Assessment in Action Conference   Assessment

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How Mature is Your Assessment?

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Administrators, faculty and staff:

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:

A. Basically do not have discussions regarding assessment.

B. Occasionally discuss assessment.

C. Have frequent discussions about assessment.

In my department/unit, assessment is:

A. A low priority.

B. A moderate priority.

C. A high priority.

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

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?

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?

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.