Assessment and planning are complex activities and involve an intensive, dynamic set of interrelated activities, each of which has different phases: establishing a foundation, creating an infrastructure, and moving to a focus on inquiry and use of assessment (Keeling, Wall, Underhile, Dungy, 2008). Individuals within the student affairs organization come to their work with a variety of backgrounds, skillsets, aptitudes and attitudes related to planning and assessment work, from basic to intermediate to advanced (NASPA/ACPA). Based on the phase of development of the organization, and the individual competencies of staff members throughout the division, at any given point in time, the organization exists somewhere on the continuum from a culture of good intentions related to planning and assessment to a more developed organization grounded in a culture of evidence (Dungy & Culp, 2012). Professional development related to assessment and planning must take into consideration the organization’s phase of development related to planning and assessment as well as the various levels of knowledge and competencies of staff throughout the division.
References


NASPA/ACPA Competencies. Retrieved from:

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