

# Student Life Studies Assessment Planning Worksheet

Project Name: \_\_\_\_\_

Today's Date: \_\_\_\_\_

## Assessment Purpose

The purpose of this assessment is to \_\_\_\_\_ (PURPOSE)  
 by assessing \_\_\_\_\_ (POPULATION) using \_\_\_\_\_ (METHOD),  
 so I can \_\_\_\_\_ (USE OF RESULTS).

## Student Learning Outcome

Use A.B.C.D model

- A. Audience: Who is the learner? (students, participants, freshmen, clients, etc.)
- B. Behavior: What is the measurable behavior? (Action verb that is observable. \*Use Behavior Words from Bloom's Taxonomy)
- C. Condition: Under what circumstances should the learner be able to perform? (after the workshop, at the end of their leadership experience, after three months on the job, etc.)
- D. Degree: At what level does the behavior need to be performed (100% of the time, how many, etc.)

Ex: After attending the leadership retreat, participants  
(CONDITION) (AUDIENCE)  
will compare and contrast three leadership models.  
(BEHAVIOR) (DEGREE OF ACHIEVEMENT)

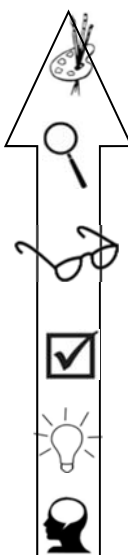
What will students learn:

\_\_\_\_\_  
(CONDITION) (AUDIENCE)  
 \_\_\_\_\_  
(BEHAVIOR)  
 \_\_\_\_\_  
(DEGREE OF ACHIEVEMENT)

## Method Bank (how will you gather data)

Existing Data	Focus Groups	Visual Methods/Photography
Reflection	Interviews	Case studies
Paper and Web Surveys	Portfolios	Document Analysis
Rubrics	Observations	One Minute Paper

## Behavior Verbs from Bloom's Taxonomy



**Creating:** assemble, construct, create, compose, design, develop, formulate, hypothesize, invent, plan, produce

**Evaluating:** appraise, argue, citizen, defend, judge, recommend, select, support

**Analyzing:** categorize, compare, contrast, differentiate, discriminate, distinguish, question

**Applying:** choose, demonstrate, employ, illustrate, operate, sketch, solve, use, show

**Understanding:** describe, discuss, explain, report, give example, paraphrase, summarize

**Remembering:** describe, recognize, list, recall, repeat, label, identify

## With whom do you think you'll share the data?

\_\_\_\_\_

Have you done this project before?

What changes were made?

## Additional Notes/Concerns:

\_\_\_\_\_

## Project Timeline

Target Date to Begin Collecting Data: \_\_\_\_\_

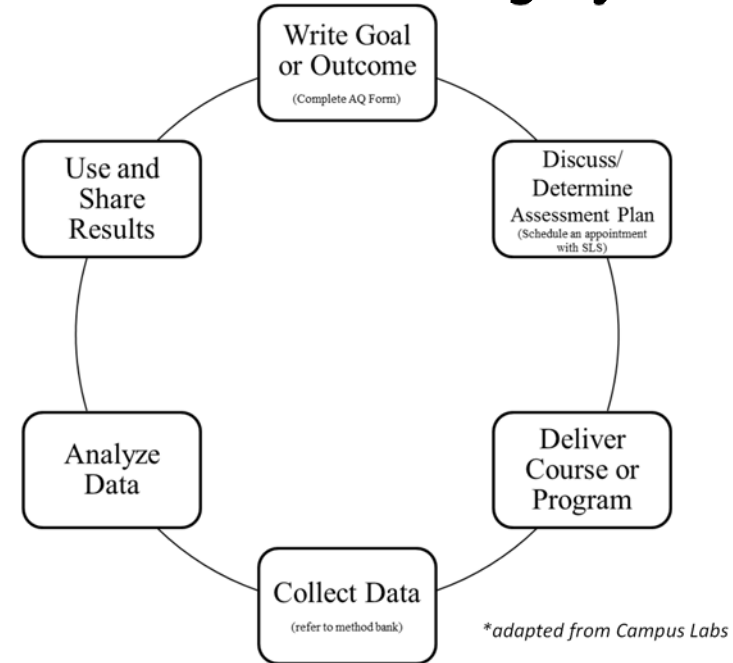
Target Date to Finish Collecting Data: \_\_\_\_\_

\*When creating your project timeline please consider the following: when do you need results (allow for at 3-4 weeks to receive a report from SLS), how long do you want to collect data, when do you want to have the assessment available (allow for 1-2 weeks to create a survey with SLS)

# Making Sense of Assessment Results

What were the targets or goals? Were they hit?	What stands out as a success?
Is any information missing or any additional analysis needed? If so, what?	What stands out as an area for improvement?

# Assessment Planning Cycle



## Developing an Action Plan to Use Results

<p><b>Task:</b> _____</p> <p>_____</p> <p>Who will do it: _____</p> <p>Due date: _____</p>	<p><b>Task:</b> _____</p> <p>_____</p> <p>Who will do it: _____</p> <p>Due date: _____</p>
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Who are your stakeholders? What data does each stakeholder need to know? What finding should be emphasized for each stakeholder? How will you share data with each stakeholder?

### Tips:

- Identify (and use) the data that already exists.
- There is often more than one way to collect the data—use what works best for you, knowing that you can add on other methods later.
- Keep it simple! Choose a method that is manageable so you can complete the project.
- Consider both formative and summative assessment and choose those that best meet your needs.
- Look for opportunities to collaborate with other departments and units.
- Include stakeholders from the beginning; this builds credibility in your methods and assessment results.
- Reflect on the process and results of assessment and do not be afraid to change your method.