



## Creating an Assessment Plan & Using Assessment Templates

Brought to you by the Assessment Office

### Agenda

- Today's Outcomes
- Program Assessment Overview
- Template 1: Assessment Plan
- Template 2: Assessment Project
- Template 3: Assessment Results & Improvement Plan
- Wrap up

### Your Turn . . .

- On your 3x5 notecard:
- Write "BEFORE" on one side
- Rate your level of anxiety regarding assessment planning and documenting.





## Today's Outcomes

- At the end of today's session, you
- Can locate the templates
- Are comfortable using templates
- Understand the relationship among the assessment templates, annual reports, Program Review, and successful reaccreditation

A Refresher

## **PROGRAM ASSESSMENT OVERVIEW**

## Program Assessment

- An on-going process designed to monitor and improve student learning
- It is NOT evaluation of individual faculty members, students, or courses
- Faculty take the lead in assessment:
  - Develop program-level learning outcomes
  - Align learning with outcomes
  - Collect, evaluate, and interpret evidence
  - Create and implement an improvement plan to “close the loop”



## Why Program Assessment?

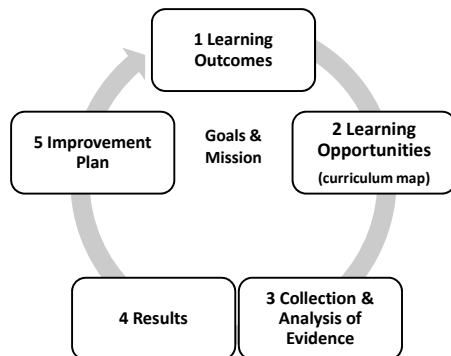
### Course-centered

- Focus on individual courses
- Classroom assessment only
- Students view courses as separate, isolated from other courses
- Little to no transfer of knowledge & skills across courses

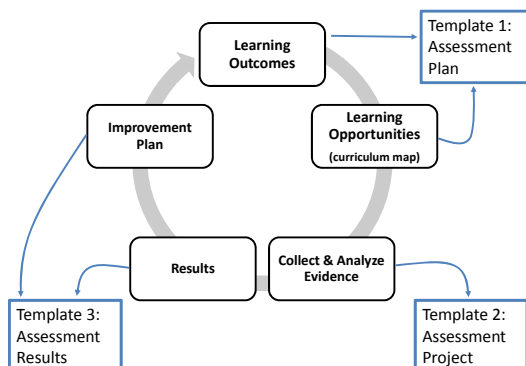
### Program-centered

- Focus on how courses contribute to the program
- Classroom assessment and assessment of the program's cumulative effect
- Students view courses as building on each other
- Emphasis on transfer of knowledge & skills

## 5-Step Assessment Cycle



## Assessment Cycle & Templates





## Three Assessment Templates

1. *Departmental/Program Assessment Plan*
2. *Planning and Implementing an Assessment Project*
3. *Assessment Results & Improvement Plan*

Available on the Assessment Office website

<http://manoa.hawaii.edu/assessment>

Under RESOURCES → TEMPLATES

## Templates: Sources

- WASC accreditation guidelines (2001 & 2008)
- Mānoa Program Review self-study outline (12/29/2008)
- Program evaluation research on use of results
- Other universities: University of Massachusetts, Western Washington University
- Experts in assessment in higher education: Trudy Banta, Marilee Bresciani, Peter Ewell, Peggy Maki, Barbara Walvoord

## Relationship to Accreditation & Program Review

### UHM Accreditation

4 standards, including assessment & student success

### UHM Program Review

5 areas, including assessment

### UHM Program Assessment

Annual Reports

Use of Results



## WASC Accreditation

- Assessment is part of accreditation
  - One of the four accreditation standards is devoted to assessment and student success
- The templates feed into programs' annual assessment reports, which are given to WASC
- Mānoa uses completed templates as evidence during reaccreditation visits

## UH Mānoa Program Review

- Assessment is part of Program Review
  - See self-study outline page 3, Academic Programs
- Information from the templates can be pasted into your annual assessment reports. The annual reports automatically become part of the Program Review self study

## Template 1. Assessment Plan

- Serves as the foundation for program assessment
- [Template 1](#)

Blank template and example available on the  
Assessment Office website

<http://manoa.hawaii.edu/assessment>

Under RESOURCES → TEMPLATES



## Template 2. Assessment Project

- An assessment project involves collecting, evaluating, and interpreting evidence
- Template can guide committee's planning discussions
- Tips
  - Good questions lead to good projects
  - Consideration of use at all stages = better chance of using results

## Your Turn . . .

- In pairs or groups of 3
- Complete the blank template
  - Provided
    - Blank Template
    - Answers to each question
    - Tape

## Your Turn . . .

- Focused freewrite on these questions:
- What did you learn about assessment projects?
- What did you find most helpful regarding the template?
- What did you find not helpful regarding the template?



## Pair-Share

- Review your freewrite and circle:
  - One thing you learned about an assessment project
  - One thing helpful about the template
  - One thing not helpful about the template
- With a person from a different pair/group, share and discuss

### Template 3.

#### Assessment Reports & Improvement Plan

- Annual assessment report questions are based on Template #3
- Examples located here:
  - [manoa.hawaii.edu/assessment/](http://manoa.hawaii.edu/assessment/)
  - Click on “Reports”
  - Click on “Current years’ reports”
- [American Studies BA](#)
- [Hawaiian Studies BA](#)

## Evaluate Your Plan & Projects

- Rubric to evaluate Assessment Plans:
  - Rubric for Assessing the Quality of Program-level Student Learning Outcomes and Assessment Plans
- Project checklist:
  - Checklist to Critique Your Assessment Project Plan

Available on the Assessment Office website

<http://manoa.hawaii.edu/assessment>

RESOURCES → RUBRIC BANK



## Program Assessment

- Keep in mind:
- Useful
- Meaningful
- Manageable
- Ethical
- Reliable, valid, trustworthy, accurate

## Recap

- How well have we met our outcomes?
- Where are the templates located?
- How comfortable are you with using the templates?
- What is the relationship among the assessment templates, annual reports, Program Review, and successful reaccreditation?

## Thank You!

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## Rubric for Assessing the Quality of Program-level Student Learning Outcomes & Assessment Plans

[Taken and adapted from the August 10, 2007 draft *Rubric for Assessing the Quality of Academic Program Learning Outcomes*" by WASC]

CRITERION	1-INITIAL	2-EMERGING	3-DEVELOPED	4-HIGHLY DEVELOPED
<b>COMPREHENSIVE LIST OF STUDENT LEARNING OUTCOMES</b>	The list of outcomes is problematic: e.g., very incomplete, overly detailed, inappropriate, disorganized. It may include only discipline-specific learning, ignoring relevant institution-wide learning. The list may confuse learning processes (e.g., doing an internship) with learning outcomes (e.g., application of theory to real-world problems).	The list includes reasonable outcomes but does not specify expectations for the program as a whole. Relevant institution-wide learning outcomes and/or national disciplinary standards may be ignored. Distinctions between expectations for undergraduate and graduate programs may be unclear.	The list is a well-organized set of reasonably outcomes that focus on the key knowledge, skills, and values students learn in the program. It includes relevant institution-wide outcomes (e.g., communication or critical thinking skills). Outcomes are appropriate for the level (undergraduate vs. graduate); national disciplinary standards have been considered.	The list is reasonable, appropriate, and comprehensive, with clear distinctions between undergraduate and graduate expectations, if applicable. Relevant institution-wide learning outcomes are included. National disciplinary standards have been considered. Faculty have agreed on explicit criteria for assessing (e.g., rubric, exam answers) students' level of mastery for each outcome.
<b>ASSESSABLE OUTCOMES</b>	Outcome statements do not identify what students can do to demonstrate learning. Statements such as "Students understand scientific method" do not specify how understanding can be demonstrated and assessed.	Most of the outcomes indicate how students can demonstrate their learning	Each outcome describes how students can demonstrate learning. E.g., "Graduates can write reports in APA style" or "Graduates can make original contributions to biological knowledge."	Outcomes describe how students can demonstrate their learning. Faculty has agreed on explicit criteria statements, such as rubrics, and has identified examples of student performance at varying levels for each outcome.
<b>ALIGNMENT</b>	There is no clear relationship between the outcomes and the curriculum that students experience.	Students appear to be given reasonable opportunities to develop the expected knowledge/skills/attitudes of the outcomes in the required curriculum.	The curriculum is designed to provide opportunities for students to learn and to develop increasing sophistication with respect to each outcome. This design may be summarized in a curriculum map.	Pedagogy, grading, the curriculum, relevant student support services, and co-curriculum are aligned explicitly and intentionally with each outcome. Curriculum map indicates increasing levels of proficiency.

*continued*

CRITERION	1-INITIAL	2-EMERGING	3-DEVELOPED	4-HIGHLY DEVELOPED
<b>ASSESSMENT PLANNING</b>	There is no formal plan for assessing each outcome.	The program relies on short-term planning, such as selecting which outcome(s) to assess in the current year.	The program has a reasonable, multi-year assessment plan that identifies when each outcome will be assessed. The plan may explicitly include analysis and implementation of improvements.	The program has a fully-articulated, sustainable, multi-year assessment plan that describes when and how each outcome will be assessed and how improvements based on findings will be implemented. The plan is routinely examined and revised, as needed.
<b>THE STUDENT EXPERIENCE</b>	Students know little to nothing about the overall outcomes of the program. Communication of outcomes to students, e.g., in syllabi or catalog, is spotty or nonexistent.	Students have some knowledge of program outcomes. Communication is occasional and informal, left to individual faculty or advisors.	Students have a good grasp of program outcomes. They may use them to guide their own learning. Outcomes are included in most syllabi and are readily available in the catalog, on the program web page, and elsewhere.	Students are well acquainted with program outcomes and may participate in creation and use of rubrics. They are skilled at self-assessing in relation to the outcomes and levels of performance. Program policy calls for inclusion of outcomes in all course syllabi, and they are readily available in other program documents.

### **Checklist to Critique Your Assessment Project Plan**

(based on the Program Evaluation Standards by the Joint Committee on Standards for Educational Evaluation, <http://www.wmich.edu/evalctr/jc>)

#### **CHECKLIST**

- UTILITY:** Useful to be intended users? Meet the needs of the intended users?
- FEASIBILITY:** Realistic, practical, diplomatic, and economical?
- PROPRIETY:** Designed to be conducted ethically, legally, and with regard for the welfare of those involved and those affected by the results?
- ACCURACY:** Designed to reveal and convey technically adequate information about the program? Designed to answer reliably the assessment question(s) being asked?

## Program Review Self-Study Outline

### Academic Departments

#### III. Academic Programs

*(includes graduate and distance-delivered programs)*

*Guiding WASC Standard: The institution achieves its institutional purposes and attains its educational objectives through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. It demonstrates that these core functions are performed effectively and that they support one another in the institution's efforts to attain educational effectiveness. (Standard II)*

#### Questions for Engagement

##### *Curricula*

1. What actions were taken in response to previous program review recommendations? What has transpired in the unit since submission of your one-year progress report following the previous program review?
2. How are disciplines changing, and what research/data support these changes?
3. To what extent are scholarship, research and creative activity linked to the curricula?
4. In what ways have courses and programs been modified to reflect new knowledge and/or changes in the needs of society?
5. In what ways have resources been shifted to respond to these changes?

##### *Assessment*

6. What are the learning outcomes for each certificate, undergraduate and graduate program? How has the department ensured that its degree and certificate programs remain rigorous and aligned with educational objectives?
7. What indicators and sources of evidence do you use to assess whether students develop core learning abilities and competencies before they graduate? (Please summarize assessment findings.) How have these findings led to modifications in your curricula?
8. How would you assess the role general education plays in preparing your undergraduate students for the major(s)? In what areas are students well prepared? Where do you see deficiencies?
9. To what extent does the faculty regularly engage in discussing effective approaches to assessing teaching and learning within the department?

##### *Graduation Rates*

10. What factors prohibit students in your major(s) from graduating in 4 years? What data support these assumptions?
11. How does the department ensure that its programs can be completed within a timely manner? What is the rotation for required courses in your majors?
12. Assess the overall health of your academic programs.

#### DATA PROVIDED, 2003-2008 (unless otherwise noted):

- ❖ Previous COPR recommendations, and one-year progress report
- ❖ Annual departmental assessment reports, 2005-2008 (per OVCAA)
- ❖ Number of Degrees and Certificates Earned by Major (per IRO Quantitative Indicators)
- ❖ Program and Course Descriptions (per 2008-09 Mānoa Catalog)