Planning and Assessment Fact Sheet

	Definition	Examples
What:	Measure Student Learning Outcomes: Articulate what you want students to be able to do/know/grow. **These should only be stated when you teach to the outcome. Be intentional.	1. Student participants will exhibit healthy behavior. 2. Student participants will develop their leadership style. Example of unintentional "outcome": Articulating an outcome about diversity and expecting them to "learn" because students from various backgrounds attend the program.
Why:	To Make Data based decisions: 1. for improvement of specific teaching methods and curriculums (Did they learn what I wanted them to learn in this event/program/course/curriculum?) 2. to know/prove a program has a larger impact *These are clearly related but not necessarily the same. Sometimes you can measure both at the same time but not always. Does the measure tell you how you can enhance your work? Either specific programming or bigger picture planning?	1. A. I want to make an event better and I want to know what changes to make. B. I want to decide what events to do or drop. 2. I want to know/prove that what we do matters. Do they look different from other students in terms of other measures-GPA, retention rates, leadership skills, engagement, GEP measures?
Where/When:	Timeframe: Depends on why. 1. **During Teaching:** In your programs-how are you teaching them (intentionally)? Assess during or shortly after the teaching occurs. Use teaching tools to measure when possible to have direct measures. 2. **Post Teaching:** Big picture measures are usually end of the semester or year	1. Evaluation after a one time program 2. Evaluation after each of a series of on-going classes 3. After a series of on-going classes **Example:** Assess each of 10 leadership programs given over the course of a year then measure the impact of the series of programs on the development of leadership style/skills via survey, portfolio, etc.
How:	Measures: Depends on why (ROI) • Multiple methods when possible and appropriate • Do not make assumptions (in instrument development or interpretation of results)	Observations, Surveys, Focus Groups, Interviews, Document Analysis Example of multiple methods and multiple "whys": A Peer mentor program: **During :** Prog evals of training sessions, observations of group interactions with rubric **After:** Mentor portfolio review of leadership development, final GPA and retention of students in the program.

- Remind yourself that everything you do is 'teaching.' Your work with students should:
  - Contribute to the learning/development of the articulated department level student learning outcomes.
  - Contribute to the learning/development of the articulated area student learning outcomes (if they are different).
  - Include articulated outcomes (may be only 1 to 3)for each individual event/programs.
- Other uses of data: participation numbers and non-participant data-program evaluation/standards and are you meeting NCSU demands-This type of assessment is necessary but not sufficient.