



CONSTRUCTING ASSESSMENT PLANS

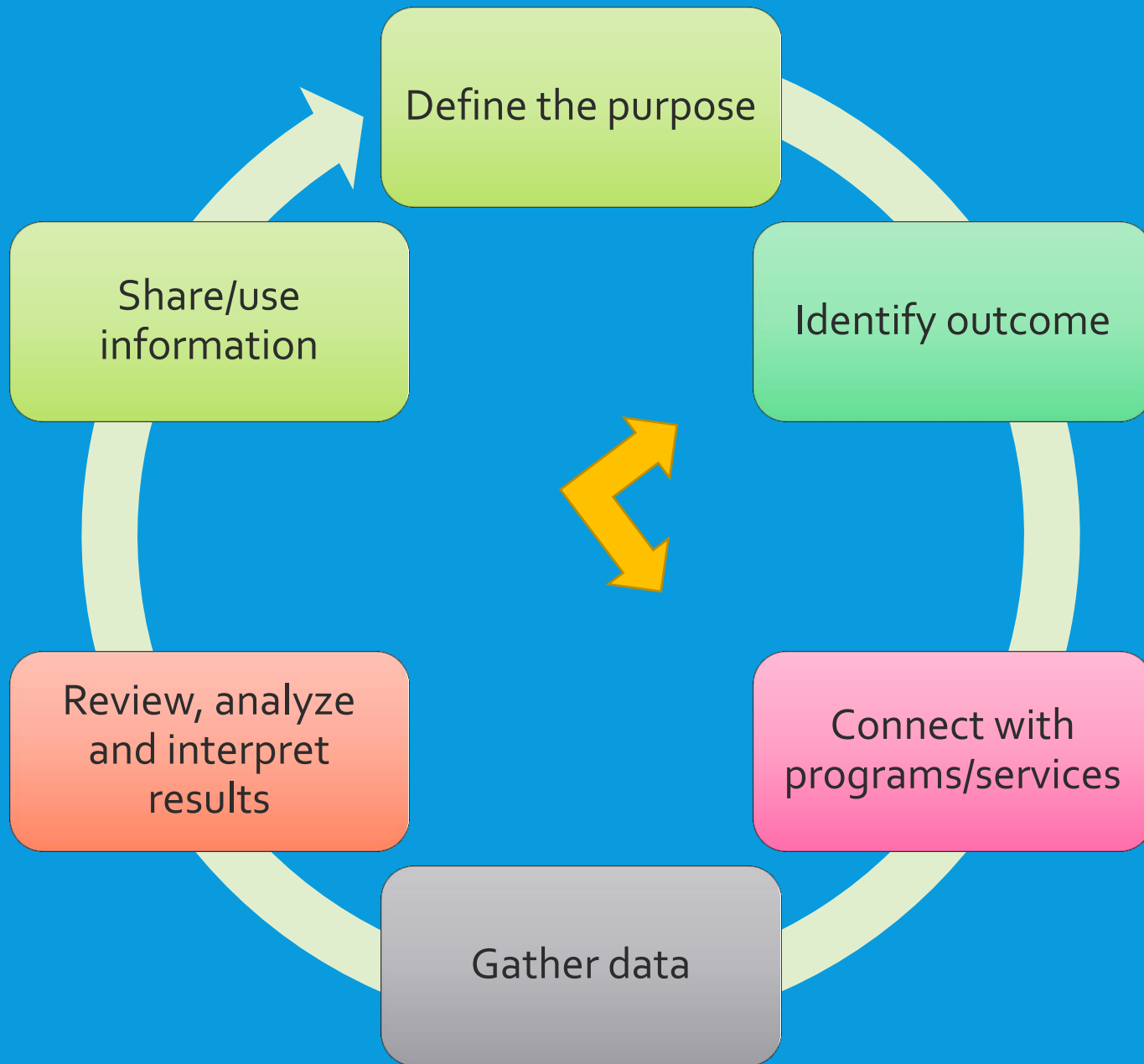
Assesstival Of Learning – Fall 2016
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GOOD ASSESSMENTS:

- Provide useful information
- Are focused, simple and cost effective
- Give us reasonably accurate, truthful information
- Systematic, transparent and consistent
- Fair and ethical
- Qualitative and well as quantitative

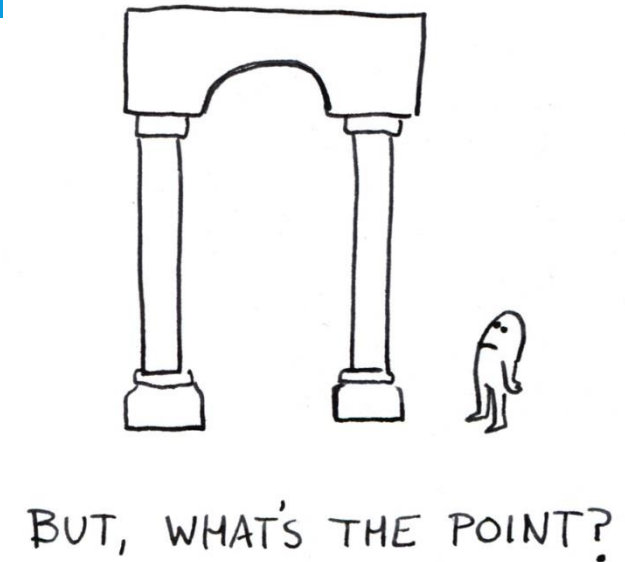
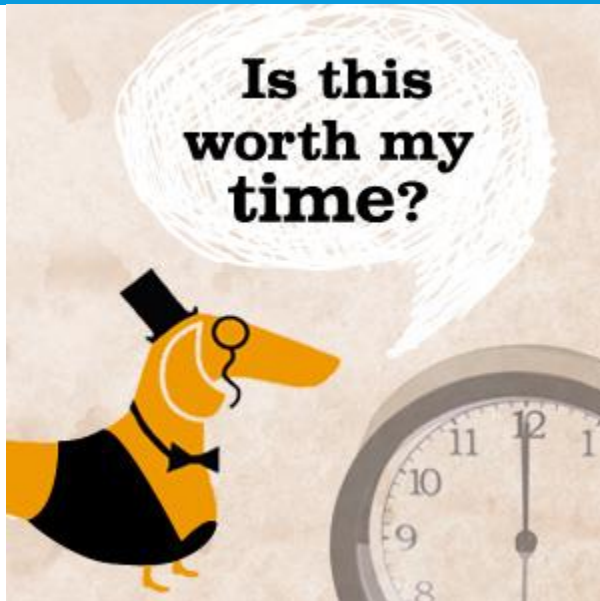
(Suskie, 2006, p. 22-23)







WHY SHOULD WE DO THEM...



Begin with the
end in mind



WHY IS PLANNING IMPORTANT?

Roots assessment
in priorities

Focuses = not
assessment
everything

Planning = varying
assessment
methods

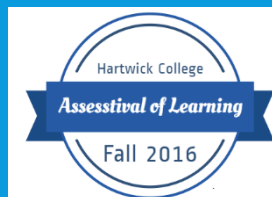
Streamline and
plan resources
needed

More effective
instruments

Connects results
to actions faster

Guides data
analysis

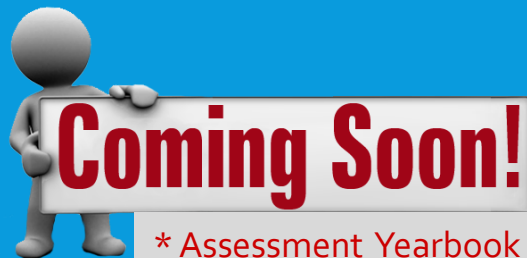
Ensures you're
getting the data
you need



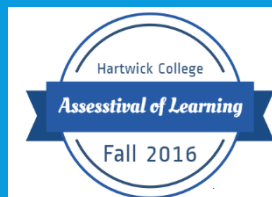
BARRIER #1: LACKING STRUCTURE PLANS PROVIDE THEM



BARRIER #2: COORDINATED REPORTING



* Assessment Yearbook
for Faculty/Staff
*Did you know?
Infographics –
students/faculty/staff



HARTWICK'S ASSESSMENT PLAN



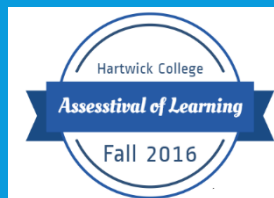
Learning Assessment Report Hartwick College

Department or Program: XXXXXX

Planning Date: _____ Reporting Date: _____		Administrator (Chair): _____	
Hartwick College Mission: Hartwick College, an engaged community, integrates a liberal arts education with experiential learning to inspire curiosity, critical thinking, creativity, personal courage and an enduring passion for learning.			
Department/Program Mission: The mission of the XXXX Department is to			
Assessment Plan AY _____		Assessment Results AY _____	
Department/Program Goals (attach details for each goal)	Assessment Procedures (attach rubric or assessment instrument)	Assessment Results Summary (attach data summary/analysis)	Use of Results
Goal 1	Method: Instrument: Target: Sample: Assessor: <u>xxxxx</u> faculty Timing(frequency):		
Goal 2	Method: Instrument:		

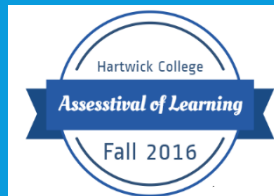
3 MAIN AREAS:

1. Basic Information: mission, dates, department, etc.
2. Pre-Planning:
 - a. Goals/Outcomes
 - b. Details about that outcome: measures, targets, etc.
3. Reporting:
 - a) Key findings
 - b) Use of Results



GOALS AND OUTCOMES

- **Goals** – Goals are general statements about what we need to accomplish to meet our mission or serve our purpose. Goals typically are more broad and longer-term than an outcome. They are often used to help connect outcomes to a larger idea at an institution.
- **Outcome** – specific statements that bound broad goals to a place, time and group of participants. It can sometimes also specify the target or standard that is intended to be reached. They specifically state what you want the result of your efforts to be or the changes you want to occur. There are generally two types of outcomes: learning and operational. Learning describes what a student should know, think, feel or be able to do as the result of a learning experience. Operational outcomes describe a change in a process, procedure, office, system or quality of an experience



EXAMPLE:

Goal 1: Coordinate and support faculty recruitment, hiring and on-going professional development.

Outcome: By the end of the academic year the Office of Academic Affairs will increase the efficiency of the hiring process.



BUT DO I NEED GOALS AND OUTCOMES?

Outcomes are essential

Goals are optional

A torn piece of white paper with the text "Keep it simple" in bold black font. The paper is set against a solid blue background. The top and bottom edges of the paper are irregular and torn, giving it a hand-cut appearance. The text is centered on the white paper.

Keep it simple

OTHER QUESTIONS?



ONE POPULAR FORMULA FOR WRITING OUTCOMES...

- **Audience:** who will be participating
- **Behavior:** action verb what will be the result
- **Condition:** this could also be timeframe or the experience
- **Degree:** to what extent will something be accomplished

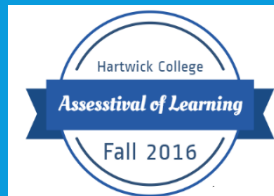


WORKSHEET TIME...

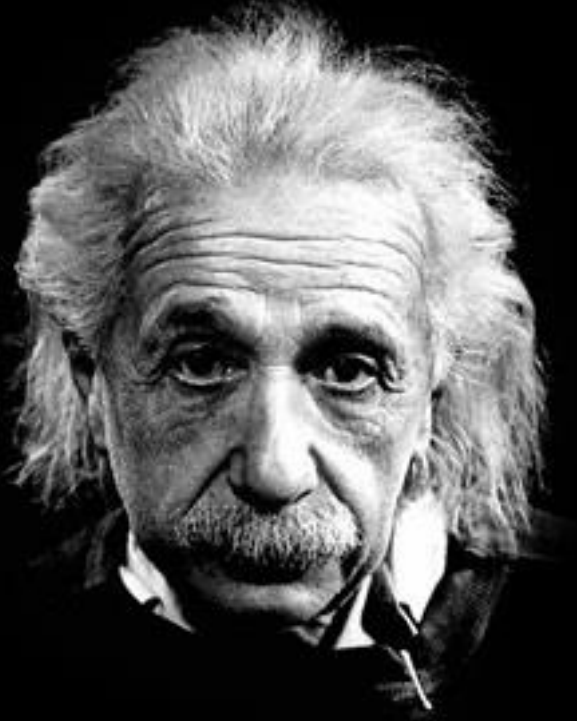


ASSESSMENT PROCEDURES

- **Method/Instrument:** How will you collect data? (e.g., survey, rubric, document analysis, etc.?)
- **Target:** This is the “degree” part of the outcome formula. At what target or level do you hope to achieve the outcome?
- **Sample:** From who do you plan on getting the information?
- **Assessor:** Who is responsible for doing the work?
- **Timing(frequency):** When will this be occurring?



REMEMBER TO:



**“Make everything as
simple as possible,
but not simpler.”**

—Albert Einstein

NeedEncouragement.com

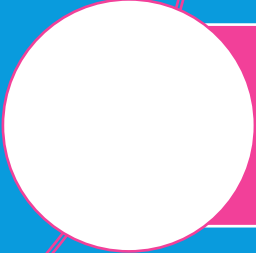
SOME TIPS:



If the template is confusing ditch it, Kathy and I are good at copy/paste



If you're having a hard time with method or target check outcome – is it specific?



Not sure how to measure or set targets– ask colleagues, list-servs, google or call Kim

IT'S A QUESTION PARTY!

MY FAVORITE!



WORKSHEET TIME...



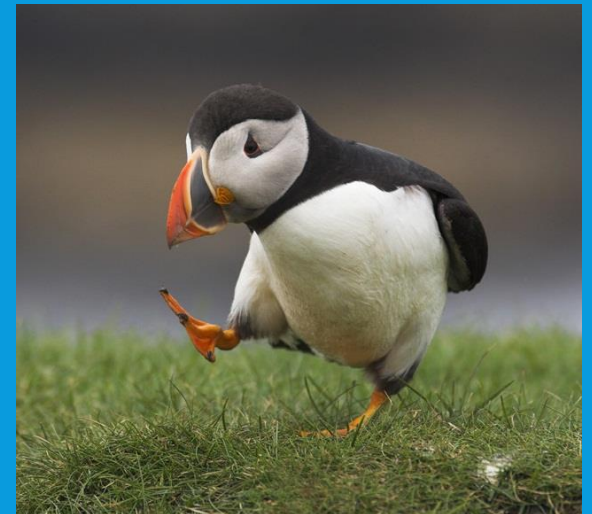


“Good Feedback
Is the **KEY**
to Improvement”

NEXT STEPS

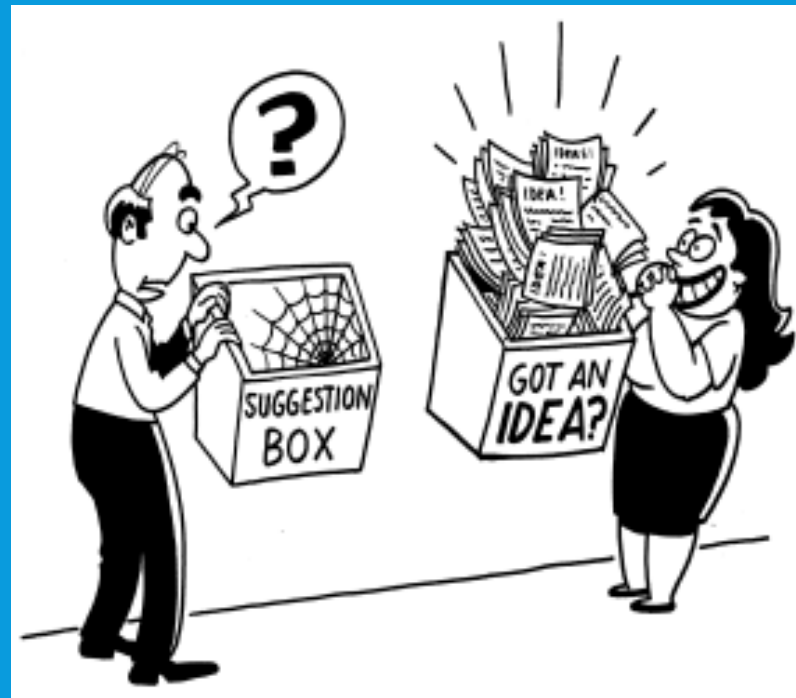


**CARRY OUT THE PLAN AND
GET READY TO REPORT**

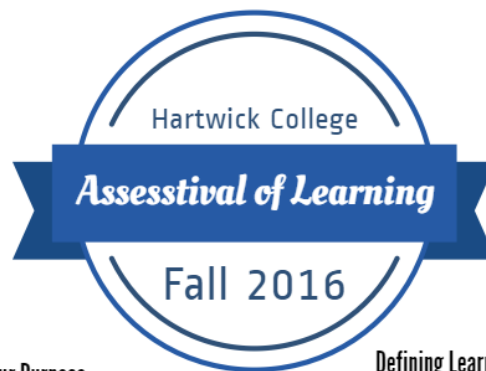


WE NEED YOUR HELP!

One minute feedback – Suggestions for change to the assessment plan and report?



COMING NEXT....



Finding Your Purpose
Monday, August 1st
10:00-11:30 am
Golisano 301



Defining Learning Outcomes
Tuesday, August 2nd
10:00-11:30 am
Golisano 301



Constructing Assessment Plans
Thursday, August 4th
10:00-11:30 am
Golisano 301



Defining Operational Outcomes
Wednesday, August 3rd
10:00-11:30 am
Golisano 301



Setting Targets & Using Metrics
Friday, August 5th
10:00-11:30 am
Golisano 301



Assessment Plan Writing/Feedback Session
Set aside some time to write your assessment plan, get feedback, ask questions, etc.
Friday, August 5th
1:00-3:00 pm - Golisano 301



Unable to attend a session?

Materials will be available on the
Assessment Website after August 1st