Overview

1. Definition and components of an assessment plan
2. Examples of assessment plans
Why create assessment plans?

- Intention in practice/impact
- Linkages to goals at all levels
- Annual reporting tied to measurable goals/outcomes
- More effective assessment practice
Focus on the assessment cycle
Elements of assessment plans

- Statement of your **mission/goals**
- **Alignment** of goals to larger picture
- Student learning/program **outcomes**
- Assessment **methods** used to demonstrate the attainment of each outcome
- **Implementation plan** including methods, participants, timeframe
- **Results/ evidence** of meeting outcomes
- **Decisions/ recommendations** based on evidence

http://www.pdx.edu/studentaffairs/report-forms-and-templates
EMSA assessment plans

Location of Unit and Dept plans

http://www.pdx.edu/studentaffairs/report-forms-and-templates

Assessment Handbook
CAS, SAGS, and FALDOs
Mission, goals, and alignments

Presumably with the mission of your unit already developed you simply need to include it.

Goals help clarify the overall purpose of dept/program.

Helps the reader connect your project to your overall mission/goals.

Connect up to Divisional or Institutional goals.
## Connect Goals>Objectives>Outcomes

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives (can have more than one objective per goal)</th>
<th>Outcomes</th>
<th>Type of outcome is this (check most relevant)</th>
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<tbody>
<tr>
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<td>Program</td>
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<td>Learning and development</td>
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<td><strong>Develop Leadership,</strong> <strong>Citizenship,</strong> <strong>Diverse and Global Perspectives</strong></td>
<td>Foster student leadership skills</td>
<td><em>(Students in the SALP Leadership program) (will demonstrate leadership skills)</em> by <em>(successfully completing a leadership skills inventory, as indicated by a score of at least 80% correct).</em></td>
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<tr>
<td><strong>Develop Leadership,</strong> <strong>Citizenship,</strong> <strong>Diverse and Global Perspectives</strong></td>
<td>Increase diversity</td>
<td><em>(The Women’s Resource Center) will (increase the diversity of its volunteers)</em> by <em>(10% to reflect the diversity of the PSU).</em></td>
<td>X</td>
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- **Audience (A)** Person doing or program expressing
- **Behavior (B)** What person will do or report or what program will do or report
- **Condition (C)** for success

EMSA Portland State University
- Examine what a program or process is to do, achieve or accomplish for its own improvement.
- CAS and SAGS for program evaluation

• Examine what a student (or other stakeholders) is to do, think or feel as a result of the program, course, service.
• FALDO's good source
**Program outcomes**

- **CAS Standards and SAGS**
- **Use for program design and measurements of effectiveness**
- **Instruments created for you**

- Part 1. Mission
- Part 2. Program
- Part 3. Leadership
- Part 4. Human Resources
- Part 5. Ethics
- Part 6. Legal Responsibilities
- Part 7. Equity and Access
- Part 8. Diversity
- Part 9. Organization and Management
- Part 10. Campus and External Relations
- Part 11. Financial Resources
- Part 12. Technology
- Part 13. Facilities and Equipment
- Part 14. Assessment and Evaluation
Learning Outcomes

- FALDOs aligned with CAS and relevant theory
- Use for assessment of student learning
- Instruments created for you that are psychometrically sound

1. Intellectual growth
2. Effective communication
3. Enhanced self-esteem
4. Realistic self-appraisal
5. Clarified values
6. Career choices
7. Leadership development
8. Healthy behavior
9. Meaningful interpersonal relationships
10. Independence
11. Collaboration
12. Social responsibility
13. Satisfyingly and productive lifestyles
14. Appreciating diversity
15. Spiritual awareness
16. Personal and educational goals
What goals/outcomes did you specify for this year?

- These were specified in the Briefing Book
  A. Review of 2010-11 Goals
  B. Future Outlook
  C. Staffing
  D. Department Outcomes

- What progress have you made on each goal?
- What evidence do you have that you have made progress?
Implementation of your plan

You will identify in your plan

**What**
- specific data you need to collect

**Who**
- will participate
- will administer the assessment
- will need to receive results

**When**
- data are being collected (i.e., pre-post, post only, end of a project)

**How**
- to collect this data (web survey, iPad, in person)

**Why**
- collect this data (i.e., what will you do with it)
Once data are collected and analyzed you will need to report

Key findings

Decisions made

Recommendations/resources needed
Example Assessment plans: Dept

Use Briefing Book to fill in your plan
Example Assessment plans: Unit

Use Briefing Book for your departments to know how where and how unit goals were addressed
Questions?