

## **Division of Student Affairs Annual Assessment Plan Process**

### **Goals of Annual Assessment Plan Process**

- Supports a culture of assessment by establishing a requirement for annual assessment activity and output from each unit/department sensitive to unit capacities
- Allows for conversations between directors and their supervisors that can identify and mitigate concerns and/or encourage additional variety or enhanced quality of assessment
- Allows for divisional assessment priorities to be incorporated into unit assessment efforts

### **Overall Process Description**

Units will be asked annually to identify assessment efforts for the year that will support program improvement, decision making, and central data needs. *Assessment efforts should begin with unit needs, and incorporate division needs when appropriate.* The identified set of assessment projects will then comprise a unit's annual assessment plan.

Assessment Plans should document all assessment efforts planned for a given fiscal year. This includes, but is not limited to, satisfaction assessment, usage/tracking, needs assessment, outcome assessment and program review.

### **Developing Assessment Plans**

Assessment Plan development is intended to be an iterative process. With initial drafts, department heads identify intended assessment activity for the year. Department heads then engage with their AVP in an iterative review of the proposed assessment project for breadth, depth, prioritization, etc. Department heads also engage in consultation with the Assistant to the Vice President for Planning and Assessment related to documentation, terminology, approach, etc. Final Assessment Plans then consist of an agreed upon set of assessment activities for the year. Once plans are finalized they are recorded in Compliance Assist.

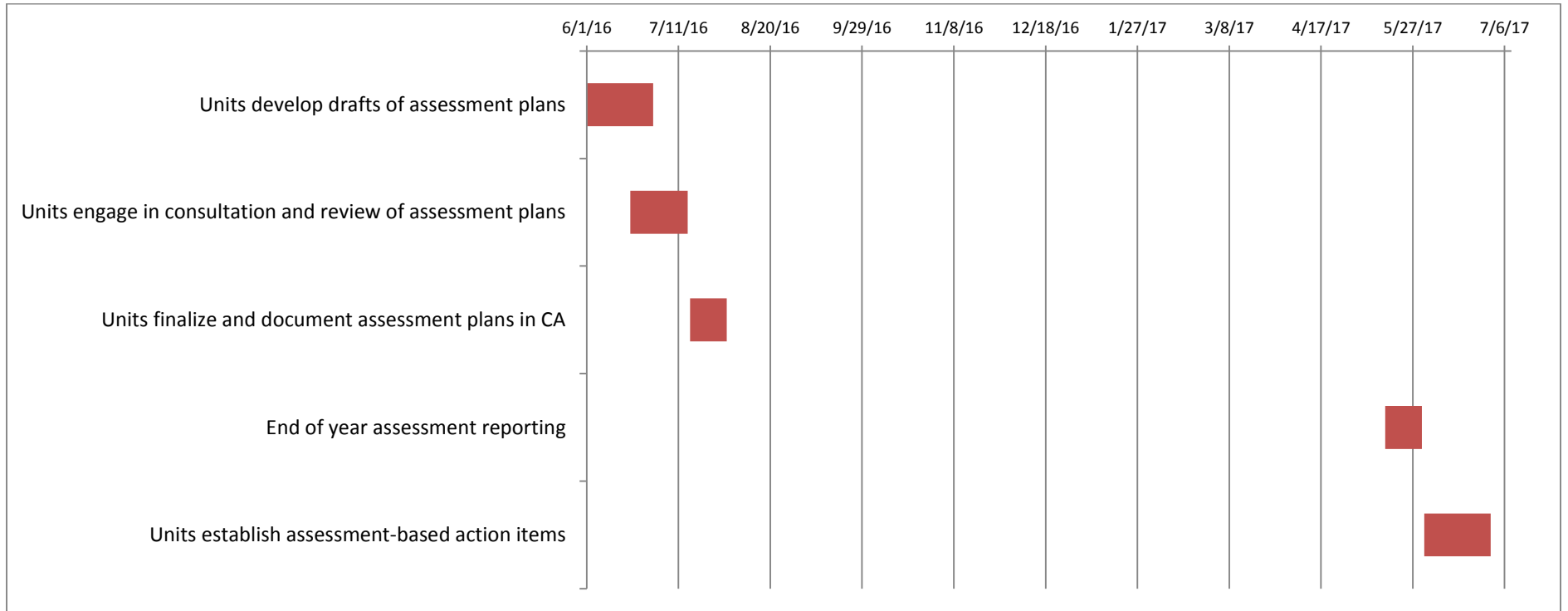
### **Assessment Plan Details**

Assessment Plans consist of one or more assessment projects and their corresponding details. Once a final set of assessment projects is agreed upon, the projects will need to be documented in Compliance Assist. A template of the required details is included below in *Appendix B* (please note that this template is in draft form. There may be minor changes reflected in the final version).

### **End of Year Reporting**

At the end of the fiscal year units will report on how they are closing their assessment loop. This reporting will include the status of the assessment effort (completed, delayed, on-going, etc.); results, recommendations, and one or more action items for the following fiscal year. A template of an Assessment-Based Action is included below in *Appendix C*.

**Appendix A  
Assessment Plan Process Timeline**



TASK	START DATE	DURATION	END DATE
Units develop drafts of assessment plans	6/1/16	29	6/30/16
Units engage in consultation and review of assessment plans	6/20/16	25	7/15/16
Units finalize and document assessment plans in CA	7/16/16	16	8/1/16
End of year assessment reporting	5/15/17	16	5/31/17
Units establish assessment-based action items	6/1/17	29	6/30/17

## Appendix B Compliance Assist Assessment Project Template

*Details entered when assessment item is created in Compliance Assist*

**Assessment Number** – a field to number your assessment if desired. If you number your assessment project items within a given fiscal year, they will display more predictably in reports.

**Name of Assessment** – a brief name identifying assessment: Ex., RA training assessment

**Please indicate program, service, etc. that is being assessed** – a sentence or two indicating clarifying what is being assessed. Ex., The project will assess the learning of RAs as a result of pre-semester RA training.

**Start & end dates** - indicate the fiscal year in which the initiative will be implemented.

**Providing Department** – Filled in by Compliance Assist

**Responsible Role** – Indicate the person responsible for entering and updating item in Compliance Assist.

**Assessment Lead** – Indicate the individual actually conducting the assessment.

**If you are administering a survey as part of your assessment, does it target over 1500 participants?** – select 'yes' or 'no'

**What group(s) of participants does your assessment target?** (can select one or more of the following)

- Undergraduate students
- Graduate students
- Faculty
- Staff
- External community members

**Priority Alignment** (can select one or more of the following) – this field is to help identify assessment efforts centrally that align with strategy and priority management. Not every assessment project will align with one of the priority options:

- Assess the effectiveness of a new strategic initiative in support of one or more strategic objectives
- Assess the effectiveness of a current program/service that supports one or more strategic objectives
- Assessment to support development of a new program or service related to one or more strategic objectives

- Assessment to understand needs, beliefs, behaviors, etc. related to one or more strategic themes or objectives

**Type of Assessment** (can select one or more of the following):

- **Tracking/usage** (counting and analyzing who and how many are using or accessing facilities, services or programs)
- **Student needs** (trying to understand the needs of students in order to align programs and services)
- **Satisfaction** (gauging satisfaction with a particular process, service or program)
- **Student culture/characteristics/beliefs/behaviors** (trying to understand aspects of students – beyond just needs)
- **Learning outcome** (assessing whether students are learning specific outcomes as a result of a specific intervention)
- **Program/service outcome** (assessing whether a unit/program is achieving a specific programmatic outcome as a result of a specific change/improvement effort)
- **Benchmarking** (gathering national data and comparing it to local data)
- **Unit/program/process review** (a number of types of assessment work can be captured in this type: formal program review, self-studies, comparison against professional standards, assessing process accuracy and effectiveness, etc.)
- **Analytics** (analyzing large data sets to find connections between variables)

**If you are conducting outcome assessment, please specify the outcomes(s) being assessed –**

List the specific outcomes being assessed. For learning outcomes please use the SWBAT formula: As a result of X student will be able to Y.

For service/program outcomes use a cause and effect statement like: As a result of changes X, program/service outcome Y will occur.

**If your project is assessing outcomes, please indicate whether you are using direct or indirect methods** (choose from):

- Direct
- Indirect
- Combination of both direct and indirect

**Assessment Method** (choose from):

- Qualitative
- Quantitative
- Multiple methods

**Please indicate how you will collect data** (select one or more of the following):

- Direct observation
- Portfolio
- Document analysis
- Question or prompt response
- Focus group
- Interview
- Survey (electronic)
- Survey (paper/manual administration)
- Other

**Anticipated data collection date** – Indicate an approximate date when the data collection will occur.

**Please explain your choice of assessment approach and how it will provide you with actionable data.** – Describe why you are using the identified approach (this could include timing of assessment, method, type, etc.). The explanation should provide some understanding of how the approach will result in data you can use for purposes of improvement.

*Details entered for end of year reporting*

**Progress** (choose from):

- Ongoing = Do not select this option
- Achieved = The assessment is implemented and completed
- On Schedule = The assessment is progressing within the original schedule
- Overdue = The assessment is behind schedule and past the originally defined end date
- Delayed = The assessment is behind schedule, but within the originally defined timeframe
- Postponed = Implementation of assessment has been postponed to a future date
- Canceled = The assessment is not going to be implemented
- Modified = There have been changes to the target, purpose or approach of the assessment

**Progress or Process Notes** – Provide any notes relevant to the progress or implementation of the assessment project

**Results** – Provide a summative description of what was discovered through the assessment effort.

**Recommendations based on results** – Provide overall recommendations that follow from assessment results.

**Campus Labs Data Sources** – This field allows you to connect your Assessment Project in Compliance Assist to a saved view from a Baseline project.

## **Appendix C**

### **Compliance Assist Assessment-Based Action**

*Details to be entered when assessment-based action is created in Compliance Assist*

**Short Title** – a brief name identifying the improvement action: Ex., Update SYE curriculum

**Area, program, service or function targeted by the improvement effort** – a sentence or two clarifying the target of the improvement: Ex., The action will target improvements in the curriculum of UNIV 4800: The Senior Year Experience.

**What unit did/plans to do to address this area, program, service of function** – a brief paragraph describing the intended change/improvement.

**Providing Department** – Filled in by Compliance Assist

**Responsible Role** – Indicate the person responsible for entering and updating item in Compliance Assist

**Start & end dates** - indicate the fiscal year in which the improvement will be implemented.

*Details entered for end of year reporting*

**Progress** (choose from):

- On going
- Achieved
- On schedule
- Overdue
- Delayed
- Cancelled
- Modified

**Progress or Process Notes** – Provide any notes relevant to the progress or implementation of the improvement action