



Write One, Measure Two...

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Presentation Overview

- Building on the Previous Presentation
- Overview of Outcomes
- Overview of Mapping
- Questions



The Assessment Cycle (Bresciani, 2003)

- The key questions...
 - What are we trying to do and why? or
 - What is my program supposed to accomplish?
 - How well are we doing it?
 - How do we know?
 - How do we use the information to improve or celebrate successes?
 - Do the improvements we make work?

The Iterative Systematic EBDM Cycle

Adapted from
Peggy Maki, Ph.D. by
Marilee J. Bresciani, Ph.D.





Mission Statement

- “In just a few sentences, a mission statement needs to communicate the essence of your organization to your stakeholders and to the general public.” - Fund Raising Made Simple
- It can come from your strategic planning initiatives or from your Division, institution, or unit plan
- It can also come from your professional organization (e.g., ACUHO-I, ACU-I, CAS)

Goals

- They are broad, general statements of [1] what the program wants students to be able to do and to know or [2] what the program will do to ensure what students will be able to do and to know.
- They are evaluated directly or indirectly by measuring specific outcomes related to the objective.
- They are related to the mission and objectives of the department and college in which the program resides, and to the mission and objectives of the University.



Example Program Goal

- To provide students with opportunities to develop their leadership skills



Other Examples

1. Expand the academic emphasis in the residence halls
2. To encourage life long learning
3. Students will appreciate their diverse environment
4. Students will learn sound study skills



Other Examples, Cont.

- To provide students with opportunities to develop their communication skills.
- To provide students with opportunities to develop ethical decision making systems.
- To provide students with opportunities to develop global and cultural awareness.

Ask these Questions about your Goals

- Is it meaningful?
- Is it important?
- Is it a broad, general statement of either what the program wants students to be able to do and to know or what the program will do to ensure what students will be able to do and to know?
- Is it related to my department or program mission and objectives?
- Is there an accompanying outcome to measure this objective?

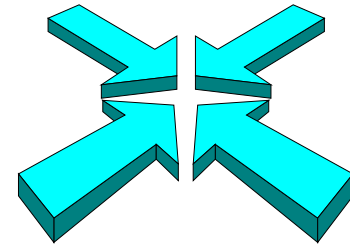


Write Down the Appropriate

Goal for
Your Program



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. **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.
- They use active verbs such as articulate, illustrate, conduct, synthesize, analyze, etc.

Additional Assistance

Constructing Learning Outcomes: Bloom's Taxonomy

- <http://www.teachers.ash.org.au/researchskills/dalton.htm>
- http://www.kent.wednet.edu/KSD/MA/resources/blooms/teachers_blooms.html
- <http://www.coun.uvic.ca/learn/program/handouts/bloom.html>
- Terms: construct, locate, dissect, categorize, compose, invent.....



Outcomes, Cont.

- Make a conscious decision to articulate outcomes that infer pre- and post-tests
- Make a conscious decision to be held responsible for behavior
- Remember that your outcomes may look different for your various constituents - - you may want to start with your more manageable population first, such as your graduate assistants



Outcomes, Cont.

- Regardless of whether your goals are top down – the outcome is where you operationalize the goal. Therefore, the outcome or end result of the doing allows you to “personalize” the goal to your own program.



Example Outcomes

- Students will be able to write mathematical proofs accurately.
- Students will be able to accurately apply ANOVA and accurately interpret the results.
- Students will debate whether macro or micro economic principals are present in each business case study.



Examples of Outcomes

1. Students will be able to compare and contrast various aspects of 14th century Italian art with Post-Renaissance Art.
2. Students will critique what is not working in an assigned chemical interaction experiment in the lab.
3. Students will apply statistical calculations in SAS to the problems identified in their senior capstone projects.

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Example of Program Outcomes

- The Department of English will increase their diverse applicant pool by 50%.
- The Department of Chemistry will increase its grant proposal submissions by 25%.
- The Department of Biology will respond to academic advising requests of students within 24 hours of their walk-in time.
- The Department of Chemical Engineering will have full scholarship award letters out to the on-time complete applicants by January 15th.

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Questions to Ask Yourself About Outcomes

- Is it measurable/identifiable?
- Is it meaningful?
- Is it manageable?
- Who is the target audience of my outcome?
- Who would know if my outcome has been met?
- How will I know if it has been met?
- Will it provide me with evidence that will lead me to make a decision for continuous improvement?

Articulate your Outcomes:

Refine At Least
One of Your
Outcomes



After you have articulated
your outcomes...

Make sure You have a program
that can actually deliver the
outcome

e.g., planning



Before Choosing an Assessment Method...

- Think about what meeting the outcome looks like
 - Be sure to describe the end result of the outcome by using active verbs
 - This helps articulate the criteria for identifying when the outcome has been met
- Describe how your program is delivering the outcome
 - There may be clues in the delivery of the outcome that help you determine how to evaluate it



Another Approach...

- Diagram or map which activity, program, project, or workshop is delivering or is producing each intended outcome.
 - Once you have identified how you are delivering each outcome, you can list out the activities and literally map them to the outcomes, which they are delivering.

An Example of an Outcome Delivery Map

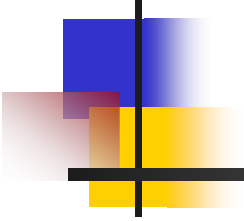
	Activity/Project/Workshop 1	Activity/Project/Workshop 2	Etc.	Etc.
Outcome 1				
Outcome 2				
Outcome 3				
Etc.				

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**Determine if the activities,
workshops, and/or projects,
are useful and appropriate in
achieving your stated
outcome.**





**Identify the embedded
artifact or naturally occurring
assessment technique in the
delivery of the activities,
workshops, and/or projects.**





Choose an Outcome and

Work through this Process



Questions?





Resources

- Your own website –
<http://assessment.udel.edu>
- Each Other
- University Planning and Analysis (UPA) Assessment website
 - <http://www2.acs.ncsu.edu/UPA/assmt/>
- <http://assessment.tamu.edu>



One Minute Evaluation

- What is the most valuable lesson that you learned from this workshop?
- What is one question that you still have?
- What do you think is the next step that your department/program needs to take in order to implement systematic program assessment?

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