

Consult this version of the template as a reference if you need guidance.

Copy and paste the un-annotated template when writing your own assessment plan.

Writing an Assessment Plan is intended to help you carefully and intentionally plan your program, including the specification of learning and development outcomes.

Write an Assessment Plan if:

- You are planning a new or significantly revised program that promotes one or more of the 28 Dimensions of Outcome Domains specified in the document [CAS Learning & Development Outcomes](#);*
OR
- Your supervisor or director asks you to assess an existing program with one or more of the 28 Dimensions of Outcome Domains.*

Regarding formatting:

- Limit length to 1 page.*
- Use 10 point Arial font and maintain the format seen on this template (margins, justifications, and style).*
- Write with sufficient clarity and completeness that someone unfamiliar with the program will understand.*

Name of Program
Department
Division of Student Affairs
Name, Title
Month Day, Year

Assessment Plan

Description

In one paragraph, describe the program, including acknowledgement of any collaborating department or faculty member. Include *what* (a brief description of the program), *when*, *where* (if a location for a one-time event has been scheduled), *who* (the targeted participants and how many you anticipate will participate), and *why*.

Example from CCI: The Sophomore Leadership Initiative

SLI is a five-week program designed to facilitate the leadership development of students [the *why*]. The workshop curriculum will provide an overview of the “individual” perspective of the Social Change Model of Leadership Development and the related Cs (consciousness of self, congruence, and commitment). The workshops (90 minutes each) will include small and large group experiential activities and opportunities for reflection and introspection. Workshop topics include: identity development, leadership styles, values exploration through art, values congruence, and goal setting. Sophomore College Residential Life student staff will assist as peer facilitators, providing a peer development/education component to the program [the *what*]. SLI will occur during spring semester [the *when*] for 15-30 sophomore students and first-year students who completed fall semester’s Leadership Academy [the *who*]. Participants will complete a short application to participate.

Assessment Method

Indicate *which* assessment method(s) you will use (e.g., paper questionnaire, online questionnaire, focus group, rubric), *how* and *when* the assessment(s) will be administered, and *who* will be invited to participate in the assessment (e.g., all participants, a sample selected by a specified means). If collecting selected demographic information is relevant to the assessment of your program (e.g., you want to compare results by gender, you want to report the ethnic/racial diversity of participants), consult the guide to [Standardized Demographics Questions](#). Create a separate Word document for each assessment instrument that you design if you use multiple methods (e.g., a survey and a rubric).

Example from CCI: New Student Orientation Diversity Session

A paper questionnaire and pencil will be placed under each seat in a designated area of Laurie Auditorium prior to the beginning of the session. All attendees will be encouraged to complete the questionnaire at the end of the presentation and deposit the paper and pencil in a box at an exit upon departure.

CAS Learning & Development Outcomes

Clearly specify the intended outcomes will guide planning and assessing the program. Utilize column 2, **Dimension of Outcome Domain**, in the [CAS Learning & Development Outcomes](#) guide to identify the Learning & Development Outcomes (LDOs) your program is designed to promote. In parentheses following each learning outcome, indicate which Dimension of Outcome Domain your learning outcome reflects, as shown in the example. Use the [ABCD method](#) for writing a learning outcome statement.

Example from Counseling Services: Dustin Lance Black Lecture

After hearing Black's lecture,

- LGBQ students will report enhanced commitment to the development of a positive sexual orientation identity (CAS Outcome Domain C2: Identity development)
- Straight students will report enhanced understanding of the experiences of LGB people (CAS Outcome Domain E1: Understanding and appreciation of cultural and human differences)
- All students will report an increased commitment to engaging in activity that facilitates the civil rights of LGB people (CAS Outcome Domain E4: Sense of civic responsibility)

Timeline

- A. Date(s) of the program's implementation:
- B. Date when assessment occurs or begins:
- C. Date of follow-up assessment subsequent to initial assessment: (Write "None" if not applicable)

Example from Residential Life: Major Meals

- A. Date(s) of implementation: September 15-17, 2009
- B. Date when assessment occurs or begins: Immediately following program
- C. Date of follow-up assessment subsequent to initial assessment: None