Assessment Plan Terms and Resources
University Assessment Steering Committee

**Section 1: Parts of an Assessment Plan**

**Section 2: Resources**

A) URLs for Video Links
B) Bloom’s Taxonomy Verb List
C) PPT on Writing Outcomes (differences between learning and operational outcomes, ABDC method)
Section 1: Parts of an Assessment Plan

- **Mission Statement & Vision Statement** Simple statement(s) to describe what a unit or department is all about (mission) and what a unit or department wants to become (vision).
- **Unit Goals** Goals should be stated more broadly than outcomes. Goals are not assessed directly, but are supported by the assessment of the outcomes and can be entered and linked up to broader university goals if you choose to do so. Also, the specific outcomes can be linked up to these goals showing the alignment of goals and outcomes across the university.
- **Outcome Name** This should be a brief descriptor.
- **Outcome Description** This should be written in terms of student performance. It is a description of what students will know and be able to do as a result.
- **Tracks** This is used to show that there is a subset of students who will meet the outcome. It is not required, but can be helpful when developing an assessment plan that addresses a large or diverse group of students. For example, in an academic department, a “track” may refer to a specific major or minor within the department. In a student services unit that provides support for undergraduates, a “track” could indicate that this outcome refers only to first-year students (or only to seniors, or...)
- **Assessment Evaluation** This should be a brief statement of how the unit will periodically re-evaluate whether the outcome is necessary, appropriate, etc. It can be as simple as “Once a year during the unit retreat, the outcome will be reviewed and changed as needed.”
- **Outcome Type** Describes the outcome. Examples of types of outcomes include: Student learning, operational, strategic planning, and resource outcomes.
- **Assessment Method** Shows how you will measure the student performance of the outcome. Whenever possible, multiple methods should be used for each outcome and using some “direct” measures can provide more concrete evidence that learning has taken place. “Indirect” methods will show more of the opinion of the learning that has taken place, (i.e. Yes or no questions (yes I’ve learned a lot), satisfaction (I feel good about the class and that I’ve successfully achieved the course or program outcomes, Etc.)
- **Criterion** How well should the students perform to show that the outcome has been met? Example: 80% of students will earn a score of 4 on the 5-point rubric.
- **Timeline** When will you do this assessment? Following a specific activity? Once a year during orientation? You can choose to measure certain outcomes on a rotating schedule to simplify data collection and feasibility of the plan. Example: a 3-year rotating schedule where outcome 1 will be measured in year 1, outcome 2 in year 2, outcome 3 in year three and then repeated.
Section 2: Resources

1) URL for a video on how to Write Learning Outcomes using Bloom’s Taxonomy:

https://www.youtube.com/watch?v=4DgkLV9h69Q&feature=youtu.be

2) URL for a video on how to write learning and operational outcomes

http://baselinesupport.campuslabs.com/hc/en-us/articles/204304635-Writing-Learning-and-Operational-Outcomes-video-
<table>
<thead>
<tr>
<th>Bloom’s Definition</th>
<th>I. Remembering</th>
<th>II. Understanding</th>
<th>III. Applying</th>
<th>IV. Analyzing</th>
<th>V. Evaluating</th>
<th>VI. Creating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</td>
<td>Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.</td>
<td>Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</td>
<td>Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.</td>
<td>Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.</td>
<td>Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</td>
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### Verbs

<table>
<thead>
<tr>
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<th>V. Evaluating</th>
<th>VI. Creating</th>
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</thead>
<tbody>
<tr>
<td>• Choose</td>
<td>• Classify</td>
<td>• Apply</td>
<td>• Analyze</td>
<td>• Agree</td>
<td>• Adapt</td>
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<td>• Define</td>
<td>• Compare</td>
<td>• Build</td>
<td>• Appraise</td>
<td>• Build</td>
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<tr>
<td>• Find</td>
<td>• Contrast</td>
<td>• Choose</td>
<td>• Assess</td>
<td>• Change</td>
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<tr>
<td>• How</td>
<td>• Demonstrate</td>
<td>• Construct</td>
<td>• Award</td>
<td>• Choose</td>
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<tr>
<td>• Label</td>
<td>• Explain</td>
<td>• Develop</td>
<td>• Choose</td>
<td>• Combine</td>
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<td>• List</td>
<td>• Extend</td>
<td>• Experiment with</td>
<td>• Compare</td>
<td>• Compile</td>
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<td>• Match</td>
<td>• Illustrate</td>
<td>• Identify</td>
<td>• Conclusion</td>
<td>• Compose</td>
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<td>• Name</td>
<td>• Infer</td>
<td>• Interview</td>
<td>• Contrast</td>
<td>• Construct</td>
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<td>• Omit</td>
<td>• Interpret</td>
<td>• Make use of</td>
<td>• Discover</td>
<td>• Create</td>
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<tr>
<td>• Recall</td>
<td>• Outline</td>
<td>• Model</td>
<td>• Dissect</td>
<td>• Delete</td>
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<td>• Relate</td>
<td>• Relate</td>
<td>• Organize</td>
<td>• Distinguish</td>
<td>• Design</td>
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<tr>
<td>• Select</td>
<td>• Rephrase</td>
<td>• Plan</td>
<td>• Divide</td>
<td>• Develop</td>
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<tr>
<td>• Show</td>
<td>• Show</td>
<td>• Select</td>
<td>• Examine</td>
<td>• Discuss</td>
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<td>• Spell</td>
<td>• Summarize</td>
<td>• Solve</td>
<td>• Function</td>
<td>• Elaborate</td>
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<td>• Tell</td>
<td>• Translate</td>
<td>• Utilize</td>
<td>• Inference</td>
<td>• Estimate</td>
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<tr>
<td>• What</td>
<td>• What</td>
<td>• Theme</td>
<td>• Inspect</td>
<td>• Evaluate</td>
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<tr>
<td>• When</td>
<td>• Where</td>
<td>• Remember</td>
<td>• List</td>
<td>• Explain</td>
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<tr>
<td>• Where</td>
<td>• Which</td>
<td>• Understand</td>
<td>• motive</td>
<td>• Importance</td>
<td></td>
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<tr>
<td>• Which</td>
<td>• Who</td>
<td>• Apply</td>
<td>• Relationships</td>
<td>• Influence</td>
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<tr>
<td>• Why</td>
<td>• Why</td>
<td>• Build</td>
<td>• Simplify</td>
<td>• Interpret</td>
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Importance of Assessing Student Learning

Demonstrates contributions to institutional mission and goals
And contributions to institutional priorities
Assists in informing prioritization of your time as well as other resources
The Theoretical Foundation

CAS Standards: http://www.cas.edu/generalstandards

NASPA Learning Reconsidered:
http://www.naspa.org/publications/books/learning-reconsidered-a-campus-wide-focus-on-the-student-experience

AAC&U LEAP: http://www.aacu.org/leap/essential-learning-outcomes
<table>
<thead>
<tr>
<th>Learning Reconsidered 2</th>
<th>AAC&amp;U’s Essential learning outcomes</th>
<th>CAS</th>
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<tbody>
<tr>
<td>• Cognitive complexity</td>
<td>• Knowledge of human cultures and the physical and natural world</td>
<td>• Intellectual growth</td>
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<tr>
<td>• Humanitarianism</td>
<td>• Intellectual and practical skills including inquiry, information literacy, and teamwork</td>
<td>• Enhanced self-esteem</td>
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<td>• Civic engagement</td>
<td>• Personal and social responsibility, including civic knowledge and engagement and ethical reasoning and action</td>
<td>• Career choices</td>
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<td>• Practical competence</td>
<td>• Integrative and applied learning</td>
<td>• Leadership development</td>
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<td>• Persistence and academic achievement</td>
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<td>• Healthy behavior</td>
</tr>
<tr>
<td>• Interpersonal and intrapersonal competence</td>
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<td>• Collaboration</td>
</tr>
<tr>
<td>• Knowledge acquisition, integration and application</td>
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<td>• Appreciating diversity</td>
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<td>• Spiritual awareness</td>
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<td>• Effective communication</td>
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<td></td>
<td></td>
<td>• Realistic self appraisal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Independence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Social responsibility</td>
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<tr>
<td><strong>Student Learning Outcomes</strong></td>
<td><strong>Performance Metrics</strong></td>
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<tr>
<td>Derived from mission and purpose</td>
<td>Derived from description of the work of department</td>
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<td>Measures contributions to student learning (was the experience transformative?)</td>
<td>Measure performance of the work (did students complete a task?)</td>
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<td>Achievement = Effectiveness</td>
<td>Achievement = Productivity, Satisfaction or Accomplishment</td>
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<tr>
<td>Require criteria to define levels of effectiveness</td>
<td>Require criteria to define levels of performance</td>
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<td>Individual and collective feedback to shape department programs and services</td>
<td>Individual feedback to shape department systems</td>
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<tr>
<td>Assessment: how effective were we?</td>
<td>Assessment: how well did we perform our tasks?</td>
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<td>Is the train headed in the right direction?</td>
<td>Is the train on time?</td>
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<tr>
<td>Are students learning something?</td>
<td>Are students satisfied with our programs and services?</td>
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</table>
Levels of Learning Outcomes

Divisional

Departmental

Programmatic

Activity

Each informs the other providing an intentional map of where and how learning occurs

Meents-DeCaigney & Manderino, DePaul
Level of Specificity and Reach

- University Goals
- Divisional Learning Outcomes
- Departmental Learning Outcomes
- Programmatic Learning Outcomes
- Activity Learning Outcomes

Learning gets more specific

Meents-DeCaigney & Manderino, DePaul
What do you expect your students to know and be able to do by the end of their education at your institution? And how is your program designed to contribute to that expected learning? What do you do in your programs to promote the kinds of learning and development that your institution seeks?
Outcomes

- Outcomes are more detailed and specific statements derived from the goals.
- These are specifically about what you want the end result of your efforts to be. In other words, what do you expect the student to know and do as a result of your one hour workshop; 1 hour individual meeting; website instructions; etc.

- It is not what you are going to do to the student, but rather it describes how you want the student to demonstrate what he or she knows or can do.
Constructing Learning Outcomes

- Outcomes use active verbs such as articulate, illustrate, conduct, synthesize, analyze, construct, etc.

- Depending on what level of learning you expect from your learning delivery method.
Another Take on Bloom

1. Knowledge = workshops
2. Skills = opportunities to apply
3. Attitudes/Values Clarification = facilitated reflection
4. Behavior Change = facilitated interventions
The A.B.C.D. Method

• A  Audience—Who is the learner?
• B  Behavior—What is the measurable behavior?
• C  Condition—Under what circumstances should the learner be able to perform?
• D  Degree—At what level does the behavior need to be performed?
A.B.C.D. Formula

Condition    Audience    Behavior    Degree

As a result of participating in the leadership workshop, first-year students will demonstrate three of the five leadership criteria.

How will they demonstrate this? Design an assessment measure!
The wording...

As a result of

BEHAVIOR
• Meeting
• Participating
• Working with

ACTIVITY
• Program
• Service
• Activity

Active Verb
• Demonstrate
• Identify
• Explain

Will be able to

Who
• Students
• Athletes
• Officers

EXPECTATION
• 50% improvement
• Average performance
• Pre-test post-test improvement

Measure
• Test
• Mock interview
• Portfolio
• etc

ADAPTED FROM BENTRIM-TAPIO
Key Things to Remember
(King, 2003; Komives & Assoc., 2003; Mentkowski & Assoc, 2000, Kuh et al., 2005; Astin, 1996; Bresciani et. al., 2009)

• Student learning must be intentionally designed
• Activities to support intentional student learning must be planned and made systematic
• Learning must be facilitated
The Iterative Assessment Cycle (adapted from Maki by Bresciani)

Gather evidence

Interpret evidence

Mission, Purpose, Goals, Objectives, Outcomes

How well do we achieve our actions?

Make decisions to improve programs, enhance student learning, inform institutional decision-making, planning, budgeting

Repeat
Given this context, what is the role that learning plays within the program for which you are responsible?

Where is the most appropriate place for you to contribute to student learning in your program?

What outcomes would best represent that learning?

How do you see your department outcomes linking to division outcomes?