



MEANINGFUL PROGRAM ASSESSMENT

Facilitated by the Assessment Office
December 2011



Agenda

1. Outcomes for Today
2. Meaningful Program Assessment Projects
3. Identifying a Project
 - ACTIVITY: Graffiti Wall
4. Exploring Uses of Assessment Results
 - ACTIVITY: Three-way Interview
5. Wrap-up



Outcomes for Today

You will know how to use a

1. graffiti wall activity to identify meaningful assessment project(s).
2. three-way interview to explore meaningful uses of assessment results.





Meaningful Program Assessment

- Investigates something the faculty care about
- Uses results to improve student performance



Faculty involvement in all stages of the assessment process leads to

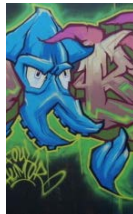
- identification of a meaningful project
- use of results



Identify a Meaningful Assessment Project

Graffiti Wall

1. Everyone silently & simultaneously lists ideas (one per sticky note)
2. Teams: Cluster sticky notes to identify themes
3. Draft assessment project ideas



Will faculty members do these
activities?

More than 90% will



GRAFFITI
WALL
ACTIVITY



Legal graffiti at Palama
Settlement, Kalihi

PHOTO SOURCE:

minkus, <http://www.23hq.com/minkus/photo/5422619>

minkus, <http://www.23hq.com/minkus/photo/6236138>



Cluster the
sticky notes into
categories/
themes.



PHOTO SOURCE:

<http://clyde.as.utexas.edu/SpAstNEW/M35-RADECbest.jpeg>

<http://nasa-satellites.blogspot.com/2009/09/excellent-images-from-refurbished.html>

Select the Most Meaningful Project(s)

1. Dot Voting
2. Cooperative Rank Order



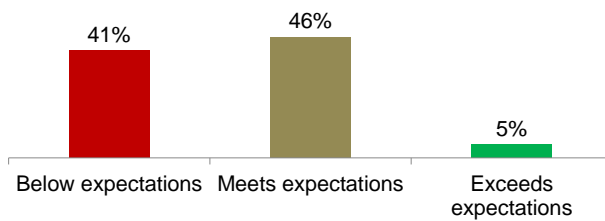


Explore meaningful uses of assessment results



Students can write a research paper/report.

(percent of students, N=37)



What changes could improve student performance?





Meaningful Use of Results



Tap the wealth of
existing knowledge



PHOTO SOURCE: <http://geology.com/articles/geyser.shtml>

Three-step Interview

- Groups of three
- Each person assigned a role:
 - a) Interviewer (seeks input)
 - b) Responder (provides input)
 - c) Recorder (writes input on the Interview Response Sheet)
- Three minutes per interview on the same topic
- Record on the same response sheet
- Rotate roles





Three-step Interview

- Team discussion
 - Make recommendations or draw conclusions
- Full group discussion



Wrap-Up

- Make program assessment meaningful by
 - Involving faculty
 - Finding out what's important
 - Using results to improve student performance

Resource: King, J. A., & Stevahn, L. (2012). *Interactive Evaluation Practice: Mastering the Interpersonal Dynamics of Program Evaluation*. Thousand Oaks, CA: Sage Publications.

