Appreciative Assessment Phases[1]

Assessment Stage	Appreciative Assessment Phase	Critical questions
Vision, mission, values review	Disarm • Provide a description of what is being assessed. • Explain any terms and language being used throughout the process. • Create a partners list and what part of the assessment process they are to be included.	(1) Are students included throughout the process? (2) What is the primary purpose and goal? Is the language clear, bias-free, and understandable? (3) Are varied voices and identities included throughout the cycle and as part of the assessment committee? (4) How is transparency built in and throughout the process? (5) Are the definitions clear and transparent? (6) Does the purpose and goals align with strategic documents (vision, mission, values) and plans?
Develop and map outcomes	Discover • Examine existing data. • Review relevant documents that will inform your assessment process. • Develop a timeline for the assessment process: include components, completion date, date accomplished, and any relevant notes. • Critically examine any theories and approaches informing the assessment process.	(1) How are the lived experiences of all students respected in the assessment process? (2) With what lens were these concepts created? Whose voices are represented and whose aren't? What knowledge structure is this based on? What methods are valued and what methods are often ignored, therefore also ignoring the lived experiences of many of our students? (3) What data is readily available? What story does it tell? What is missing?
	Dream • Develop outcomes (learning, operational and programmatic) as required. • Include outcome type, measurable statement for each, and expected level of performance and by when.	(1) How can the assessment process be used to recognize and disrupt inherent biases? (2) What past successes has the data shown? How can these successes be built upon? (3) How are we representing different types of learning?
Develop methodology	Design • Choose what assessment measures to use. Ensure measures can accurately reflect the goals and outcomes.	(1) What story is the data telling? Does it harm/perpetuate bias/reinforce negative stereotypes? (2) Have the questions been reviewed through different lenses?

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[1] Doyle, H. (in press). Utilizing Appreciative Assessment in Student Affairs. *New Directions for Student Services*.

	• Ensure questions are as non-leading as possible. • Focus on creating appreciative, strengths-based questions. • Include a timeline on when these measurements will be conducted.	(3) Have you considered multiple methods to best demonstrate learning?
Gather and implement evidence	Deliver • Develop a communications plan: consider what audiences and what data will be most meaningful to them. • Create clear and digestible charts and graphs. • Be sure to include how to share back with students. • Share data results in a way that is practical and understandable to a wide variety of audiences.	(1) Is the data digestible for different audiences? (2) What data is missing? Has this been explained clearly? (3) How will the results be shared with different audiences and groups?
Implement change	Don't Settle • Record changes that are required based on the data you've collected. Include implementation dates and any resources required. • Develop list of recommendations and prioritize based on your goals and outcomes. • Celebrate the accomplishments!	(1) What are the strengths and opportunities the assessment has revealed? (2) What are the future designs and priorities? (3) How can the strengths revealed through the assessment be built upon? (4) How will the recommendations be prioritized to meet short, medium, and long-term goals?