



## HOW TO USE COURSE ASSIGNMENTS/EXAMS FOR PROGRAM ASSESSMENT

December 2010

Facilitated by the Assessment Office

### Assessment Office

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



### Today's Workshop & Outcomes

#### Agenda

1. Program Assessment Overview
2. Steps to Use Existing Assignments/Exams for Program Assessment

#### Outcomes

You will be able to

1. define *embedded assessment*
2. identify the general process





## Program Assessment Overview

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**PURPOSE**

Program Assessment → Program Evolution or Improvement

Program Assessment ≠ Individual Evaluation

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## Program Assessment Overview

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TEAMWORK

We're a PROGRAM!

[insert department photo]

PSYCHOLOGY DEPT      Source: <http://www.psychology.hawaii.edu/>

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## Program Assessment Overview

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**Assessment Cycle**

```

    graph TD
      LO[Learning Outcomes] --> LO2[Learning Opportunities  
(curriculum map)]
      LO2 --> CAE[Collection & Analysis of Evidence]
      CAE --> AR[Assessment Results]
      AR --> IP[Improvement Plan]
      IP --> LO
      subgraph Focus
        CAE
      end
  
```



## Program Assessment Overview

- The overarching program assessment question:  
Have the program's students met the program's learning outcomes?



## Program Assessment Overview

### MYTH

- Programs need to give students an exit exam to determine if students have met the outcomes.

If students don't take an exam, how does the program know if they met the outcomes?



## "Embedded Assessment"

Collecting evidence on program learning outcomes by extracting course assignments or course exam results





## Steps to Use Assignments/Exams for Program Assessment

1. Identify appropriate courses using the curriculum map
2. Select assignments and/or exam questions
3. Determine who will evaluate & how
4. Gather & evaluate student work
5. Report and discuss results
6. Use results for program improvement



### 1. Identify Courses

Curriculum map excerpt

Requirements	SLO 1 Knowledge	SLO 2 Application	SLO 3 Communication
CRS 301	I	I	I
CRS 302	R		R
CRS 430		R	R
CRS 480	M & A	R	
CRS 490		M & A	M & A

I=Introduced; R=Reinforced/Practiced; M=Mastered (at exit level);  
A=Assessed (for program assessment)



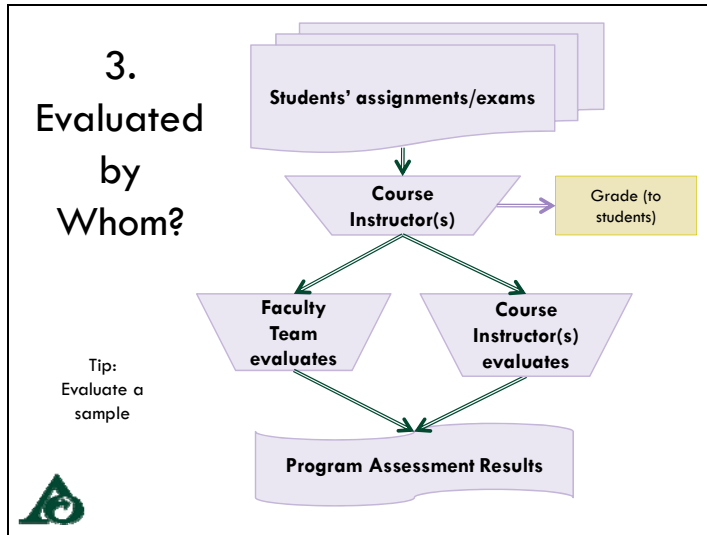
### 2. Select Assignments/Exams

- In which assignments/exams in CRS 480 & 490 do students demonstrate mastery?

CRS 480  
**Exam results**  
from an exam on  
key concepts and  
theories

CRS 490  
A **written case study** in which students  
apply a theory and an  
**oral presentation** of the case study





- ### 3. Evaluated How?
- Written, oral, performance
    - Use a scoring rubric
    - Start with an existing rubric
    - Use student work to discuss standards
    - Collaborate
  - Multiple-choice, fill-in-blank
    - Use an answer key
- This rubric describes what our graduates should be able to do.

- ### 4. Gather & Evaluate Evidence
- |   |  |
|---|--|
| <p><b>Course Instructor as Evaluator</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tropical Plant and Soil Science</li> </ul> | <p><b>Faculty Team as Evaluator</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Gen Ed: English Department and English Language Institute</li> </ul> |
|---|--|



## Your Turn

Who should evaluate?

### Table Activity

1. **Handout:** Embedded Program Assessment Example
2. Make recommendations: **who will evaluate?**
3. Discuss
  - Pros
  - Cons



## 5. Report and discuss results

- Assessment or Curriculum Committee takes the lead
- Sample results

Exam Question (N=78)	Highly Developed	Developed	Emerging
1	6%	93%	1%
2	56%	43%	1%
3	11%	88%	1%
4	12%	87%	1%

Oral Presentation (N=30)	Highly Developed	Developed	Emerging
Delivery	13%	57%	30%
Visuals & Staging	13%	44%	43%
Organization	13%	57%	30%
Response to Instructor & Class Queries	7%	67%	26%



## 6. Use results for program improvement

- Programs have reported changing:
  - Curriculum
  - Assessment procedures
  - Advising
  - Policies
- Tips
  - Extensive deliberation among program faculty
  - Start with small changes





## Recap

Embedded assessment is using course assignments/exams for program assessment

1. **Identify courses** using the curriculum map
2. **Select** assignments and/or exam questions
3. Determine **who** will evaluate & **how**
4. Gather & **evaluate student work**
5. **Report** and discuss results
6. **Use results** for program improvement



## Wrap-Up

Please complete  
the  
Workshop Evaluation Form

*We use what  
you tell us to  
improve what  
we do!*

Q&A time

Tomorrow's Workshop:  
**How to Use a Rubric  
for Program Assessment**



## Thank You for Your Time

### Assessment Office

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

**Marlene Lowe, 956-4283**  
mplowe@hawaii.edu

**Monica Stitt-Bergh, 956-6669**  
bergh@hawaii.edu



EMBEDDED PROGRAM ASSESSMENT  
Example

**Program Student Learning Outcomes (SLO) (generic)**

1. Students know key concepts and theories.
2. Students can apply a major theory in a contemporary situation.
3. Students can communicate effectively (written and oral).

**Curriculum map showing students' learning opportunities (excerpt)**

Requirements	SLO 1 Knowledge	SLO 2 Application	SLO 3 Communication
CRS 301	I	I	I
CRS 302	R		R
CRS 430		R	R
CRS 480	M & A	R	
CRS 490		M & A	M & A

I=introduced; R=Reinforced; M=master at the exit level; A=assessment at the program level

**Assessment questions & identified course assignments/exams**

**SLO 1: Do students know key concepts and theories?**

Course: 480 (2 sections, taught by different professors)

Number of students: 78

Evidence to be gathered: Final Exam questions 1-4 (short answer)

Each short answer is worth a maximum of 10 points.

**SLO 2: Can students apply a major theory in a contemporary situation?**

**SLO 3: Can students communicate effectively in writing? In an oral presentation?**

Course: 490 (1 section)

Number of students: 30

Evidence to be gathered: written case studies and in-class oral presentations

**YOUR TURN:**

- 1) For program assessment, **recommend who will evaluate each type of evidence:**

1. exam short answers; 2. written case studies; 3. oral presentations

Options: a) course instructor, b) faculty team, c) external evaluators (i.e., external to the department), d) any combination of the above

- 2) What are the pros and cons of your recommendations?

You can use the back side for your pro/con grid and/or notes.