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

<table>
<thead>
<tr>
<th>SLO</th>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Acceptable</th>
<th>Exceptional</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO1: Theory</td>
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<tr>
<td>SLO1: Methods</td>
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<tr>
<td>SLO2: Oral</td>
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<td>SLO2: Written</td>
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<td>SLO3: Research</td>
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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

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

Connecting the Dots
Connecting the Dots

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

Step 1: Evaluate student performance on each outcome

Student: ___________________________  Date: ____________

Topic: (circle)  Progress Evaluation  Comp. Exam  Proposal Defense

  Dissertation  Final Oral Defense

Program SLOs (history)

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.

<table>
<thead>
<tr>
<th>SLO1: Theory</th>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Acceptable</th>
<th>Exceptional</th>
<th>Not Applicable</th>
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</thead>
<tbody>
<tr>
<td>SLO1: Methodology</td>
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<td>SLO2: Oral Comm.</td>
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<td>SLO2: Written Comm.</td>
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<tr>
<td>SLO3: Original Research</td>
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Overall Assessment

Comments:
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