

Efficient Program Assessment

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Agenda

1. Program assessment overview
2. Two strategies for efficient assessment
3. Three examples
4. Steps
5. Tips
6. Wrap-up

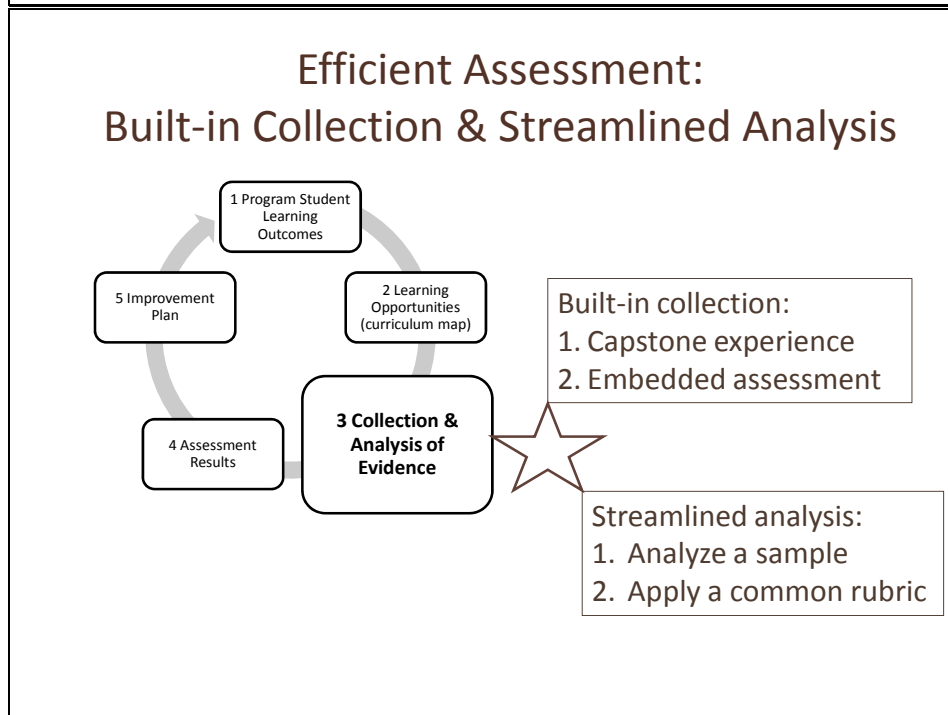
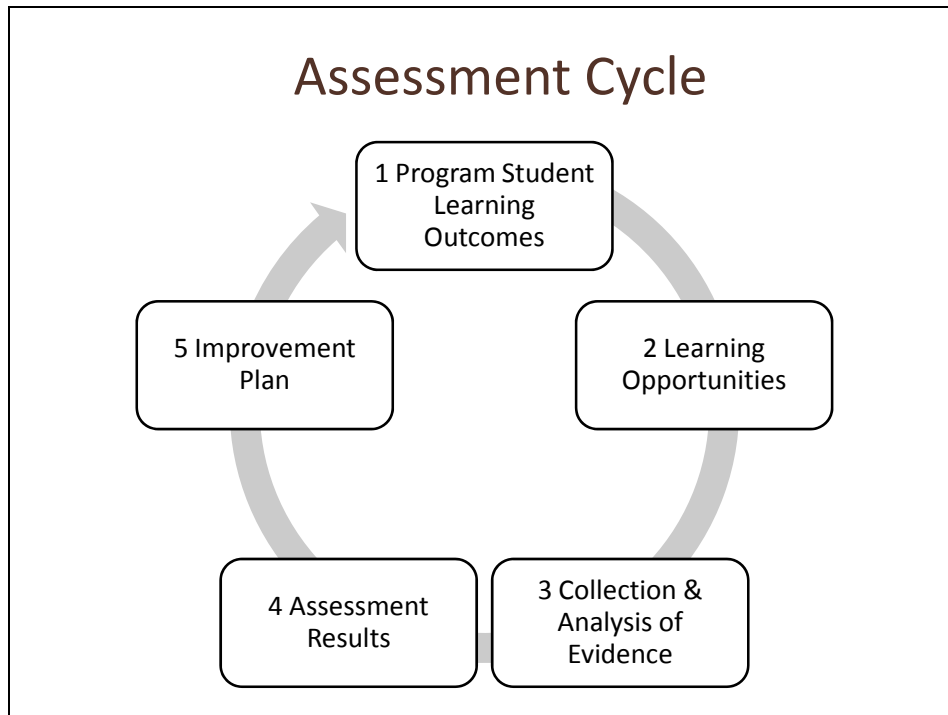
Workshop Outcomes

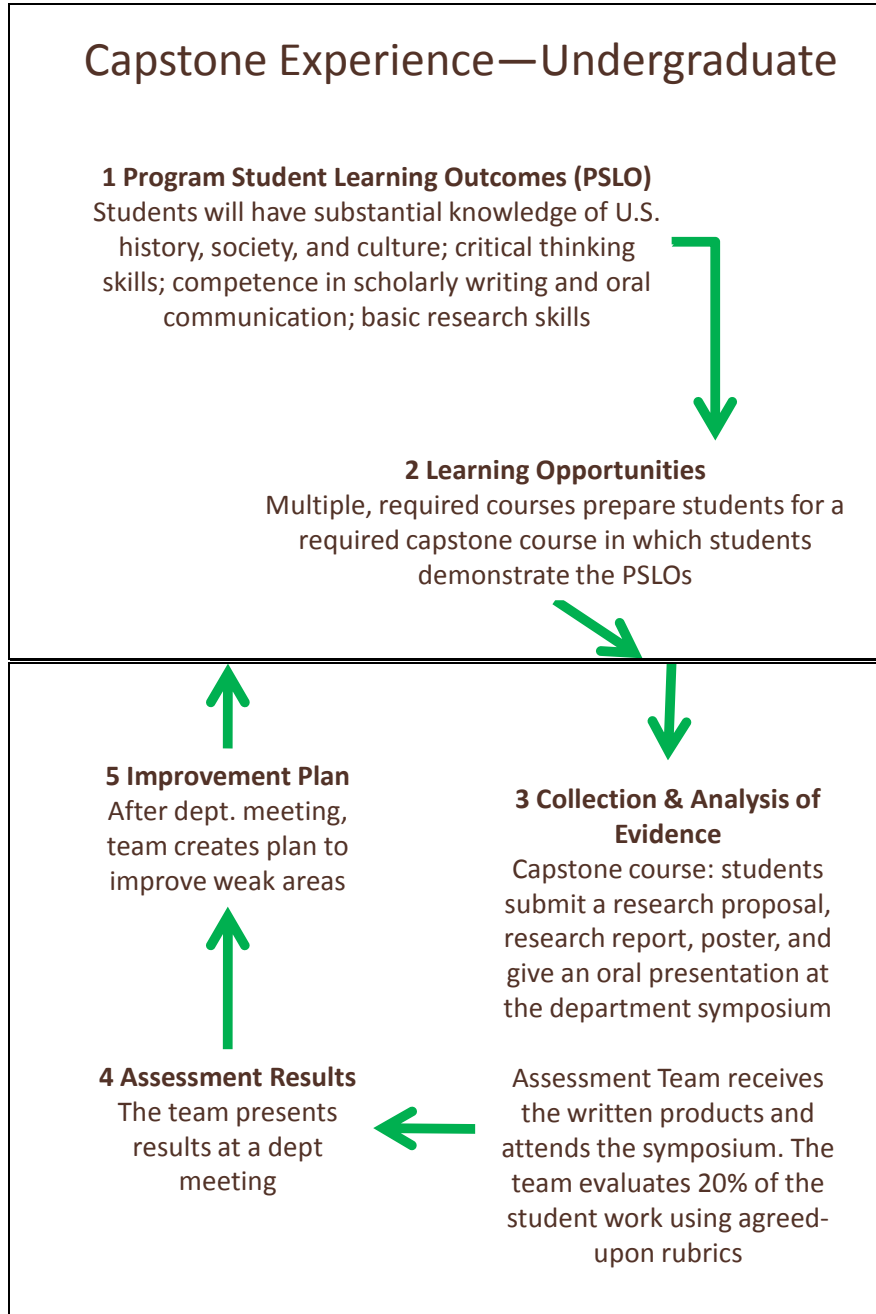
1. Participants will know
 - a) at least one strategy for efficient program assessment; and
 - b) the basic steps in efficient program assessment
2. Participants will leave with recommendations to share with their department.

Program Assessment

- Systematic process of gathering, interpreting, and using information about student learning
- Emphasis is on student achievement across courses, asks about cumulative learning

Program Assessment  Teacher Evaluation





Capstone Experience—Graduate

1 Program SLO (PSLO)

Demonstrate mastery of methodology & techniques;
Communicate orally and in writing at a high level of proficiency;
Conduct original research; Perform at a professional level



2 Learning Opportunities

Coursework, qualifying exam, comprehensive exam, seminar presentations prepare students for dissertation & oral defense



3 Collection & Analysis of Evidence

Each dissertation committee evaluates the dissertation and oral defense

Each committee also rates student performance on each program learning outcome and gives results to Graduate Chair



5 Improvement Plan

Graduate Curriculum Committee develops improvement plan as needed



4 Assessment Results

Grad Chair discusses aggregate results with Graduate Curriculum Committee



Embedded Assessment

1 Program SLOs (PSLO)

A) design media projects; B) reflect critically on media productions, research, policy reports, and everyday texts; C) understand the role and rights of a responsible artist



2 Learning Opportunities

Courses	PSLO A	PSLO B	PSLO C
CRS 301	I	I	I
CRS 320	R	R	
CRS 330			R
CRS 401	R	M A	R
CRS 452		R	M A
CRS 489	M A	M A	



3 Collection & Analysis of Evidence

CRS 401: Policy paper
CRS 452: Media ethics analysis
CRS 489: Media design project and critical review

Option A: Course professors use agreed-upon program rubrics to assess outcomes; submit scores to assessment coordinator
Option B: Team evaluates 10% using program rubrics

5 Improvement Plan

Assessment coordinator drafts & distributes improvement plan

4 Assessment Results

Results discussed at dept. meeting & improvements planned



Steps

1. Select the program student learning outcome(s) that will be assessed
- 2a. Identify appropriate courses or capstone experiences
- 2b. Identify the related student products (evidence)
3. Collect & analyze/evaluate the student products
4. Discuss results and improvement plan (if needed) in committee or department meetings
5. Implement improvement plan (as needed)

Identify appropriate courses/experiences and student work

Tips

- Use a curriculum map to identify appropriate courses
- Review syllabi to identify assignments/exams

Curriculum Map

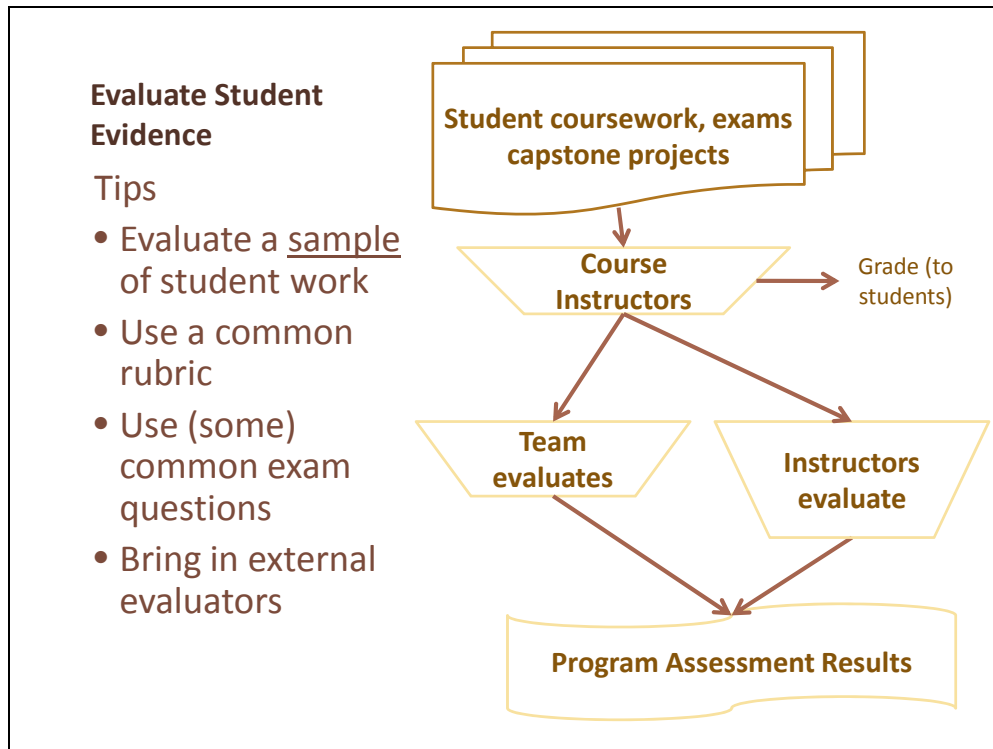
Courses/ Requirements	Program student learning outcomes		
	PLSO 1	PSLO 2	PSLO 3
CRS 301	I	I	I
CRS 320	R	R	
CRS 330			R
CRS 401	R	M A	R
CRS 452		R	M A
CRS 489	M A	M A	

"I" = introduce

"R" = reinforce, practice

"M" = mastery at the senior level

"A" = assessed for program assessment



Additional Tips

- Use department meetings to discuss assessment results and ways to improve student learning
- Establish a joint curriculum-assessment committee
- Start with a small, meaningful assessment project
- Contact the Assessment Office for help

Your Turn . . .

What steps can your program take to implement efficient program assessment?

WHO?

What can you do to support efficient program assessment?

WHAT

HOW?

What challenges do you foresee?

WHEN?

Please complete and submit the
Workshop Evaluation Form

Tomorrow's Workshop
Course Learning Outcomes: Creating & Aligning
Tuesday, May 11, 11:00-12:15

Thank you for attending!

Assessment Office

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Efficient Program Assessment Workshop

Goal: Efficient program assessment process through built-in collection of and streamlined analysis of student products.

Basic Steps

1. Select the program student learning outcome(s) that will be assessed
- 2a. Identify appropriate courses or capstone experiences
- 2b. Identify the related student products (evidence)
3. Collect & analyze/evaluate the student products
4. Discuss results in committee or department meetings
5. Implement improvement plan (as needed)

Example #1: Capstone

Program Learning Outcomes

1. Students demonstrate knowledge of the demand, institutional settings and use of accounting information in an international setting.
2. Student can research accounting and tax issues.
3. Students can design and evaluate controls to ensure the reliability of accounting information.

Curriculum map (to identify appropriate courses/capstone experiences)

Courses	SLO 1 (knowledge)	SLO 2 (research)	SLO 3 (design & evaluate)
CPA 300	I	I	I
CPA 325	R		R
CPA 345		R	
CPA 402	R	R	R
CPA 428	R		R
CPA 470 (capstone)	M A	M A	M A

I: introduce; R: reinforce/practice; M: master at senior level; A: assess for program assessment

Related student products

CPA 470 (capstone)

- Write four accounting and tax briefs
- Prepare two company financial reports
- Give three oral presentations using handouts and visual aids

Collection and evaluation of student assignments

The two professors who teach CPA 470 grade the student assignments using the rubrics the program developed.

Discuss results

They report assessment results to the assessment coordinator who aggregates the results. They also supply the assessment coordinator with an example of a low pass and a high pass. The results and examples of student work are shared with the program faculty and discussed at a department meeting. An improvement plan is outlined, if needed.

Improvement plan

If needed, the assessment coordinator drafts the agreed upon improvement plan and distributes. The program faculty implement the plan.

Example #2: Embedded assessment

Program Learning Outcomes

1. Students have these skills: careful reading and interpretation of philosophical texts; writing clear, succinct, well-argued papers; responding critically to ideas advanced by others; expressing ideas logically and coherently.
2. Students have basic knowledge of the history of Western Philosophy, at least one non-Western philosophical tradition, and at least one major topic in the contemporary study of philosophy.
3. Students demonstrate the ability to write a paper on a philosophical topic on which they have conducted independent research.

Curriculum map (to identify appropriate courses/capstone experiences)[excerpt]

	SLO 1	SLO 2	SLO 3
PCL 300-320 (3cr.)	R	R	R
PCL 330-380 (3cr.)	R	R	R
PCL 406	R	R	R
PCL 422	R	R	R
PCL 436	R	M A	M A
PCL 438	M A	M A	R
PCL 459	M A	M A	R

I:introduce; R:reinforce/practice; M:master at senior level; A: assess for program assessment

Related student products

PCL 436, 438, and 459: final exams and final papers from each course

Collection and evaluation of student assignments

The final exams (in part) test students' knowledge related to outcome #2. The course professors grade the final exams and then report their exam results related to #2 to the assessment committee. In addition, each course professor submits a random sample (20% of declared majors) of student papers to the assessment committee who scores them using a rubric.

Discuss results

The assessment committee reports the results at a department meeting. The discussion includes possible ways to improve the program, if results indicate changes are needed.

Improvement plan

If needed, the assessment committee distributes an improvement plan which the program faculty implement.