2024-2025 ASSESSMENT PLAN

The following template serves as an example for getting started with writing your departmental assessment plan. Because this is a template, it should be used as a guide to help as you write your departmental assessment plan. It is acceptable to change this template to meet your departmental needs in assessment planning.

For this example template, it assumes you have two (2) objectives and two (2) outcomes aligned to each objective. Please note that for your departmental assessment plan, you are not limited to this number of objectives and outcomes as this template only serves as an example. Therefore, please add rows and/or columns or make any other adjustments necessary to this template for it to fit with your departmental assessment plan.

Departmental Assessment Plan Template Example - [Insert Academic Year] [INSERT DEPARTMENT NAME HERE]

Program, Services, or Process	[this represents the first program OR service OR process etc. for which you are developing objectives and outcomes for your assessment plan. "1" is not in order of priority or importance – it simply represents that this is the first program or service or process being included on your assessment plan. For example, you want to assess the Leadership Institute that your department offers each Spring semester. So here, you would put Program/Service/Process 1: Leadership Institute.]
Objective 1	[Insert Objective 1 here]
Divisional Priorities	**IF APPLICABLE**, Identify the Division Strategic Plan Priority that the Objective aligns to *(please choose all that apply)*:

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	• Priority 1: Develop and deliver programs that promote student learning, student success, leadership development, personal and interpersonal growth and development, personal and community safety and healthy lifestyle practices both inside and outside the classroom. • Priority 2: Develop a culturally competent staff and commensurate programming in order to become a diversity-affirming community. • Priority 3: Identify sustainable external funding opportunities to support divisional programs and events. • Priority 4: Develop competence in the assessment and evaluation of programs and services that leads to continuous improvement and enables robust story telling. • Priority 5: Assess current and future space and facilities needs to meet the demands of a diversity and growing undergraduate and graduate student populations. • Priority 6: Expand opportunities for collaboration and partnership between and among divisions, University City Partners and the City of Charlotte.

Objective 1 - Outcome 1 *(You need at a minimum one outcome per objective)*

PLAN	**Outcome 1** (use resources from Parts 1 & 2 & 4 of Assessment Learning Workshop Series)	[Which outcome will be assessed in this cycle?]
	Methodology (use resources from Part 3 of the Assessment Learning Workshop Series)	[Specify methods of assessment (i.e., direct or indirect) and the data collection tool(s) (e.g., rubric, pre- and post-test, portfolio, observations, etc.) used to evaluate progress toward meeting the outcome.
	Define Performance Target (use resources from Part 4 of the Assessment Learning Workshop Series)	[What is your criteria for success? What does achievement look like? (e.g., Criteria: Percentage of students that could state how their behavior affects their overall health; Performance target: 85% of students will be able to state how their behavior affects their overall health after participating in the peer education program.)] .

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DO	**Outcomes results for Objective 1 Outcome 1**: [Example: 65% met performance target and 35% did not meet the performance target]
CHECK	**Performance target met?** Are we accomplishing the expected outcomes? [Example: Performance target was not met. 65% of participants met target] **Analysis of Assessment Results**: Please include in this section an overview of results. Then, if it is possible per data collection methodology, disaggregate participants by appropriate subgroups to identify any inequities between groups (e.g., program completers vs non-completers, race/ethnicity, gender identity, race/ethnicity by gender identity, sexual orientation, class level [i.e., freshman, sophomore, junior, senior], etc.). Also include within this section what you learned about the strengths and weaknesses of your services/program. In addition, include here any challenges (foreseen or unforeseen) that emerged during programming/services that may have impacted results (e.g., Covid-19). [Example: 65% of students met the target overall. However, scores for students who did not complete all requirements of the Peer Education Program were below target. We will be looking to determine program changes that can reinforce the importance of completing all components of the Peer Education Program for most benefit to participants.]
ACT	**Closing the Loop**: In this section, please describe in detail what actions will be taken to improve services/programming moving forward. In other words, how will you use these results to ensure the most impact for participants moving forward? Include how you will assess the extent to which improvement initiatives are successful. **Note that this will become the measurement for next year's assessment.** [Example: We will add an engagement event prior to the beginning of the start date of the Peer Education Program to reinforce the importance of completing all components of the Peer Education Program. In addition, staff will meet with students one-on-one at least three times during the Peer Education Program to promote participant engagement and to keep participants on track to ensure they complete all program requirements. We anticipate that both the engagement event and the regular "check-ins" with participants will improve program completion rates and percentage of participants meeting the performance target.]
Objective 1 - Outcome 2 *(You need at a minimum one outcome per objective)*	

PLAN	**Outcome 2** (use resources from Parts 1 & 2 & 4 of Assessment Learning Workshop Series)	[Which outcome will be assessed in this cycle?]
	Methodology (use resources from Part 3 of the Assessment Learning Workshop Series)	[Specify methods of assessment (i.e., direct or indirect) and the data collection tool(s) (e.g., rubric, pre- and post-test, portfolio, observations, etc.) used to evaluate progress toward meeting the outcome.
	Define Performance Target (use resources from Part 4 of the Assessment Learning Workshop Series)	[What is your criteria for success? What does achievement look like? (e.g., Criteria: Percentage of students that could state how their behavior affects their overall health; Performance target: 85% of students will be able to state how their behavior affects their overall health after participating in the peer education program.)]
DO		**Outcomes results for Objective 1 Outcome 2**: [Example: 65% met performance target and 35% did not meet performance target]
CHECK		**Performance target met?** Are we accomplishing the expected outcomes? [Example: Performance target was not met. 65% of participants met performance target]
		Analysis of Assessment Results: Please include in this section an overview of results. Then, if it is possible per data collection methodology, disaggregate participants by appropriate subgroups to identify any inequities between groups (e.g., program completers vs non-completers, race/ethnicity, gender identity, race/ethnicity by gender identity, sexual orientation, class level [i.e., freshman, sophomore, junior, senior], etc.). Also include within this section what you learned about the strengths and weaknesses of your services/program. In addition, include here any challenges (foreseen or unforeseen) that emerged during programming/services that may have impacted results (e.g., Covid-19).
		[Example: 65% of students met the target overall. However, scores for students who did not complete all requirements of the Peer Education Program were below target. We will be looking to determine program changes that can reinforce the importance of completing all components of the Peer Education Program for

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	most benefit to participants.]
ACT	**Closing the Loop**: In this section, please describe in detail what actions will be taken to improve services/programming moving forward. In other words, how will you use these results to ensure the most impact for participants moving forward? Include how you will assess the extent to which improvement initiatives are successful. **Note that this will become the measurement for next year's assessment.** [Example: We will add an engagement event prior to the beginning of the start date of the Peer Education Program to reinforce the importance of completing all components of the Peer Education Program. In addition, staff will meet with students one-on-one at least three times during the Peer Education Program to promote participant engagement and to keep participants on track to ensure they complete all program requirements. We anticipate that both the engagement event and the regular "check-ins" with participants will improve program completion rates and percentage of participants meeting the performance target.]
Timeline for Assessment (use resources from Part 4 of the Assessment Learning Workshop Series)	Provide a timeline for determining when you will assess your program/service/process (e.g., every fall semester, every other year, etc.).

Program, Services, or Process 2	[this represents the second program OR service OR process etc. for which you are developing objectives and outcomes for your assessment plan. "2" is not in order of priority or importance – it simply represents that this is the second program or service or process being included on your assessment plan. For example, you want to assess Campus Tours that your department offers each semester. So here, you would put Program/Service/Process 2: Campus Tours.]
Objective 2	**[Insert Objective 2 here]**

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Divisional Priorities	**IF APPLICABLE**: Identify the Division Strategic Plan Priority that the Objective aligns to *(please choose all that apply)*: • Priority 1: Develop and deliver programs that promote student learning, student success, leadership development, personal and interpersonal growth and development, personal and community safety and healthy lifestyle practices both inside and outside the classroom. • Priority 2: Develop a culturally competent staff and commensurate programming in order to become a diversity-affirming community. • Priority 3: Identify sustainable external funding opportunities to support divisional programs and events. • Priority 4: Develop competence in the assessment and evaluation of programs and services that leads to continuous improvement and enables robust story telling. • Priority 5: Assess current and future space and facilities needs to meet the demands of a diversity and growing undergraduate and graduate student populations. • Priority 6: Expand opportunities for collaboration and partnership between and among divisions, University City Partners and the City of Charlotte.

Objective 2 - Outcome 1 *(You need at a minimum one outcome per objective)*		
PLAN	**Outcome 1** (use resources from Parts 1 & 2 & 4 of Assessment Learning Workshop Series)	[Which outcome will be assessed in this cycle?]
	Methodology (use resources from Part 3 of the Assessment Learning Workshop Series)	[Specify methods of assessment (i.e., direct or indirect) and the data collection tool(s) (e.g., rubric, pre- and post-test, portfolio, observations, etc.) used to evaluate progress toward meeting the outcome.
	Define Performance Target (use resources	[What is your criteria for success? What does achievement look like? (e.g., Criteria: Percentage of students that could state how their behavior affects their overall health; Performance target: 85% of students will be

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	from Part 4 of the Assessment Learning Workshop Series)	able to state how their behavior affects their overall health after participating in the peer education program.)]
DO		**Outcomes results for Objective 2 Outcome 1**: [Example: 65% met performance target and 35% did not meet performance target]
CHECK		**Performance target met?** Are we accomplishing the expected outcomes? [Example: Performance target was not met. 65% of participants met performance target] **Analysis of Assessment Results:** Please include in this section an overview of results. Then, if it is possible per data collection methodology, disaggregate participants by appropriate subgroups to identify any inequities between groups (e.g., program completers vs non-completers, race/ethnicity, gender identity, race/ethnicity by gender identity, sexual orientation, class level [i.e., freshman, sophomore, junior, senior], etc.). Also include within this section what you learned about the strengths and weaknesses of your services/program. In addition, include here any challenges (foreseen or unforeseen) that emerged during programming/services that may have impacted results (e.g., Covid-19). [Example: 65% of students met the target overall. However, scores for students who did not complete all requirements of the Peer Education Program were below target. We will be looking to determine program changes that can reinforce the importance of completing all components of the Peer Education Program for most benefit to participants.]
ACT		**Closing the Loop:** In this section, please describe in detail what actions will be taken to improve services/programming moving forward. In other words, how will you use these results to ensure the most impact for participants moving forward? Include how you will assess the extent to which improvement initiatives are successful. **Note that this will become the measurement for next year's assessment.** [Example: We will add an engagement event prior to the beginning of the start date of the Peer Education

		Program to reinforce the importance of completing all components of the Peer Education Program. In addition, staff will meet with students one-on-one at least three times during the Peer Education Program to promote participant engagement and to keep participants on track to ensure they complete all program requirements. We anticipate that both the engagement event and the regular "check-ins" with participants will improve program completion rates and percentage of participants meeting the performance target.]
Objective 2 - Outcome 1 *(You need at a minimum one outcome per objective)*		
PLAN	**Outcome 1** (use resources from Parts 1 & 2 & 4 of Assessment Learning Workshop Series)	[Which outcome will be assessed in this cycle?]
	Methodology (use resources from Part 3 of the Assessment Learning Workshop Series)	[Specify methods of assessment (i.e., direct or indirect) and the data collection tool(s) (e.g., rubric, pre- and post-test, portfolio, observations, etc.) used to evaluate progress toward meeting the outcome.
	Define Performance Target (use resources from Part 4 of the Assessment Learning Workshop Series)	[What is your criteria for success? What does achievement look like? (e.g., Criteria: Percentage of students that could state how their behavior affects their overall health; Performance target: 85% of students will be able to state how their behavior affects their overall health after participating in the peer education program.)]
DO		**Outcomes results for Objective 2 Outcome 2**: [Example: 65% met performance target and 35% did not meet performance target]
CHECK		**Performance target met?** Are we accomplishing the expected outcomes? [Example: Performance target was

	not met. 65% of participants met performance target]
	Analysis of Assessment Results: Please include in this section an overview of results. Then, if it is possible per data collection methodology, disaggregate participants by appropriate subgroups to identify any inequities between groups (e.g., program completers vs non-completers, race/ethnicity, gender identity, race/ethnicity by gender identity, sexual orientation, class level [i.e., freshman, sophomore, junior, senior], etc.). Also include within this section what you learned about the strengths and weaknesses of your services/program. In addition, include here any challenges (foreseen or unforeseen) that emerged during programming/services that may have impacted results (e.g., Covid-19). [Example: 65% of students met the target overall. However, scores for students who did not complete all requirements of the Peer Education Program were below target. We will be looking to determine program changes that can reinforce the importance of completing all components of the Peer Education Program for most benefit to participants.]
ACT	**Closing the Loop:** In this section, please describe in detail what actions will be taken to improve services/programming moving forward. In other words, how will you use these results to ensure the most impact for participants moving forward? Include how you will assess the extent to which improvement initiatives are successful. **Note that this will become the measurement for next year's assessment.** [Example: We will add an engagement event prior to the beginning of the start date of the Peer Education Program to reinforce the importance of completing all components of the Peer Education Program. In addition, staff will meet with students one-on-one at least three times during the Peer Education Program to promote participant engagement and to keep participants on track to ensure they complete all program requirements. We anticipate that both the engagement event and the regular "check-ins" with participants will improve program completion rates and percentage of participants meeting the performance target.]
Timeline for Assessment (use resources from Part 4 of the	*Provide a timeline for determining when you will assess your program/service/process (e.g., every fall semester, every other year, etc.).*

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Assessment Learning Workshop Series)	