The Wheel of Assessment: Roles and Responsibilities

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Agenda

• Introductions
• Program Assessment Overview
• Example & Activity
• The Wheel of Assessment
• Assessment Office Services
• Activity
• Wrap Up

Outcome for Today’s Session

Outcome
You will be able to describe how a department chairperson can help move assessment forward in his/her department.

Assessment Process
• We will listen and take notes during today's group activities.
• Notes will be reviewed, evaluated, and used to improve what we do.
Overview: Program Assessment

– “The systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.” (Palomba & Banta, 1999)

– Components
  • Learning outcomes
  • Learning opportunities
  • Data/evidence
  • Improvement (as needed)

– It is not teacher evaluation, classroom assessment, or program review

Program Assessment is Valuable

• Encourages reflective teaching and learning
• Provides evidence to support decisions
• Helps students learn more effectively

Goal of Program Assessment = Use Data to Improve Programs and Student Learning

Assessment Cycle

Learning Outcomes

Action Plan for Improvement

Goals & Mission

Learning Opportunities (curriculum map)

Assessment Results

Assessment Processes
Your Turn . . . Brainstorm

- What good practices can be gleaned from the FW example?
- Get ready to share.

Wheel of Assessment

Accreditation, Program Review, & Program Assessment

Accreditation
- 4 standards, including assessment & student success

Program Review
- 5 areas, including assessment

Program Assessment
- Goals & Outcomes
- Use of Results
Tips for Chairpersons

- Take a positive attitude toward program assessment
- Assign tenured faculty as primary members of the Assessment Committee
- Have a team responsible for program assessment (can be the curriculum committee)
- During meetings and in conversations, use assessment evidence to support decisions

"Assessment is a rich conversation about student learning informed by data." [Marchese]

Assessment Office Is Here to Help

- Workshops each semester
- Consultations & custom workshops
  - Assessment design advice: collecting data, running statistics, sampling, surveying/interviewing
- Information resources
  - http://manoa.hawaii.edu/assessment
  - Lending Library in HAW 107
- Future plans: direct services to departments (e.g., data entry, photocopying, facilitate focus group sessions, etc.)

Your Turn . . .

1. What 2-3 things have held your program back from doing assessment?
   OR
   What 2-3 challenges has your program faced related to assessment?
2. In small groups, discuss ways the chairperson can address items brought up under #1.
3. Be ready to share.
Wrap-Up

• “The systematic collection, review, and use of information . . . for the purpose of improving student learning and development.” (Palomba & Banta, 1999)

• “Assessment is a rich conversation about student learning informed by data.” (Marchese)

• What one thing will you do to move assessment forward in your department?

Thank You for Your Time!

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Students
* Complete assessment-related assignments/tasks to the best of their ability
* Engage in assessment-related activities (e.g., complete surveys, participate in focus groups or interviews)
* Serve on committees
* Provide feedback on assessment activities

Faculty Members
* Own and are responsible for the assessment of student learning at Mānoa
* Participate in assessment activities, such as developing learning outcomes, collecting samples of student work, scoring student work from colleagues’ courses, discussing desired outcomes or how to use results
* Communicate learning outcomes/objectives and expectations to students
* Act on assessment results

Department Assessment Coordinators
* Take the lead role in department/program assessment efforts
* Liaise with administration, support offices, and faculty groups

Administration/Leadership
* Communicates the value of assessment and publicly promotes its importance
* Identifies, establishes, and makes available support and resources that initiate, build, and sustain the commitment to assessment
* Acts on assessment results

Support Offices
Faculty Development & Academic Support
* Offers course-level evaluation: mid-semester and end-of-course
* Provides workshops on learning-centered approaches to teaching

Assessment
* Educates and consults on how to assess programs, what to assess, and how to act on the results
* Facilitates program- and institutional-level assessment planning, implementing, analyzing, summarizing results, and making evidence-based decisions
* Acts on assessment results

Departments (or Programs)
* Develop and carry out meaningful, manageable, and sustainable assessment plans
* Develop and distribute student learning outcomes/objectives and expectations of quality
* Systematically align courses and learning outcomes with program and institutional goals
* Routinely collect, assess, and reflect on assessment results
* Act on assessment results

Student Learning

THE WHEEL OF PROGRAM ASSESSMENT
The Wheel of Assessment: Roles & Responsibilities

1. Welcome!

2. Overview: Program Assessment
   A. “The systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development” (Palomba & Banta, 1999).
   B. Components: learning outcomes, learning opportunities, data/evidence, improvement (as needed)
   C. It’s NOT:
      i. Teacher evaluation. Program assessment is not used in tenure and promotion decisions. Course evaluations are typically used in T&P.
      ii. Classroom assessment. Classroom assessment provides instructors with evidence on which to base grades. Student work in courses may be used for both classroom assessment and program assessment.
      iii. Program review. However, program assessment is one aspect of program review.

3. Program assessment is valuable
   A. Encourages reflective teaching and learning at the course level and program level
   B. Helps programs make curricular decisions
   C. Increases the likelihood that students meet desired course and program outcomes
      i. Helps student learn more effectively
      ii. Makes clear what students should expect from their educational experiences

4. Assessment Cycle: Foundations Written Communication (FW) Example

5. Wheel of Assessment: Roles/responsibilities (see other side)

6. Accreditation, Program Review & Program Assessment
   A. WASC requirements
      i. Evidence that students are learning what we want them to learn
      ii. Decisions based on student learning assessment
      iii. Improvements when students fall short of our publically-stated expectations (in other words, use the results)
      iv. Recognition of scholarship related to teaching and learning in our tenure and promotion policies
   B. Program Review
      i. Revised procedures (12/29/2008) require departments to supply assessment information
   C. Program Assessment

7. Tips for chairpersons
   A. Take a positive attitude toward program assessment
   B. Assign tenured faculty as primary members of the Assessment Committee
   C. Have a team responsible for program assessment (can be the curriculum committee)
   D. Use data-based decision making

8. Wrap Up
   Thank you for sharing your time with us!

Sources consulted (and available at the Assessment Office):