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Assessment Workshop

Agenda

1. Assessment Cycle
2. Linking to University LOs & Curriculum Mapping
3. Assessment Plans and Measures
4. Assessment Reports
5. Getting Started and Support Available
If it isn’t broken……..

LET’S MAKE IT BETTER!
You may already be doing much of what needs to be done – but perhaps not in a way that puts the results to work for you.

You may not know all the sources of assessment information you already have at hand.
What is Assessment?

**PLAN:** Develop clear learning objectives

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

**CHECK:** Assess progress

**ACT:** Use results

**Collect:** data
Assessment Cycle

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

- **Year 1**
  - Assessment Plans
  - Deadline: March

- **Year 2**
  - Assessment Reports

- **Year 3**
  - Assessment Reports

- **Year 4**
  - Assessment Reports

- **Year 5**
  - Assessment Reports

- **Year 6**
  - Self-study & Program Review Reports
  - Self-Study & Program Review
  - Deadline: November 17th

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

Required for every academic program

Leads up to self-study and program review or program accreditation

Plans – at the beginning of every assessment cycle (updates –if any- every year)

Directed by department

Submitted to SMIE on Compliance Assist

Reports - annually
Institution - Program Connection

External Requirements

Institutional LOs

Program LOs

Course LOs
University Learning Outcomes

Align Program Learning Outcomes with University Learning Outcomes

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?

Example

<table>
<thead>
<tr>
<th>Course</th>
<th>Outcome #1</th>
<th>Outcome #2</th>
<th>Outcome #3</th>
<th>Outcome #4</th>
<th>Outcome #5</th>
</tr>
</thead>
<tbody>
<tr>
<td>XYZ 101</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td></td>
<td>I, P, M *</td>
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<tr>
<td>XYZ 110</td>
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<td>I</td>
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<td>XYZ 200</td>
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<td>Internship</td>
<td>P</td>
<td>M *</td>
<td>M *</td>
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<tr>
<td>Capstone</td>
<td>M *</td>
<td>M *</td>
<td>M *</td>
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</table>

I= introduced, P= practice/development, M= Mastery  * = assessment opportunity
Curriculum maps can be useful to link the “Where” with the “Outcomes”

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Course 1234</th>
<th>Course 2345</th>
<th>Course 3456</th>
<th>Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application of theory</td>
<td>Introduced</td>
<td>Emphasized</td>
<td>Used</td>
<td>Assessed</td>
</tr>
<tr>
<td>Skills and knowledge</td>
<td>Introduced</td>
<td>Used</td>
<td>Assessed</td>
<td></td>
</tr>
<tr>
<td>Communication skills</td>
<td>Introduced</td>
<td></td>
<td>Emphasized</td>
<td></td>
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</tbody>
</table>
ASSESSMENT PLAN
Assessment, done well, is useful

- Energizes staff and faculty work by providing information they can use to advance their efforts to help students
- Is an intellectually engaging and challenging inquiry about how a range of students learn in real-world situations
- Employs engaging pedagogies and high-impact practices to work with colleagues on evidence
- Improves faculty learning and student learning
Why Assessment?

Assessment Reveals the Gap

Curricular Goals

Performance Gap

Student Outcomes

Assessment then helps close the Gap

Curricular Goals

Student Outcomes
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 does 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
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.
Assessment Planning

- Do not need to assess every goal by every method for every student every year
- Make sure evidence ties to a specific goal, e.g., if you collect placement information, this is evidence of....?  
- Stay at the program level
- Determine when to assess – at graduation? At milestones along the path to degree? After certain experiences or course sequences?
- One measure may provide evidence for multiple outcomes.
- Multiple, mixed measures help to validate findings:
  - Direct and indirect
  - Quantitative and qualitative
Activity: Ideal Graduate

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 share with the other members of your table

You have 5 minutes
Now…look at your assessment plan…

Individually, look at your learning outcomes on your assessment plan – are there any that align with your ideal graduate?

Pick one learning outcome that you would like to revise that maybe isn’t quite capturing the person you described
CREATE ASSESSMENT MEASURES
Type of Assessment Measures

Direct
- Factual, 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.
Type of Assessment Measures

Quantitative
- Surveys
- Close-ended exams

Qualitative
- Focus groups
- ePortfolios
- Performance
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
Why aren’t grades good enough?

- grading practices are not standard
- need different ways of structuring program assessment
- grades reflect many things other than course content and mastery
- objectives differ
- good assessment requires multiple ways of measuring goal achievement
Learning Objective

Students will demonstrate competency in statistical analysis and reasoning skills.

Assessment Measure

A placement exam is given to measure competency.
Learning Objective
Students will produce professional quality reports.

Assessment Measure
Students’ work from a signature project assigned in a senior capstone course is assessed for writing effectiveness.
Learning Outcome: Graduates will be prepared to succeed in their professional career

What assessment measures could you use to assess this learning outcome?
Which ones are direct and which are indirect measures of assessment?
Possible Assessment Measures

Students in their capstone course will be administered a locally developed, standardized exam regarding career preparedness

- 95% of student in their capstone course are able to successful answer
- 90% of the questions regarding career preparedness on a locally developed, standardized exam (next phase)

Senior eportfolios will be examined annually using a locally devised rubric to show evidence of preparedness for success in related professional careers on three key measures: communication, leadership, and ethics

- 90% of senior portfolios examined annually using a locally devised rubric will show evidence of preparedness for success in related professional careers on three key measures: communication, leadership, and ethics (next phase)

On-site internship supervisors each semester will rate interns from the xyz program on their skills necessary to succeed in the workplace

- 90% of on-site internship supervisors each semester rate interns from the xyz program as having the skills necessary to succeed in their career (next phase)

xyz graduates will be surveyed in the annual alumni survey on their preparedness to succeed in their career

- 95% of the xyz graduates surveyed in the annual alumni survey report that the xyz program enabled them to be “very prepared” or “extremely prepared” to succeed in their career (next phase)
ASSESSMENT REPORT
What does the assessment report include?

01 A summary of assessment activities and results from the previous academic year

02 Analysis of results

03 An action plan for implementing changes, showing that results were used to improve

04 What does the assessment report include?
What should you look for in your data?

- Change over time
- Achievement
- Difference between groups
- Any others?
- Effectiveness of assessment measures
- Reasons why targets are not met
- Maximize on good results
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
Continuous Improvement
What does it look like?

- Improve student learning (69%)
- Improve key indicators of student success (53%)
- Improve assessment processes
- Analyzed and used SLO results from direct sources to...
- Enhance or revise curriculum (73%)
- Enhance and/or review plans (52%)
- Develop instructional strategies and pedagogy (73%)
Closing the Loop

Use of assessment results to inform decision-making

Explain why changes were needed and described next steps
If an assessment hasn’t been useful, **stop doing it and do something else.**

If an assessment has been somewhat useful but has taken a lot of time and work, **consider doing something different.**
Activity - Alignment

What type of evidence would you need to know the learning outcome has been met?

Take a look at your plan – are there assessments that align with the learning outcome and provide you with the evidence you need? Are there any mismatches? If so, then ask yourself: what are you asking students to actually do or demonstrate?

You have 5 minutes
Activity: Following up with results

1. Let’s say you implement this plan and you now have data on your ideal graduate’s progression – when and where will you talk about what you find and what to do with the data?

2. What are your processes for making sense of the evidence and having discussions AS A PROGRAM about what it means?

3. Will you involve students? Others?

4. Share you plans for continued engagement with assessment as an ongoing part of your professional practice as a program with your table members

You have 3 minutes
Misconceptions About Program Assessment

1. The results of assessment will be used to evaluate faculty performance. **No.** Faculty awareness, participation, and ownership are essential, but assessment is not used to evaluate or judge individual faculty performance. Program assessment findings are used to improve programs.

2. Our program is working well; we don’t need to bother with assessment. Program assessment findings are used to improve programs – and there’s always room for improvement.

3. One person can do this; too many faculty will only complicate things. Having all faculty involved means bringing in different perspectives and ideas for improving the academic program – and helps with buy-in.

4. Program assessment might be used to eliminate some programs. Program assessment is generally intended to be formative evaluation.

5. Assessment is a waste of time and does not benefit the students. Assessment “forces” articulation of objectives and learning outcomes in order to improve student learning. *Is this a waste of time?*

6. Not so bad; we’ll come up with a good plan and keep using it. Program assessment must be an ongoing and continuous process.

7. Okay – but it’s time-consuming and complex. Effective program assessment will take some of your time and effort, but there are ways to make it manageable.
Challenges and Pitfalls

- one size does not fit all — some methods work well for one program but not others
- do not try to do the perfect assessment all at once — take a continuous improvement approach
- allow for ongoing feedback
- match the assessment method to the outcome and not vice-versa
Review Process

Feedback will be provided using the rubric in your handout.
Assessment plans and reports timeline

**MARCH:** Programs submit assessment plans – for upcoming assessment cycle

**MAY:** Feedback on assessment plans

**SEPTEMBER – JUNE:** Conduct assessment process

**NOVEMBER:** Programs submit assessment reports (on previous year) and any updates to assessment plans

**FEBRUARY - MARCH:** Feedback on assessment reports
Assessment Resources & support

- Institutional Assessment Website
- Consultations & training sessions
- Data, KPIs, benchmarks and research
- Review Rubric and Feedback
- Standard Templates
- Institutional surveys:
  - Annual surveys (UG exit; GR exit; NSSE, and satisfaction surveys)
95% of programs submitted
80% of programs use results
Reflection

On your tables, have a discussion about the ideas you can take away and the challenges that you still have with assessment. What might the solutions be?

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<th>Ideas I can take away</th>
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<th>Challenges</th>
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Thank you!

For more information or for assistance as you develop your assessment plans and/or reports, contact:
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