

Work Up of Assessment Tools

UPC Dec 8, 2004

GPC Feb 8, 2005

TASKS TODAY

- A. Goals
- B. Objectives
- C. Traits
- D. Assessment Tools

Work Up of Assessment Tools

LEARNING GOALS of the DEGREE PROGRAM

A degree program must have at least one Learning Goal, and may have as many Learning Goals as the faculty deem wise. A Learning Goal is *a desired end state* of graduates. Ordinarily, a degree program has about 4 Learning Goals. Identification of the Learning Goal(s) will be accomplished in a multi-step manner. The last three steps will not be done today.

STEP ONE:

Working alone and in silence, each member of the Council shall identify 5 perceived Learning Goals for the degree program. Do not use sentences. Use at most five words per Learning Goal.

STEP TWO:

All perceived Learning Goals will be recorded and displayed for all Council members to see. Some clear favorites will emerge.

STEP THREE:

The Council will discuss what every perceived Learning Goal evokes.

STEP FOUR:

The Council will conduct a preliminary winnowing to the desired array of Learning Goal(s).

STEP FIVE:

The Council will begin work on Objectives and Traits, potentially revisiting the selection of and/or re-work the phrasing of the preliminary Learning Goal(s).

STEP SIX: *(to be completed on a later day)*

The Council will seek input from stakeholders (e.g., based on Mission Statement) prior to taking the preliminary Learning Goal(s) to the faculty for amendment and/or approval.

STEP SEVEN: *(to be completed on a later day)*

The Council will make its final selection and crafting of Learning Goal(s) for the degree program.

STEP EIGHT: *(to be completed on a later day)*

The Council presents its Learning Goal(s) to the degree program faculty for the amendment by and approval of the degree program faculty.

REMEMBER:

FIRST:

Grades are not assessment and assessment is not grading.

Both logic and the AACSB prohibit using either for the other.

SECOND:

Assessment is of the learning by an individual student.

If an assessment tool indicates a deficiency, then remediation is required.

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LEARNING GOAL(S) (*i.e., desired end state*) of the DEGREE PROGRAM

STEP ONE:

Working alone and in silence, each member of the Council shall identify 5 perceived Learning Goals for the degree program. Do not use sentences. Use at most five words per goal.

1. _____

2. _____

3. _____

4. _____

5. _____

Work Up of Assessment Tools

OBJECTIVES of each degree program LEARNING GOAL:

Each Learning Goal (*i.e., desired end state*) must have one or more Objectives (*i.e., major student actions*). Each Objective must have one or more measurable Traits (*i.e., discrete student actions*) that are assessed using Standards (*i.e., criteria for monitoring the discrete student actions*).

Each Objective must have at least one Assessment Tool. But, a single Assessment Tool may be used to assess more than one Objective. Each core course ought to host at least one Assessment Tool.

As with the crafting the Learning Goals, identifying the Objectives for each Learning Goal is a multi-step process. The steps are similar. However, broad stakeholder input on Objectives is less critical since most stakeholders will lack assessment expertise. For Objectives, Traits, and Standards those stakeholders with assessment expertise need to be consulted.

STEP ONE:

Working alone and in silence, each member of the Council shall identify 5 perceived Objectives for a single Learning Goal. Do not use sentences. Use at most five words per Objective.

STEP TWO:

All perceived Objective will be recorded and displayed for all Council members to see. Some clear favorites will emerge.

STEP THREE:

The Council will discuss what every perceived Objective evokes.

STEP FOUR:

The Council will conduct a preliminary winnowing to the desired array of Objective(s).

STEP FIVE:

The Council will begin work on Traits and the Standards for each Trait, potentially revisiting the selection of and/or re-work the phrasing of the preliminary Learning Goal(s) and/or Objectives.

STEP SIX: *(to be completed on a later day)*

The Council will seek input from stakeholders with expertise with assessment prior to taking the Objectives to the faculty for amendment and/or approval.

STEP SEVEN: *(to be completed on a later day)*

The Council will make its final selection and crafting of the Objectives for the Learning Goal(s) for the degree program.

STEP EIGHT: *(to be completed on a later day)*

The Council presents its Objectives for the Learning Goal(s) to the degree program faculty for the amendment by and approval of the degree program faculty.

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STEP ONE:

Working alone and in silence, each member of the Council shall identify 5 perceived Objectives for a single Learning Goal. Do not use sentences. Use at most five words per Objective.

1. _____

2. _____

3. _____

4. _____

5. _____

Work Up of Assessment Tools

TRAITS and STANDARDS for measuring attainment of an OBJECTIVE:

Each Learning Goal (*i.e., desired end state*) must have one or more Objectives (*i.e., major student actions*). Each Objective must have one or more measurable Traits (*i.e., discrete student actions*) that are assessed using Standards (*i.e., criteria for monitoring the discrete student actions*).

Each Objective must have at least one Assessment Tool. But, a single Assessment Tool may be used to assess more than one Objective. Each core course ought to host at least one Assessment Tool.

As with the crafting the Learning Goals, identifying the Traits and Standards for each Objective is a multi-step process. The steps are similar. However, broad stakeholder input on Objectives is less critical since most stakeholders will lack assessment expertise. For Objectives, Traits, and Standards those stakeholders with assessment expertise need to be consulted.

After each Trait is identified, the cycle of steps is repeated to identify the Standards.

STEP ONE:

Working alone and in silence, each member of the Council shall identify 5 perceived Traits for a single Objective. Do not use sentences. Use at most five words per Trait.

STEP TWO:

All perceived Traits will be recorded and displayed for all Council members to see. Some clear favorites will emerge.

STEP THREE:

The Council will discuss what every perceived Trait evokes.

STEP FOUR:

The Council will conduct a preliminary winnowing to the desired array of Traits(s)

STEP FIVE:

The Council will begin work on Standards for each Trait, potentially revisiting the selection of and/or re-work the phrasing of the preliminary Learning Goal(s) and/or Objectives and/or Traits.

STEP SIX: *(to be completed on a later day)*

The Council will seek input from stakeholders with expertise with assessment prior to taking the Traits and Standards to the faculty for amendment and/or approval.

STEP SEVEN: *(to be completed on a later day)*

The Council will make its final selection and crafting of the Traits and Standards for the Objectives for the Learning Goal(s) for the degree program.

STEP EIGHT: *(to be completed on a later day)*

The Council presents its Traits and Standards for the Objectives for the Learning Goal(s) to the degree program faculty for the amendment by and approval of the degree program faculty.

This is in the form of the Assessment Tool

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