



Program-Level Assessment

What is it? Who does it?

Agenda

1. Program Assessment Defined
2. 5-Step Assessment Cycle
3. Example
4. Roles & Responsibilities
5. Activity
6. Wrap up & Evaluation

Learning Outcomes

At the end of today's session, you will be able to

1. State the purpose of program-level assessment
2. List the 5 steps in the assessment cycle
3. Match roles & responsibilities with the correct campus group



Program Assessment

▶ Definition:

“The systematic collection, review, and use of information about educational programs undertaken for the purpose of **improving student learning and development.**”

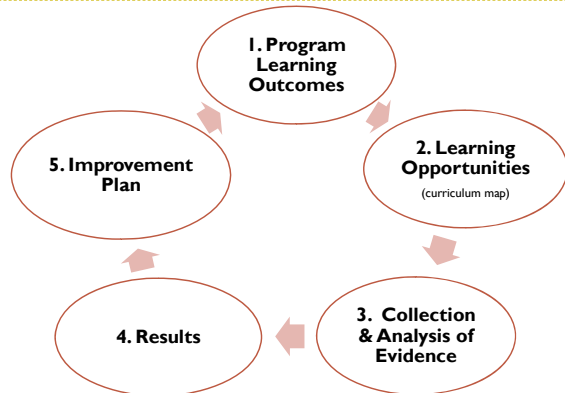
(Palomba & Banta, 1999, emphasis added)

- ▶ It is **NOT** teacher evaluation, classroom assessment, or program review

Purpose = Improve educational effectiveness



5-Step Assessment Cycle



How Does the Assessment Cycle Improve Student Learning?

Global Environmental Science BS

- Results
 - Students weak in two areas of chemistry & mathematics
 - Students had a positive reaction to writing rubrics



- Improvement Plan
 - Include chemistry review materials and math problem sets in key courses
 - Expand use of writing rubrics





How Does the Assessment Cycle Improve Student Learning?

Communication & Info Science PhD

- Results
 - Students taking too long to complete comprehensive exams
 - Students not doing research during comprehensive exam phase
 - Students not publishing before graduation



- Improvement Plan
 - Replace some comprehensive exams with a publication requirement



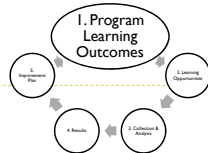
Assessment Cycle Example: American Studies

Excerpts from a 2009 Annual Assessment Report



1. Learning Outcomes

- ▶ What are the program's student learning outcomes (SLOs)?



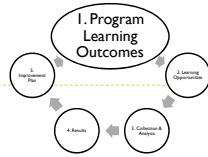
Students demonstrate

1. Substantial knowledge of American history, society, and culture ...
2. Critical thinking skills ...
3. Competence in scholarly writing and oral communication
4. Basic research skills ...





1. Learning Outcomes



▶ Where are the program SLOs published?

- Department website
- Student information sheet
- Course syllabi



2. Learning Opportunities



- ▶ Does the program have a curriculum map?
- ▶ How do courses and requirements help students achieve the SLOs?



AMST Curriculum Map



Courses	Intended Student Learning Outcomes			
	Substantial knowledge of American history, society, and culture, as well as a basic appreciation of different scholarly approaches to American Studies	Critical thinking skills necessary to analyze a variety of cultural artifacts (literature, primary documents, film, music, etc.), as well as historical and present-day sociopolitical issues.	Competence in scholarly writing and oral communication	Basic research skills, including advanced research skills in one area of specialization
AMST 150	I	I		
AMST 201, 202, 211 or 212	R	R	R	
AMST 381*	I	I	I	I
AMST 382*	I	R	R	R
AMST 480*	R	R	R	R
AMST 481*	M (A)	M (A)	M (A)	M (A)
Upper level* AMST electives (3 minimum)	R	R	R	R
Upper level "allied" courses (3 maximum)*	R	R	R	R
Exit Interview				

* courses required for the major
 Key: "I"=introduced; "R"=reinforced and opportunity to practice; "M"=mastery at the senior or exit level; "A"=assessment evidence collected



3. Collection & Analysis of Evidence

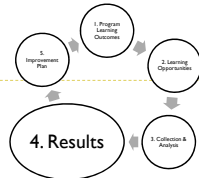


- ▶ Which SLO(s) was targeted?
- ▶ What was the assessment question or goal?
- ▶ What evidence was collected?
- ▶ How was the evidence analyzed/evaluated/interpreted?

- All four SLOs were targeted
- Assessment goal was to investigate student performance on the outcomes
- Senior capstone projects collected as evidence
- Course instructor evaluated capstone projects



4. Results

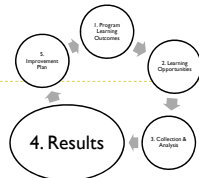


- ▶ What were the results?

- 90% of students successfully completed the capstone project
- Many students arrived at the capstone course with great breadth of knowledge but lacked methodology and research training



4. Results



- ▶ How were results distributed & discussed?

- Assessment Coordinator met with members of different programs in the department
- Results discussed at a faculty meeting
- Assessment Committee coordinated with Curriculum Committee to address concerns about student preparation for the capstone and questions about long-term data-collecting methods





4. Results

► Any conclusions & discoveries?

- Students struggle with the capstone because they lack methodological knowledge and research training

►

5. Improvement Plan

► How were the results used?
 ► Changes to the assessment process?

- To address students' lack of methodological knowledge, AMST 480 *Approaches to American Studies* was created
- Institute rubrics to standardize assessment of student work

►

Roles & Responsibilities

Who's responsible? What's my role in assessment of student learning?

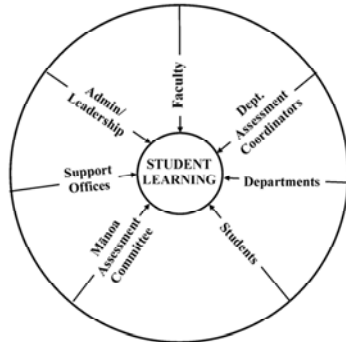
Who's in charge? Where can I get help?

Who does what?

►



The Wheel of Assessment



Your Turn . . .

1. Complete the checklist. Review.
2. Predict 1-2 challenges you and your program might encounter (or already have)
3. In small groups, share & brainstorm ways to address the challenges
4. Be ready to share

How's your program doing?

How might your program overcome challenges?

Recap

What is it?

“The systematic collection, review, and use of information about educational programs undertaken for the purpose of **improving student learning** and development.”

(Palomba & Banta, 1999, emphasis added)

Who is involved?

- ▶ Faculty
- ▶ Dept. /Program Assessment Coordinators
- ▶ Students
- ▶ Administration/Leadership
- ▶ Mānoa Assessment Committee
- ▶ Assessment Office



Resources

- ▶ **Assessment Office**
 - Workshops
 - Consultations
 - Webpage: <http://manoa.hawaii.edu/assessment>
 - Lending Library in HAW 107
 - Data entry service (based on student worker availability)
- ▶ **Department/Program Assessment Coordinators**
- ▶ **Google**

Wrap up

- ▶ **Questions?**
- ▶ **Were the workshop outcomes achieved? Can you:**
 1. State the purpose of program-level assessment?
 2. List the 5 steps of an assessment cycle?
 3. Match roles & responsibilities with the correct campus group?
- ▶ **Quiz and Workshop Evaluation: Please turn in**

THANK YOU!

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Where is Your Program?

1. Complete the checklist

	Unknown Status	Planning	In-Progress	Completed	*Published
Program learning outcomes					
Learning opportunities (curriculum map or logic model)					
Assessment process: <i>at least one</i> program learning outcome assessed					
Assessment results					
Improvement plan					

* e.g., website, Catalog, program sheets, brochures, syllabi

2. Predict 1-2 challenges you and your program might encounter (or already have)

3. In small groups, share & brainstorm ways to address the challenges

4. Be ready to share

THE WHEEL OF PROGRAM ASSESSMENT

