



## 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

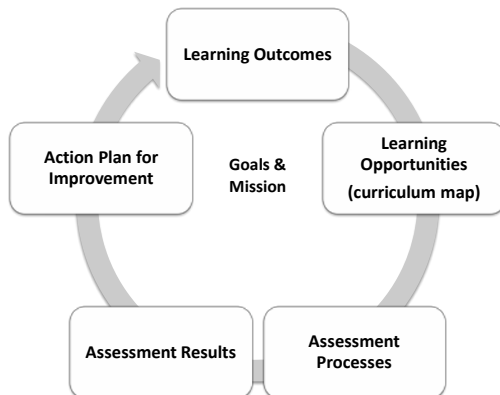
- “The systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.” (Palomba & Banta, 1999)
- Components
  - Learning outcomes
  - Learning opportunities
  - Data/evidence
  - Improvement (as needed)
- It is **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
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## Assessment Cycle



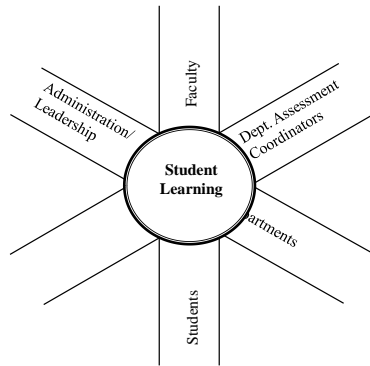


## Your Turn . . . *Brainstorm*

- 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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## THE WHEEL OF PROGRAM ASSESSMENT

### 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

### 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

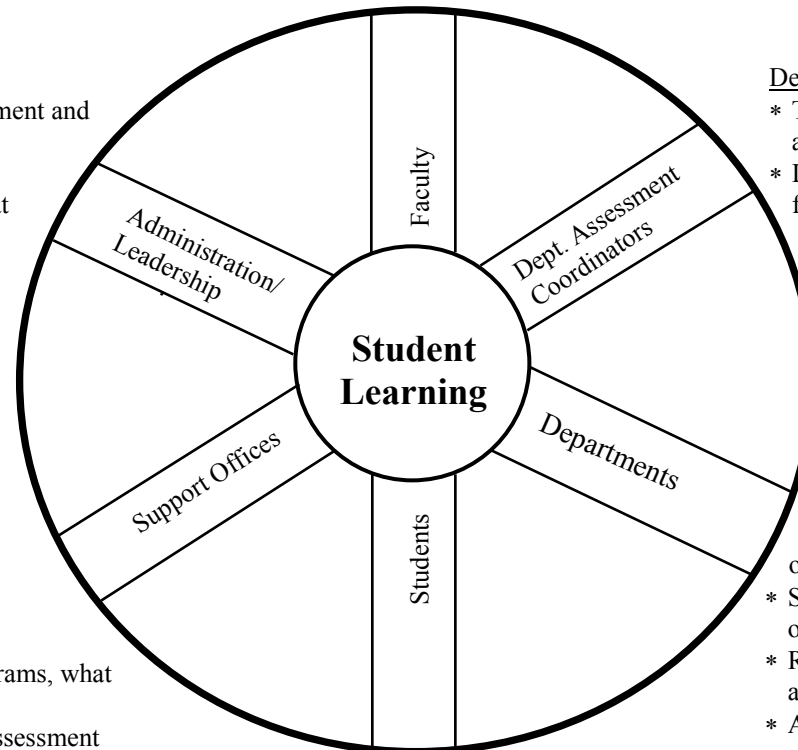
### Support Offices

#### *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



### Department Assessment Coordinators

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

### 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

### 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

## 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):

Maki, P.L. (2004). *Assessing for learning: Building a sustainable commitment across the institution*. Sterling, VA: Stylus Publishing.

Palomba, C.A. & Banta, T.W. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. San Francisco: Jossey Bass Publishers.