Assessment Planning & Using Assessment Templates
Brought to you by the Assessment Office

AGENDA

- Introductions
- Today’s Outcomes
- Program Assessment Overview
- Template 1: Assessment Plan
- Template 2: Assessment Project
- Wrap up
**TODAY’S OUTCOMES**

At the end of today’s session, you can

1. Locate the templates
2. Know how to complete the templates
3. Understand the relationship among the assessment templates, Program Review, and successful reaccreditation

**PROGRAM ASSESSMENT OVERVIEW**

A Brief
Refresher
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 in the program:
  1. Develop program-level learning outcomes
  2. Align learning processes and learning outcomes
  3. Collect, evaluate, and interpret assessment data
  4. Create and implement an action plan to “close the loop”

ASSESSMENT CYCLE

![Assessment Cycle Diagram]

- Learning Outcomes
- Goals & Mission
- Learning Processes (curriculum map)
- Action Plan for Change
- Assessment Results
- Assessment Processes
STUDENT LEARNING OUTCOMES

SLOs: An opportunity to make our expectations known.

Goals

Department

Outcomes

Program

Outcomes

Course

LEARNING PROCESS: CURRICULUM MAP

Curriculum map: An opportunity to consciously align curriculum with SLOs

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Program SLO 1</th>
<th>Program SLO 2</th>
<th>Program SLO 3</th>
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<tbody>
<tr>
<td>CRS 241</td>
<td>Introduced</td>
<td></td>
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<tr>
<td>CRS 251</td>
<td>Introduced</td>
<td>Introduced</td>
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<tr>
<td>CRS 320</td>
<td>Introduced</td>
<td></td>
<td>Reinforced/Practiced</td>
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<tr>
<td>CRS 330</td>
<td>Reinforced/Practiced</td>
<td>Reinforced/Practiced</td>
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<td>CRS 450</td>
<td>Reinforced/Practiced</td>
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<tr>
<td>CRS 480</td>
<td>Mastered &amp; Assessed</td>
<td>Reinforced/Practiced</td>
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<td>CRS 490</td>
<td>Mastered &amp; Assessed</td>
<td>Mastered &amp; Assessed</td>
<td>Mastered &amp; Assessed</td>
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<tr>
<td>Exit Interview</td>
<td>Assessed</td>
<td>Assessed</td>
<td>Assessed</td>
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RESULTS & ACTION PLAN

- Use the assessment results to create an action plan for change
- Examples of changes made by Mānoa programs
  - New instructional materials & recommended assignments (Written Communication)
  - Deleted courses not relevant to outcomes (ANTH)
  - Created new “specialization tracks” (MATH)
  - Created resource webpage for majors (GES)

WHY PROGRAM ASSESSMENT?

Program assessment moves us from a course-centered to a program-centered approach to education.

<table>
<thead>
<tr>
<th>Course-centered</th>
<th>Program-centered</th>
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<tbody>
<tr>
<td>Focus on individual courses</td>
<td>Focus on how courses contribute to the program</td>
</tr>
<tr>
<td>Classroom assessment only</td>
<td>Classroom assessment</td>
</tr>
<tr>
<td>Students view courses as separate, isolated from other courses</td>
<td>Assessment of the program’s cumulative effect</td>
</tr>
<tr>
<td>Little to no transfer of knowledge &amp; skills across courses</td>
<td>Students view courses as building on each other</td>
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<tr>
<td></td>
<td>Emphasis on transfer of knowledge &amp; skills</td>
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KEYS TO A PROGRAM-CENTERED APPROACH

- Communication
  - Programs are people: staff, students, faculty, administration
- Program-level Assessment
  - Shared mission, goals, and outcomes
  - Information about students’ knowledge, skills, and values on program outcomes
  - Useful, meaningful results that can guide program development

COMMUNICATION

- Publish assessment-related documents
  - Web, brochures, catalog, syllabi, handbook, alumni newsletters
- Items to publicize
  - Mission, goals, outcomes
  - Curriculum map
  - Assessment plan
  - Assessment projects
  - Assessment results

Use the templates
3 ASSESSMENT TEMPLATES

2. “Planning and Implementing an Assessment Project”
3. “Assessment Project Results Report”

Available on the Assessment Office website
http://manoa.hawaii.edu/assessment

ASSESSMENT CYCLE & TEMPLATES
TEMPLATES: SOURCES

- WASC accreditation guidelines (2001 & 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
TEMPLATE 1. 
ASSESSMENT PLAN

- “Phase 1” of assessment
- Serves as the foundation for projects
- Example

Blank template and example available on the Assessment Office website
http://manoa.hawaii.edu/assessment

TEMPLATE 2. 
ASSESSMENT PROJECT

- An assessment project involves collecting, evaluating, and interpreting evidence
- Template can guide committee’s discussion
- Tips
  - Good questions lead to good projects
  - Consideration of use at all stages = better chance of using results
  - Data-collection workshop: April 21 & 22
YOUR TURN . . .

- Find a partner
- Complete the blank template
  - Provided
    1. Blank Template
    2. Answers to each question
    3. Tape or Glue Stick
- Prepare to share

YOUR TURN . . . SHARE

- What did you learn about creating an assessment project?
- What did you find most helpful or not helpful regarding the template?
  - Any feedback on the template?
  - Would you or your colleagues be willing to use it?
EVALUATE YOUR PLAN & PROJECTS

1. Plan rubric:

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

2. Project checklist:

   Critique Your Assessment Project Plan

Available on the Assessment Office website
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ASSESSMENT

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

- How well have we met our outcomes?
  1. Where are the templates located?
  2. How confident do you feel in your ability to complete the templates?
  3. What is the relationship among the assessment templates, Program Review, and successful reaccreditation?

THANK YOU!

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