

# **DEVELOPING A UNIT ASSESSMENT PLAN**

October 15 and 16, 2007

Who to call for assistance?

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Assessment Web Resources: [www.cte.uiuc.edu/assessment/index.html](http://www.cte.uiuc.edu/assessment/index.html)

## **Developing an Assessment Plan in the Major**

- 1. Agree on your mission**
- 2. Decide upon desired student outcomes**
- 3. Identify related processes/activities for each outcome**
- 4. Brainstorm appropriate measures**
- 5. Evaluate and select measures**
- 6. Develop a plan for collecting data**
- 7. Prioritize outcomes**
- 8. Set timeline, milestones**
- 9. Implement assessment plan**
- 10. Communicate results**
- 11. Use data to improve processes**

## **MISSION**

**Where are we located and with whom are we affiliated?**

**Who do we serve?**

**How do we serve?**

**What results are anticipated?**

**What is our philosophy of operation?**

**What are the special and unique features of this unit?**

**What are our future plans?**

## **Outcome Assessment Methods**

**Locally prepared exams**

**National exams**  
(licensure, grad school, professional society, board exams, etc.)

**Databases**

**Oral exams**

**Surveys**  
(locally developed, nationally normed, students, alumni, employers)

**Interviews**  
(individual, focus groups)

**Performance**  
(theses, exhibitions, projects, research)

**Journals**

**Portfolios**

**Capstone experiences**

**Theses, internships**

**Simulations & Role play**

**Transcript analysis**

**Curriculum mapping**

## **Evaluating Measures**

**Is the measure important as opposed to merely interesting?**

**Does the information to measure this already exist or is there a method for collecting the data?**

**Is the measure easily understood -- not only what it is measuring but what interpretation of the data will mean?**

**Are fluctuations in the measure a result of the department's/unit's actions -- not someone / something else's?**

**Is it possible to measure this in a way that preserves its integrity?**

**Does the measure change over time?**

**Does the measure signify achievement of a goal, not just the success of an activity?**

**Will the measure provide information which can be used for improvement?**

## **Creating a Plan for Collecting Data**

**For each measure, ask:**

**Why is this important?**

**Who can we get this information from?**

**How are we going to collect it?**

**When would be the best time to collect it?**

**How are we going to evaluate it?**

**How can we use it?**

**How are we going to report it?**

## **Some suggested ways to get faculty talking about desired student outcomes:**

- Describe the ideal student at various phases throughout your program.  
*What does this student know?*  
*What can this student do?*  
*What does this student care about?*
- List and describe the program experiences that contribute to the development of the ideal student.
- List the achievements you implicitly expect of graduates.
- Describe alumni in terms of career accomplishments, lifestyles, citizenship activities, aesthetic/intellectual involvement.
- Collect and review instructional materials.  
*Syllabi and course outlines*  
*Course assignments and tests*  
*Textbooks (table of contents, intros and summaries)*
- Collect and review document that describe department.  
  
*Brochures and catalog descriptions*  
*Accreditation reports*  
*Curriculum committee reports*  
*Mission statements*
- Use the 25% strategy to refine or reduce set of outcomes.  
*What outcomes would you keep or discard if you had to reduce 25% of them?*

<b>INPUTS</b>	<b>PROCESSES</b>	<b>OUTCOMES</b>	<b>FEEDBACK</b>
<p>STUDENTS</p> <p>FACULTY / STAFF</p> <p>FACILITIES &amp; SPACE</p> <p>EQUIPMENT</p> <p>PSYCHOLOGICAL CLIMATE</p> <p>FINANCIAL RESOURCES</p>	<p>CURRICULUM / COURSES</p> <p>CURRICULUM MANAGEMENT</p> <p>INSTRUCTION</p> <p>STUDENT DEVELOPMENT</p> <p>FACULTY DEVELOPMENT</p> <p>ADVISING</p> <p>CO AND EXTRA CURRICULAR ACTIVITIES</p>	<p>STUDENT LEARNING</p> <p>STUDENT GROWTH</p> <p>STUDENT DEVELOPMENT</p> <p>REGIONAL SERVICE</p> <p>STUDENT SUCCESS</p> <p>STUDENT SATISFACTION</p>	<p>ALUMNI</p> <p>EMPLOYERS</p> <p>PARENTS</p> <p>DONATIONS</p> <p>LEGACY ENROLLMENT</p> <p>SERVICE TO UNIVERSITY</p>

### PLANNING FOR LEARNING AND ASSESSMENT

1. What general outcome are you seeking?	2. How would you know if (the outcome) if you saw it? (What will the student know or be able to do?)	3. How will you help students learn it? (What is activity or process? In class or out of class?)	4. How could you measure each of the desired behaviors listed in #2?	5. What are the assessment findings?	6. What improvements might be based on assessment findings?