
IPFW Assessment Workbook

A Supplement to the IPFW Assessment Handbook



Overview

The IPFW Assessment Workbook provides departments and programs a set of resources to support their assessment effort. These resources guide academic departments in designing an assessment strategy for their program and implementing the strategy to complete the Annual Assessment Report. The worksheets can also be downloaded in a fillable pdf file on the Office of Assessment website.

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Director of Assessment

ASSESSMENT

INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE



Overview of Resources

Part One: Developing Student Learning Outcomes:

The worksheets in Part One are designed to help develop high quality, assessable Student Learning Outcomes (SLO's) for your program. To complete, think in terms of what you expect students to know, be able to do, or value at the end of your academic program.

Part Two: Mapping Student Learning Outcomes:

The worksheets in Part Two support two alternative approaches to mapping programmatic SLO's to courses or other student experiences. Each of the approaches help a program identify how student knowledge, skills, and attitudes are expected to develop as they progress through a program. Identifying the level of learning expected at particular points in time in a student's matriculation through a program supports designing assessment strategies that have the potential to identify changes in the planned learning environment focused on improving the likelihood students reach the expected level of learning relative to student learning outcomes at the end of the program.

Part Three: Assessment Plan Template:

The Assessment Plan Template is designed to help departments describe how student learning will be assessed. It describes how and when SLO's will be assessed, identifies the type of assessments that will be delivered, defines the metrics for measuring student learning, and describes how assessment results will be used to improve the academic program's impact on student learning. It also organizes assessment by SLO's and presents an assessment schedule that ensures all SLO's are assessed, results are used to plan innovations, and innovations are re-assessed in a three year to five year cycle.

Part Four: Annual Report Outline:

The Annual Report Outline provides a recommended format for completing the annual assessment reporting requirements. It is designed for easy transfer to either an assessment data base or assessment management software package.

Part Five: Tracking the Impact of Assessment Driven Innovations:

The last resource provides a form to describe, track, and report on the impact of assessment driven changes.

Part One: Developing Student Learning Outcomes:

The worksheets in Part One are designed to help develop high quality, assessable Student Learning Outcomes (SLO's) for your program. To complete, think in terms of what you expect students to know, be able to do, or value at the end of your academic program.

Resource 1b: Revised Bloom's Taxonomy

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	<ul style="list-style-type: none"> • Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why 	<ul style="list-style-type: none"> • Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate 	<ul style="list-style-type: none"> • Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 Bacon.

Worksheet 1b: Developing Student Learning Outcomes

List expected knowledge and skills developed in Worksheet 1	Assign the level of learning expected at graduation using action verbs from Anderson & Krathwohl (2001)	Programmatic Student Learning Outcome Statement

Worksheet 1c: Writing Assessable Student Learning Outcomes Statements

The statement of a programmatic learning outcome can be expressed as a statement including these elements:

Upon Completion of the program, students will be able to (action verb(s) denoting level of learning) + (object describing what students should be able to demonstrate or produce).

For example, across a number of disciplines, an expectation of graduates is an ability to use and analyze data to inform decisions. A generic programmatic student learning outcome for this expectation might be:

Upon graduation, students will *analyze and interpret (action verb) data to produce meaningful conclusions and recommendations (product).*

Statement Form (Fill in the Blanks)

Upon completing my program students will:

to

as evidenced by (optional statement)

Part Two: Mapping Student Learning Outcomes:

The worksheets in Part Two support two alternative approaches to mapping programmatic SLO's to courses or other student experiences. Each of the approaches help a program identify how student knowledge, skills, and attitudes are expected to develop as they progress through a program.

Identifying the level of learning expected at particular points in time in a student's matriculation through a program supports designing assessment strategies that have the potential to identify changes in the planned learning environment focused on improving the likelihood students reach the expected level of learning relative to student learning outcomes at the end of the program.

Part Three: Assessment Plan Template:

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3.1 Description of Department's Assessment Model:

In the box below, describe how the department/program is assessing student progress to Programmatic SLO's at key common points in matriculation to degree (Appendix D, Section IV)

3.2 Measures:

In the table below, describe when the assessment occurs, expected level of achievement relative to the outcome, and the measure used to evaluate student performance.

(Paste Programmatic SLO in this Space)

When Assessment Occurs	Expected Level of Learning	Measure

(Paste Programmatic SLO in this Space)

When Assessment Occurs	Expected Level of Learning	Measure

(Paste Programmatic SLO in this Space)

When Assessment Occurs	Expected Level of Learning	Measure

(Paste Programmatic SLO in this Space)

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When Assessment Occurs	Expected Level of Learning	Measure

(Paste Programmatic SLO in this Space)

When Assessment Occurs	Expected Level of Learning	Measure

(Paste Programmatic SLO in this Space)

When Assessment Occurs	Expected Level of Learning	Measure

3.3 Description of Metrics of Rubric for each Assessment:

In the box below, describe the metrics or rubrics used to evaluate student progress to Programmatic SLO's at key common points in matriculation to degree (Appendix D, Section IV)

3.4 Dissemination and Planned Improvements Plan:

In the box below, describe how you will use the assessment findings to improve the program and who you will communicate your findings to.



Part Four: Annual Report Outline:

The Annual Report Outline provides a recommended format for completing the annual assessment reporting requirements. It is designed for easy transfer to either an assessment data base or assessment management software package.

- Section 1: Student Learning Outcomes for the Program (SD 15-6 Appendix D Section I)
- Section 2: Curricular Maps
 - A. Map of Programmatic SLO's to Baccalaureate Framework (Appendix D, Section II)
 - B. Map of Programmatic SLO's to Identified "core courses" in the curriculum (Appendix D, Section III)
- Section 3: Assessment Plan
 - A. Description of Department's Assessment Model (see Blackboard, Workshop 1) – How is the department assessing student progress to Programmatic SLO at key common points in matriculation to degree (Appendix D, Section IV)
 - B. Measures Used (Appendix D, Section IV)
 - C. Rubrics or Evaluation Metrics Descriptions
 - D. Description of Plan for Disseminating and Using Findings for Programmatic Learning Improvement
- Section 4: Assessment Results
 - A. Current Year Assessment Findings (Appendix D, Section V)
 - B. Proposed Changes to Address Findings (Appendix D, Section V)
 - C. Prior Year Assessment Findings and Description of Changes Made (Appendix D, Section IV)
 - D. Assessment Findings for Curricular Changes Made Appendix D, Section V)
- Section 5: Conclusions, Next Steps, and Communication (Appendix D, Section V and Section VI)

Part Five: Tracking the Impact of Assessment Driven Innovations:

The last resource provides a form to describe, track, and report on the impact of assessment driven changes.

Worksheet 5b: Disseminating Assessment Results and Planned Interventions/ Innovations

(In the text box below, summarize your assessment findings to draw conclusions and describe the cumulative impact of assessment on student learning to date. Discuss your plans for assessment informed interventions or innovations to improve student learning and success. Finally, describe how you will share and solicit input from internal and external constituents.
