**Assessment Purpose**

The purpose of this assessment is to _______________________________________________________________________________________________.

by assessing ____________________________________________ using ________________________________________________________________,

so I can _____________________________________________________________________________________________________________________.

**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**

will compare and contrast three leadership models.

**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

**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**

**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**

<table>
<thead>
<tr>
<th>What were the targets or goals? Were they hit?</th>
<th>What stands out as a success?</th>
</tr>
</thead>
<tbody>
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<table>
<thead>
<tr>
<th>Is any information missing or any additional analysis needed? If so, what?</th>
<th>What stands out as an area for improvement?</th>
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**Developing an Action Plan to Use Results**

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<thead>
<tr>
<th>Task: ___________________________________________</th>
<th>Task: ___________________________________________</th>
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</thead>
<tbody>
<tr>
<td>Who will do it: _____________________________</td>
<td>Who will do it: _____________________________</td>
</tr>
<tr>
<td>Due date: _________________________________</td>
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**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.