

Administrative Assessment

Guiding Principles

1. The assessment report is designed to help programs or offices gather information on the progress being made toward their goals. It is expected that the content of the assessment report will change over time as the needs of each program or office change.
2. Include your office or program's mission statement.
3. The introduction section should be 1-2 paragraphs and articulate:
 - how results from previous assessments have been used to make improvements,
 - how previous comments from the Administrative Assessment Committee have been addressed,
 - any major changes to the program or office, and
 - significant trends or any new assessment mechanisms that have been implemented.
4. If appropriate for the program or office, student learning outcomes may be included. However, program outcomes can be used instead of student outcomes.
5. Use multiple assessment mechanisms for each outcome (program/learning) when possible.
6. Each assessment mechanism should include a target or benchmark.
 - Indicate "Target Met" or "Target Not Met" for every assessment mechanism.
 - It is okay if the target is not met; use this as an opportunity to consider the most productive improvement in your program or office.
7. The assessment results should include both the percentage meeting a target and the actual number being assessed (e.g., if your target is for 70% of the student body to contact your office you could report that 72%, [1093 of 1515 students] contacted your office and the target (or benchmark) was met).
8. When available, data (percentages and number) from the previous three years should be included in the appropriate section.
9. If using a rubric, attach it to the assessment report.
 - Break down your assessment mechanism into specific components that connect directly to the rubrics being used.
 - Refer to the specific line in the rubric being used for each assessment mechanism.