Assessment Worksheet for Departments

Instructions:

The purpose of this workbook is to walk a Department or Program through the student learning assessment process. By completing each of the following steps, you will be assessing your program and determining what it is you expect of students. This should be done in junction with all faculty involved in the program because they are an integral part of the educational experience.

It is also important to seek input from other stakeholders such as students, alumni, employers, etc. in order to ensure you are covering all the program expectations. Please contact the Office of Academic Assessment for assistance with a departmental survey.

Once you have completed this workbook, you should be in a good position to draft an assessment plan based on your responses. This plan will simply be a text document tying together all of your worksheet responses.

Worksheet A
Goal Development Exercise

Learning goals or <u>program goals</u> are broad statements of the skills, attributes, knowledge, etc. that students will develop during the course of study in their major.

<u>1. Meet with the program faculty, and discuss the expectations for students in the major.</u>
What can students do after successfully completing your program? Think in terms of knowledge, skills, attitudes, abilities, etc. What kinds of discipline-based knowledge should students develop in the program? What are the skills (lab, communication, technical, computer, etc.) should the graduates have acquired? What kinds of attributes should the students develop (appreciation for diversity, understanding student learning styles, etc.) during the program of study?

If you are having difficulty developing these, ask the faculty who teach courses what are goals from individual courses, especially capstone or other key requirements.

<u>2. List Goal statements below:</u>
Ex. Students will develop effective oral and written communication skills.
1.

2.

3.

4.

5.

6.

7.

8.

Worksheet B

From Goals to Objectives

Objectives or <u>student learning outcomes</u> are statements derived from the program goals; more specifically, define the components of the goal, circumstances in which goal will be achieved, and criteria for achievement. One goal may lead to multiple objectives. Objectives should be precise statements that lead naturally towards measurements.

List <u>goals</u> here.	Ex. Students will develop effective oral and written communication skills	1.	2.	3.	4.	5.	6.
Objective A	Ex. Students will demonstrate effective written communication skills through use of memos, reports, and other documents						
Objective B	Ex. Students will demonstrate effective oral communication skills in formal presentations and extemporaneous speaking						
Objective C							
Objective D							

1. List Goals in top row of table. Ask if each goal is composed of actions that a student can successfully demonstrate or characteristics that they will exhibit. If not, think of how to break the goal into pieces, elements, or action that a student can demonstrate. List each actionable item under the objectives. Think in terms of action verbs (see next page for examples of action verbs for different knowledge levels-Blooms Taxonomy).

Bloom's Taxonomy: Examples of Action Verbs

Level	Definition	Action Verbs
KNOWLEDGE	The knowledge level of learning calls for objectives that require simple recall of previously learned material.	define, describe, identify, label, list, match, outline, reproduce, select, state
COMPREHENSION	The comprehension level of learning calls for objectives that require the learner to restate or reorganize material in a literal manner to suggest they understand the meaning.	convert, defend, distinguish, estimate, explain, extend, generalize, give example, infer, paraphrase, predict, rewrite, summarize
APPLICATION	The application level of learning objectives require learners to use previously learned material to solve problems in new situations.	change, compute, demonstrate, discover, manipulate, modify, operate, predict, prepare, produce, relate, show, solve, use
ANALYSIS	The analysis level of learning objectives requires the learner to break down an idea into its component parts for logical analysis.	break down, differentiate, discriminate, distinguish, identify, illustrate, infer, outline, point out, relate, select, separate, subdivide
SYNTHESIS	The synthesis level of learning objectives requires the learner to combine ideas into a statement, plan, product, etc. that is new for them.	categorize, combine, compile, compose, create, devise, design, explain, generate, modify, organize, plan, rearrange, revise, categorize, combine, compile, compose, create, devise, design, explain, generate, modify, organize, plan, rearrange, revise, rewrite, summarize, tell, write
EVALUATION	The evaluation level of learning objectives require the learner to judge something based on some criteria.	appraise, compare, conclude, contrast, criticize, discriminate, explain, justify, interpret, relate, summarize, support

Worksheet C
List of courses in your program

Course Suffix and Number	Course Name	Instructor(s)
Ex. ENG 202	Writing for Domain X	K. Small & B. Jones

Develop list of required and optional courses for your program.
Where possible, list instructor(s) for these courses.
Ask instructors which program goals or objectives are addressed in each course, and use this information for next worksheet.

Worksheet D
Matrix of Objectives Linked to Courses

Program Objectives/ Student Learning Outcomes	Courses									
	ENG 202	BUS 477								
Ex-1. A. Students will demonstrate effective written communication skills through use of memos, reports, and other documents	X	X								
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										

Faculty may simply use an "X" to identify courses, or may want to develop other identifiers, such as I for Introduction, A for Application, etc.

Worksheet E
Measurement for Objectives

There are numerous <u>assessment methods</u> of measuring your objectives. The key is to find the best fit. By answering the following questions, you should have a better idea of what you need to do to demonstrate your students are meeting your program objectives/outcomes. Once you have completed this worksheet, it will be time to think about what methods you want to use to collect data. There are many books outlining methods you can use. Some examples of these methods include: standardized exams, classroom exams, class writing assignments (papers, short exercises, etc.), case studies, research papers, group projects, surveys, focus groups, concept maps, portfolios, etc.

Examine each of your objectives and answer the following questions in the worksheet below:
1. Are the objectives measurable?
    a. Think about the types of activities you might use to demonstrate these actions. Sometimes we have ideas for objectives but they are too vague to measure.
    b. If they don't seem measurable, try re-writing the objectives with refined language (look at action verbs from Worksheet B).

2. Do you have any measures currently in place to gather the data needed to examine this objective?
    a. If yes, use embedded assessment as much as possible
        - Embedded assessment is highly encouraged because it is more efficient than introducing new methods.
        - Embedded measures may include a specific quiz, class exercise, exam or section of exam, etc.
    b. If no, you will need to begin identifying appropriate measures
        - Start by looking at existing measures that you might be able to adapt for your use.
        - If there are no existing measures available, you might have to draft your own.
    c. Remember, some objectives may require multiple measures, perhaps in different courses. An objective may be introduced in one class (sophomore or junior level) and further refined in another (e.g. senior course or capstone).
    d. If objective is covered in multiple courses, you may want to identify different measures for each course.

3. How will you determine whether you have been successful with each objective?
    a. You will need a standard or criteria to hold yourself to when thinking about your objectives. Perhaps you would like to see 80% of the students pass a particular exam in order to show that students have successfully mastered a concept in your program.
    b. If you have multiple measures for the objective, you will need to identify the standards or criteria for each.

4. Who would be the best target population for measuring this objective?
    a. This might be all current students in the program or a specific group of students (seniors for example). Or it might be alumni or possibly their employers.
    b. If you have multiple measures for the objective, you will need to identify the target population for each.

Worksheet E
Measurement for Objectives

Objectives	A. Measurable (Y or N)	B.1. Embedded Assessment #1	B.2. Embedded Assessment #2	C.1. Success for #1	C.2. Success for #2	D.1. Participants for #1	D.2. Participants for #2
Ex. Students will demonstrate effective written communication skills through use of memos, reports, and other documents	Yes, but need to define effective	**ENG 202-students will write two different memos 1) Analysis of issue 2) Persuasive memo	**BUS 477-Students will draft a business plan, and a report on implementation successes and problems	80% of students will get C or better on both memos	80% of students will meet satisfactory criteria in rubric for each document	ENG 202 students in BA program	All Seniors in BUS 477

The Example "Students will demonstrate effective written communication skills through use of memos, reports, and other documents" may need to be revised to make it easier to measure.

**In the example, we are assuming the assignments were already ongoing as part of the existing course.

Worksheet F
Implementation of Measurement

a. How will your results be used?
- You will need to consider this when choosing your measures. Otherwise, it is possible to choose a measure that does not fill the necessary purpose. For example, e-portfolios might not be appropriate to provide data for a quantitative report though both methods might meet your objective.

b. What is the timeline for doing your measures?
- Will you test your seniors once a year to see if they have mastered a component of your program?
- Will you survey your alumni students every three years to see if they have the skills needed to function in the job market?

c. Who will be responsible for the different parts of measuring these objectives/outcomes?
- This is an important question in order to keep your assessment process ongoing.
- Who will take charge of ensuring that you continue to survey your alumni?
- Who will make sure that the appropriate methods are being administered in the classrooms?

d. Related to all of these questions, do you have the resources in place to make this work?
- What resources are needed for implementation and evaluation?
- If you would like to have each of your graduating seniors take a standardized test, you will need to identify test and cost. Then request support from your Dept Chair (who may in turn request support from the Associate Dean).
- If there are alumni or employer surveys, these may be combined with surveys from other programs, contact the Office of Academic Assessment for assistance.
- Also remember some methods are more time consuming than others, so choose assessment methods that can be sustained in your program/department.

Worksheet F
Implementation of Measurement

Objectives/Outcomes	B.1. Embedded Assessment #1 (From worksheet E)	B.2. Embedded Assessment #2 (From worksheet E)	A. Use of results	B. Timeline	C. Leadership	D. Resources
Ex. Students will demonstrate effective written communication skills through use of memos, reports, and other documents	ENG 202-students will write two different memos 1) Analysis of issue 2) Persuasive memo	BUS 477-Students will draft a business plan, and a report on implementation successes and problems	Results will be shared with program faculty	Annually at Fall Semester meeting	Faculty from ENG 202 & BUS 477 will gather information and provide to Program Coordinator/Chair	Time for BUS faculty to prepare rubric; Time for annual fall program meeting

Worksheet G
The Assessment Feedback Loop

a. Again you need to consider, how will your results be used?
- Place results from Worksheet F (Col A) into Worksheet G, Col. A
- Assessment is a process and you constantly want to be thinking about how to make improvements to your program.

b. Who will review results? Will it be the Program Coordinator/Chair, faculty, outside group (employers, advisory board)?

c. How will the results be disseminated to the reviewers (in Col. B)? Once a year via email? In annual meeting?

d. Is the standard achieved (Y or N)? If yes, you can move on to next objective/outcome.

e. If no…or the standard is not achieved (see Col. D), what action will be taken?
- For example, if you find you are not meeting the standards you have set, what will you do? It is possible that the objective/outcomes will need to be rewritten. Or further information may be needed (a focus group to understand why students aren't achieving the standard). Or the faculty may need to consider how that material is taught and make changes to the course or curriculum, so that more students can obtain the outcome. (Please remember that this assessment process is meant to improve student learning).

f. Timetable for action-when will the action in Col. E be taken? The next semester, the following year?
- You need to consider when actions can be taken, and work on timetable for follow-up.

g. Leadership-who is responsible for taking action?

Worksheet G
The Assessment Feedback Loop

Objectives/Outcomes	A. Use (from Worksheet F)	B. Who Reviews	C. Sharing results	D. Standard Achieved (Y or N)	E. Standard Not Achieved: Action Taken	F. Timetable for Action	G. Leadership
Ex. Students will demonstrate effective written communication skills through use of memos, reports, and other documents	Results will be shared with program faculty	Program Faculty	Annual meeting	No	Examine teaching techniques and exercises in support of objective; focus group with students (?)	Review over fall, and make changes for spring	Faculty & Program Coordinator or Chair