

**University Assessment Committee
Institutional Assessment System
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Approved by University Assessment Committee Vetted with Academic Affairs Committee and Assessment Leaders

The university must balance the integrity and accountability associated with assessment with the flexibility needed to authentically and routinely engage in it. We propose the following system:

INTENT TO ASSESS document

Assessment is an important part of the process of growth and improvement. It occurs informally and formally and is ongoing. Communicating to the institution the intent and progress of assessment is important. The following questions frame a unit's intent and parameters with assessment and should be updated annually.

1. Which cycle will you follow? Academic, Calendar, Fiscal
2. What are the specific deadlines you will use for your assessment plan and report based on this cycle?
3. Who is the person responsible for the assessment in this unit/department?
4. Who is the chair and/or dean and/or VP this assessment falls under?
5. Will you use the traditional columnar form, or will you use the four-question form?
6. Which program(s) is included in this assessment?
7. Do you assess for other accrediting agencies? If so, will you use this data for your report? When is your next accreditation visit?

FOUR QUESTION FORM

1. What do you want to know and why?
 - a. What is important to you? What are the goals or questions you have?
 - b. Must have at least three and no more than five.
 - c. At least one must address an ESIP* (Expanded Statement of Institutional Purpose) and indicate which one.
 - d. For academic units, at least two must directly address student learning outcomes.
2. How are you going to find out?
 - a. Describe your methodology or process for assessment.
 - b. Describe your data source(s).
 - c. Determine the desired target levels for each question or goal.
3. What did you find out?
 - a. Were the criteria you determined met or not met?
 - b. Results should be indicated by question or goal.
4. What did you do with what you found out?
 - a. What changes will you make, if any?
 - b. How does this affect your plans for curriculum, staffing, or other resources?
 - c. What are the new questions or goals that emerge from the data?

EXECUTIVE SUMMARY

An executive summary should be attached to the form. This summary should include a summation of the four-question format or the columnar format so that the reader may get a quick but accurate idea of what assessment is going on in your area and how it is affecting what you do. State clearly how the assessment results feed into your strategic and budgetary planning. You can also include *unplanned* assessment in this summary. (Summary should be one-half to one page long.)

ATTACHMENTS

Attachments may be included with the report and summary that include data although they are not presented as the main report.

* The Expanded Statement of Institutional Purpose is one of several institutional goals that reflect the mission of Harding University.