

## Graduate Program Assessment: From Student- to Program-level Assessment



Facilitated by the  
Assessment Office  
March 2011

### Assessment Office

- Faculty managed
- Mission: improve student learning through program assessment
- Collaborate with faculty, staff, and administrators
- Workshops, consultations, events, website

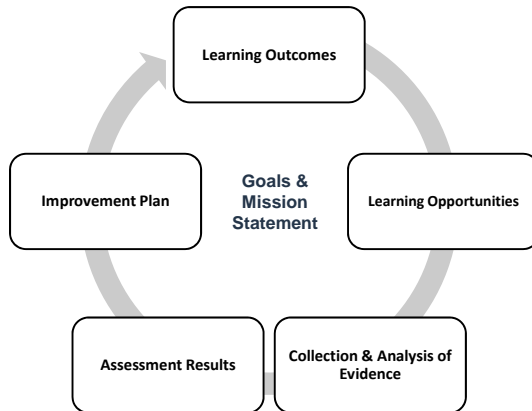


## Purpose of Program Assessment:

Evolution  
Improvement



## Program Assessment Cycle



## Today's Outcome

You will leave knowing how to approach graduate-level program assessment.



*Program assessment is for program evolution and/or improvement*

## Shift from individual focus to PROGRAM LEVEL

The last oral defense I attended was impressive.

Our grad program does not have courses that all students take.

The PhD program is specific to each individual.

My students have won awards and published in the field.



## Ask a Meaningful Question

- To what extent do students meet each program outcome?



## Answer the Question

To what extent do students meet each program outcome?

- **Step 1:** Identify data source(s)
- **Step 2:** Use a form/system to record how well each student performs on each outcome
- **Step 3:** Aggregate & analyze the student performance evaluations
- **Step 4:** Report & use the results



## Example

### Program SLOs

Students who successfully complete the program can

1. Demonstrate mastery of the theories and methodologies of the discipline of history
2. Communicate both orally and in writing at a high level of proficiency
3. Conduct independent original research



## Step 1: Identify Data Sources

Learning Opportunities: Curriculum Map

	SLO 1: Theory	SLO 1: Methods	SLO 2: Oral	SLO 2: Written	SLO 3: Research
Course Requirements	X				
Seminar Requirement		X			X
Qualifying Exam	X			X	
Oral Exam	X	X	X		X
Dissertation	X	X	X	X	X



## Step 2: Record How Well Students Perform

STUDENT: \_\_\_\_\_

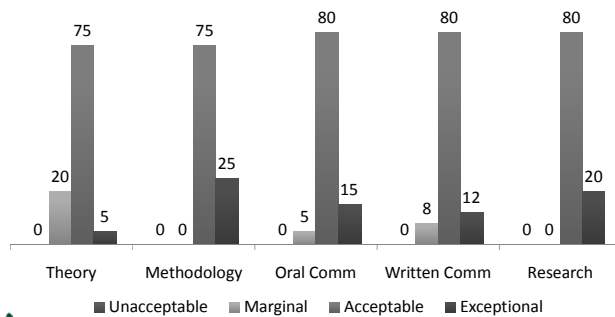
	Unacceptable	Marginal	Acceptable	Exceptional	NA
SLO1: Theory					
SLO1: Methods					
SLO2: Oral					
SLO2: Written					
SLO3: Research					



Comments:

## Step 3: Aggregate & Analyze

Dissertation Defense Results 2008-2010 (percentages)



## Step 4: Report & Use Results

- Share good news!
- Consider incorporating more theory into requirements
- Consider providing more opportunities for students to review theory
- Reconsider the breadth and depth of theory requirement



### Logistics: Evaluation Process

- Each faculty member submits a student evaluation
- One faculty member submits a student evaluation, based on the input from a committee/department group



## Logistics: Faculty Submit Student Evaluations

Faculty submit by . . .	Pros	Cons
Pen & Paper	Portable, easy to use	Manually input data
Word Doc/Form Fill-able PDF	Easily distributed	Manually input data
Excel Form	Easy to compile data	Everyone must be an Excel user
Online survey (e.g., Survey Monkey)	Easy to compile data	Set-up time, security concerns



### Example: Anthropology PhD

- **Meaningful question:** Are program policies allowing slippage between the requirements and SLOs?
- **Data source:** Research proposal defense
- **Data collection:** Discussion with faculty
- **Aggregate & analyze:** Grad chair & assessment coordinator
- **Report & use results:** Considering policy change in timing of research proposal defense



### Example: Social Work

- **Meaningful question:** Does our curriculum meet the needs of the community our graduates will be serving?
- **Data source:** Conference attendees, students, and the community
- **Data collection:** Surveys over 2 years
- **Aggregate & analyze:** Assessment coordinator presented survey results to department
- **Report & use results:** Refocused curriculum



## Your turn:

- What is your program's meaningful question?
- How might you use what has been presented today to answer that question?



*Program assessment is for program evolution and/or improvement*

## Wrap Up

Q & A Time

Please complete a  
workshop evaluation

Next workshop

### ***Making the Most of Your Curriculum Map***

Thursday, March 17, 2011

1:30 – 2:45 pm

Hawai'i Hall 309



## Thank You!

### **Assessment Office**

[airo@hawaii.edu](mailto:airo@hawaii.edu)

<http://manoa.hawaii.edu/assessment>

Marlene P. Lowe  
[mplowe@hawaii.edu](mailto:mplowe@hawaii.edu)

Monica Stitt-Bergh  
[bergh@hawaii.edu](mailto:bergh@hawaii.edu)



**GRADUATE PROGRAM ASSESSMENT:  
From Student- to Program-level Assessment**

Example

Step 1: Identify data source(s)

Refer to Learning Opportunities: Curriculum Map

Step 2: Evaluate student performance on each outcome

**Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<b>Topic:</b> (circle)	Progress Evaluation	Comp. Exam	Proposal Defense
	Thesis	Dissertation	Final Oral Defense

**Program SLOs**

Upon completion of the program, students can:

1. Demonstrate mastery of theories and methodologies of the discipline of history.
2. Communicate both orally and in writing at a high level of proficiency.
3. Conduct independent original research.

	<b>Unacceptable</b>	<b>Marginal</b>	<b>Acceptable</b>	<b>Exceptional</b>	<b>Not Applicable</b>
SLO1: Theory					
SLO1: Methodology					
SLO2: Oral Communication					
SLO2: Written Communication					
SLO3: Original Research					
<b>Overall Assessment</b>					

Comments:

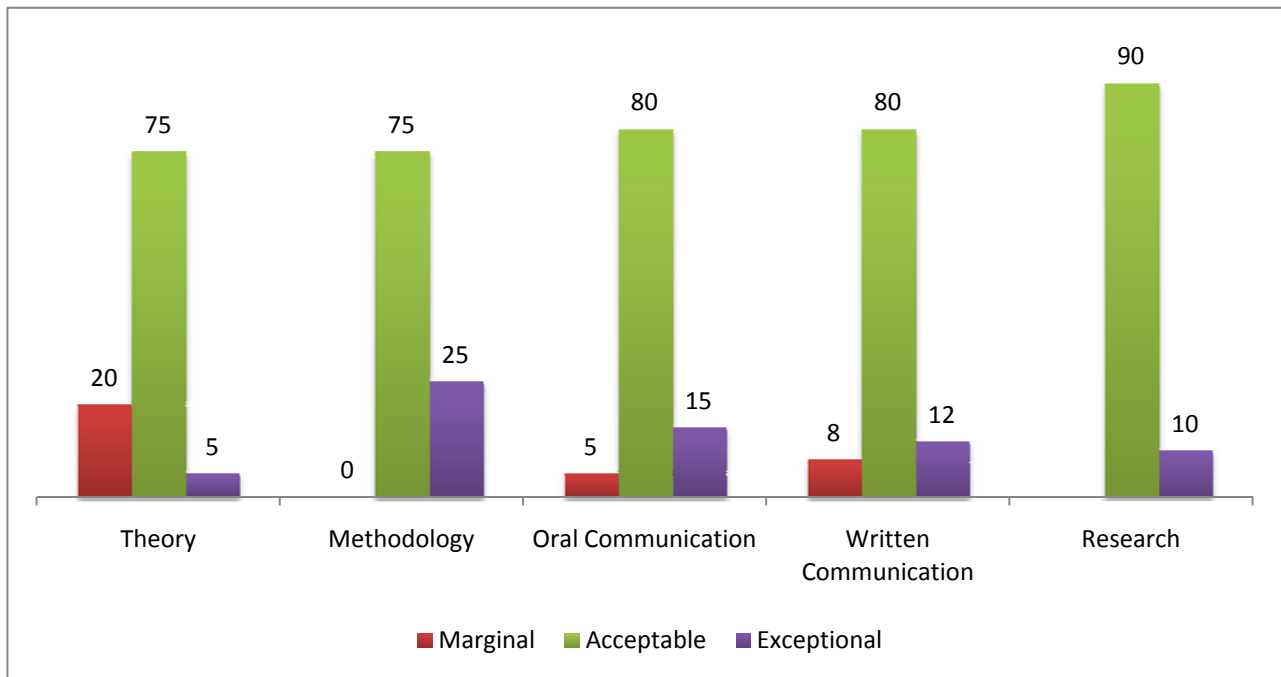


## GRADUATE PROGRAM ASSESSMENT: From Student- to Program-level Assessment

Example (con't)

### Step 3: Aggregate & analyze student performance evaluations

Example Results: Dissertation Defense Results 2008-2010 (percentages)  
n=15



Note: There were no “Unacceptable” ratings

### Themes From Comments:

- Theory is a problem, lack breadth understanding
- Methodology skills are strong

### Step 4: Report & use results