

# Demonstrating Graduate Attribute Achievement



AMEGA 2018, EGAD Workshop #2  
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# Workshop Outcomes

1. Describe the necessary elements to provide evidence that students possess attributes.
2. Describe the benefits and challenges to developing progression-based expectations in a program.



**3.1.5 Assessment Results:** “At least one set of assessment results must be obtained for all twelve attributes over a cycle of six years or less. The results should provide clear evidence that the graduates of a program possess the attributes or that remedial action is in progress.”

At least **one set of**  
**assessment results**  
must be obtained for all twelve attributes  
over a cycle of six years or less.

The results should **provide clear**  
**evidence that graduates** of a  
program **possess the attributes**

# Group Activity

1. What does **“a set of assessment results”** mean to you?
2. What does **“clear evidence of possessing an attribute”** mean to you?

## To break it down...

-HEIs are tasked with demonstrating that a program provides students with prescribed attributes at the time of graduation.

-HEIs choose learning activities, levels of assessment, frequency of assessment, compliance indicators, assessment tools, and compile assessment results.

-HEIs establish compliance criteria, validate data, engage stakeholders, and determine what changes, if any, are required to be made to the curriculum or assessment processes/assumptions.

-It is expected that HEIs are able to demonstrate that a reasonable percentage of students satisfy the compliance standard established by the HEI at graduation



## Clear evidence must demonstrate

1. Program compliance with no curriculum or process changes.
2. Program compliance with curriculum and/or process changes.
3. Program non-compliance with curriculum changes and/or process changes.
4. Processes are in place to clearly demonstrate compliance or non-compliance improvements.
5. Clear evidence is measured by demonstrating that processes are in place to ensure program compliance with necessary curriculum and/or process changes.

# Reasonable Percentage

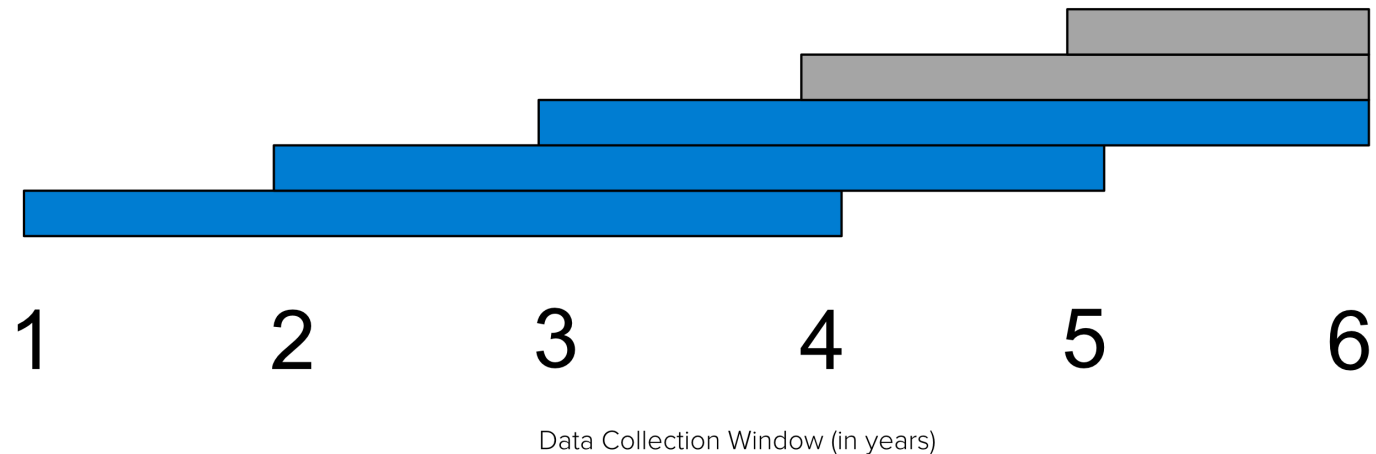




# Set of assessment results

## A cohort-based set for data collection

In a six-year data collection window, the average time between visits, programs have the opportunity to collect assessment results for three cohorts (blue bars), three-quarters of a fourth cohort and half of a fifth cohort (grey bars).



# Clear Evidence

“Evidence which is **positive, precise and explicit**, as opposed to ambiguous, equivocal, or contradictory proof, and which tends **directly to establish the point** to which it is adduced, instead of leaving it a matter of conjecture or presumption, and is sufficient to make out a prima facie case.”

# Possessing an Attribute

## Graduate Attribute

Graduate attributes are the **qualities, skills and understandings** students should develop over a program, as set by the profession.

## Indicator

Indicators are program level learning outcomes that **describe what the student should demonstrate** for an attribute

# Life-long Learning: Information Evaluation

Verb: Sets the level of expectation

Content: Descriptions of what students do



**Critically evaluates** information for authority, currency,  
and objectivity **working independently on a research  
project.**



**Context: conditions/setting by which students demonstrate  
the outcome**

# Example: Attributes and Indicators

## Graduate Attribute

### Lifelong learning

An ability to identify and address their own educational needs in a changing world in ways sufficient to maintain their competence and to allow them to contribute to the advancement of knowledge



### The student:

Critically evaluates information for authority, currency, and objectivity when referencing literature.

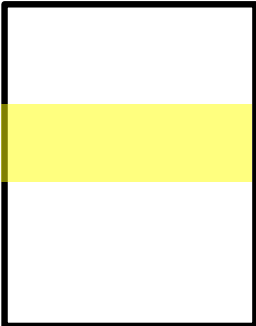
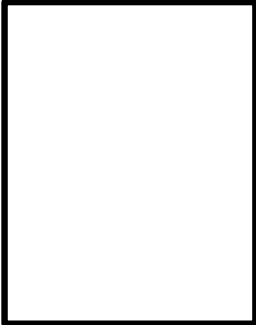
Identifies gaps in knowledge and develops a plan to address them

Describes opportunities for future professional development.

Uses information ethically and legally to accomplish a specific purpose

## Indicators

# Student Artifact



mistakes are more likely. If the average time of the A groups is different than the average time of the B groups, we can say that alcohol impacts conformity. We would expect the results to be similar in order for the test to be reliable, and if other tests exist on peers and alcohol influencing conformity, we would need them to have similar results for the test to be reliable. In our analysis we would want to verify our experiment truly measured what we wanted it to in order for it to be valid. Once we determined that there were similar results across trials (test-retest reliability), the observers same to the same results when watching the other tapes (inter-tester reliability), the

The results should **provide clear**  
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**Indicators**

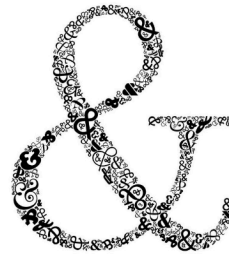
**Performance  
Criteria**

**Student  
Artifact**



**GA**

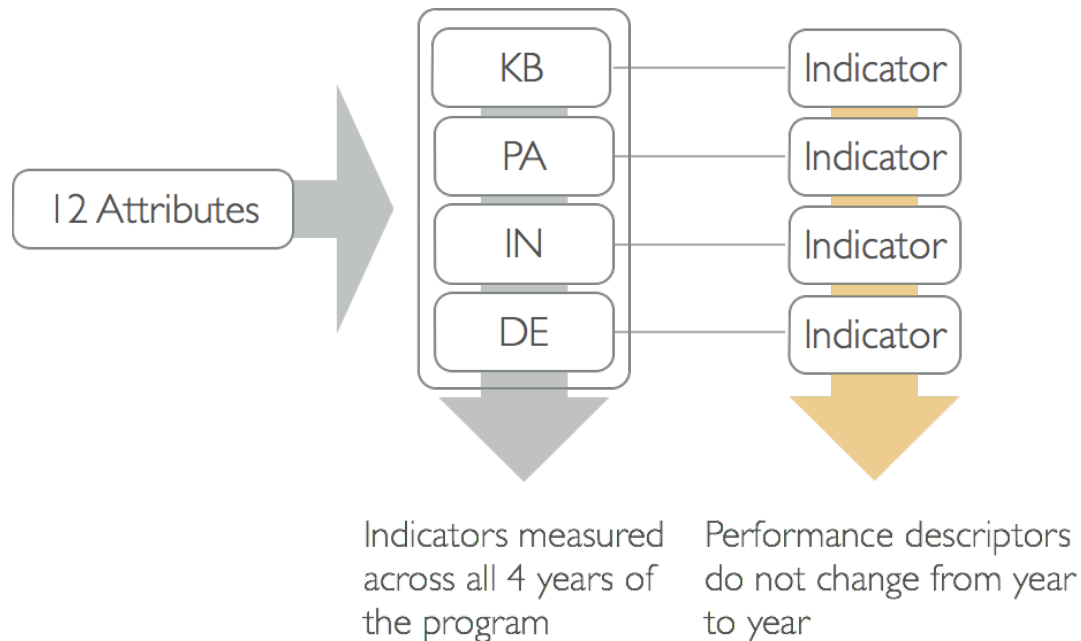
**Graduate  
Attributes**



**CI**

**Continuous  
Improvement**

# Indicator Structure: Unlevelled

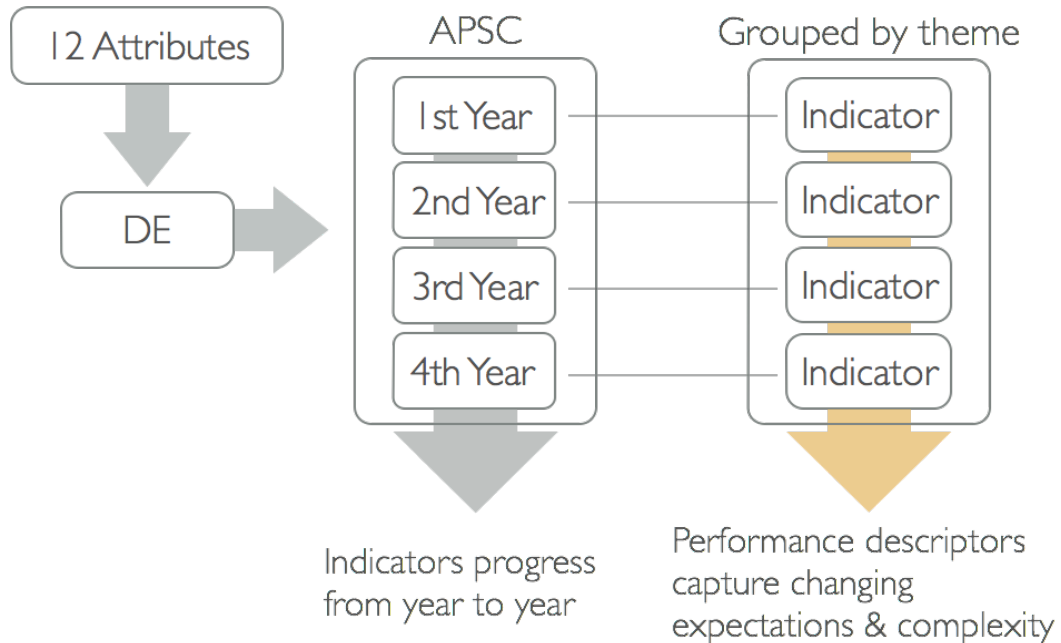


## Design

## Year 4

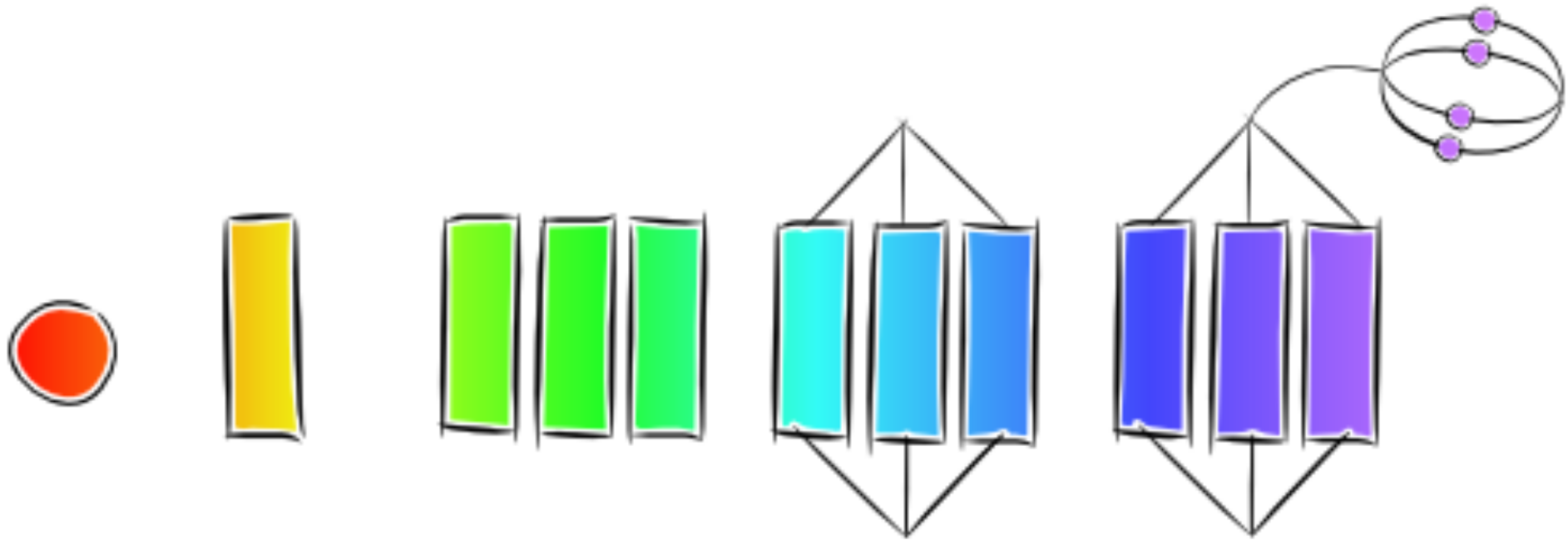
Follows appropriate iterative design process utilizing multiple methods; applying technical knowledge, creativity, analysis and justifiable decision making as required

# Indicator Structure: Levelled



|                         | <b>Year 1</b>   | <b>Year 2</b>  | <b>Year 3</b>  | <b>Year 4</b>   |
|-------------------------|---|--|--|---|
| <b>Design Indicator</b> | Follows a general design process to design system, component, or process to solve open-ended complex problem. | Employ and apply design processes and tools with emphasis on early stages (problem definition, creative thinking processes for idea generation and decision making) on multi-disciplinary and disciplinary projects. | Applies technical knowledge, models/simulations, and/or appropriate computer aided design tools with iteration to analyze and construct potential design solutions to complex open-ended problems. | Follows appropriate iterative design process involving knowledge, creativity, justifiable decision making, analysis, and tools. |

# Progression



# WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)



## Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

|  | Capstone<br>4   | Milestones  |  | Benchmark<br>1  |
|--|---|---|--|---|
|  |   | 3   | 2  |   |
| <b>Context of and Purpose for Writing</b><br><i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>                                 | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.  | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).          | Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). |
| <b>Content Development</b>   | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.  | Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.  | Uses appropriate and relevant content to develop and explore ideas through most of the work.   | Uses appropriate and relevant content to develop simple ideas in some parts of the work.  |
| <b>Genre and Disciplinary Conventions</b><br><i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i> | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation                             | Attempts to use a consistent system for basic organization and presentation.  |
| <b>Sources and Evidence</b>  | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing   | Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.  | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.             | Demonstrates an attempt to use sources to support ideas in the writing.   |
| <b>Control of Syntax and Mechanics</b>   | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.   | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.  | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.  | Uses language that sometimes impedes meaning because of errors in usage.  |

# Group Activity

1. What are the **advantages and disadvantages** of levelled vs unlevelled indicators ?
2. What would be the **process and the people involved** to create a year-by-year expectations in your program?