direct measures when appropriate.

Target

- This is the result, benchmark, or value that will represent success at achieving a given outcome.
- Typically should include a specific number or trend.
- They should be determined before the results are documented.



Implementation

- After the program or event, then you will implement your assessment method(s).
 - Identify who is responsible?
 - Consider resources – time, money, staff
 - Prepare in advance, not after the fact.
 - Needs to be manageable, measurable, and meaningful.

Findings

- Highlight the actual results related to your outcome and target.
- In addition to the actual results of your assessment, include the interpretation of the findings.
- Provide further documentation/report as appropriate.



Action Plans

- Based on your findings, what are you going to do to improve your practice?
- Document the decisions you make, as well as the actual actions you take.
- Even if you reach your target, what do the results mean or tell you? How will you use them?



Repeat the Cycle

- Based on your findings and determined action plans, you go back to asking yourself, what do you need to know?
- You start the planning process over with asking yourself questions and creating the plan to answer those.

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Questions?

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