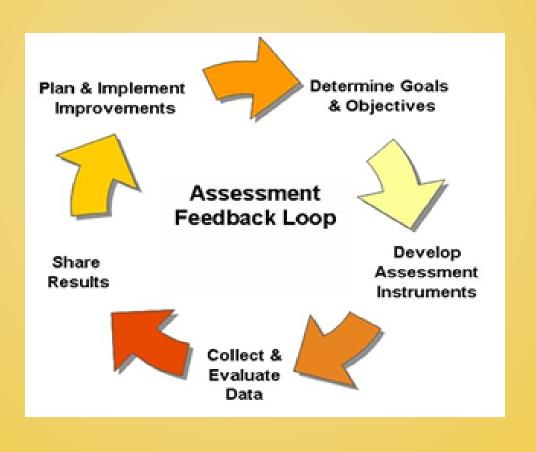
PROGRAM ASSESSMENT

PLANNED & SYSTEMATIC



Assessment in Context

- First National Conference on Assessment in Higher Education
- Columbia, SC
- **1985**
- Co-sponsored by the National Institute of Education (NIE) and American Association for Higher Education (AAHE)

Managing Assessment Terminology

- Goals
- Objectives
- Outcomes
- Measures/Strategies
- Targets
- Findings/Results
- Planned Actions/Improvements
- Closing the Loop

Varied Types of Assessment Approaches

- Standardized
- Constructed
- Observational

Standardized

(A Few Examples)

- CLA+ (Collegiate Learning Assessment +)
- ETS Major Field Tests
- ETS Proficiency Profile
- CAAP of ACT (Collegiate Assessment of Academic Proficiency; being retired 01/2018)
- Internally generated

Evaluation Methodology - Forced Choice

Constructed (A Few Examples)

- Essays
- Performances
- Oral Presentations
- Portfolios
- Exhibitions

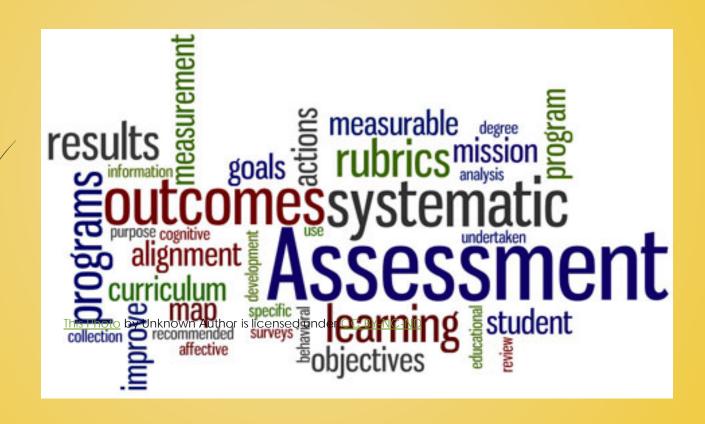
Evaluation Methodology - Rubric

Observational (A Few Examples)

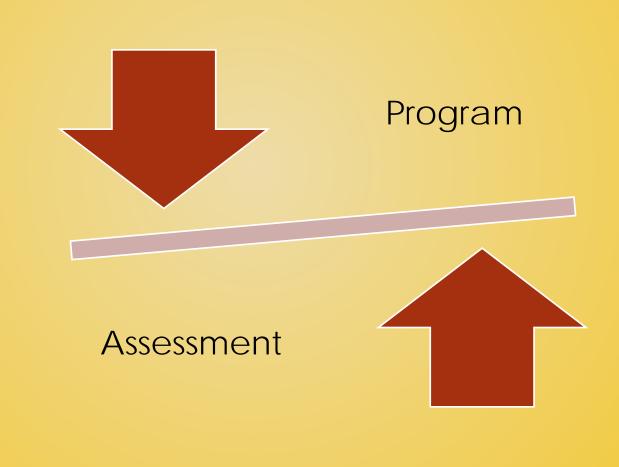
- Internships/Externships
- Clinicals (Nursing, teaching, et.al.)

Evaluation Methodology -- Rubric

DISCUSSION



Basic Terminology



GOAL - you decide...

Yes?

- Graduates will be prepared for careers in the legal professions.
- Graduates will be able to conduct scientific research demonstrating the use of CSE Documentation Style.
- Students will be proficient in the use of Prezi, PPT, and spreadsheets in project preparation.

No?

- Students will understand the value of diversity and inclusiveness.
- Students will demonstrate their understanding of and ability to use both primary and secondary sources in supporting critical positions.

GOAL

Yes

- Students will understand the value of diversity and inclusiveness.
- Graduates will be prepared for careers in the legal professions.

No

- Graduates will be able to conduct scientific research demonstrating the use of CSE Documentation Style.
- Students will be proficient in the use of Prezi, PPT, and spreadsheets in project preparation.
- Students will demonstrate their understanding of and ability to use both primary and secondary sources in supporting critical positions.

DISCUSSION



A Goal is...

- A general/broad statement of what the program intends to accomplish
- General categories of students' intended knowledge, skills, and dispositions
- Think of program goals as long range statements of intent which are:
 - 1) consistent with the mission of the program
 - 2) consistent with the mission of the institution (aligned with the Strategic Plan)

From the Goal

...To the Objective

An Objective is...

- An <u>intended</u> result based on instruction and related curricula and co-curricula activities that are planned and focused
- Focused on the kinds of behaviors and performances/outputs that students <u>should</u> have at the end of a program/course
- Usually focused on instructional/teaching intentions and describe course/subject content that the professor will cover

From the Objective

...To the Outcome

An Outcome is...

- A clearly articulated statement of what program instruction will consist of in terms of <u>measurable</u> knowledge, skills, values/attitudes (dispositions)
- A specification of what learners will know and be able to do
- Very specific, precise, and can be measured for current and future enhancements to a program/course

Types of Outcomes

- Cognitive/Knowledge: What should/will graduates know?
- Behavioral/Skills: What should/will graduates be able to do?
- Affective/Dispositional: What should/will graduates care or think about?

Examples of Action Verbs for the Cognitive and Behavioral Domain

Know

Comprehend

Analyze

Apply

Evaluate

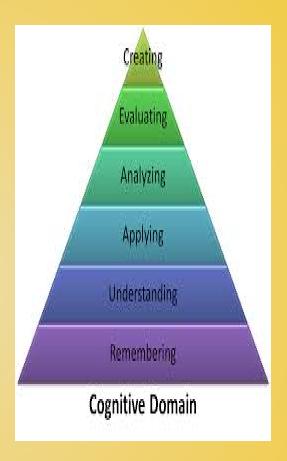
Synthesize

Prepare

Diagnose

Demonstrate

Retrieve



Examples of Action Verbs for the Affective Domain

Influence

Organize

Receive

Assist

Qualify

Question

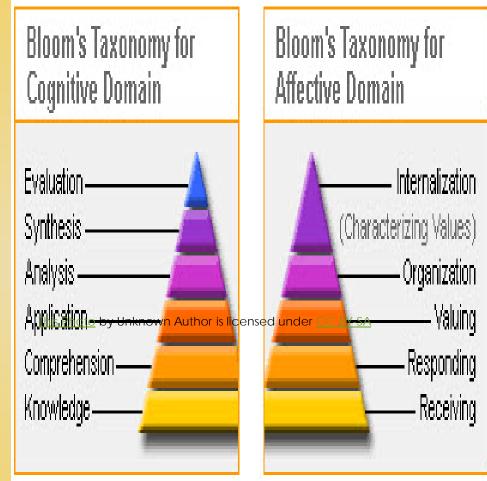
Identify

Initiate

Internalize

Respond

Value





Move from Broad to Specific Measurable vs Non-Measurable

IRM[A] – [Approach] to Assessment

- Introductory
- Reinforcement
- Mastery
- In this process, the program looks across the curriculum and determines which courses meet a specific standard at the Introductory, Reinforcement, and Mastery levels of assessment.
- For each stated standard, the program should determine which courses will meet each standard.
- Then, the program should establish which assignments will meet each standard and at a determined level of assessment. Actual outcomes should be monitored. It is based on these outcomes that programmatic decisions may be made on how to use those outcomes to improve the program.

Program Goals & Outcomes

- Clearly articulated?
- Visible where and to whom?
- Aligned on all documents plans, reports, reviews?

Outcomes

- Are they truly measurable?
- What is the range/time for assessing the outcome; is it realistic?
- Do program outcomes align with institutional outcomes? Why or why not?
- Do specific course outcomes align with program outcomes? Why or why not?
- How do we know if alignment is present and evident?
 (How are you measuring alignment?)

Targets

- How many students and/or faculty to be assessed?
- Why a certain number?
- Timing of assessments

Metrics/Measuring Tools

- Capstone Course Evaluation
- Course-Embedded Assessments
- Standardized Assessments
- Pre and Post Assessments (Standardized or Performance Based)
- Portfolio Evaluation
- Observations (Performance, Internship, Clinical)

Findings

- Were the targets met?
- Is there evidence in the program assessment annually – of introductory, reinforcement, and mastery levels of assessing outcomes?

Actions (Closing the Loop)

- What will be done with the data?
- When reviewed?
- When changes implemented?

Curriculum Mapping

- Which courses address specific program outcomes?
- At what levels (IRMA)?
 - ~Introductory
 - ~Reinforcement
 - ~Mastery
- Each program in each school should have a clear Curriculum Map (CM)
- The CM should be clearly posted on the School Website

Sample Program Assessment Template (Can be modified for course level assessment)

		Goal	Objective	Outcome	Target	Measure	Finding	Action (CtL)
	Program							
	Program							
	Program							
	Program							

Office of the Vice Provost for Curriculum and Assessment

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