

Academic Program Assessment



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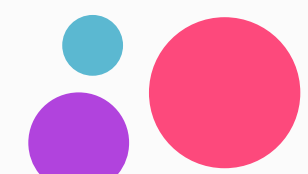
Senior Director of Assessment and Accreditation

Office of Strategy Management and Institutional Effectiveness (SMIE)



Assessment Workshop

Agenda

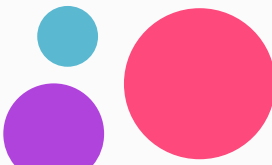
- 1 Assessment Cycle
 - 2 Linking to University LOs & curriculum mapping
 - 3 Assessment Plan Components
 - 4 Assessment Measures & Targets
 - 5 Getting Started and Support Available
- 



LIVE POLLING

WARM-UP

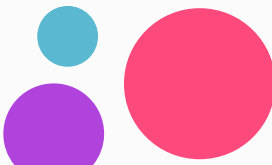
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Username: smieauc321

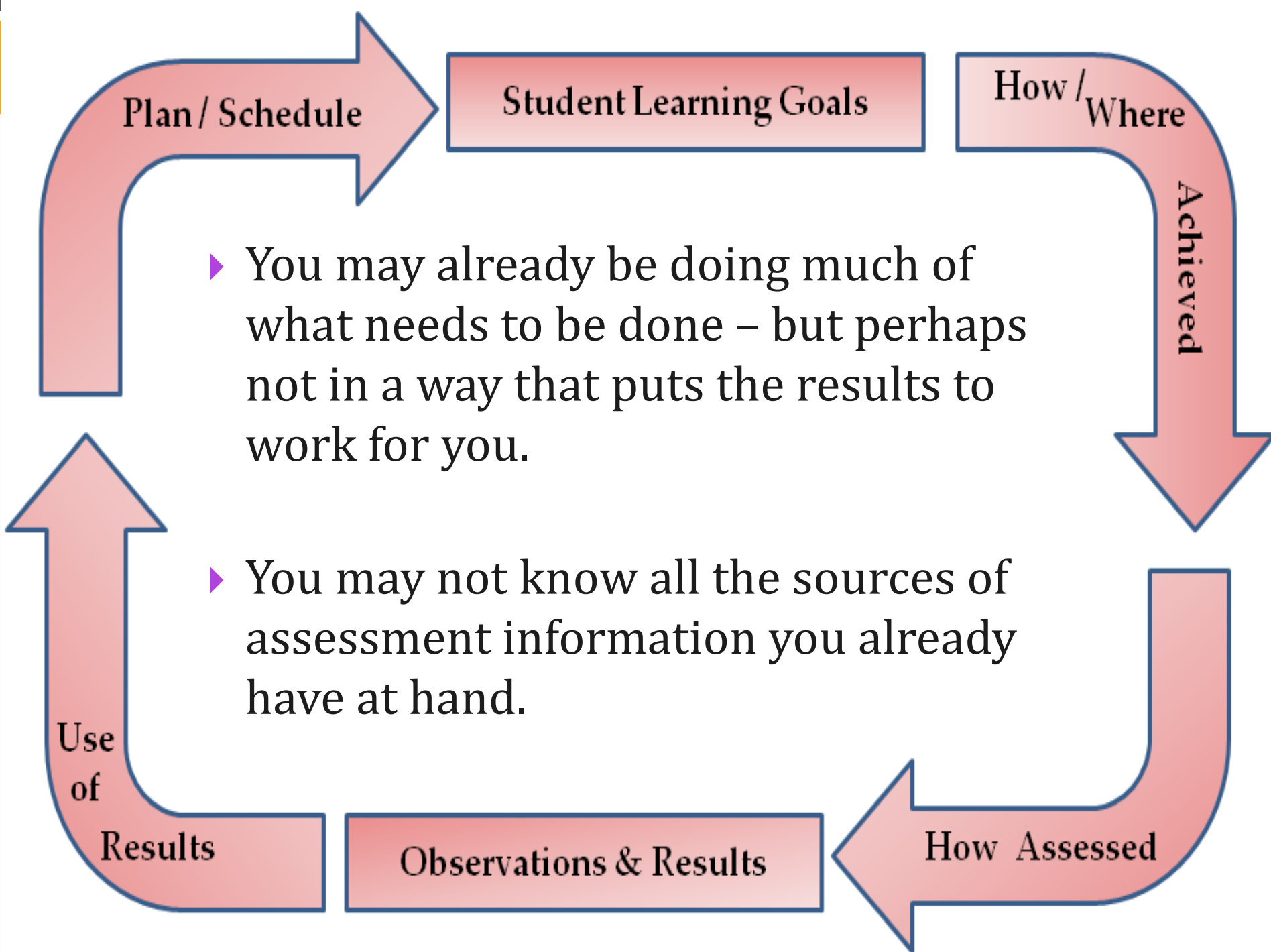




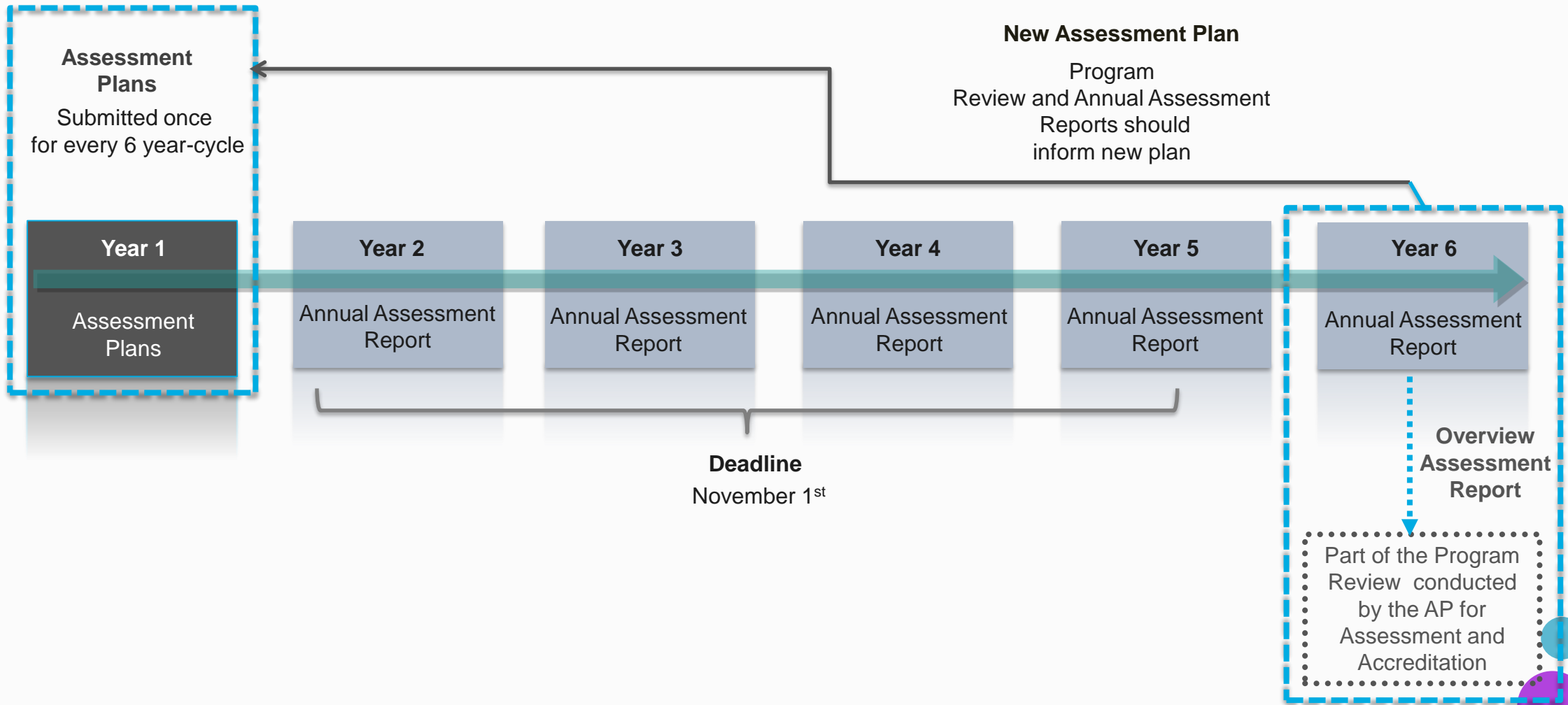
If it isn't broken.....

LET'S MAKE IT BETTER!

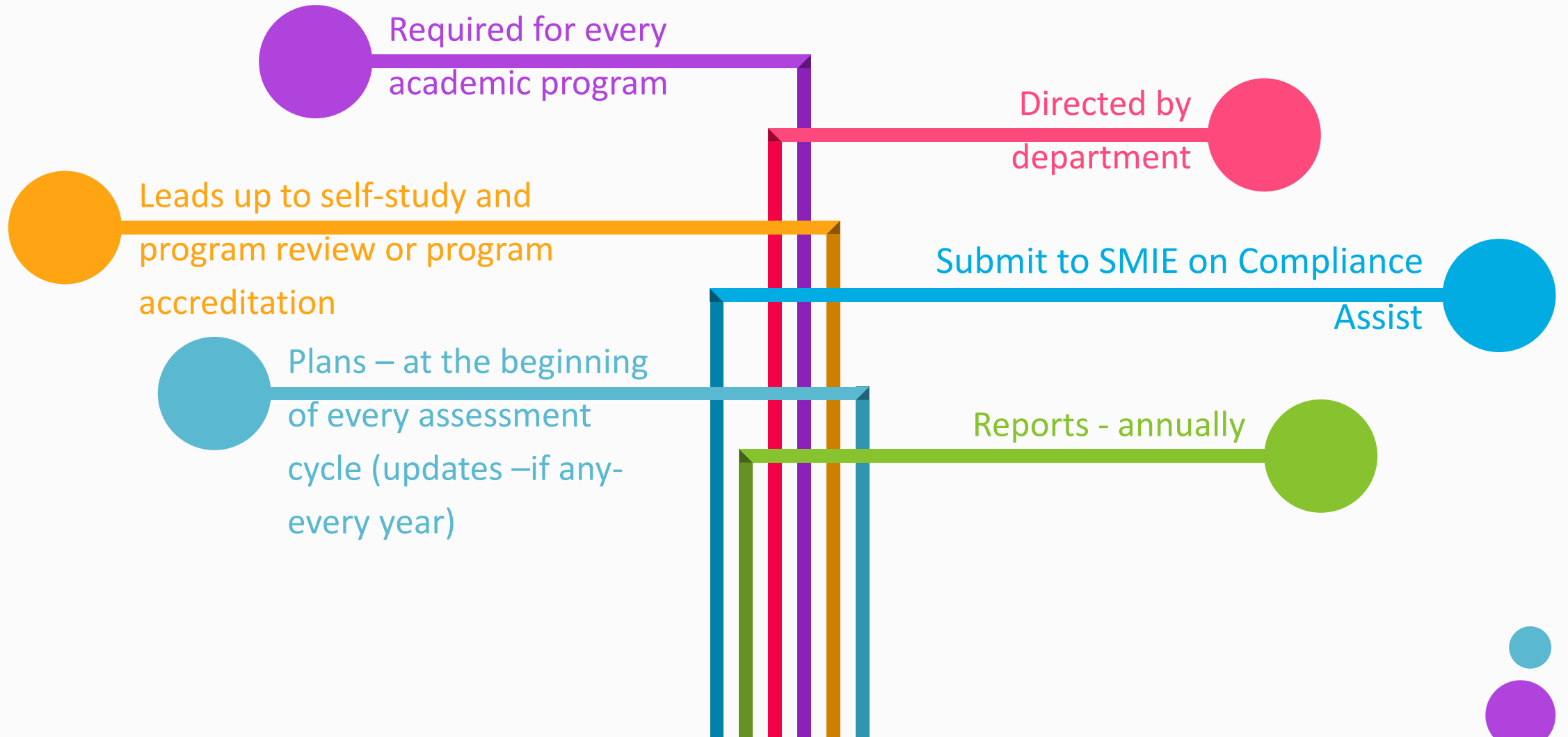




Assessment Cycle



Program Assessment





Institution - Program Connection



External Requirements

Institutional LOs

Program LOs

Course LOs



University Learning Outcomes



Professional Skills



Advanced Communication Skills



Critical Thinking



Cultural Competence



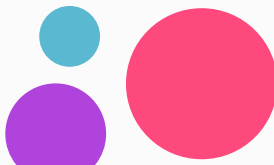
Effective Citizenship

Align Program Learning Outcomes with University Learning Outcomes

(<https://www.aucegypt.edu/about/strategy-management-and-institutional-effectiveness/assessment>)



CURRICULUM MAPPING





Curriculum Mapping



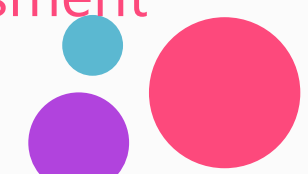
What?

Curriculum mapping is the process of matching learning outcomes with elements in the curriculum (courses) to create an alignment between the learning outcomes and learning opportunities

May be done at the institutional and program levels



Why?

- Helps identify where in the program, learning outcomes are being addressed
 - Can clarify alignment between courses and co-curricular experiences
 - Helps identify gaps as well as opportunities for assessment
- 

How to create a curriculum map

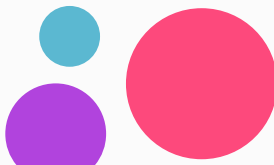
- Identify program learning outcomes
- Identify key courses or experiences that align with LOs
- How are the elements of the program preparing students to demonstrate mastery of program outcomes
- What might be changed about the curriculum to better prepare students?

It is important to assess the learning outcomes at both the mastery level and at some point at the practice level to make sure that you can catch any issues with student learning early on.

Example

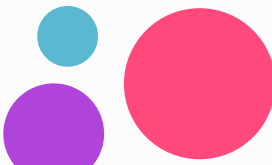
Course	Program Learning Outcomes			
	Outcome #1	Outcome #2	Outcome #3	Outcome #4
XYZ 101	I	I	I	
XYZ 110		I		I
XYZ 200	P			
Stats 101	P *	P *	P *	
XYZ 240			P	P *
XYZ 340		P		P
XYZ 390*	M *			
Internship		P	M *	M *
Capstone	M *	M *	M *	M *

I= introduced, P= practice/development, M= Mastery * =assessment opportunity



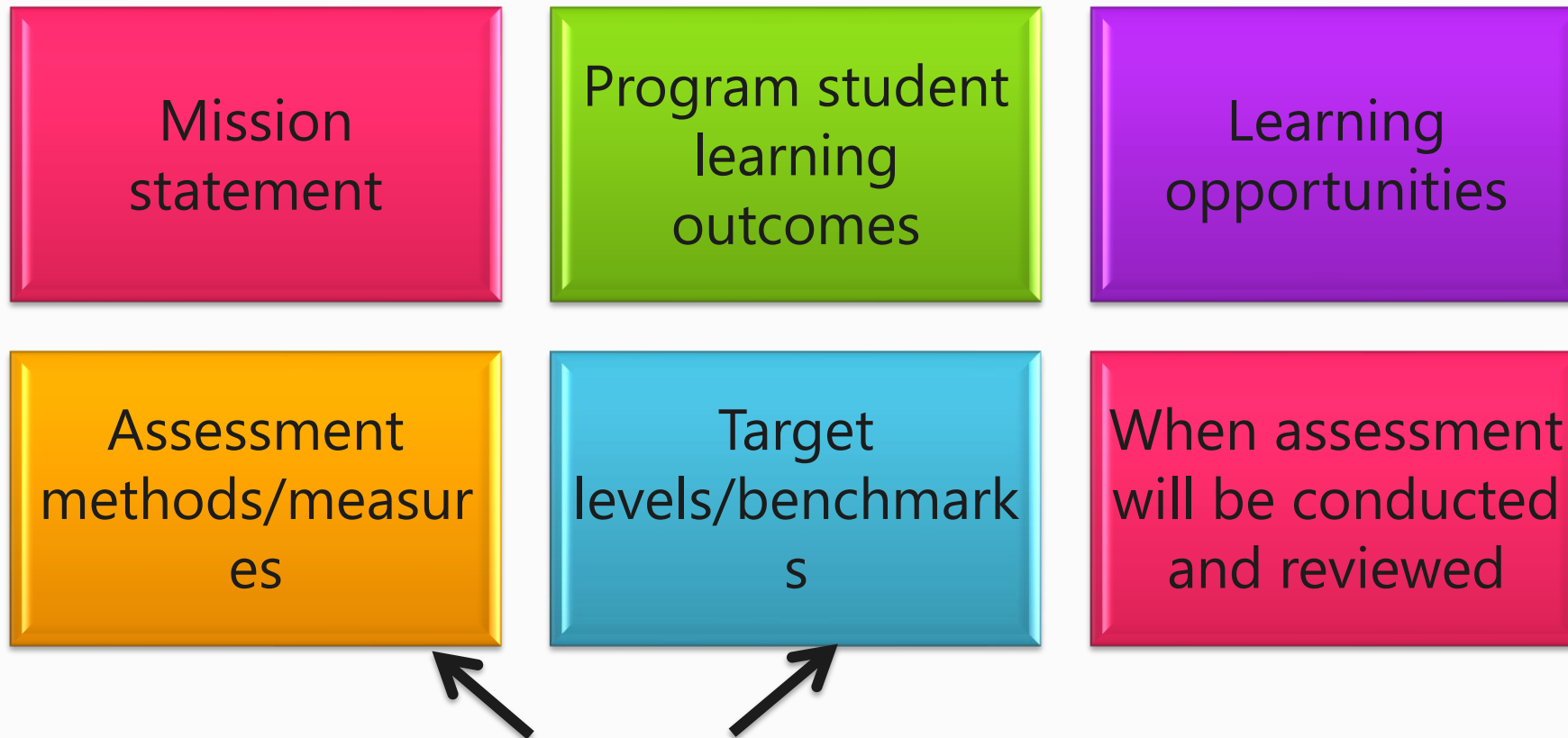


ASSESSMENT PLAN





What does the assessment plan include?

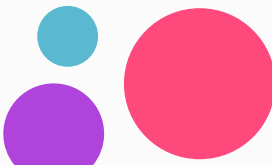


Essential part of analyzing results



A basic map of the way forward...

- ✓ Determine your program goals for student learning.
- ✓ Select the learning outcome(s) to focus on first.
- ✓ Identify measures that will generate information.
- ✓ Implement assessment; observe and analyze results.
- ✓ Decide how to use this information.
- ✓ Summarize and report...
- ✓ ...repeat.

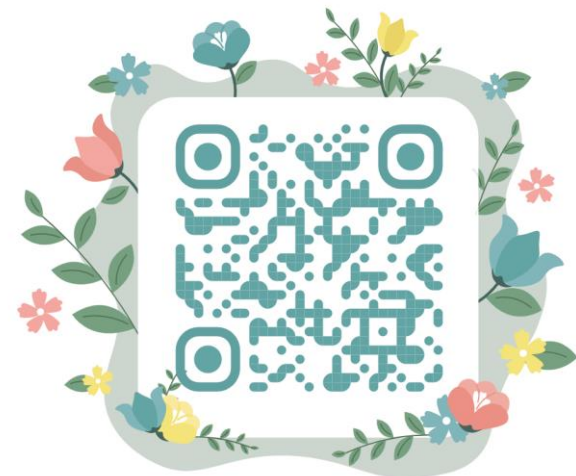




Activity 2: Ideal Graduate

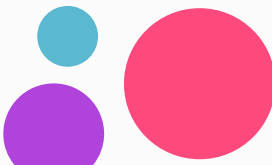
Go to Jamboard

1. Identify the skills required for graduates in your subject areas
2. Write out their characteristics – what do they do, what do they know, what sort of a person are they?
3. Develop into program-level learning outcomes
4. Now think about your program learning outcomes – do they align with your ideal graduate?
5. Now share with the other members in your group





CREATE ASSESSMENT MEASURES



Type of Assessment Measures

Direct

Student products,
direct observation

Papers, theses
ePortfolios
Course-level
assessment
Artistic performances

Indirect

Reported or derived
information

Surveys and focus
groups
ePortfolios
Exit interviews
Course evaluations

Information from indirect measures can complement the direct assessment processes, but they are not acceptable substitutes for direct assessment of learning.

Activity 3



Activity 1

1. In pairs, take a look at the descriptions of the assessment measures mentioned in the table.
2. Write down whether the assessment measure is a direct or indirect measure of student learning.
3. Share with the group.

Activity 4

Learning Outcome

Students will be able to demonstrate an awareness and understanding of social and ethical responsibility

Students will be able to work effectively both independently and in groups as well as with people from diverse backgrounds

Assessment Measures

1. Direct/Quantitative Measure ?
2. Indirect/Qualitative Measure?

1. Direct/Quantitative Measure ?
2. Indirect/Qualitative Measure?

Targets

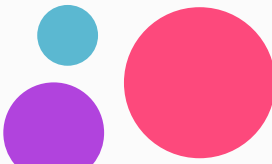
Possible Targets?

Possible Targets?

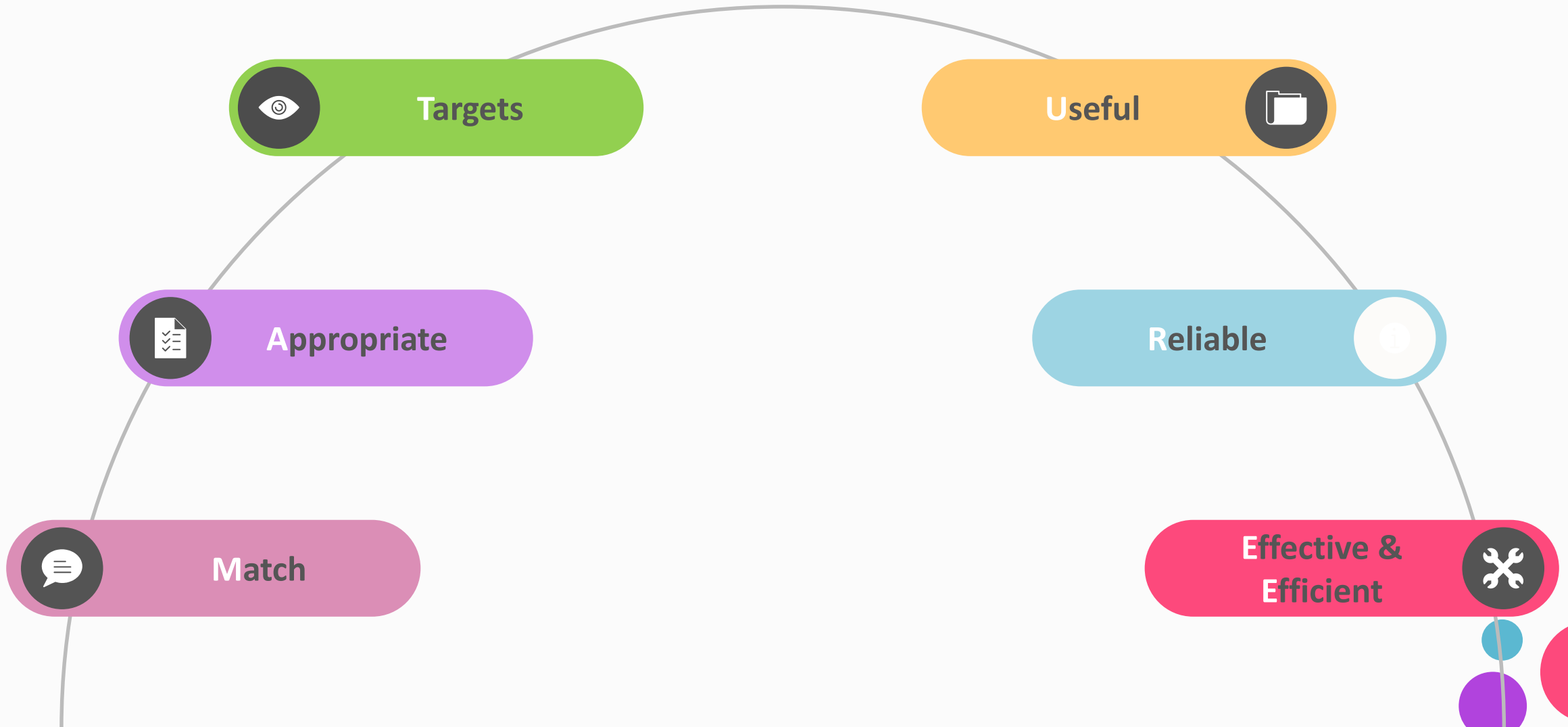


Hints on Selecting Methods

- ✓ Use methods that can assess both the strengths and weaknesses of your program
- ✓ Capstone or senior projects are ideal for student learning outcomes assessment
- ✓ Surveys are a great way to assess perspectives
- ✓ Build on existing data collection you already do
 - ✓ accreditation
 - ✓ program review



In Summary, Measures Should Be MATURE



What do you need to do to complete your assessment plan?



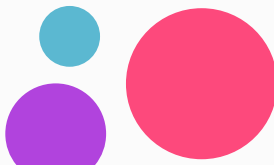
Learning
Outcomes



Assessment
Measures

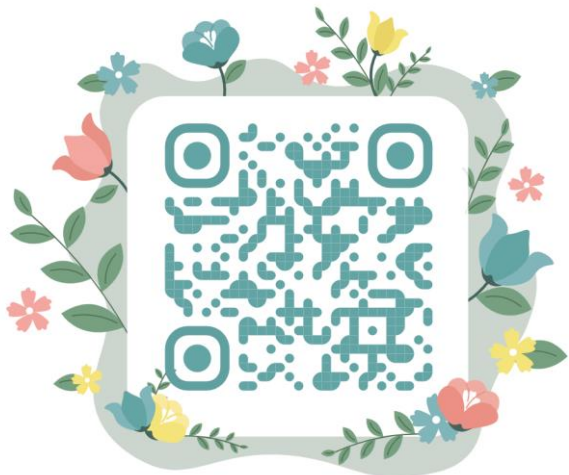


Targets



Activity 5: Start Developing your Assessment Plan

Checklist



- 1 What are the LOs for your program? (around 5-7)
For each LO:
- 2 Is this LO connected to one or more of your institution's LOs? Which one(s)?
- 3 What assessment measures can be used to assess that LO?
- 4 Does this evidence already exist? (e.g. part of Ss' regular course work or program survey)
- 5 Is there an existing venue for the program to deliver and discuss results?



BEFORE collecting data/evidence?

- ✓ *Discuss "criteria for success"*
- ✓ *Consider possible ways results could be used*

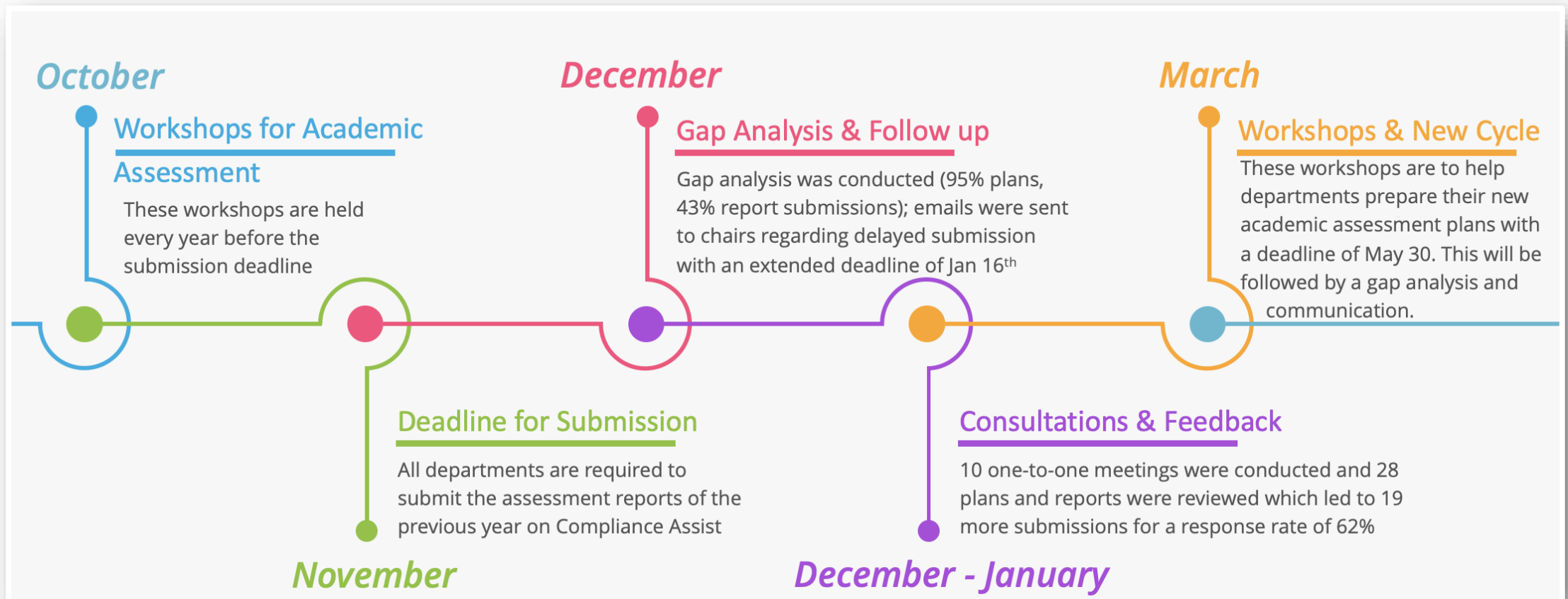


AFTER getting results?

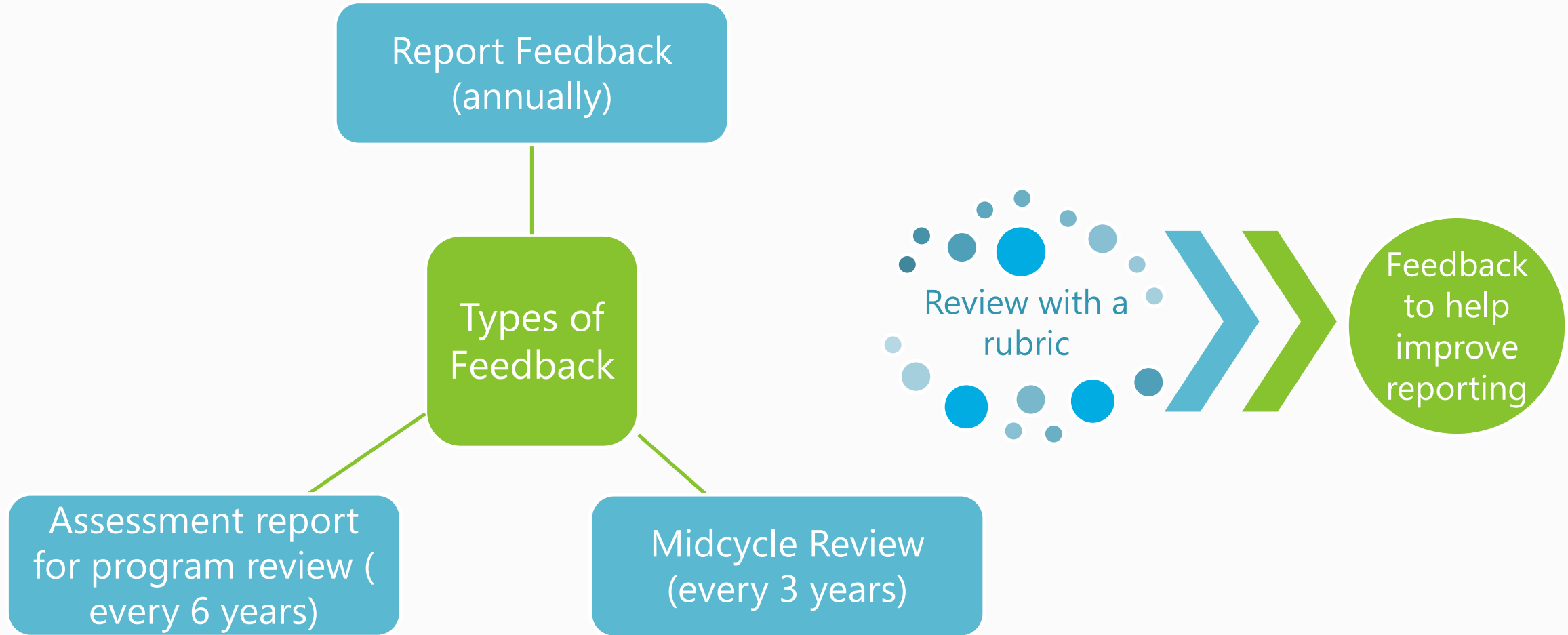
- ✓ *Involve the department in discussing the results and deciding what improvements are needed*
 - ✓ *Create an improvement plan*
- 

Quality Feedback for Plans and Reports

Timeline for Feedback received by each program over an Academic Assessment Cycle



Enhanced Types of Feedback provided by SMIE over the Academic Assessment Cycle



Use of Assessment Results at AUC (FSSE 2022)

What is the percentage of faculty that state that assessment results have informed changes in their department?

74%

What is the percentage of faculty that state that student performance informs change?

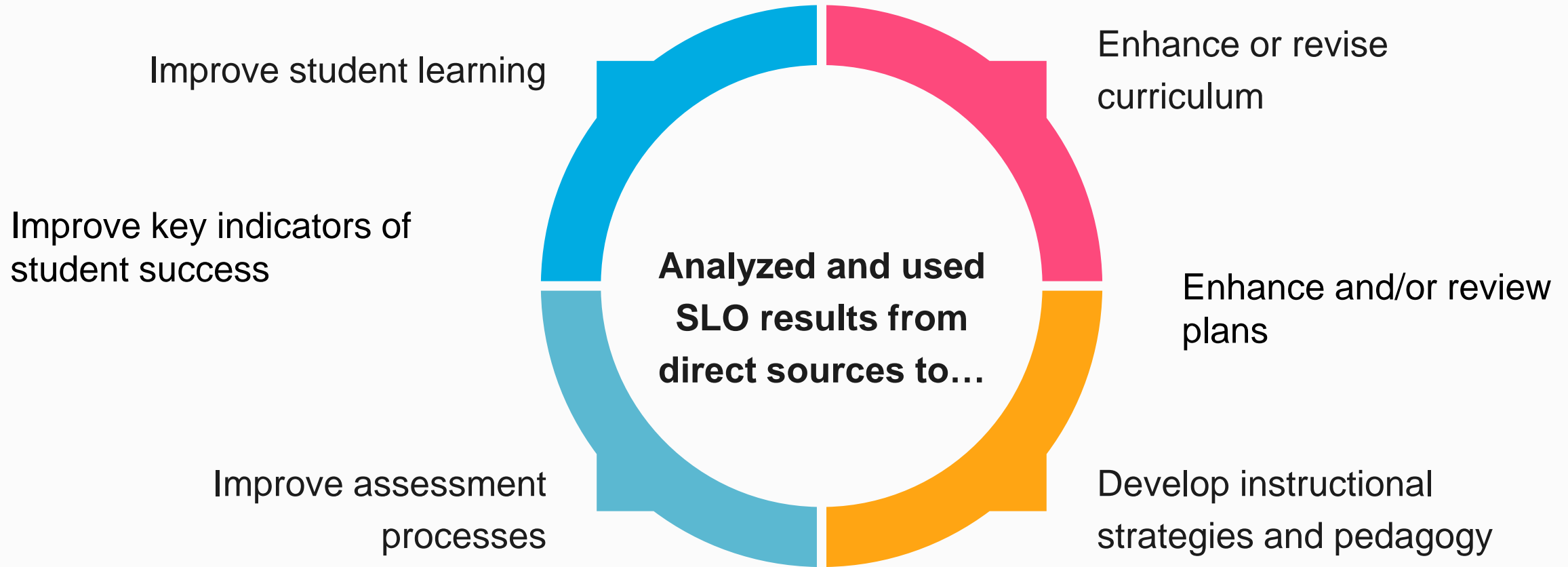
90%

What is the percentage of faculty that state that student feedback informs change?

94%

Continuous Improvement

What does it look like?



Assessment Resources & Support

Institutional
Assessment
Website

Data, KPIs,
benchmarks
and research

Standard
Templates

Consultations
& training
sessions

**Planning &
Assessment
Software**
(Compliance-
Assist)

Institutional
surveys:

- Annual surveys (UG exit; GR exit; NSSE, and satisfaction surveys)



WEBSITES AND SUPPORT

AUC Assessment Website

<https://www.aucegypt.edu/about/strategy-management-and-institutional-effectiveness/assessment>

AUC Survey Website

<https://www.aucegypt.edu/about/strategy-management-and-institutional-effectiveness/institutional-surveys>

CONTACTS

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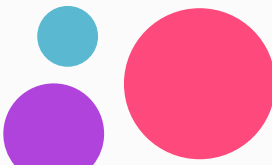
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Thank you

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EFFECTIVENESS (SMIE) 