

Best Practices for Program-level Assessment of Student Learning

The Mānoa Assessment Committee and the Assessment Office use this list of best practices to give feedback to programs' annual assessment reports.

1. Program Student Learning Objectives or Outcomes (SLOs)

The SLOs

- a. specify what students should know, do, and/or value upon successful program completion.
- b. are meaningful and feasible to assess.
- c. use verbs that express an action and the grammatical subject is students.
- d. make the knowledge/skill/value to be assessed evident and demonstrable.
- e. are publically available and known to students and faculty.

2. Curriculum Alignment via a Map/Matrix

- a. Each SLO is addressed in a set of required courses and/or activities.
- b. Each required course/activity addresses at least one SLO (but typically a course does not address all of the program SLOs).
- c. Students have sufficient learning opportunities so they can meet exit-level standards of performance.

3. Evidence

- a. The type of evidence collected is appropriate given the assessment question/goal/SLO.
- b. Pieces of evidence were reliably and fairly evaluated.
- c. Multiple types of evidence are collected over time.

4. Results and Use of Results

- a. Results are summarized in a clear, concise manner using counts and percentages, if appropriate.
- b. Standards of performance are available, e.g., samples of unacceptable, acceptable, and exemplary student work are available
- c. Criteria for success are established, e.g., the percent of survey responses needed to declare an outcome/goal has been achieved.
- d. The (planned) actions and/or changes are congruent with the results.
- e. A specific improvement plan (who, what, when) is given if action has not yet been taken.
- f. There is a plan to monitor the implementation of the improvement plan and the impact of the actions/changes.

Program Assessment Planning

Activity

1. Apply the “Rubric for Assessing the Quality of Program-level Student Learning Outcomes & Assessment Plans” to your degree program.
 - a. Review your program’s annual assessment report(s) on the Assessment Office website.
 - b. Score your program’s assessment (in the table below) and identify program assessment strengths and areas needing improvement.

	1 Initial	2 Emerging	3 Developed	4 Highly Developed
Comprehensive list of SLOs				
Assessable outcomes				
Alignment				
Assessment planning				
The student experience				

2. Briefly explain how your fall project will support program assessment or address an area needing improvement.

3. Given your responses to #1 and #2 above, **propose an interactive session** for the Assessment/Curriculum/Ad Hoc committee to undertake that will move the program forward on assessment.
 - a. Session goal (final product or decision):

 - b. Rationale for session goal (why is it needed?)

 - c. Starting product (e.g., student learning outcomes, vision statement, results):

 - d. Process to engage faculty and reach session goal—be creative! (see reverse for ideas)

4. Be ready to share and give suggestions to each other.

Some Interactive Session Ideas

Brainstorm
Think-pair-share
Rank order
Concept map
Graffiti wall (brainstorm technique)
Fishbowl
Appreciative inquiry
3-person interview
Corner voting
Jigsaw
Nominal group technique (no verbal interaction allowed)
Skits/scenarios
Case studies
Learning carousel
Advertisements
Song, poem, rap

**TIP: Whenever possible,
start with a product or
something tangible.**

**TIP: Establish the goal
early in the session: a
specific product or
decision.**