

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 summary.

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

Assessment Summary

Writing an assessment summary should help you think reflectively about the program that you coordinated and inform the next implementation of the program, if it is repeated. Assessment summaries also enable the DAT, Dean of Students, and Directors to assess the division's progress in promoting student learning and development, which will be important to the university's reaccreditation process. Additionally, each summary is linked to our divisional assessment Web page for the edification and inspiration of Student Affairs colleagues at other universities.

Regarding formatting:

- *Limit length to 1-2 pages.*
- *Use 10 point Arial font and maintain the format seen on this template (margins, justifications, and style).*

Description

This text will come from your Assessment Plan and need only slight modification, primarily changing verbs to past tense, deleting any unnecessary information, and specifying the number of participants.

Example from CCI: The Sophomore Leadership Initiative
(Changes to the text from the Assessment Plan are noted.)

SLI is a five-week program designed to facilitate the leadership development of students. SLI ~~will~~ **occured** during spring semester. The workshop curriculum ~~will~~ **provided** 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~~ **included** small and large group experiential activities and opportunities for reflection and introspection. Workshop topics **included**: identity development, leadership styles, values exploration through art, values congruence, and goal setting. Sophomore College Residential Life student staff ~~will~~ **assisted** as peer facilitators, providing a peer development/education component to the program. SLI ~~will~~ **occured** during spring semester for ~~45-30~~ **17** sophomore students and first-year students who completed fall semester's Leadership Academy. ~~Participants will complete a short application to participate.~~

Assessment Method

This text will come from your Assessment Plan and need only slight modification, primarily changing verbs to past tense and adding the response rate. Report the response rate using a format similar to this, if possible: "Of the XX students who participated, XX completed the assessment questionnaire for a response rate of XX%."

Example from CCI: New Student Orientation Diversity Session
(Changes to the text from the Assessment Plan text are noted.)

A paper questionnaire and pencil **was** placed under each seat in a designated area of Laurie Auditorium prior to the beginning of the session. All attendees **were encouraged** to complete the questionnaire at the end of the presentation. **Of the 587 students at the session, 572 completed the assessment questionnaire for a response rate of 97%.**

Results

[You may use charts and graphs when reporting results if doing so is preferable to text.]

If you collected demographic data, summarize. When citing statistics, rounding to the nearest whole number is okay (e.g., 87 students participated. 78% identified as women and 22% as men.). If your respondent pool is less than 10, cite specific numbers of students rather than statistics (e.g., “9 students participated. 7 identified as women, 2 as men. 6 identified as White, 3 as Latino.”).

Report results relevant to each CAS LDO that the program was designed to promote. Copy & paste the LDO(s) from your Assessment Plan. Include this line with link at the end of this section: “To request a copy of the assessment instrument, email DAT@trinity.edu.”

Example from Counseling Services & CCI: Peterson Toscano’s “Transfigurations”

Among the 52 respondents, 81% identified as women and 19% as men; 2% also identified as transgender. 15% identified as first years, 38% sophomores, 17% juniors, and 31% seniors. 15% identified as international students. 35% reported involvement in one or more campus religious organizations.

The program was designed to promote three CAS Learning & Development Outcomes and did so with mixed results:

- “LGBQ students will report enhanced commitment to the development of a positive sexual orientation identity” (CAS Outcome Domain C2: Identity development). There was limited evidence that this learning outcome was attained:
 - [Supportive findings are presented in bullet points.]
- “Straight students will report enhanced understanding of the experiences of LGB people” (CAS Outcome Domain E1: Understanding and appreciation of cultural and human differences). There was stronger evidence that this learning outcome was attained:
 - [Supportive findings are presented in bullet points.]
- “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). There was evidence that this learning outcome was attained:
 - [Supportive findings are presented in bullet points.]

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Discussion

In one or more paragraphs, address the following (you need not use bullet points):

- Provide any commentary you wish.
- How well did the program achieve the desired learning & development outcomes?
- What were the costs of the program in terms of time and money?
- If the program was meant to be repeated:
 - Do you recommend that the program be repeated in light of the time and money it cost and in light of the results obtained given the number of participants?

- If yes, what recommendations do you make regarding the *process* of planning and implementing the program and/or the *content* of the program itself?

Example from Counseling Services: Pizza & Pleasure

The re-envisioned Sexuality Series was successful in drawing a significant number of students, unlike the programs during the previous year. I suspect four things contributed to the turnaround. First, the topics ballot disseminated at the beginning of fall semester raised awareness of the programs to come. Second, the titles were more appealing to college students. Third, the campus newspaper ran a column by Ms. Crow each week before a program. And, last but not least, free pizza! Students voiced a “hunger,” not just for pizza but also for the kind of frank information and open atmosphere for Q&A that Ms. Crow provided. In the absence of a human sexuality course at Trinity, this series fills a developmental and educational void. Assessment data results indicated that the learning outcomes for the P&P series were sufficiently obtained.

The total cost of the 119 attendees was just over \$400 (about \$100 per program for Ms. Crow’s honorarium and pizza/lemonade), making the cost per attendee about \$3.36, which is reasonable. Although I did not prepare or deliver the sessions, I did spend a significant amount of time designing and analyzing the topics survey, designing promotional materials, editing Ms. Crow’s *Trinitonian* columns, and assisting with the logistics for the evening programs. In light of the attendance figures for the four educational sessions and the outcomes reported above, the effort and cost were justified.

The Pizza & Pleasure series should continue in 2011-12, at least during fall semester to see if it has sustaining power. We should schedule two programs in the fall and, if they continue to draw students, two more for the spring. Based on this year’s experience, I make the following recommendations:

- Most importantly, we need a better location. Neither the Tigers’ Den nor the Witt Reception Center proved satisfactory. Both were too noisy. Therefore, consult with Ms. Crow in early August to schedule fall and spring program dates, then book a room in the Coates University Center for the selected dates.
- Consult with Ms. Crow in early August to revise the previous year’s ballot of topics for an early fall dissemination.
- Continue Ms. Crow’s column in the *Trinitonian*, if possible.