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# How Mature is Your Assessment?

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# HOW MATURE IS YOUR ASSESSMENT?

Assessment in Action Day  
March 21, 2014

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# ACKNOWLEDGMENT

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# Administrators, faculty and staff:

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- A. Don't really recognize the need for assessment.
- B. Recognize the need for assessment, but are unaware of how to proceed.
- C. Recognize the need for assessment and are beginning to build an assessment system.



## In my college/unit, funding for assessment:

- A. Is non-existent.
- B. Exists, but is often originally allocated for another purpose.
- C. Is present and has its own budget line.

## Among the faculty/staff in my department/unit:

- A. The language of assessment is essentially unknown.
- B. The language of assessment is recognized, but often incorrectly understood or used.
- C. The language of assessment is recognized and truly understood.

## In terms of types of measures, in my department/unit, faculty/staff and administrators:

- A. Do not understand the difference between direct and indirect measures.
- B. Understand the difference between the indirect measures used in the past and are beginning the process to develop direct measures.
- C. Have completed the transition to a comprehensive assessment plan using both indirect and direct measures.

## In my department/unit, faculty/staff:

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- A. Basically do not have discussions regarding assessment.
- B. Occasionally discuss assessment.
- C. Have frequent discussions about assessment.



# In my department/unit, assessment is:

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- A. A low priority.
- B. A moderate priority.
- C. A high priority.

## Students in my department or who use the services of my unit:

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- A. Cannot articulate the learning objectives of their program or the objectives of the services they use.
- B. Can articulate the learning objectives of their program or the objectives of the services they use.
- C. Seek feedback and data regarding their performance from measures of specific learning objectives.

## The majority of faculty/staff in my department/unit:

- A. Would neither know that data had been collected for assessment nor would know how to access the data collected in our assessment system.
- B. Would know that assessment data had been collected, but would likely be unsure about how to gain access to it.
- C. Would easily be able to gain access to the data for use in decision making.



## In my department/unit, assessment data is:

- A. Rarely, if ever, discussed and included in curricula decisions or the decision making process.
- B. Sometimes discussed and included in curricula decisions or the decision making process.
- C. Frequently discussed and included in the curricula decisions or the decision making process.



## In the assessment plan in my department/unit:

- A. The loop has not been closed for a single learning or process objective.
- B. The loop has been closed on some, but not all, learning or process objectives.
- C. The loop has been closed, at least once, for each learning or process objective.

# Where would you rank your ability to assess learning or process objectives?

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- A. I can hardly get the word assessment out of my mouth.
- B. I'm fairly comfortable with some aspects of assessment, but can use help in becoming proficient.
- C. I could lead a workshop on assessment.

# What one topic do you need the most help with at the current time?

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- A. Developing effective learning or process outcomes.
- B. Developing effective tools to directly measure those outcomes .
- C. Learning how to use the data we have collected to close the loop.