Student Affairs Assessment Planning Guide

Project Name: _____   **Today's Date:** _____

Assessment Purpose

The purpose of this assessment is to _____
(what should students know,

by assessing _____ using _____,
(POPULATION)   (Means/Method)

so I can _____.
(USE OF RESULTS/IMPROVEMENT)

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: <u>*After attending the leadership retreat*</u>, <u>*participants*</u>
(CONDITION)   (AUDIENCE)

<u>*will compare and contrast*</u> <u>*three leadership models.*</u>
(BEHAVIOR)   (DEGREE OF ACHIEVEMENT)

What will students learn:

_____, _____
(CONDITION)   (AUDIENCE)

_____
(BEHAVIOR)

_____
(DEGREE OF ACHIEVEMENT)

Means & Methods (how will you gather data)

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

Outcome Verbs from Bloom's Taxonomy

Creating: generate new idea or concept, adapt, design, develop, formulate, hypothesize, invent, plan, produce

Evaluating: justify a course of action, rate, rank, critique, interpret, judge, predict

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

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

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

Remembering: define, describe, recognize, list, label, identify, write, sequence, state

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

Is this the first time you've done this project?

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)   *Adapted from SLS TAMU College Station
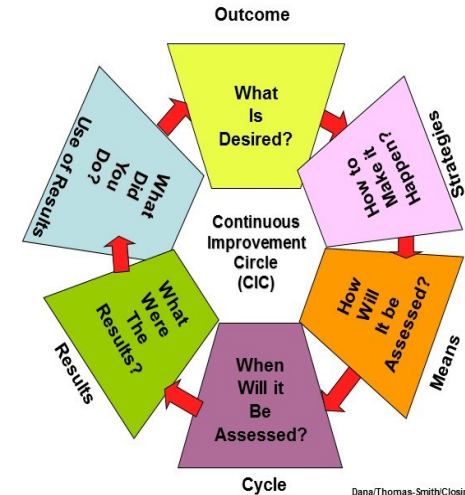
Making Sense of Assessment Results

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?

Developing an Action Plan to Use Results

Task: _____

_____

Who will do it: _____

Due date: _____

Task: _____

_____

Who will do it: _____

Due date: _____

Task: _____

_____

Who will do it: _____

Due date: _____

Task: _____

_____

Who will do it: _____

Due date: _____

Assessment Planning Cycle

Quality Without Compromise
Closing the Loop
The Six Question Model at Prairie View A&M University

Dana/Thomas-Smith/Closing the Loop Six Question Model/landscape

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 what best meets your needs.

STUDENT LIFE STUDIES

OFFICE FOR STUDENT AFFAIRS