



From Conversations to Systematic Program Assessment

Facilitated by the
Assessment Office
December 2010

Assessment Office

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



*Who is
AO?*



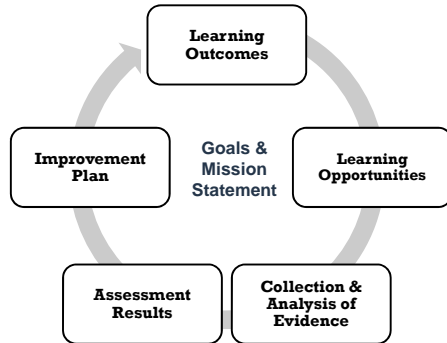
Why Program Assessment?

[Comic strip: Tiger teaches Stripe to whistle.]





Program Assessment Cycle



Today's Outcome

You will leave knowing how to document committee decisions and department conversations about student learning so they can be used for program improvement.



Get Up, Move Around, Discuss

1. On the colored sheet: an evaluation of a student's comprehensive exam
2. Find people with the same COLOR sheet as you
3. In your group: Does there appear to be a programmatic issue the program should discuss?





Conversations

Students come in for advising and to discuss their progress...

Assessment is on the level of the dissertation committee...

We assess students all the time!

...We have an annual review of all graduate students in which the faculty collectively reviews each student...



Documenting the Conversations

- **Step 1:** Use a form/system to record how well each student performs on each outcome
- **Step 2:** Aggregate the student performance evaluations
- **Step 3:** Analyze and use the results



Example: Program SLOs

(history)

Students 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





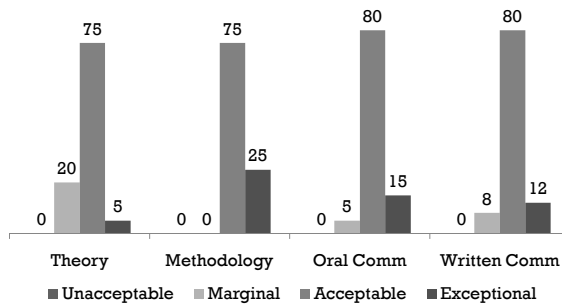
Step 1: Evaluate Student's Performance on SLOs

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



Comments:

Step 2: Aggregate & Analyze



Step 3: 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 we expect students to know





Logistics: Evaluation Process

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



Logistics: Student Evaluation Submission

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



Connecting the Dots



Directions (you'll need them) are available at www.erhankam.com/blog/dots/directions.pdf





Connecting the Dots



Directions (you'll need them) are available at www.earthcam.com/blog/dotsdirections.pdf



+ Wrap-Up

Tomorrow's Workshop

Student Surveys: Perception of Achievement

Learn to create surveys based on program learning outcomes

Q&A time

Please complete the Workshop Evaluation Form



Thank You!

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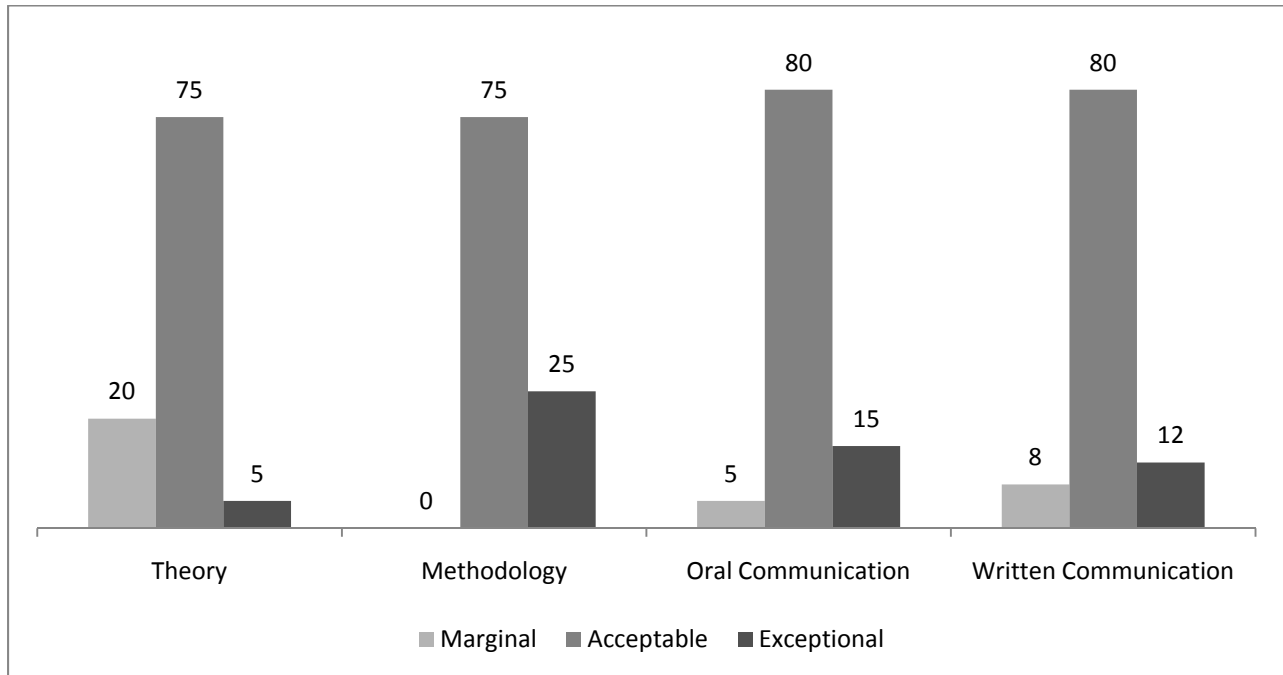




FROM CONVERSATIONS TO SYSTEMATIC PROGRAM ASSESSMENT
Student Conversations
Example (con't)

Step 2: Aggregate & analyze student performance evaluations

Example Results: Oral Qualification Exam 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 3: Use results