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
   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)
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

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

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

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

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

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

THE WHEEL OF PROGRAM ASSESSMENT