

NETRESULTS

An Outline for Assessment Plans

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Whether you are writing assessment plans or reporting assessment results for the purposes of accountability or for continuous improvement, an outline can help you get organized and ensure your inclusion of the most important assessment elements. The following is an outline developed based on the writings and work of Palomba, C.A., Banta, T.W., Gordon, V.A., Habley, W.R., Helm, K., Upcraft, M.L., Schuh, J.H., Southern Association of Colleges and Schools, and the NC State University Committee on Undergraduate Academic Program Review.

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A Guide for Writing Assessment Plans

I. Department or Program Mission:

state your department or program mission

II. Department or Program Goals/Objectives:

generally describe what the department intends to accomplish; explain how the department's goals/objectives relate to the Division's mission and the department's mission; and illustrate the purposes for assessment

III. Learning Outcomes:

specifically describe what the program must do; express what students, faculty and staff must know and do. These learning outcomes must be measurable and meaningful. Incorporate appropriate program standards, such as the Council for the Advancement of Standards in Higher Education (CAS), where applicable. Incorporate appropriate accreditation standards, where applicable. It may be helpful to divide the outcomes into categories, as applicable, such as:

- Intended Program Outcomes
- Intended Process 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 outcomes have been met. Specify what you are

looking for and how you will find it. It may be helpful to separate this section into the following categories BY the specific outcomes. Include the following elements when discussing the evaluation method for each outcome.

- Target Audience
- Data Collection
- Tools Used
- Data Analysis

V. Implementation of Assessment:

Describe who will be doing what and when they will be doing it. 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 outcomes 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

References

North Carolina State University Council on Undergraduate Program Review. (2001). Guidelines for undergraduate academic program review.

Palomba, C.A. & Banta, T.W. (1999). Assessment essentials: Planning, implementing, and improving assessment in higher education. San Francisco: Jossey-Bass.

Southern Association of Colleges and Schools. (2000). Guidelines for accreditation.

Upcraft, M.L. and Schuh, J.H. (1996). Assessment in student affairs: A guide for practitioners. San Francisco: Jossey-Bass.