

THE DIVISION OF UNDERGRADUATE AFFAIRS
OFFICE OF ASSESSMENT
Bi-MONTHLY NEWSLETTER

VOLUME 1, ISSUE 1
February, 2001

***ASSESSMENT PLAN REFINEMENT CONTINUES IN THE DIVISION
OF UNDERGRADUATE AFFAIRS***

Assessment refinement continues with departments' and programs' use of the following outline. The outline was developed by Bresciani based on the writings and works of Palomba, C.A., Banta, T.W., Helm, K., Southern Association of Colleges and Schools, and the NC State University Committee on Undergraduate Academic Program Review.

**Outline for Assessment Plans for Undergraduate Affairs Departments,
Programs, and Initiatives**

- I. Department or Program Mission:** *state your department or program mission*
- II. Department or Program Goals:** *generally describe what the department intends to accomplish; explain how the department's goals relate to the Division of Undergraduate Affairs' mission and the department's mission; and illustrate the purposes for assessment*
- III. Learning Objectives:** *specifically describe what the program must do; express what students, faculty and staff must know and do. These learning objectives must be measurable. It may be helpful to divide the objectives, as applicable, into outcomes such as:*
 - Intended Program Outcomes
 - Intended Student Learning Outcomes
 - Intended Student Development Outcomes
 - Intended Faculty Development Outcomes
 - Intended Staff Development Outcomes
- IV. Evaluation Methods:** *Indicate how you will determine how the learning objectives have been met. It may be helpful to separate this section into the following categories BY the specific category of outcomes or by the target audience.*
 - Target Audience
 - Data Collection
 - Tools Used
 - Data Analysis

Outline for Assessment Plans for Undergraduate Affairs Departments, Programs, and Initiatives Cont.

- V. **Implementation of Assessment:** *Describe who will be doing what when. For example, who is responsible for data collection, analysis of data, writing the results, reporting them, and making decision on results and in what time frame? This is also an opportunity to list your resource or research limitations, if there are any.*
- Who Is Responsible for What
 - Time Line: *this time-line should demonstrate the commitment to continuous assessment. What part of your assessment plan is done every semester, every year? What parts are bi-annual, etc?*
- VI. **Results:** *What did the results of your assessment show? What did you learn about the objectives you stated in section III? What was your assessment plan not able to tell you?*
- VII. **Decisions and Recommendations:** *Based on your results, what decisions were made about program, planning, policy and your assessment plan? What was changed? What was kept?*
- Program
 - Planning
 - Policy
 - Assessment

CHARACTERISTICS OF A GOOD ASSESSMENT PROGRAM

Adapted from Palomba and Banta's (1999) *Characteristics of A Good Assessment Program*, the presence of the following characteristics in each Undergraduate Affairs assessment program will be expected.

- Asks important questions as agreed upon by Program Director, Director of Assessment, and executive leadership of UGA
- Reflects institutional mission, Undergraduate Affairs mission, and program mission
- Reflects programmatic goals and objectives for learning
- Contains a meaningful approach to assessment planning as agreed upon by Program Director, Director of Assessment, and executive leadership of UGA
- Is linked to decision making about the curriculum and/or program
- Is linked to processes such as planning and budgeting
- Encourages involvement from individuals on and off campus
- Contains relevant assessment techniques
- Includes direct evidence of learning and/or development

CHARACTERISTICS OF A GOOD ASSESSMENT PROGRAM CONT.

- Reflects what is known about how students learn and/or develop
 - Reflects what is known about how faculty/staff learn and/or develop
 - Shares appropriate information with multiple audiences
 - Shows evidence that data was shared internally
 - Leads to reflection and action by faculty, staff, students, and external constituents
 - Allows for continuity, flexibility, and improvement in assessment
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THE PURPOSE OF ASSESSMENT IN UNDERGRADUATE AFFAIRS

Assessment in Undergraduate Affairs will:

- reinforce or emphasize the mission of undergraduate affairs,
 - modify, shape, and improve programs and/or performance (formative),
 - critique a program's quality or value compared to the program's previously defined principles (summative),
 - inform planning,
 - inform decision making,
 - evaluate programs not personnel,
 - assist in the request for additional funds from the university and external community, and
 - assist in meeting accreditation requirements, models of best practices, and national benchmarks.
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CONTACT FOR QUESTIONS:

Marilee J. Bresciani, Ph.D.
Director of Assessment
Division of Undergraduate Affairs
North Carolina State University
126 Leazar Hall, Box 7105
Raleigh, North Carolina 27695-7105
Phone: 919-515-6433 Fax 919-515-4416
Marilee_Bresciani@ncsu.edu