Assessment in Student Affairs 2014-2015
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Assessing Learning & Development Outcomes

Most of the assessment we do is rooted in the 28 Learning & Development Outcomes (LDOs) provided by CAS, the Council for the Advancement of Standards in Higher Education. We specify learning and development outcomes for our programs and services, plan new and re-developed programs in light of desired LDOs, and assess our programs and services for attainment of those desired outcomes. Each department will assess its new and re-developed programs. Regarding an established program that is repeated relatively unchanged, the sponsoring department will determine whether it should be assessed.

As you plan programs for the 2014-2015 academic year, the Student Affairs Assessment Resources Web page is your central source for these essential guides and templates:

- The Assessment Flow Chart provides a roadmap for planning programs and their assessment.
- The Assessment Plan template, which comes in two versions
  - A bare bones Assessment Plan template that you’ll use when you write your plan.
  - An annotated Assessment Plan template (with examples) where you can see the CAS LDOs in action.
- The Assessment Summary template, which also comes in two versions:
  - A bare bones Assessment Summary template that you’ll use when writing your summary.
  - An annotated Assessment Summary template (with examples).

Let me also point out two especially useful additional guides:

- Writing Learning Outcomes, which describes the ABCD model. The Assessment Plan template (with examples) shows the ABCD model in action.
- Standardized Demographics Questions provides the wording you should use for those demographic variables that are relevant for the assessment of your program, depending on the program’s purpose and audience.

Other Assessments

Some assessments have no associated LDOs. Examples of recent assessments without LDOs include Residential Life’s resident assessment using a national instrument, Counseling Services’ assessment of the campus climate for LGBT students using a home-grown instrument, and Health Services’ health assessment using a national instrument. Such assessments do not lead to an Assessment Summary unless the director of the associated office requests a written summary.