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

1. Program Learning Outcomes
2. Learning Opportunities (curriculum map)
3. Collection & Analysis of Evidence
4. Results
5. Improvement Plan

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

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**Assessment Cycle Example: American Studies**

Excerpts from a 2009 Annual Assessment Report

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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**

<table>
<thead>
<tr>
<th>Courses</th>
<th>English Language Proficiency</th>
<th>Critical thinking skills necessary to analyze a variety of textual, primary documents, films, music, etc.</th>
<th>Competence in scholarly writing and oral communication</th>
<th>Basic research skills, including advanced research skills in one area of specialization</th>
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</thead>
<tbody>
<tr>
<td>AMST 150*</td>
<td>M (1)</td>
<td>M (1)</td>
<td>M (1)</td>
<td>M (2)</td>
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<td>AMST 160*</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

*Courses required for the major

Key: *Prerequisite; **= required and opportunity to practice; *M* = mastery at the senior or earlv level; X = assessment evidence indicated
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

- 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 in charge?

Who does what?

Who's responsible?

What's my role in assessment of student learning?

Where can I get help?
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

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!
Assessment Office
http://manoa.hawaii.edu/assessment
airo@hawaii.edu
Hawai‘i Hall 107

Marlene Lowe, 956-4283
mplowe@hawaii.edu

Monica Stitt-Bergh, 956-6669
bergh@hawaii.edu
Where is Your Program?

1. Complete the checklist

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

* 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
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

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

Faculty Members
- Own and are responsible for the assessment of student learning at Mānoa
- Lead assessment activities: develop learning outcomes, collect samples of student work, score student work from colleagues’ courses, discuss how to use results
- Communicate learning outcomes/objectives and expectations to students
- Act on assessment results

Support Offices
- Assessment
  - Collaborates with faculty, staff, students, and administrators to establish meaningful, manageable, and sustainable assessment
  - Assists faculty members with designing effective educational programs
  - Acts on assessment results

Faculty Development & Academic Support
- Offers course-level evaluation: mid-semester and end-of-course
- Provides workshops on learner-centered approaches to teaching

Mānoa Assessment Committee (MAC)
- Establishes academic assessment policies
- Liaises with faculty to promote effective academic assessment practices
- Identifies the most appropriate practices and uses for assessment of student learning
- Acts on assessment results

THE WHEEL OF PROGRAM ASSESSMENT

Admin/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

Support Offices

Admin/Leadership

Dept. Assessment Coordinators

Students

Departments

Mānoa Assessment Committee (MAC)