

## MULTI-ETHNIC PROGRAMS - ASSESSMENT TIMELINE

### 1. First Year

- a. *Develop a Matrix of Program Learning Objectives*
  - i. "Know and Do" Exercise → Program Learning Objectives (Broadly Stated)
  - ii. Identify all major programmatic efforts
  - iii. Identify which programs should meet which objectives
  - iv. Identify potential areas of strength and potential areas of growth
- b. *Conduct an Initial, Baseline Self-Assessment Using CAS Standards*
  - i. Note the purposes -
    1. To create a baseline for future comparisons
    2. To identify preliminary areas of strength and weakness
  - ii. Assessment Team - Keep it small, a team of "Insiders"
  - iii. Give special attention to current assessment evidence and gaps in this evidence
    1. For which areas/objectives do you have clear evidence to support your conclusions?
    2. For which areas/objectives do you need evidence to support future assessments?
- c. *Develop an Initial Assessment Report*
  - i. Identify program strengths
  - ii. Identify areas for growth
  - iii. Identify gaps in the assessment evidence
  - iv. Create recommendations for programming
    1. Build on strengths to target weak areas/objectives
  - v. Create recommendations for assessment
    1. Standardized surveys, internal surveys, document analysis, interviews and focus groups, etc.

### 2. Second Year

- a. Utilize the matrix and CAS Report in strategic planning
  - i. Departmental planning, student leadership retreats, etc.
- b. Utilize the matrix for criteria/rating assessments of all major programs
  - i. Consider only those objectives that the program should address (see the matrix)
  - ii. After completion of each program, rate (scale of 1-4) the effectiveness of this program for each objective that should be addressed
- c. Develop Learning Outcomes for Leveraged Programs
  - i. Identify "leveraged" programs
    1. Highly visible programs
    2. Programs with capable leaders who buy into the process
    3. Programs that can most easily be assessed
  - ii. Develop specific learning outcomes based on the matrix for these programs
  - iii. Utilize learning outcomes in the assessment ratings

- d. Implement selected assessment tools that address gaps in the evidence
  - i. Consider standardized surveys, internal surveys, interviews and focus groups, document analysis, etc.
  - ii. Utilize graduate students in this process if possible
- e. Invite an External Evaluator in to review your program efforts
  - i. Invite an external evaluator in to review assessment plans and progress and develop a program evaluation report
  - ii. Ideally, identify someone who first has strong assessment experience, and then who has a deep understanding of your department's work

### 3. Third Year

- a. Utilize 2005-2006 Evaluator Report in strategic planning
  - i. Departmental planning, student leadership retreats, etc.
- b. Development of learning outcomes for all major programs
  - i. Utilize feedback from 2<sup>nd</sup> year leveraged programs to "sell" the process
  - ii. Develop specific learning outcomes based on the matrix for these programs
  - iii. Utilize learning outcomes in the assessment ratings
- c. Develop rubrics for leveraged programs
  - i. Develop rubrics for the programs with stated learning outcomes
- d. Conduct a Comprehensive CAS Standard Self-Evaluation
  - i. Assessment Team - Strategically identify faculty, staff, and students for involvement in the self-assessment process

### 4. Following Years

- a. Develop an ongoing assessment cycle; for example:
  - i. Year One
    - 1. Implement recommendations from the CAS Self-Evaluation
    - 2. Refine the matrix and broad program learning objectives
  - ii. Year Two
    - 1. Refine learning objectives and rubrics for specific programs
    - 2. Consider new assessment tools (surveys, interviews, etc.) to address gaps in evidence
    - 3. Invite an external evaluator in preparation for the 3<sup>rd</sup> year self-evaluations
  - iii. Year Three
    - 1. Conduct a CAS Standard Self-Evaluation