

ASSESSMENT 101: ACADEMIC ASSESSMENT EXERCISES

Date: _____ Your Name: _____ Program: _____

MISSION

Please enter your institutional mission statement below, or refer to a copy you brought with you.

Please enter your department mission statement below, or refer to a copy you brought with you.

Please enter your program mission statement below.

EXERCISE 1 – YOUR TURN: REVIEW YOUR MISSION STATEMENTS (p. 10)

Does your department mission support the institutional mission?

Does your program mission support the department mission?

GOALS

EXERCISE 2 – YOUR TURN: WRITE PROGRAM GOALS (p. 11)

Draft two or three program goals.

Review and revise the goals above, as needed.

Choose one program goal from the list above that you will use for today's work.

OUTCOMES METHOD I: TRADITIONAL

EXERCISE 3 – YOUR TURN: OUTCOMES (p. 17)

Enter your Level A (sticky note cluster) outcomes below.

Enter your Level B and Level C outcomes below.

Enter your focused Level C outcome below.

Write the first draft of your outcome statement below, then use the checklist below to review it.

Are the Guidelines Met?	Comments
<input type="checkbox"/> Support one or more long-term goals	
<input type="checkbox"/> Observable and measurable	
<input type="checkbox"/> Focus on knowledge & skills, not inputs or processes	
<input type="checkbox"/> Focus on knowledge and skills, not attitudes, beliefs, or affective measures	
<input type="checkbox"/> Consider gen ed, if relevant, within context of discipline	
<input type="checkbox"/> Consider external accreditation, if any	
<input type="checkbox"/> No multiple outcomes	
<input type="checkbox"/> Short and concise	
<input type="checkbox"/> Graduates should be able to _____	
<input type="checkbox"/> Seek assistance if an important outcome seems too vague or difficult to measure.	

Write your revised outcome statement below and use the checklist above to review it.

Write your final outcome statement below.

OUTCOMES METHOD 2: ALTERNATIVE

EXERCISE 4 – YOUR TURN: DQP OUTCOME (p. 25)

Write the name of a DQP outcome below.

Why do you believe this outcome is important to your program?

MEASURES

EXERCISE 5 – YOUR TURN: MEASURES (p. 31)

Write two direct measures and one indirect measure for your outcome, then use the checklist below to review them.

Are the Guidelines Met?	Comments
Three measures (two direct, one indirect?)	
Near the end of the program	
No unnecessary extra tests	
No course grades or course completions	
Overall assignment/test grade (may or may not be OK)	
Be specific.	
No long description.	
No multiple measures	
No pre-post measures.	
Try to get "bang for your buck."	

Write your revised measures, then use the checklist above to review them.

Write your final measures.

TARGETS

EXERCISE 6 – YOUR TURN: TARGETS (p. 34)

Write the first draft of a primary & secondary target for one direct measure and one indirect measure, use the checklist below to review them.

Are the Guidelines Met?	Comments
Directly related to the measure	
Written in correct format	
No course grades or completions	
No pre-post targets	

Write the revised draft of your targets, then use the checklist above to review them.

Write your final targets.

SAMPLING

EXERCISE 7 – YOUR TURN: SAMPLING (p. 37)

Write the sampling strategies for each of your measures, then use the checklist below to review them.

Are the Guidelines Met?	Comments
Before the fact.	
Reasonably representative sample.	
Program majors only.	
Written in correct form.	

Write the final sampling strategies for each of your measures.

ACTION PLANNING

EXERCISE 8 – YOUR TURN: ACTION PLAN FOR MEASURE 1 (POLICY DEVELOPMENT PROJECT) (p. 50)

Write one more action plan to address either the critical thinking or writing issues identified in the assessment results.

Action Plan 1.a

Short title

Brief description, with
rationale

Intended impact on
student learning

Action steps, and
person(s) responsible

Target for completion

Resources needed

STAKEHOLDERS

Who are your stakeholders? Common stakeholders for this process include advisory groups that support the program, employers, and the faculty from transfer or graduate/professional programs that accept your students. List any groups you consulted below.