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

PURPOSE

Program Assessment → Program Evolution or Improvement

Program Assessment ≠ Individual Evaluation

Program Assessment Overview

We're a PROGRAM!

[insert department photo]

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

Program Assessment Overview

Assessment Cycle

Learning Outcomes

Improvement Plan

Learning Opportunities (curriculum map)

Assessment Results

Collection & Analysis of Evidence

Today's focus

Please do not duplicate or distribute without permission. Thank you.
Program Assessment Overview

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

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

<table>
<thead>
<tr>
<th>Requirements</th>
<th>SLO 1 Knowledge</th>
<th>SLO 2 Application</th>
<th>SLO 3 Communication</th>
</tr>
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<tbody>
<tr>
<td>CRS 301</td>
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<td>CRS 490</td>
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</table>

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

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3. Evaluated by Whom?

Tip: Evaluate a sample

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

4. Gather & Evaluate Evidence

- Course Instructor as Evaluator
  - Tropical Plant and Soil Science
- Faculty Team as Evaluator
  - Gen Ed: English Department and English Language Institute

This rubric describes what our graduates should be able to do.
Your Turn

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

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<td>67%</td>
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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

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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)

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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.