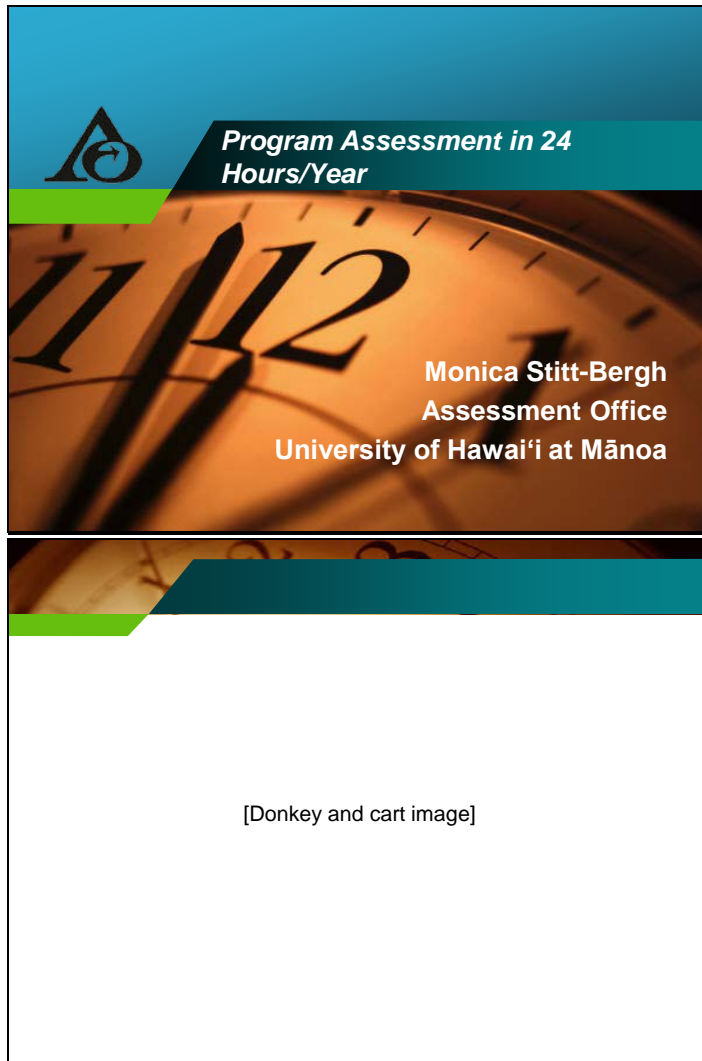


Workshop PowerPoint slides
Handout

pages 1-16
pages 17-19





Aha!

Agenda

1. Outcomes for Today
2. Rationale for Program Assessment
3. Program Assessment Defined
4. Guiding Principles
5. Plans/Blueprints
6. Final Thoughts
7. Q&A

Outcomes for Today

You will be able to

1. Break the assessment cycle into manageable parts.
2. Create a timeline for your program to complete the assessment cycle.
3. Explain the purpose of program assessment.



Rationale for Program Assessment

I teach _____.

Graduates of my program
know _____ and can _____.

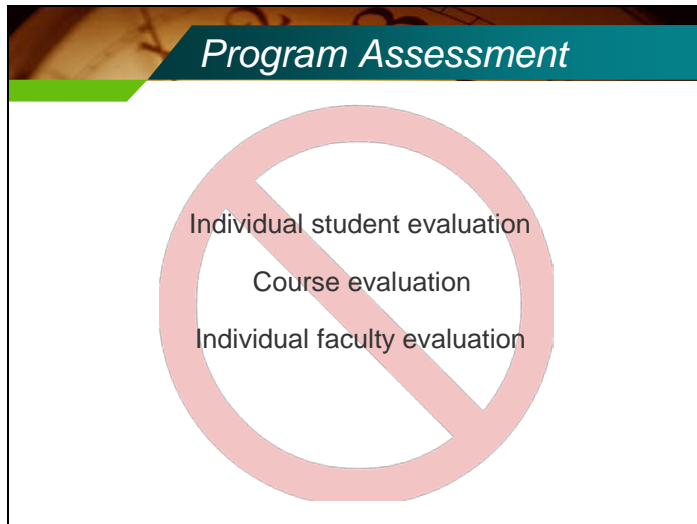
Rationale for Program Assessment

[boy teaching dog to whistle cartoon]

Support for Program Assessment



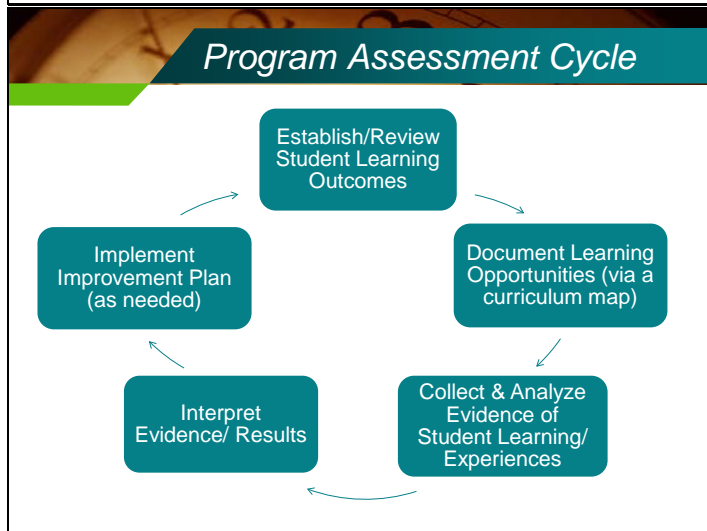
Hawai'i Hall 107
<http://manoa.hawaii.edu/assessment/>



Program Assessment Defined

“The systematic collection, review, and use of information about educational programs... for the purpose of improving student learning and development.”

(Palomba & Banta, 1999)





Guiding Principles

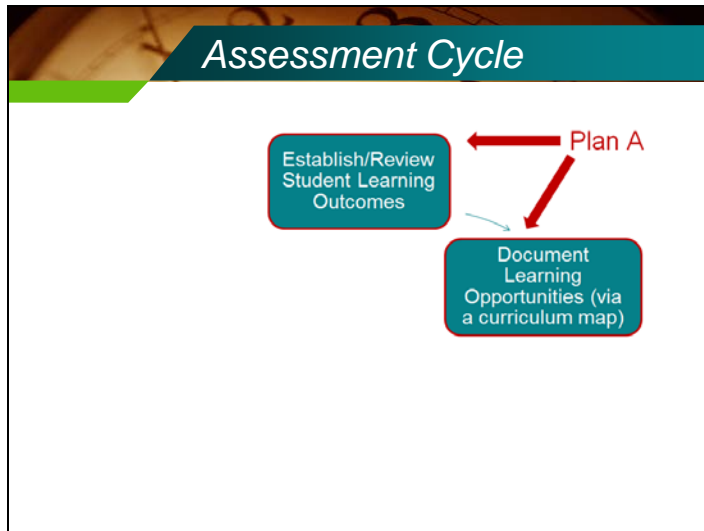
Break the cycle into parts.

Guiding Principles

Concerted effort = student success.

Guiding Principles

Program assessment illuminates.



- ### Plan A Steps 1 & 2: SLOs
- SLO = Student Learning Outcome
- Materials
 - Handout from Assessment Office
 - Starting point:
 - SLOs from other institutions
 - Syllabi with course SLOs
 - Program mission statement
 - College SLOs
 - Professional association/accreditation SLOs
 - Laptop, projector, screen
 - Skilled, quick, smart typist

Tips: Faculty Meetings

Structured faculty collaboration



Tips: Faculty Meetings

- Open to all faculty
 - Include students and staff
 - Consider inviting alumni, employers, advisors
- Ensure key players are present
 - Assessment committee members
 - Curriculum committee members
 - Those who teach required courses
 - Those who oversee internships, etc.

Tips: Faculty Meetings

- External facilitator may be needed
- Give everyone a voice
 - Individual and small group activities
 - Dot voting
 - Ground rules

Plan A Step 4-5. Curriculum Map

*A graphical illustration
of the relationship
between courses/requirements
and the program's SLOs.*

The image shows a curriculum map grid. A blue arrow labeled 'SLOs' points to the top row of the grid. A red arrow labeled 'Requirements (courses, internships, etc.)' points to the first column of the grid. The grid contains various letters and symbols representing course requirements for different SLOs.

Plan A Step 4-5. Curriculum Map

- Complete the curriculum map.
- Faculty analyze the map:
 - Do students have sufficient opportunities to master the SLOs?
 - Can a student “skip” any of the SLOs?

Assessment Cycle

Collect & Analyze
Evidence of
Student Learning/
Experiences

Plan B



Plan B Step 1: Assessment Question

Meaningful assessment question



Meaningful results



Meaningful changes to the program

Plan B Step 1: Assessment Question

SLO

Students can document and interpret experimental results.

Basic assessment question

How well can students document and interpret experimental results?

Plan B Step 2: Methods

Program Curriculum Map (excerpt)

Requirements	SLO 1	SLO 2	SLO 3
CRS 301	✓	✓	✓
CRS 302	✓		✓
CRS 430		✓	✓
CRS 480	✓	✓	
CRS 490		✓	✓
Exit interview	✓	✓	✓

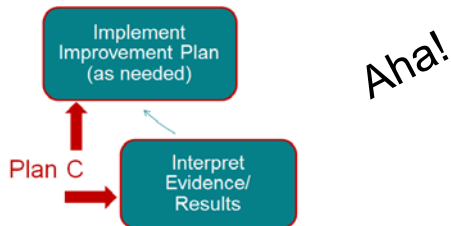
Good places to collect evidence:
requirements near program completion



Plan B Steps 3-6: Methods

Evidence of Student Learning	Evaluation of Evidence
Test (developed by faculty)	Answer key
Standardized test	Answer key or rubric
Observation	Behavior checklist or rubric
Portfolio	Rubric
Culminating project	Rubric
Oral defense (or interview)	Rubric
Thesis/dissertation	Rubric

Assessment Cycle



Plan C Steps 3-7. Use of Results

In 2010

64 programs made changes to courses

because of program assessment results.



Plan C Steps 3-7: Use of Results

In 2010

**45 programs made changes to
assessment procedures**

because of program assessment results.

Plan C Steps 3-7: Use of Results

In 2010

**25 programs made changes to
students' out-of-class experiences**

because of program assessment results.

Use of Results

Celebrate strengths!



Plan C Step 3: Interpret

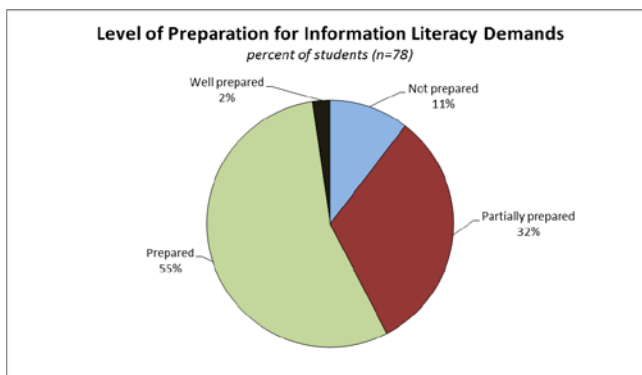
- Materials
 - Results summary
 - Samples of student work
 - Evaluation method (e.g., rubric)

Plan C Step 3: Interpret

- Interpret the results
 - What are students' strengths? (describe)
 - What are students' weaknesses? (describe)

 - Are changes needed to improve student performance? (yes/no)
 - Should the program celebrate student accomplishments? (yes/no)

Summary of Results





Use of Results

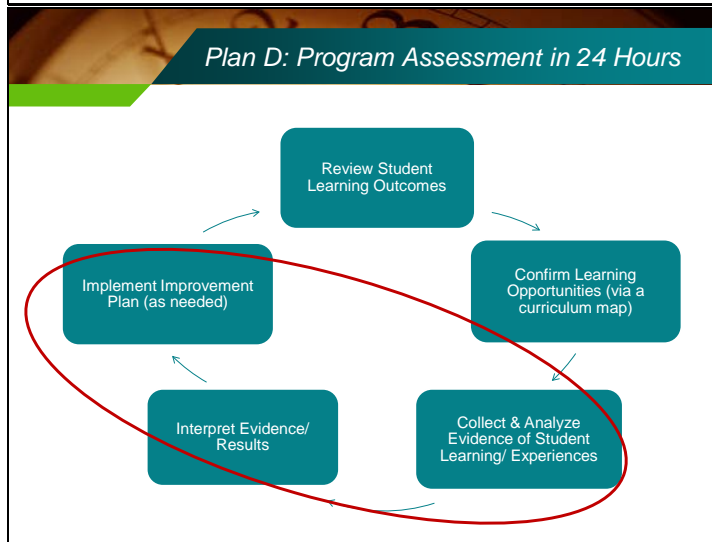
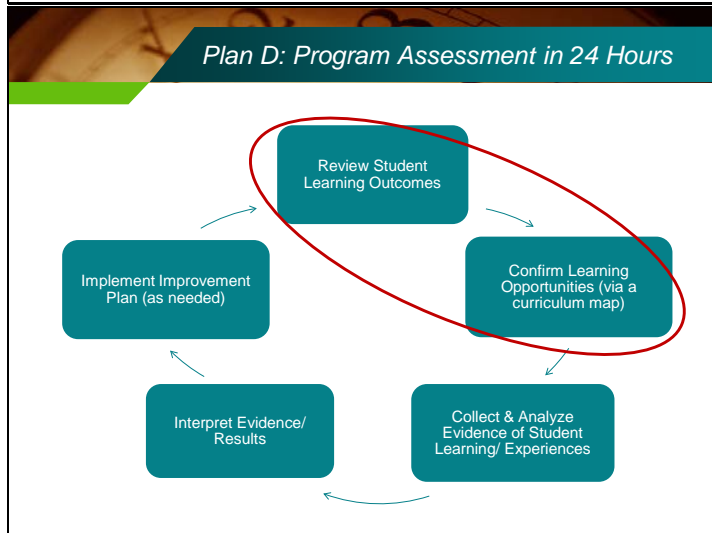
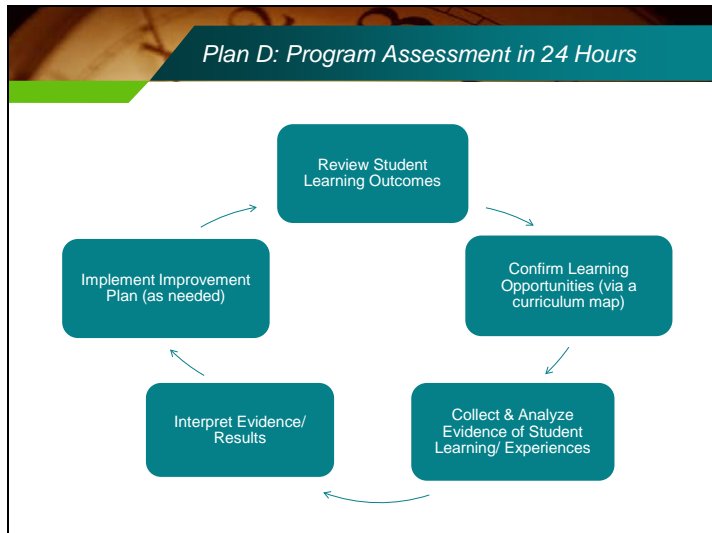


Plan C Step 3: Suggest Use

- Starting categories:
 - Students (e.g., entry requirements)
 - Within courses (e.g., assignments)
 - Pre-requisites
 - Program requirements
 - Out-of-class experiences (e.g., advising, internships, workshops)
 - Facilities
 - Assessment procedures

Plan C Step 3: Suggest Use

- Publicizing success
 - a) The message
 - b) The purpose & audience
 - c) The location (e.g., website, email, brochure, in-class announcement)



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Final Thoughts

Break the assessment cycle into manageable parts.

Final Thoughts

You are aware of the steps:
Make a plan to carry them out in 2012.

Final Thoughts

Concerted effort

increased student success



Final Thoughts

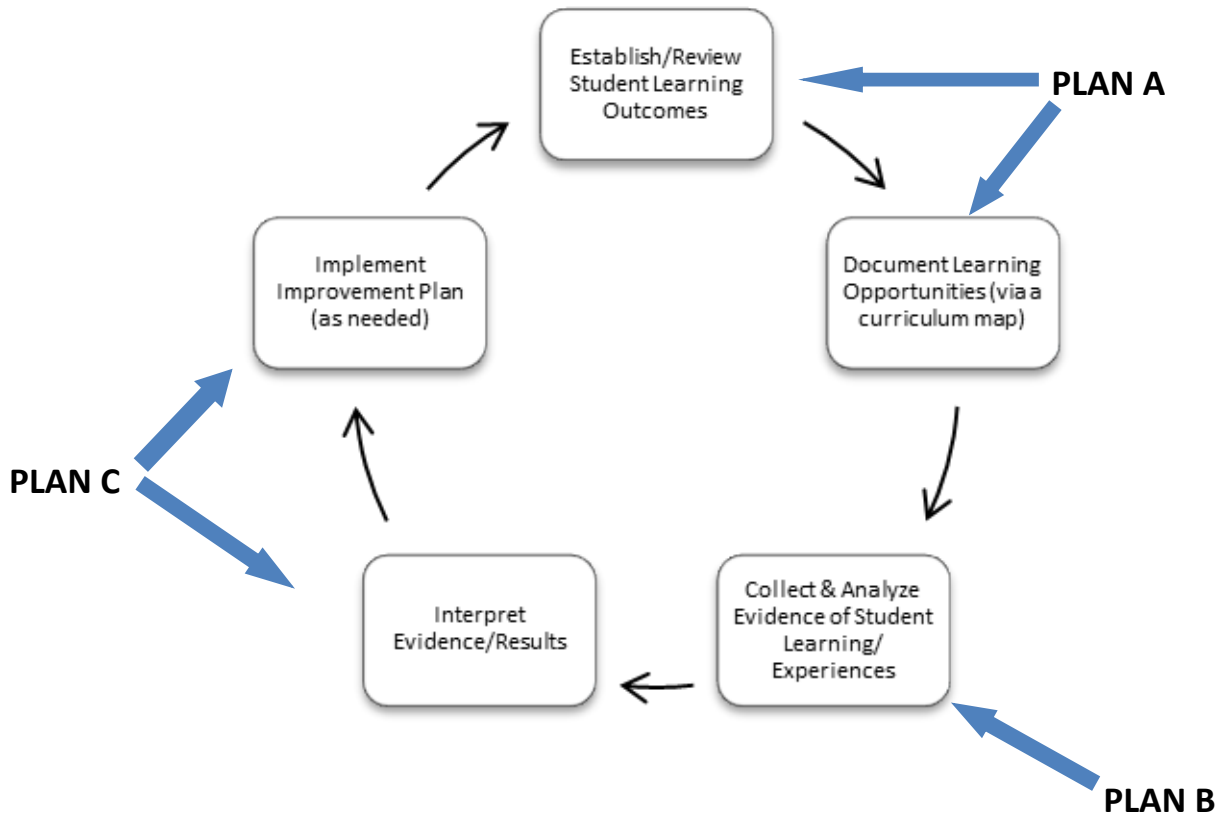
Experience with program assessment



less time needed

24: Program Assessment in 24 Hours/Year

Program Assessment Cycle



PLAN D: PROGRAM ASSESSMENT IN 24 HOURS

The plans on pages 2 and 3 provide program assessment coordinators (or department assessment leaders) a sequence and time estimates needed to carry out program assessment. The time required pertains to the coordinator's time. Other faculty members' time may be required in addition to what is listed in the plans.



PLAN A: Establish Student Learning Outcomes (SLOs) and Document Learning Opportunities

STEP	HOURS REQUIRED
1. Plan an activity that will lead faculty to collaboratively write program SLOs during a 90-minute meeting.	2 hours
2. FACULTY MEETING: Group Writing of SLOs.	2 hours
3. Distribute and publicize SLOs.	2 hours
4. Plan a curriculum mapping meeting.	2 hours
5. FACULTY MEETING: Complete the curriculum map.	2 hours
6. Distribute and publicize the curriculum map.	3 hours
7. Help faculty integrate SLOs and curriculum map into syllabus design, curriculum planning, advising, department decision making.	4 hours
8. Write a summary of what was done and include the two final products: <ul style="list-style-type: none"> • program SLOs • curriculum map 	3 hours
20 HOURS	

PLAN B: Collect & Analyze Evidence of Student Learning/Experiences

STEP	HOURS REQUIRED
1. FACULTY MEETING: Write an assessment question based on one or more of the program SLOs: What does the faculty want to know?	1 hour planning 1 hour together time ½ hour follow up
2. FACULTY MEETING: Examine the curriculum map to locate existing evidence of student learning that can answer the assessment question.	1 hour together time ½ hour follow up
3. FACULTY MEETING: Decide on a method to collect evidence of student learning and a method to analyze/evaluate the evidence.	1 hour planning 1 hour together time ½ hour follow up
4. If applicable: create or select methods. For example, develop a scoring rubric, create an assignment or exam questions, select an external exam.	4 hours ½ hour follow up
5. Collect evidence of student learning.	2 hours
6. Analyze/evaluate the evidence.	5 hours
7. Summarize the results.	3 hours
8. Write a summary of what was done. Include the following: <ul style="list-style-type: none"> • assessment question • collection of evidence (how, who, what, when) • analysis/evaluation of evidence (how, who, what, when) • examples of student work at different levels of achievement (e.g., low, average, high achievement) • summary of the results 	3 hours
24 HOURS	

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PLAN C: Interpret Results and Use Results for Program Improvement, Evolution, Celebration

STEP	HOURS REQUIRED
1. Distribute a summary of the results.	1 hour
2. Plan an activity in which faculty interpret the results and suggest possible uses of the results.	2 hours
3. FACULTY MEETING: Interpret results and suggest uses.	1.5 hours
4. Distribute a summary of the meeting.	2 hours
5. FACULTY MEETING: Discuss (and rank) suggestions for use of results. Decide on a plan of action.	1 hour
6. Write a plan to use the results.	3 hours
7. Distribute the plan. Include who, what, where, when.	1 hour
8. Write a summary of what was done. Include the following: <ul style="list-style-type: none"> • summary of the results • interpretation of the results • the plan to use the results 	3 hours
9. Monitor implementation of the plan.	4 hours
18.5 HOURS	

PLAN D: Program Assessment in 24 Hours

This plan is for a program that has experience with program assessment.

STEP	HOURS REQUIRED
1. FACULTY MEETING: Confirm the assessment question, method to collect evidence, and the method to analyze/evaluate evidence. [Program previously established SLOs and the curriculum map.]	1 hour planning 1 hour together time 1 hour follow up
2. Collect evidence of student learning.	2 hours
3. Analyze the evidence.	5 hours
4. Summarize and distribute the results.	2 hours
5. FACULTY MEETING: Interpret the results and suggest possible uses of the results.	1 hour planning 1 hour together time
6. Distribute a summary of the meeting.	2 hours
7. FACULTY MEETING: Discuss (and rank) suggestions for use of results. Decide on a plan of action.	1 hour
8. Write and distribute the plan to use the results.	2 hours
9. Monitor implementation of the plan.	2 hours
10. Write a summary of what was done. Include the following: <ul style="list-style-type: none"> • assessment question • collection and analysis of evidence (how, who, what, when) • examples of student work at different levels of achievement • summary and interpretation of the results • the plan to use the results 	2 hours
24 HOURS	