Assessment Loop Critique Exercise Guide

I. ARTICULATION OF GOALS AND OBJECTIVES
   a. Are the departmental learning goals and objectives appropriately written?
      i. Do departmental learning objectives describe what a student will be able “to do” rather than what was taught or presented?
         1. Writing example: present coherent/logical claims; clearly organize links between claims and support; use standard American English;
         2. Ecology example: critically review and synthesize the findings in scientific literature and make appropriate ecological recommendations based on current knowledge;
         3. Math example: given data, students will analyze information and create a graph that is correctly titled and labeled, appropriately designed, and accurately emphasizes the most important data content;”
      ii. Verb context: “Demonstrating an understanding of” or “demonstrating an awareness of” are difficult to measure and would not normally be appropriate for a learning objective. However, “demonstrating successful venepuncture” in a nursing course would be appropriate.
   b. Do the goals take into account the three dimensions of student learning (and the spectrum from “basic” to “sophisticated” within each)…Bloom’s Taxonomy?
      i. cognitive—what students know
      ii. affective/attitudinal—how students feel or what they care about
      iii. behavioral—what students can do
   c. Do the objectives suggest assessments?
   d. M& M: Are the objectives meaningful and measurable?

II. LEARNING STRATEGIES

III. ASSESSMENT OF LEARNING
   a. Are there multiple measures?
   b. Are there both direct and indirect measures?
   c. Quantitative and qualitative measures?
   d. Are embedded assessments specifically aligned with departmental learning objectives?
   e. Are there useful non-embedded assessments to consider?
   f. Are the assessments appropriate for the level (institutional/departmental) of the objectives?
g. Is the approach to assessment—value added or standards based—reflected appropriately in the measure?

h. What kind of benchmark is appropriate?
   i. Exceeding some minimum standard?
   ii. Measuring level of success for comparison to other groups?
   iii. Documenting value added (improvement)?

i. Have the implications of particular benchmarks been considered?
   i. e.g. What are the educational implications for seeking a certain level of graduate school attendance?

j. Is the rubric appropriate for the objectives?
k. Would different measures than the ones selected been better choices?

IV. USING THE RESULTS
a. Is the finding reasonable/conclusive?
b. Is the plan for using the results appropriate?
c. If the results are to be used for monitoring, is the monitoring appropriate?
   i. Should students at different points in their education (first year/soph/etc.) be compared?
   ii. Should students at the same point in their educational careers (senior classes) be compared across time?
   iii. Should a single group or cohort be followed over time to document improvement?
d. Is the loop complete?