

## Instructional Assessment Planning and Reporting Templates

**i** Use these templates to help you map out your assessment plans and reports. Be sure to transfer the information to your on-line assessment planning and reporting database : <http://seattlecentral.edu/assessment/forfaculty/>

### Assessment Planning Guide

#### Step 1: Create your assessment plan individually or as a team.


- a. Focus on assessment as a tool for improving the quality of the educational experience.
- b. Add minimally to your already heavy workload.
- c. Focus on essential areas for your program.
- d. Collect data that is usable and worthwhile to you.
- e. Use existing data as much as possible.
- f. Incorporate assessment into the routine functions of your unit.
- g. Use a cycle of assessment so that each of your planned outcomes is assessed within 3 - 5 years.
- h. Coordinate your efforts with your colleagues.
- i. Identify the responsibilities of each person involved.
- j. Focus on learning, not on individual student or instructor performance.

#### Step 2: When your assessment plan is ready, begin reporting your assessment activities in your on-line assessment database.

Use the templates on the following pages to help you construct and report valid assessment activities.

**Note:** You can also use the on-line version of these templates. The on-line version will immediately store your assessment plans and activities in your individual or program assessment database.

## Seattle Central Community College ASSESSMENT SCHEDULE

 Use this sheet as a planning guide. Transfer the information to your on-line assessment reporting database:  
<http://seattlecentral.edu/assessment/forfaculty/>

<b>Program or unit:</b>	<b>Academic Division:</b>	<b>Plan Coordinator:</b>

<b>Stated Goals and Planned Outcomes</b> (Copy from/to your Assessment Report)	<b>Academic Year</b>	<b>Completion Dates</b>		
		<b>Data Collection</b>	<b>Action Taken</b>	<b>Observed Changes</b>
<b>Stated Goal A:</b>				
Planned Outcome 1				
Planned Outcome 2				
Planned Outcome 3				
<b>Stated Goal B:</b>				
Planned Outcome 1				
Planned Outcome 2				
Planned Outcome 3				
<b>Stated Goal C:</b>				
Planned Outcome 1				
Planned Outcome 2				
Planned Outcome 3				
<b>Stated Goal D:</b>				
Planned Outcome 1				
Planned Outcome 2				
Planned Outcome 3				

## Seattle Central Community College Instructional Assessment Report Guide

An on-line version of this sheet will input your data directly into your assessment database.  
<http://seattlecentral.edu/assessment/forfaculty/>

**Program or Unit:**

**Academic Division:**

**Assessment report coordinator:**

**Stated Goal**

**What is the purpose of your division, department, program, or course?**

What is/are the major task(s) of your program? The goals are determined by the faculty and can focus upon any level from the course level up to the division level. It is partially determined by your program's stated goals and your course outlines. The stated purpose should be fairly stable and constant over time.

### ⌚ Begin the Assessment Cycle

1. Before you use this template you should first develop your assessment plan (individually or as a team).
2. Initially you should discuss and/or fill in the first three boxes of this template.

**Planned Outcome**

**How will you know that your stated goal is successfully achieved?**

What are your planned outcomes? What do you expect your students to know, achieve or complete? What effect do you intend to have upon your students or your program or your community?

**Criteria**

**What criteria or rubric will you select to measure the planned outcomes?**

What specific activity, demonstration, or behavior will be observed? How well must your student perform on a specified task? Are your criteria measurable (either quantitatively or qualitatively)?

**Data Collection**

**How will you collect your data? Who will do it? What will you use? When will you do it?**

What methods will you use to collect your data? How will you analyze the data? How will the results be reported or shared? How frequently will you need to collect the data? Do you need more than one kind of measurement? Who will be reporting the data?

3. Once you have collected your data, you can fill in the next two boxes of this template.

**Findings**

**What did you discover about student learning?**

What did you learn from the data? Were your criteria met? Did your students successfully achieve the planned outcomes? Did you notice any problem areas? Have the results been shared?

**Actions Taken**

**How did you respond to the results?**

Did you decide upon any actions or implementations based on your results? What changes need to be made? What other data do you need to make decisions? What resources do you need to make improvements?

4. Once an appropriate period of time has passed you can complete the assessment cycle.
5. At this point you can either re-visit the stated purpose or continue with other assessment activities.

**Observed Changes**

**Has the quality of student learning been maintained or improved?**

Have you noticed any changes in the student learning? Are there any changes in achievement of your planned outcomes? Do your outcomes and/or criteria and/or data collection need revision?

Repeat the assessment cycle (including a review of the stated purpose, if necessary).

### ⌚ Repeat the Assessment Cycle

**Seattle Central Community College  
Instructional Assessment Report**

An on-line version of this sheet will input your data directly into your assessment database.  
<http://seattlecentral.edu/assessment/forfaculty/>

**Program or Unit:**

**Academic Division:**

**Assessment report coordinator:**

**Stated Goal**

**What is the purpose of your division, department, program, or course?**  
1.

**( ) Begin the Assessment Cycle**

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**Planned Outcome**

**How will you know that your stated goal is successfully achieved?**  
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**Criteria**

**What criteria or rubric will you select to measure the planned outcomes?**  
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**Data Collection**

**How will you collect your data? Who will do it? What will you use? When will you do it?**  
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3. Once you have collected your data, you can fill in the next two boxes of this template.

**Findings**

**What did you discover about student learning?**  
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**Actions Taken**

**How did you respond to the results?**  
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**Observed Changes**

**Has the quality of student learning been maintained or improved?**  
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**( ) Repeat the Assessment Cycle**