Assessment Plan Terms and Resources
University Assessment Steering Committee

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 repeate*

REVISED Bloom's Taxonomy Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	• Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why	• Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate	• Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize	• Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme	• Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value	• Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory

Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Ba

Learning Outcomes

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EDLD 6548

WESTERN MICHIGAN UNIVERSITY

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

Learning Reconsidered 2

- Cognitive complexity
- Humanitarianism
- Civic engagement
- Practical competence
- Persistence and academic achievement
- Interpersonal and intrapersonal competence
- Knowledge acquisition, integration and application

AAC&U's Essential learning outcomes

- Knowledge of human cultures and the physical and natural world
- Intellectual and practical skills including inquiry, information literacy, and teamwork
- Personal and social responsibility, including civic knowledge and engagement and ethical reasoning and action
- Integrative and applied learning

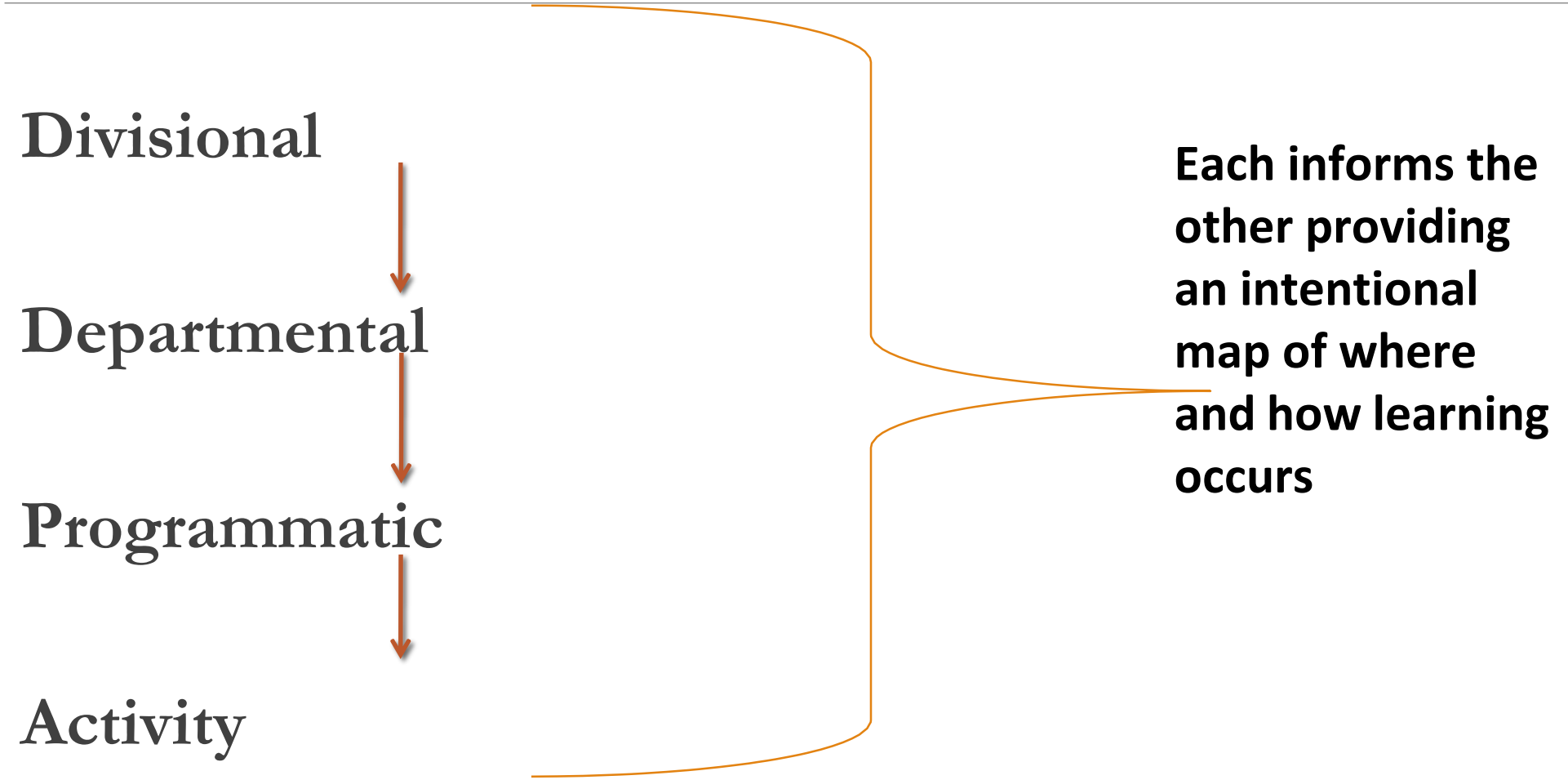
CAS

- Intellectual growth
- Enhanced self-esteem
- Career choices
- Leadership development
- Healthy behavior
- Collaboration
- Appreciating diversity
- Spiritual awareness
- Effective communication
- Realistic self appraisal
- Independence
- Social responsibility

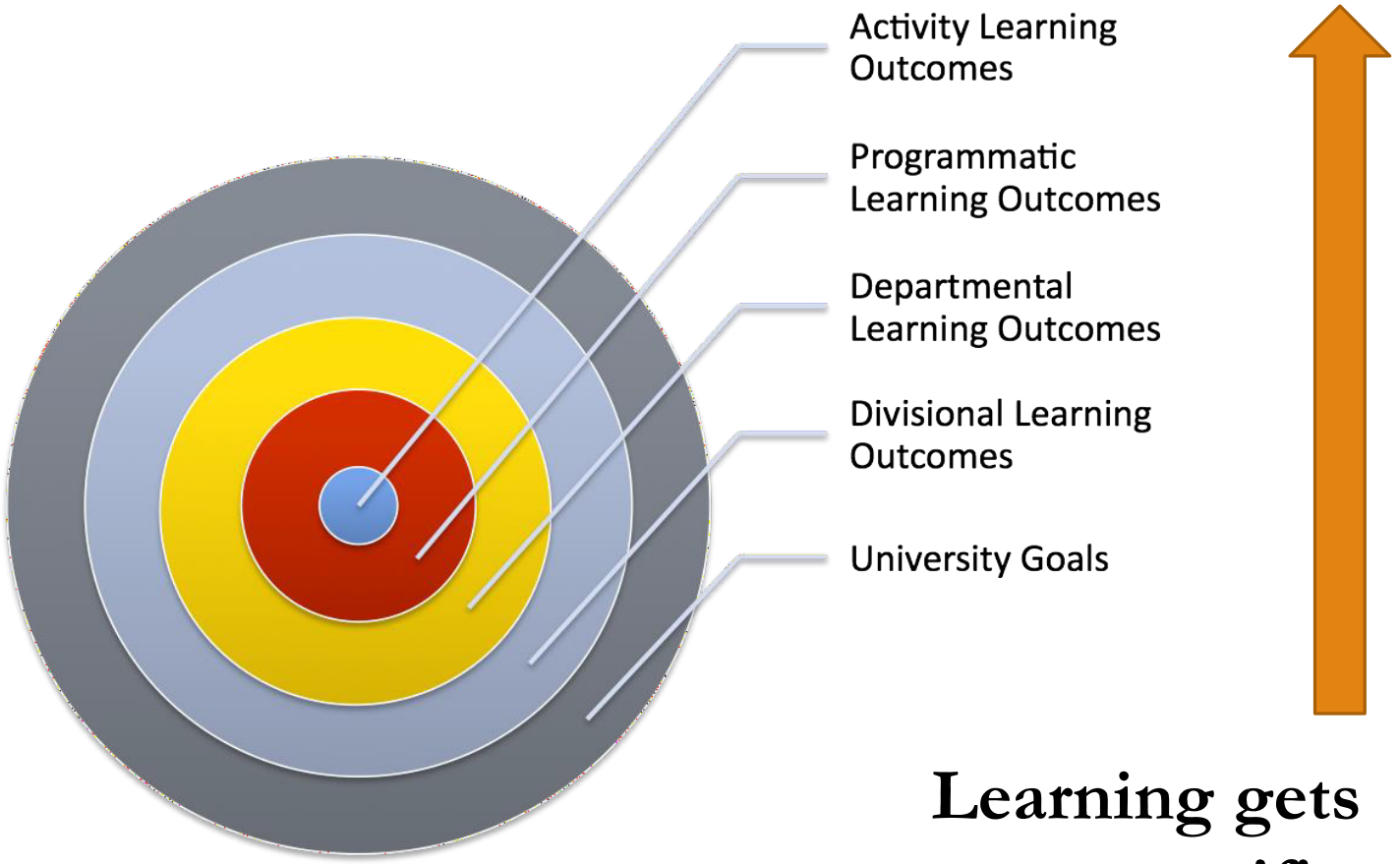
Learning Outcomes vs. Performance Metrics

Student Learning Outcomes	Performance Metrics
Derived from mission and purpose	Derived from description of the work of department
Measures contributions to student learning (was the experience transformative?)	Measure performance of the work (did students complete a task?)
Achievement = Effectiveness	Achievement = Productivity, Satisfaction or Accomplishment
Require criteria to define levels of effectiveness	Require criteria to define levels of performance
Individual and collective feedback to shape department programs and services	Individual feedback to shape department systems
Assessment: how effective were we?	Assessment: how well did we perform our tasks?
Is the train headed in the right direction?	Is the train on time?
Are students learning something?	Are students satisfied with our programs and services?

Levels of Learning Outcomes



Level of Specificity and Reach



Some Questions about Student Learning and Development

(Bresciani, Moore Gardner, & Hickmott, 2009)

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?

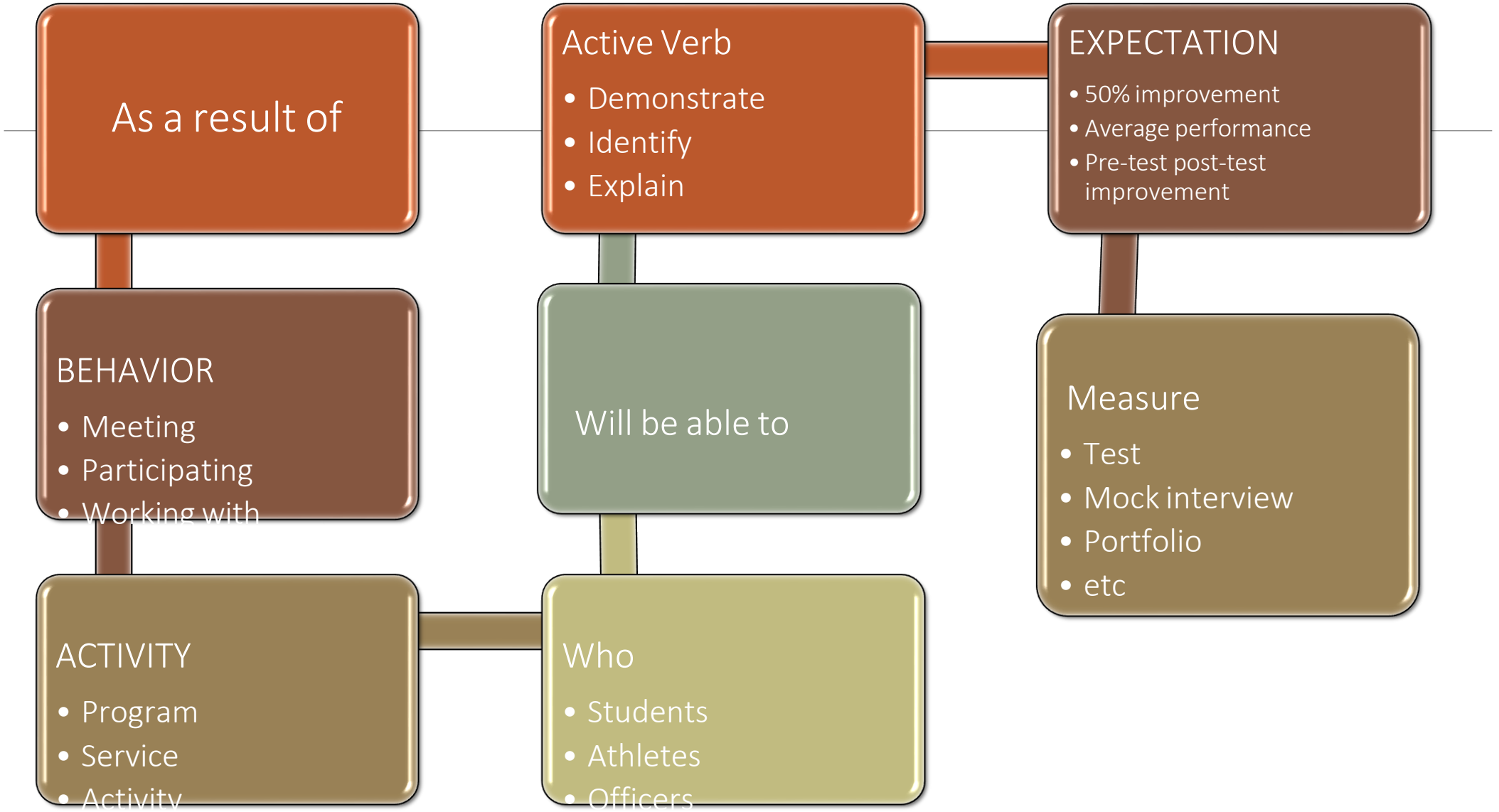
A.B.C.D. Formula

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…

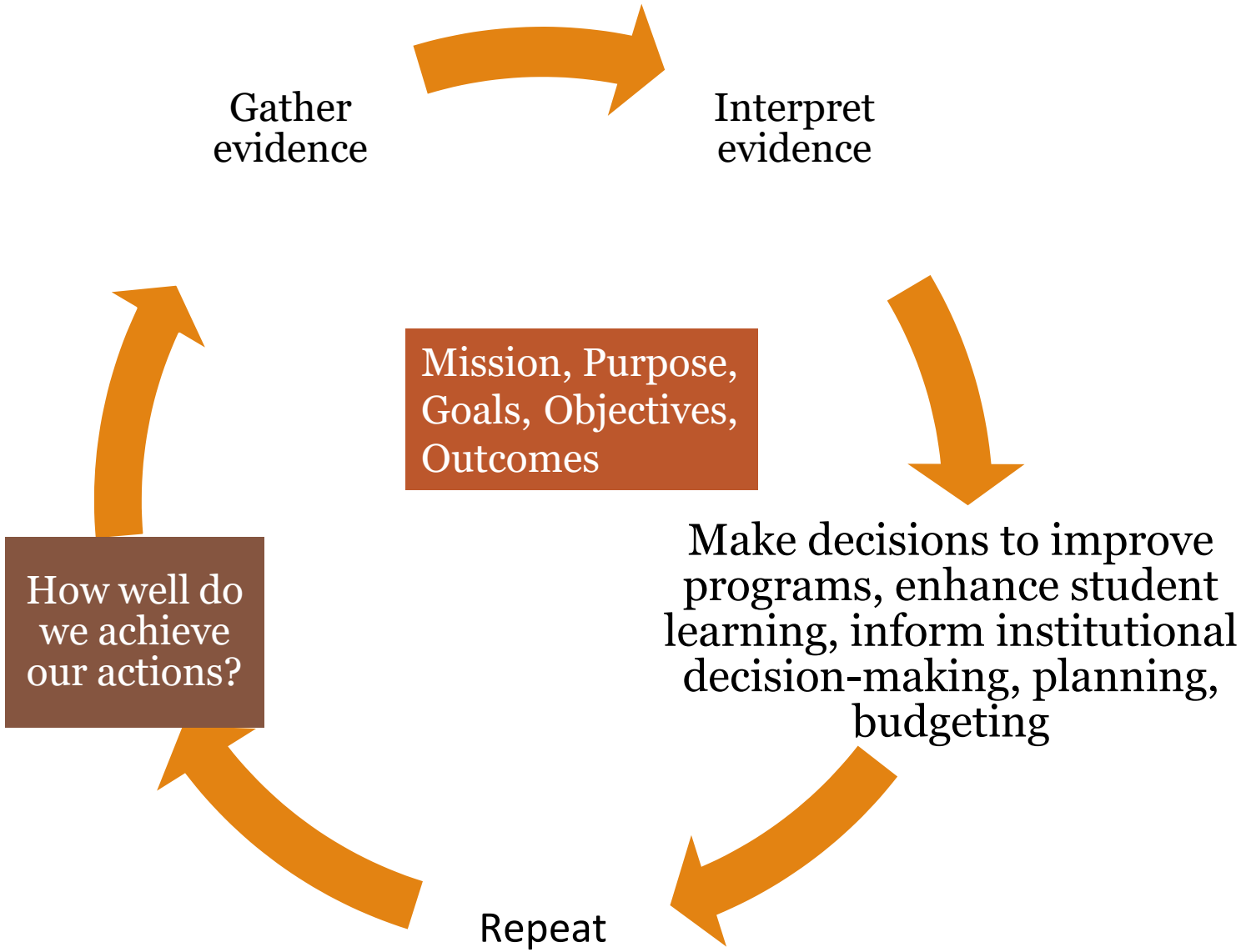

As a result of
Active Verb
• Demonstrate
• Identify
• Explain
EXPECTATION
• 50% improvement
• Average performance
• Pre-test post-test improvement
BEHAVIOR
• Meeting
• Participating
• Working with
Will be able to
Measure
• Test
• Mock interview
• Portfolio
• etc
ACTIVITY
• Program
• Service
• Activity
Who
• Students
• Athletes
• Officers

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)



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?