Academic Program Assessment

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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
Live Polling Activity

Go to: Pollev.com
Username: smieauc580
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.
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 Program Review
- Self-Study & Program Review Reports
- Deadline: November 1st

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

Office of Strategy Management and Institutional Effectiveness | Academic Program Assessment 2020
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
- Submit to SMIE on Compliance Assist
- Reports - annually
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

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>
</tr>
<tr>
<td>XYZ 110</td>
<td>I</td>
<td></td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>XYZ 200</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stats 101</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>XYZ 240</td>
<td></td>
<td>P</td>
<td></td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>XYZ 340</td>
<td></td>
<td></td>
<td>P</td>
<td></td>
<td>P</td>
</tr>
<tr>
<td>XYZ 390</td>
<td>M *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>P</td>
<td>M *</td>
<td>M *</td>
<td>M *</td>
<td></td>
</tr>
<tr>
<td>Capstone</td>
<td>M *</td>
<td>M *</td>
<td>M *</td>
<td>M *</td>
<td></td>
</tr>
</tbody>
</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>
</tr>
</tbody>
</table>
ASSESSMENT 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 1: Ideal Graduate

Go to Jamboard – link in chat

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 in your group
5. Now think about your program learning outcomes – do they align with your ideal graduate?
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 produce professional quality reports.

Assessment Measure
Students’ work from a signature project assigned in a senior capstone course is assessed for writing effectiveness.
Activity 2: Now it’s your turn!
Go to Jamboard – link in chat

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 successfully answer
– 90% of the questions regarding career preparedness on a locally developed, standardized exam

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

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

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
In Summary, Measures Should Be MATURE

match

effective & efficient

reliable

useful

appropriate

targets

match

effective & efficient

reliable

useful

appropriate

targets
ASSESSMENT REPORT
LIVE POLLING ACTIVITY

Go to: Pollev.com
Username: smieauc580
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
- Reasons why targets were not met
- Maximize on good results
- Effectiveness of assessment measures
- Differences between groups

Assessment Data

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
What do you need to do?

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

**Analysis**
Briefly summarize the 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, and explain how the results are being used to inform unit changes.
An appropriate number of assessment measures are used and include different types.

Targets are established and aligned with measures, e.g., the percent of survey responses needed to declare an outcome/goal has been achieved.

Results are discussed and analyzed annually.

A specific improvement (Action) plan is given and is aligned with results.
Continuous Improvement
What does it look like?

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

Use of assessment results to inform decision-making

Explain why changes were needed and described next steps
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
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 3 – Alignment

*Go to Jamboard – link in chat*

Take a look at your learning outcomes:

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

2. What assessment measures could you use that would align with the learning outcome and provide you with the evidence you need?
Activity 4: Following up with results

*Go to Jamboard – link in chat*

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. Share your plans for continued engagement with assessment as an ongoing part of your professional practice as a program with your group
**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 of Assessment Plans & Reports

Review with a rubric

Feedback to help improve reporting
Assessment plans and reports timeline

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

**May:** Feedback on assessment plans

**Sept.–June:** Conduct assessment process

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

**February-March:** Feedback on assessment reports
Getting Help

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

Curriculum Mapping, Academic Assessment Plan and Report Templates, PowerPoints from previous assessment workshops

1:1 Consultations

Workshops

Review Rubric and Feedback
Assessment Resources & Support

Institutional Assessment Website

Data, KPIs, benchmarks and research

Planning & Assessment Software (Compliance-Assist)

Consultations & training sessions

Standard Templates

Institutional surveys:
- Annual surveys (UG exit; GR exit; NSSE, and satisfaction surveys)
LIVE POLLING ACTIVITY

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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

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Thank you!

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