Program Assessment Workshop

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Director of Assessment and Accreditation
Office of Data Analytics and Institutional Research (DAIR)
Assessment Workshop

Agenda

1. What is assessment? Why do we assess?
2. Assessment plans
3. Assessment reports
4. How to create effective assessment measures
5. How to analyze and use results
Assessment Workshop

At the end of today’s session, you will be able to

1. describe the components of an assessment report
2. name, describe and create common “direct” and “indirect” assessment measures
3. select appropriate pieces of learning evidence
4. identify possible reasons learning targets were not met
5. analyze your results and identify ways to use these results

Learning Outcomes
If it isn’t broken……..

LET’S MAKE IT BETTER!
What is Assessment?

**PLAN:** Develop clear learning objectives

**DO:** Offer courses, programs, student services

**DO:** Collect data

**CHECK:** Assess progress

**ACT:** Use results

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Today's Session

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Why Do We Assess?

1. Helps us know if we are doing what we are supposed to be doing

2. Provides evidence that AUC is actively monitoring its progress towards its goals and achieving its mission.

3. Required by accreditation bodies

4. Assessment results provide valuable information to help in decision-making
Levels of Assessment

- Course Level Assessment
- Program Level Assessment
- Department/School Level Assessment
- Institutional Level Assessment

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Assessment Cycle

**Assessment Plans**
Submitted once for every cycle (once every 6 years)

**Deadline**
March 1st

**Year 1**
Assessment Plans

**Year 2**
Assessment Reports

**Year 3**
Assessment Reports

**Year 4**
Assessment Reports

**Year 5**
Assessment Reports

**New Assessment Plan**
Self-study, Program Review and annual assessment plans should inform new plan.

**Deadline**
November 1st

**Year 6**
Self-study & Program Review Reports

**Self-Study & Program Review**
According to schedule (aligned with department accreditation)
What should the Assessment Plan include?

- Mission statement
- Program student learning outcomes
- Learning opportunities
- Assessment methods/measures
- Target levels/benchmarks
- When assessment will be conducted and reviewed

Essential part of analyzing results
What is an Assessment Report?

An action plan for implementing changes based on results

Evidence that results are used to improve, plan

A summary of assessment activities from the previous academic year

A summary of results from the previous academic year
Assessment Process

1. Create Assessment Measures
2. Conduct Assessment
3. Collect Data
4. Analyze Results
5. Create Action Plan
CREATE ASSESSMENT MEASURES
What can they measure?

Tracking participation/productivity – e.g. track participation in programs or services
• Example of Assessment Measure: KPIs

Program Effectiveness – e.g. level of satisfaction, involvement, effectiveness, helpfulness, etc.
• Examples of Assessment Measure: survey, focus group, KPIs such as the number of complaints

Attitudes towards program/service – assess how a participant will think, feel, or act differently as a result of your program/course/service
• Example of Assessment measure: “quiz type” survey
Type of Assessment Measures

**Direct**
- Requires subjects to display their knowledge, behavior or thoughts
- Student products, behaviors
- Reveals what students know and can do

**Indirect**
- Requires subjects to reflect on their knowledge, behavior or thoughts
- Student perceptions, self reports
- Can reveal why and how students learned or didn’t learn
Activity 1

1. In pairs, take a look at the descriptions of the assessment measures mentioned in the table.

2. Match the descriptions to their correct assessment measures.

3. Write down whether the assessment measure is a direct or indirect measure of student learning.

4. Share with the group.
WHICH DATA-COLLECTION METHODS CAN HELP ANSWER DIFFERENT ASSESSMENT QUESTIONS?

ACTIVITY 2

ASSESSMENT QUESTIONS:
1. Did students learn X, Y, & Z?
2. Can students do X (e.g., think critically, analyze data)?
3. How much do students "grow" from start of program to finish?
4. What do students think about X, Y, & Z?
5. What curriculum/ courses/pedagogy do our students experience?
6. What are alumni doing?
Why Aren’t Grades Enough?

1. Inconsistency between instructors teaching the same courses – non-standardized grading practices.

2. Grades may reflect student behaviors such as class participation, attendance, citizenship, extra credit, missed assignments, and other factors.

3. Accuracy in assessment requires meaningful data across sections, through time.
ANALYSIS & HOW TO USE RESULTS
What should you look for in your data?

- Reasons why we haven’t met our targets
- Achievement
- Change over time
- Effectiveness of assessment measures
- Maximise on good results
- Difference between groups
- Any Others?
Possible Responses to Assessment results

1. No changes needed
2. Change in student learning outcome
3. Change in program (learning opportunities, sequence of courses, curriculum, etc.)
4. Change in assessment measures
Possible Reasons for not Achieving SLOs

Alignment

- Poor alignment
  - Assessment task ≠ rubric
  - Assessment task ≠ course activities
  - Course standards ≠ exit standards

Curriculum

- Insufficient opportunities, ineffective pedagogy
  - Opportunities to learn ≠
    - Expected level of oral performance
  - Instructional Methods

Student Factors

- Motivation, sample, transfer
  - Student motivation on the assessment task
  - Those who completed the task are not representative or too few in number
  - Transfer student
Achievement of Student LOs

Activity 3

Take a look at your case study in your small groups and discuss the following questions.

1. Did the program meet its criteria for success?
2. What are two possible reasons why targets were/were not met?
3. What action might the program consider given these results?
What should you do.....

BEFORE collecting data/evidence?

✓ Discuss “criteria for success”
✓ Consider possible ways results could be used

AFTER getting results?

✓ Involve the department in discussing the results and deciding what improvements are needed
✓ Create an improvement plan
What do you need to do to complete your Assessment Report?

Results
Briefly explain the results of your conducted assessment in a clear and concise manner.

Analysis
Briefly summarize the data analysis and use of results. Write out a well-reasoned description of your conclusions based on the data by explaining the significance and impact of the results.

Action Plan
Briefly summarize the actions for improvement. Describe what decisions need to be made, next steps that will be taken during the following academic year, and explain how the results are being used to inform unit changes.
Assessment Plan

Activity 4

1. Write down one LO from your program.
2. Is this LO connected to one or more of your institution’s LOs? Which one(s)?
3. What assessment measures was/can be used to assess that LO?
4. Did these measures provide enough evidence to assess your learning outcome? Explain.
5. Referring to your results, were any of the targets not met? In your opinion, what are the possible reasons?
6. Based on your answer to the previous question, state one change you would make for next year.
7. Is there an existing venue for the program to deliver and discuss results? Explain.
Remember!
Program Assessment Report Deadline

Nov. 30
- Complete assessment plans and report on results
Thank you!

Please don’t hesitate to contact me with any questions!
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Office of Data Analytics and Institutional Research (DAIR)