QUICK STEP GUIDE TO
Program-level Outcomes Assessment in Advising

PROGRAM LEVEL ASSESSMENT MADE EASY IN SIX QUICK STEPS

Defining Your Program:
STEP 1: REVIEW MISSION/PURPOSE
STEP 2: IDENTIFY DESIRED OUTCOMES
STEP 3: MAP ACTIVITIES

Outcomes Assessment:
STEP 4: SITUATE
STEP 5: DESIGN & IMPLEMENT
STEP 6: UTILIZE & IMPROVE PROGRAMS

INCLUDES SIX WORKSHEETS DESIGNED TO HELP YOU DESIGN YOUR OWN ASSESSMENT PROGRAM
About the Assessment Guide

This six-step guide provides advising managers and advisors with guiding questions and strategies for stating, mapping, and assessing student learning and development in advising units. The materials will allow your advising unit to quickly initiate or develop useful and meaningful plans to (a) clarify what students are getting out of the advising activities your unit provides, (b) gather information about student learning and development, and (c) make use of the gathered information to inform advising practices.

The guide contains ample examples from undergraduate and co-curricular advising programs, as well as ready-to-use worksheets to walk you through the process. The current version of the guide draws on examples from undergraduate advising, but the process and guiding questions are applicable to graduate advising as well. We hope to further incorporate examples from graduate advising units as the campus advising community starts to adopt this guide.

Citation:

Acknowledgement:
Thank you to the following units for contributing assessment examples: Athletics Studies Center, Berkeley International Office, Career Center, College of Environmental Design Undergraduate Advising Services, the Office of the Dean of Students, Fall Program for Freshmen, and Graduate Division. Your local assessment practices are insightful and immensely valuable for the Cal advising community. Special thanks go to William Heidenfeldt, the GSR who worked extensively on the associated materials to this Guide as well as Christopher Carlson and Irene Steves for transcribing the interviews.
STEP 1: REVIEW PROGRAM MISSION/PURPOSE ➔

What is the mission/purpose of this advising program?

Mission statements and statements of purpose help advising units focus on the rationale and primary objectives of their program. [Go to “Mission and Goals” for additional description on mission and goals.]

Start by asking the following questions…

- Why does this advising program exist?
- How does your unit contribute to the overall mission of the university and the division/college/other reporting units?
- What student populations does this advising program primarily serve?
- What does this advising program accomplish?
- What does this advising program value?

1. What is the value of defining mission/purpose?

Mission/purpose statements make advising programs more intentional and help faculty, students, and advisors understand the responsibilities and roles of an advising program. This is particularly important when students interact with multiple advising units and may not understand what each program offers.

2. What is the goal of defining mission/purpose?

After preparing a mission/purpose statement, you will be ready to move on to the next step – identifying student development outcomes. Student development outcomes naturally flow from a program’s defined purpose.

Sample Mission/Purpose Statement (Department of Economics, UCB):

_Reporting to the faculty of the Department of Economics within the College of Letters & Science, this is primarily a curricular advising program designed to serve upper division declared Economics majors. Service is focused on curricular and related administrative matters (i.e., understanding major requirements and faculty developed learning goals, development of personalized academic plans, academic progress and student development). This unit also supports disciplinary related co-curricular activities (i.e., clubs and student organizations that help students develop academic, interpersonal and career competencies and with department activities such as commencement). We also provide referrals to related resources (i.e., Student Health Services, Career Services, Financial Aid, Registrar, etc.). We offer web-based and in-person advising. This program values student growth and respects differences in individual ability, interest and goals. We aim to create a welcoming and responsive community that encourages intellectual and interpersonal engagement among faculty, students and staff._

☞TIPS: Most advising programs are complex and multifaceted. You probably have many priorities and serve multiple student populations. It is not necessary to try to capture all of these in a statement of purpose. The objective is to identify and focus on the primary activities of the unit.

Resources:

STEP 1: WORKSHEET
Crafting a Mission/Purpose Statement

1. Take a look at how your unit is situated within the university. How does your unit contribute to the overall mission of the university and the division, college, or other reporting units?

   Describe how your unit is supporting the mission and goals of the organization you report to. Click to find out about the mission of the University of California, Division of Student Affairs, Division of Equity and Inclusion, Dean of Students, College (e.g., Social Welfare, L&S advising, etc.).

2. Describe the type of advising you do.
   
   Is the unit primarily curricular (to assist with academic matters), co-curricular (to assist with issues affecting their performance and well-being), or exhibiting elements of both? Is it delivered online, face-to-face, or both?

3. Describe the primary student populations your unit serves.

   For example, international students, under-represented minority students, transfer students, first-generation college students, student athletes, students with disabilities, etc.

4. Describe your service focus.

   For example, the focus may be “successful academic and personal transition to the University”, “understanding degree and major requirements”, “understanding policy and procedure”, “adhering to Campus code of conduct”, etc.

5. Describe your program’s shared advising values.

   For example, student growth, development, respect for individual differences as well as community, etc.

Put the answers to these questions together and you will have a statement of purpose.

TIPS: You may notice that your statement of purpose is similar to service descriptions on your website. If it is not, you may want to consider aligning these materials going forward. There should ultimately be consistency between mission, purpose, and the organization of services.
STEP 2: IDENTIFY DESIRED OUTCOMES

What aspects of advising do you want to know more about? What would you like students to know and be able to do as a result of interaction with your advising activities?

1. What's an area of advising?
There are many types of advising (practical, co-curricular, and curricular) and multiple skills or competencies areas within those areas. For example, on the co-curricular side, there is health promotion, leadership development, and career-focused competencies. On the curricular side, there are core academic and disciplinary based competencies. Take a look at the “Undergraduate Advising Matrix” for student competency areas, ranging from “navigate the institution” to “advanced study and career competencies.”

A developmentally tiered taxonomy of macro-level curricular and co-curricular student development outcomes is available at the following link. This conceptual model may help you identify areas and competencies that are relevant to your unit.

The following questions will help you determine the advising competency areas your unit may want to target:
- Is this unit mainly designed to support student development in co-curricular areas?
- Is this unit mainly designed to support student development in curricular areas?
- Is this a specialized advising unit designed to support both co-curricular and curricular development?

2. What's a student learning (and developmental) outcome?
A learning outcome is basically what you want students to gain from your advising activities. There are usually three types of outcomes: knowledge, skills, and dispositions (often expressed in attitudes, behavior, and thinking). Outcomes are expressed through active verbs and learning statements (see examples below).

Try to identify student learning and developmental outcomes as they relate to your advising area/activity:
- What do you want your students to know as a result of advising?
- What do you want your students to be able to do?
- What do you want your students to value or care about?

Sample Desired Learning Outcomes:

<table>
<thead>
<tr>
<th>Curricular</th>
<th>Co-Curricular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge: Students know how to choose a major/track/field.</td>
<td>Knowledge: Students can locate mental health and other health related support services as appropriate to their needs.</td>
</tr>
<tr>
<td>Skill: Students select courses consistent with knowledge of requirements, individual interests, and goals.</td>
<td>Skill: Students take on a leadership role and effectively manage an organization or group projects.</td>
</tr>
<tr>
<td>Disposition: Students appreciate the breadth and the depth of curriculum and seeks to incorporate a wide variety of courses into their overall academic planning.</td>
<td>Disposition: Students acknowledge the important relationship between maintaining their health and wellbeing and the quality of their student life and academic experience.</td>
</tr>
</tbody>
</table>

3. What's the purpose of developing outcomes?
The purpose of developing outcomes is to better articulate what you want your advising activities to produce. These may already be intuitively understood by advisors and students; however, there is much to be gained from actively expressing specific types of outcomes. Clearly articulated outcomes help both advisors and students understand what is to be gained from the advising interaction. They help clarify what the value of advising is to the individual student and to the academic enterprise. Ultimately, learning outcomes statements are necessary to determine if advising is “working” in the ways that are intended.

TIPS: Start with a few simple and easy to describe outcomes. You can always expand these over time. Ultimately, you may want to developmentally tier these by student level but it is not necessary to do this when you are getting started (goals for freshman will naturally be different from those for seniors, for example).

Resources:
STEP 2: WORKSHEET

Defining advising learning and developmental outcomes for your unit

In completing this worksheet, you should factor in discussions you have had with advisors, students, faculty, and other important stakeholders and audiences. You may want to answer these questions after multiple facilitated brainstorming sessions and after reviewing existing advising materials, resources, and mission/purpose statements. Try to identify 3-5 outcomes to start...but if you can agree on fewer, start there.

1. Identify core competency areas of advising (consistent with your mission/purpose) for your program.
   
   Which of the three macro-level competencies does your unit address?
   
   [ ] Curricular: Core academic competencies, disciplinary-based competencies (e.g., study skills, time management)
   
   [ ] Co-curricular: Health and wellbeing, social/interpersonal/cultural competencies, leadership, advanced study and career competencies (e.g., career exploration and preparedness)
   
   [ ] Practical: Competencies to navigate the institution, such as academic planning and knowledge of policies.

   [For details about the three competency types and sub-categories, download the advising outcomes matrix here.]

2. Now it’s time to clarify in detail.
   
   (a) What do you want students to know or understand as a result of advising?

   KNOWLEDGE:

   To describe cognitive outcomes use active words like “know, identify, select, locate, review, understand, list,” etc.
   
   e.g., After attending an orientation, student will be able to locate health services.

   (b) What do you want students to be able to do as a result of advising?

   SKILL(s):

   When describing skill-based outcomes use active words like “organize, select, plan, prepare, produce, collect, create, design, predict, use,” etc.
   
   e.g., Students are able to locate, identify and utilize resources to support them in achieve their academic and professional goals.

   (c) What do you want students to value or care about?

   VALUES (expressed through behavior and attitude)

   When identifying values based outcomes use active words like “appreciate, gain, grow, realize, welcome, acknowledge, form, grasp,” etc.
   
   e.g., Students appreciate the importance and value of engaging in student learning communities.

TIPS: Think back to your mission/purpose statement when developing your desired outcome statements. If the purpose of your unit is primarily curricular and designed for declared majors, your outcomes will probably be different from a unit that serves lower division undeclared students. Try to define clear outcomes without being too broad or too narrow. These should be designed with your program purpose and student populations in mind. Also, although most units will have at least some curricular and co-curricular outcomes, stay focused on your primary service objectives. It is also not necessary to state all of your outcomes and goals now. Focus on a few big ones to start.
**STEP 3: ACTIVITY MAPPING**

What advising activities does your unit provide for students to reach these outcomes?

The next step is to map your desired outcomes with existing activities. The effort is fairly simple and straightforward and requires that you generate a list of (a) outcomes and (b) activities. You will essentially be matching outcomes with activities.

1. **What's an advising activity?**
   Most advising programs have multiple and complex activities. The focus here is not on individual students or individual advisors, but on program-level activities that constitute the whole advising program. The focus is on primary or core advising activities that are intended to enhance (or impact) student learning and development.

Try to identify three to four primary advising activities that form big parts of the “whole” advising program, for example:

- Workshops (or courses)
- Web-based tools
- Print materials
- Group advising sessions

Start this process by asking a few questions.

- **What are the major activities of this advising program?**
  *(e.g., workshops, programs, orientations, etc.)*

- **How do we spend most of our time and on what kinds of activities?**
  *(e.g., planning orientation, designing materials for the website, developing special programs for students experiencing academic difficulty, etc.)*

- **What advising resources are under our control?**
  *(e.g., web-based or print-based materials, advisor time and training, etc.)*

**Sample:**

<table>
<thead>
<tr>
<th>Advising activities and opportunities</th>
<th>Student Learning Outcomes (SLO) Students are able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SLO1: ...select a major(s) that is consistent with personal, intellectual, and career interests.</td>
</tr>
<tr>
<td>1. New student orientation</td>
<td>• <strong>Understand</strong> career and academic pathways. (Knowledge)</td>
</tr>
<tr>
<td>2. Workshop: “Selecting a Major”</td>
<td>• <strong>Understand</strong> majors and requirements. (Knowledge)</td>
</tr>
<tr>
<td>3. Drop-in advising</td>
<td>• <strong>Articulate</strong> educational and career goals.</td>
</tr>
<tr>
<td>4. Web: Webinar</td>
<td></td>
</tr>
<tr>
<td>5. Web: Advising resources</td>
<td></td>
</tr>
</tbody>
</table>

© **TIPS:** Start simple. Focus on your primary activities and outcomes. Most advising units have important partnerships; focus on things that are under your direct control for now.

**Resources:**

**STEP 3: WORKSHEET**  
Linking Advising Objectives ( Desired Outcomes) with Advising Activities

**Instruction:** List program-level learning and developmental outcomes and different types of advising activities/opportunities. Match the activity and outcomes, and clarify what each activity/opportunity is contributing to overall student learning and development.

**TIPS:** Focus on advising activities that are key to your program. Are these activities producing what you want? You may notice some gaps or overlaps – places where you have an outcome but no clear activity, or places where you have an activity without clear outcomes, or places where you have multiple outcomes related to only one small activity. These areas are worth examination and may help guide further assessment efforts.

<table>
<thead>
<tr>
<th>Advising activities and opportunities (e.g., orientation, events, peer advising, group advising, courses, workshops, webinar, website, electronic resources, print materials, handbooks, etc.)</th>
<th>Student Learning Outcomes (SLO) Students are able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SLO1:</td>
</tr>
</tbody>
</table>

**Reflection:**
- *Is your program trying to do too much?*
- *Are there outcomes that are not addressed in your current advising activities?*
STEP 4: SITUATING (GETTING READY FOR ASSESSMENT)

Who should be engaged in assessment and what do you intend to improve/inform?

Key to useful and meaningful assessment is involving people who are going to use the information you gather and clarifying from the beginning how gathered information will be used. Unless an answer to the question, “Who intends to use what information to inform X” is clear from the get-go, there is a high likelihood of assessment efforts not bearing actionable results. So make sure you identify (a) people who are likely to use the information, (b) their information needs, and (c) a prioritized plan to use the gathered information!

1. Who should be involved?

Form an assessment team or use an existing organizational structure to create space and time to discuss assessment plans and its progress. When forming an assessment team involve people who:

- intend to use assessment findings;
- are able to make or lead program changes;
- are able to commit their time and effort for an assessment project; and/or
- are able to bring in diverse perspectives on advising and student development.

 знает: Consider high quality involvement and not high quantity (i.e., keep the size of the team manageable)!

2. Assessment needs and intended uses

Are there any particular external and internal needs for gathering information about student advising and/or student learning? Meaningful and feasible assessment planning should prioritize and balance internal and external demands and purposes for assessment.

➢ To ensure the feasibility of assessment activities, the assessment team needs to narrow down the assessment focus to the most important issues and interests.

➢ What decisions or actions do you intend to inform on the basis of gathered information?

 знает: Map all the information needs and prioritize the needs! Focus on (a) future decisions or (b) critical issues or concerns related to student advising.

Resources on prioritization techniques:
- Delphi technique: http://www.carolla.com/wp-delph.htm
**STEP 4: WORKSHEET**

1. Who should be involved? Who will be using the findings?

   (e.g., advisors, manager, faculty advisors, Department Chair, Dean, other advising units)

2. Which learning outcome are you curious about among the outcomes you articulated in STEP 3? Which outcomes do students seems to be struggling with?

   Choose one learning outcome.

   → Where/when should the learning occur for this outcome?

   (e.g., freshman orientation, transfer student orientation, workshop for seniors, career fair, etc.)

3. **External and internal assessment needs**

   Do you have any internal or external pressures and needs that affect the assessment process? List assessment needs and demands by stakeholder group. Then rank whose demands should be prioritized for the current assessment cycle.

<table>
<thead>
<tr>
<th>Program</th>
<th>Who?</th>
<th>Assessment needs or demands</th>
<th>Priority ranking #</th>
</tr>
</thead>
<tbody>
<tr>
<td>external</td>
<td>Advising Council</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>College Dean, Division Dean</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Department chair, faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other advising units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>internal</td>
<td>Advisors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Manager/Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peer advisors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **For the prioritized assessment demands above, how will you use the assessment findings (i.e., intended use) and by when do you plan to use the findings?**

   Intended use: _____________________________________________________________
   
   *We conduct assessment in order to inform (decide on) X.*

   When: ________________________________________________________________
   
   *We need to know the findings by X, in order to make decisions (or in order to report to the administration).*
STEP 5: DESIGN AND IMPLEMENT

Before jumping into choosing HOW we gather information/evidence (methods), carefully consider WHAT you want to know.

1. Link intended use to guiding questions
Clarify what we want to know (see #4 in Worksheet 4) before deciding how to gather information. Guiding questions for assessment can be about advising activities that affect the student learning and development process (process questions) as well as learning outcomes themselves (outcomes questions). Here are some sample questions.

   In order to do X, we want to know A, B, C.

   **Process questions:**
   In order to improve our service to meet student needs for peer advising and to ensure students are gaining consistent information, we want to know...

   **Outcomes questions:** (Sample questions from Fall Program for Freshmen (FPF))
   To demonstrate program value and performance to the directors, faculty, and staff at the end-of-year dinner and to communicate about the program impact to outside units, we want to know...

   Q1: What is the best way to expand the peer advising program? (open hours, format, number of qualified peer advisors)
   Q2: What on-going training do peer advisors feel they need to communicate accurate and consistent information to students?

   Q1: Are FPF students performing equally to or better than the fall-admitted students?
   Q2: What is the added value of the FPF program?

   Ø TIPS: (a) Develop guiding/assessment questions that advisors want to answer and care about. (b) Advisors should be able to specify the relevance of an answer to future actions and decisions that need to be determined. (c) Answer(s) to the questions shouldn’t be predetermined.

2. Information needs
For the guiding questions you identified, discuss what information is needed in order to answer the questions. Is one type of information enough to tell a better story about student learning?

   “In order to answer A, B, C, we need to gather Y.”

   Let’s take a look at some examples.

3. Information-gathering methods
There are various ways to gather information about students and advising. Common methods for capturing student opinions, performance, and perceived behavior and achievement are listed below.

   **Student opinions**
   - focus group
   - interview
   - survey

   **Student performance**
   - observation checklists
   - performance rubrics
   - behavior tracking
   - case study

   **Perceived behavior & achievement**
   - self-assessment
   - learning log
e-portfolio

   For more details on the variety of methods that are available, access the methods table and learn about the advantages and drawbacks of each information-gathering methods. The website also has a tip sheet for each method, if you would like to learn
further about the caveats, process, and data analysis.

➤ **Choose an appropriate method(s) by considering the following:**

- time you need to develop a data-gathering instrument
- time required to analyze the data
- quality and type of information to understand the full story of what you are interested in

➤ **Caveat:** Each methodology provides a unique way to capture student learning and experience. Consider using **mixed- or multiple-methods**, if your time/resource allows.

4. **Analysis and interpretation strategies**
A number of different analytic strategies can be used to make sense of quantitative and qualitative data. Analysis and interpretation should be directed by the guiding questions you posed in the previous stage. The diagram below summarizes basic suggestions for how to analyze two types of data.

[Diagram showing data type: Qualitative (open-ended survey responses, notes, transcription, student reflection, etc.) and Quantitative (rating, multiple choice, frequency, students’ categorical background data, grades, etc.).]

➤ Learn more about data analysis on our website. Each information-gathering method tip sheets contain data analysis strategies and caveats. Access the tip sheets [here].

5. **Caveats:**
(a) When do you need the information in order to make program decisions?
(b) What is the best way to gather accurate and useful information, given your time and resource constraints?
(c) Do we have existing information or instruments that are already in place?
(d) Who should be involved in data analysis and interpretation? How will accuracy of interpretation be checked?

**Resources on assessment methods:**
**STEP 5: WORKSHEET**

Take a look at a sample assessment design from the undergraduate student advising program at CED (click [here](#)) and design your own assessment plan.

1. **Which outcome(s) are you curious about?**

   Name 1-2 student learning and developmental outcomes you would like to examine.

2. **Where/when should the learning occur for the above outcome?**

   (e.g., freshman orientation, transfer student orientation, workshop for seniors, career fair, etc.)

3. **Intended users and uses**
   
   (a) **Who** will be using the findings?  
   
   (e.g., staff advisors, peer advisors, manager, director, etc.)

   (b) **How** will you use the assessment findings?

   (e.g., staff advisors, peer advisors, manager, director, etc.)

   (c) **By when** do you need to use the findings?

4. **Guiding/assessment question(s):** What do you want to know?

   “I want to know (or further explore) if/how/what/why/when...”

5. **Information/evidence/indicators:** What information do you need in order to answer your question?

6. **Data collection and analysis**

   (a) Where (from whom) and how can you get the information you need?

   (b) What is the best-choice method?

   - [ ] survey (e.g., intake and exit survey)
   - [ ] student self-report
   - [ ] existing data
   - [ ] observation
   - [ ] focus group
   - [ ] interview (e.g., exit interview)
   - [ ] e-portfolio
   - [ ] case study
   - [ ] behavior tracking (e.g., registration)

   **Describe the method and your implementation plan:**

   [ ]

   **See analytic strategies for qualitative and quantitative data in the Table on page 10.**

   (d) Who should be involved and by when should the analysis and interpretation be done to inform decisions?

   **Who:**

   **When:**

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STEP 6: UTILIZE AND IMPROVE PROGRAMS

The final phase in outcomes assessment is sharing findings and action planning. What is the best reporting format that will facilitate strategic planning and implementation?

1. Reporting
To ensure useful reporting that doesn’t end up collecting dust, reporting content and format need to fit the audience and purpose. Reporting can take various formats, from a formal written report to informal interactive meetings. Reporting can also take place at the interim stage when preliminary data are gathered. Consider the following questions.

(a) Is this an interim report or an end-of-cycle report?
(b) Who do you need to communicate the findings to? What are their expectations?
(c) What is the purpose of reporting? Is it to inform the results, discuss the findings, or decide program actions?
(d) What is the best format that is usable, accessible, and appropriate for the intended audience?
(e) When do you need to report to the intended audience to inform action?
(f) Are there any existing opportunities to facilitate information dissemination, discussion, and decision-making?

<table>
<thead>
<tr>
<th>Less interactive</th>
<th>Various Reporting Formats</th>
<th>More interactive</th>
</tr>
</thead>
<tbody>
<tr>
<td>informal written report</td>
<td>newsletter</td>
<td>informal oral report</td>
</tr>
<tr>
<td>executive summary</td>
<td>brochure</td>
<td>oral presentation</td>
</tr>
<tr>
<td>full report</td>
<td>poster</td>
<td>web report, blog</td>
</tr>
<tr>
<td></td>
<td></td>
<td>workshop</td>
</tr>
</tbody>
</table>

TIPS: When reporting the findings, check the following: (a) Are the data obtained sufficient to yield conclusions? If not, note the limitations. (b) Agree on key take-away findings and messages you want to communicate. (c) Be constructive when reporting negative and unexpected findings. (d) Review whether the recommendations are sufficiently supported by evidence.

2. Action/strategic planning
Among actions items that derived from recommendations, what can you do (or needs to be done) now? Prioritize the action plan based on urgency, importance, and feasibility. Clarify who needs to do what by when and what resources are needed. Here are some steps for action planning.

STEPS:
1. Review the recommendations and determine what needs to happen next.
2. Select a reasonable target date and plan backwards, considering likely time necessary for accomplishing discrete objectives.
3. Determine a feasible and concrete timeline of events. What additional resources are needed to take desired actions?
4. What are some of the contextual constraints in taking an action, and what strategies can you adopt to move forward?
5. Consider who is going to be involved and at what point in time for making program changes. Clarify responsibilities: who needs to do what by when.

Learn how assessment findings led to program change and improvement in other advising units on campus. Access the case summaries [here].

Many advising programs at Cal share reports online. Take a look at different reporting formats other advising units are using.

- Berkeley International Office:
  - Strategic Plan 2011-2014 & 2012 Progress Report [ppt]
  - Undergraduate Needs Assessment Responses [pdf]
  - Graduate Needs Assessment Responses [pdf]

- College of Environmental Design:
  - Moving Forward: Planning for the future of undergraduate advising in the College of Environmental Design

- Dean of Students: Annual reports under DOS.

- Graduate Division: GLOW survey report
STEP 6: WORKSHEET
Take a look at a sample assessment design from the undergraduate student advising program at CED (p. 12) and design your own assessment plan.

1. Reporting
Who do you need to communicate the findings to? What is the purpose of reporting? What is the best format that is usable, accessible, and appropriate? Select the primary audiences and link the audience with reporting purpose and format.

<table>
<thead>
<tr>
<th>Primary audience:</th>
<th>Purpose:</th>
<th>Format:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[x] staff advisors</td>
<td>[x] inform</td>
<td>[x] town hall meeting</td>
</tr>
<tr>
<td>[ ] peer advisors</td>
<td>[ ] discuss</td>
<td>[ ] working session/meeting</td>
</tr>
<tr>
<td>[ ] faculty</td>
<td>[ ] decide</td>
<td>[ ] workshop</td>
</tr>
<tr>
<td>[ ] students</td>
<td></td>
<td>[x] informal oral report</td>
</tr>
<tr>
<td>[ ] prospective students</td>
<td></td>
<td>[ ] oral presentation</td>
</tr>
<tr>
<td>[ ] manager/director of the unit</td>
<td></td>
<td>[ ] web communication, blog</td>
</tr>
<tr>
<td>[ ] Department</td>
<td></td>
<td>[ ] newsletter</td>
</tr>
<tr>
<td>[ ] other advising unit</td>
<td></td>
<td>[ ] brochure</td>
</tr>
<tr>
<td>[ ] College/Division Dean</td>
<td></td>
<td>[ ] poster</td>
</tr>
<tr>
<td>[ ] other</td>
<td>[ ] other:</td>
<td>[ ] informal written report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[ ] executive summary</td>
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<td>[ ] full report</td>
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<td>[ ] other:</td>
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</tbody>
</table>

2. Action planning
Among actions items that derived from recommendations, what can you do now? What needs to be done now? Prioritize the action plan based on urgency, importance, and feasibility. Create a short-term and long-term action plan. Clarify who needs to do what by when and what resources are needed.

<table>
<thead>
<tr>
<th>Action #1 [priority ranking: ]:</th>
<th>Action #2 [priority ranking: ]:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Who will follow-up with the actions?</td>
<td>• Who will follow-up with the actions?</td>
</tr>
<tr>
<td>• How will this person follow-up?</td>
<td>• How will this person follow-up?</td>
</tr>
<tr>
<td>• When should it be implemented?</td>
<td>• When should it be implemented?</td>
</tr>
<tr>
<td>• What support is needed and what is available?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Action #3 [priority ranking: ]:</th>
<th>Action #4 [priority ranking: ]:</th>
</tr>
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