

Program Assessment at Mānoa: What is it? Who does it?

Goals for today

- Introduce you to program assessment at UH Mānoa
- Describe assessment-related roles of various campus groups

Agenda

1. Welcome!
2. Assessment
 - a. “The systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development” (Palomba & Banta, 1999).
 - b. WASC requirements
 - i. Evidence that students are learning what we want them to learn
 - ii. Decisions based on the assessment research we do on student learning
 - iii. Improvements made when students fall short of our publically-stated expectations (in other words, use the results)
 - iv. Recognition of scholarship related to teaching and learning in our tenure and promotion policies
3. Why assessment is valuable
 - a. Usefulness for professors
 - i. Encourages reflective teaching and learning at the course level and program level
 - ii. Helps decision-making on curricular modifications and instructional choices
 - iii. Increases the likelihood that students meet desired course and program outcomes
 - b. Usefulness for students
 - i. Helps students learn more effectively
 - ii. Makes clear what students should expect from their educational experience
 - iii. Makes graduates’ skills and knowledge clear to employers, accrediting agencies, etc.
4. Roles/responsibilities (see other side)
5. Wrap Up (aka: *assessment*)
 - a. On the back side of the 3x5 card, define *assessment* in higher education
 - b. Using a new 3x5 card, please share with us your thoughts regarding:
 - i. The most important thing you learned in this ½ hour
 - ii. Questions or concerns you have about assessment

Thank you for sharing your time with us!

Sources consulted (and available at the Assessment Office):

Mary Allen Workshop (May, 2008)

Maki, P.L. (2004). *Assessing for learning: Building a sustainable commitment across the institution*. Sterling, VA: Stylus Publishing.

Palomba, C.A. & Banta, T.W. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. San Francisco: Jossey Bass Publishers.

THE WHEEL OF PROGRAM ASSESSMENT

Faculty Members

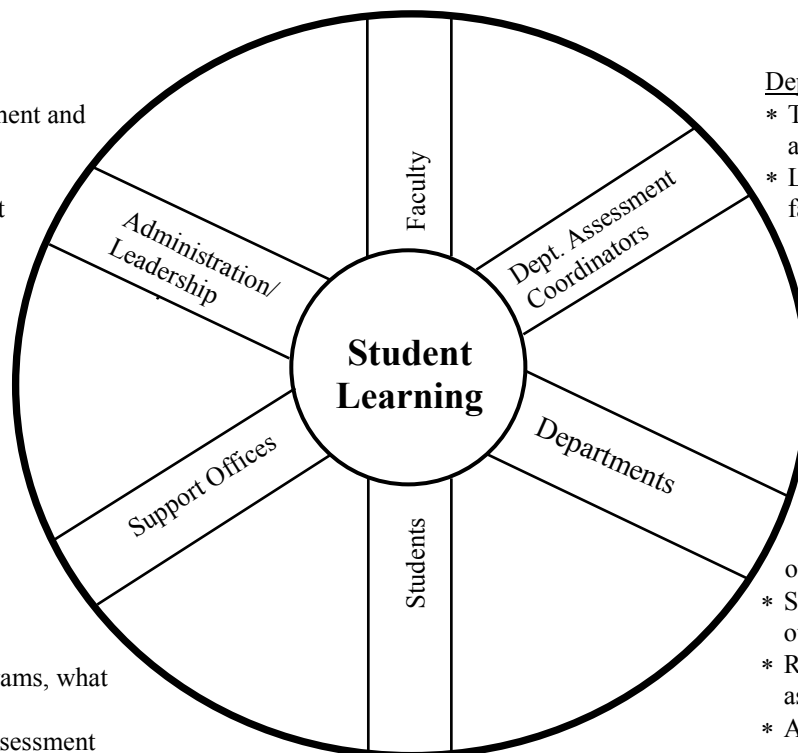
- * Own and are responsible for the assessment of student learning at Mānoa
- * Participate in assessment activities, such as developing learning outcomes, collecting samples of student work, scoring student work from colleagues' courses, discussing desired outcomes or how to use results
- * Communicate learning outcomes/objectives and expectations to students
- * Act on assessment results

Administration/Leadership

- * Communicates the value of assessment and publicly promotes its importance
- * Identifies, establishes, and makes available support and resources that initiate, build, and sustain the commitment to assessment
- * Acts on assessment results

Department Assessment Coordinators

- * Take the lead role in department/program assessment efforts
- * Liaise with administration, support offices, and faculty groups



Support Offices

Faculty Development & Academic Support

- * Offers course-level evaluation: mid-semester and end-of-course
- * Provides workshops on learning-centered approaches to teaching

Assessment

- * Educates and consults on how to assess programs, what to assess, and how to act on the results
- * Facilitates program- and institutional-level assessment planning, implementing, analyzing, summarizing results, and making evidence-based decisions
- * Acts on assessment results

Departments (or Programs)

- * Develop and carry out meaningful, manageable, and sustainable assessment plans
- * Develop and distribute student learning outcomes/objectives and expectations of quality
- * Systematically align courses and learning outcomes with program and institutional goals
- * Routinely collect, assess, and reflect on assessment results
- * Act on assessment results

Students

- * Complete assessment-related assignments/tasks to the best of their ability
- * Engage in assessment-related activities (e.g., complete surveys, participate in focus groups or interviews)
- * Serve on committees
- * Provide feedback on assessment activities