

Data Audit Worksheet

Before collecting new data, it can be valuable to identify what data already exist, what topics are covered, and their location. Using the Data Audit Worksheet to gather this information can help you organize the types and nature of existing and identify gaps in knowledge.

Keys to Success:

- If looking for data across a department or division, provide the worksheet to individuals across functional areas to complete and report back.
- Combine the various worksheets into one master list of existing data (be sure to include where the data are located and how to access them).
- As you complete your assessments, add the information to the master worksheet.

The process of doing a data audit should typically take place near the beginning of the assessment process. Identifying existing data that answer your assessment questions will save you time and effort. Additionally, existing data collected for one purpose may be useful in new ways – for example, usage data collected for a program or service, when combined with demographic data, may be used to identify those who *aren't* using a program or service.

The data audit worksheet (page 2) is a useful tool to help you identify and categorize data. Using the descriptions provided below, complete the worksheet on the following page – providing as much information as possible. In particular, pay special attention to the purpose of the assessment, the type of data (e.g. is it quantitative or qualitative), where the data is located and how to access it, and how frequently the data are collected.

Description of Department Assessment Inventory Categories

<i>Assessment Category</i>	<i>Description</i>	<i>Examples</i>
Utilization/Satisfaction	* Assessments that focus on constituents' (e.g. students, staff, and faculty members) use of services. * Satisfaction – ratings of quality of service received.	* # of visits, # of constituents served, # of hours logged on, etc. * Rated helpfulness of staff, excellence of service, satisfaction surveys
Learning/Development Outcomes	* Assessments that focus on specific outcomes that learners will know or be able to do as a result of learning activity (i.e., typically expressed as knowledge, skills, and attitudes).	* Improvement in writing ability * Students' ability to successfully search for a job
Business/Service Outcomes	* Assessments that focus on product/service performance outcomes.	* # of applications reviewed, # of documents scanned, revenue collected, # of courses taught
Needs Assessment	* Assessments that focus on identifying needs (of your department, of your institution, of those you serve, etc.)	* Technology/computer equipment needs * Workshops students would like offered * Institutional survey data that indicates student need for services
Other	* Any assessments that do not fall into the above categories.	

Provide a brief description of your department's assessment efforts. Please organize this information according to the nature of the data collected using the five assessment categories provided below.

	Title/Topic	Brief Description¹	Details about Accessing Data²
Utilization/ Satisfaction			
Learning/ Development Outcomes			
Business/Service Outcomes			
Needs Assessment			
Other (e.g. staff assessment)			

¹ e.g. purpose, sample, methods, type of data, schedule, focus, etc.

² e.g. where are the data located, how are they accessed, etc.