



Clear and Systematic Program Assessment

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UM Assessment and Accreditation
University of Miami

Your current A&A Team @ the U

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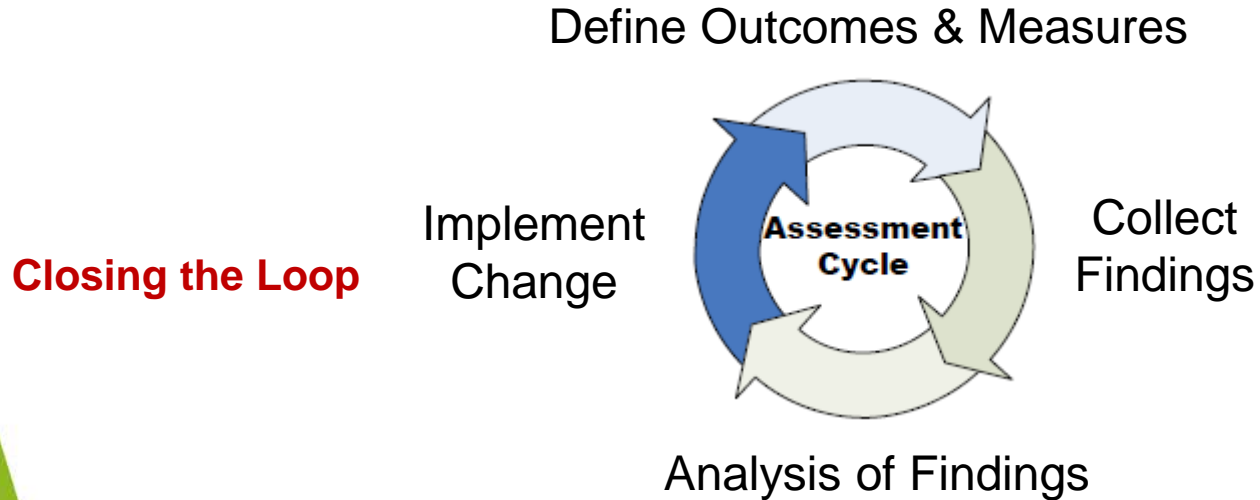
Topics

- A. Overview of Program Assessment
- B. Clear and Systematic Assessment
- C. Assessment Planning and Reporting
- D. Closing the Loop



Overview of Program Assessment

Assessment at the U





WHY?

Benefits of Assessment

- Assessment can facilitate improvement through a variety of venues. When faculty members are directly involved in the development, implementation, and analysis of assessment activities, a number of specific benefits result

What are the benefits of assessment to faculty?

California Polytechnic University: <http://www.academicprograms.calpoly.edu/content/benefits-assessment>

BECAUSE ASSESSMENT CAN	FACULTY CAN
Because assessment can provide information about the knowledge and skills students have as they enter a course...	Faculty can design instruction to target the knowledge and skills students should have upon finishing a course and better determine the levels of thinking or reasoning appropriate for the course
Because assessment can provide reliable data on student learning...	Faculty can rely less on the comments that appear on student evaluations as indicators of their success in teaching
Because assessment can make available richer data about the effects of the curriculum or teaching methods...	Faculty can engage in more productive conversations about the status of student achievement and make better decisions about how it might be improved.
Because assessment can provide evidence that faculty make a difference in student learning...	Faculty can enjoy greater satisfaction in their work as educators.
Because assessment can offer a larger view of student needs and accomplishments...	Faculty can identify directions for future instructional development

And then there is the standard...

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Comprehensive Standard:

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves the outcomes [your measures should indicate this], and **provides evidence of improvement based on analysis of the results.**



Who should do the PAR?

- Someone who has content-area expertise
- Someone who has a say in curricular changes (i.e., voting member of department)
- Someone who will be available throughout the assessment cycle (for continuity)
- Someone who can easily access data and/or assignments



Questions to consider:

- ❖ Are your Student Learning Outcomes **clearly defined, attainable, and measurable** terms?
- ❖ Does your assessment method show a **clear and systematic assessment process**?
- ❖ To what **extent** did all your students achieve the outcome?
- ❖ Have **changes been made as a result of assessment findings**?



Clear and Systematic Assessment



Student learning outcomes (SLOs):

- Provide a comprehensive overview of what students should know by the time they graduate
- Indicate the knowledge, skills, values and/or behaviors your students should have
- Are Specific, Measurable, Attainable, Relevant, and Timely (SMART)



Clear and systematic process

- ❖ Assessment methods demonstrate clear and systematic assessment process
- ❖ In your assessment method, answer at least these basic questions:
 1. What assignment will you assess as your direct measure? (e.g., project)
 2. What is the scoring instrument? (Describe it and include the relevant items/criteria from the instrument)
 3. What are the expected targets? (Using your scoring instrument, indicate the score you expect student to achieve in order to meet the outcome)



Assessment Planning and Reporting



Pre-assessment

- Examine your outcomes and measures to collect the right data
- Strategize on who, how and when you will collect the data
- Inform all faculty involved of what needs to be done and the rationale
- Set timelines and reminders to collect data
- Establish how and where you will store data



Conducting assessment

- Follow your pre-assessment plan
- It doesn't matter who is scoring and collecting the data
- Record and organize your data using indicated scoring instrument
- Store your data in safe and shared location - all your assessment info



Reporting data

Make sure you include sufficient granular data:

- Include data on all relevant items/criteria from scoring instrument
- Indicate number of students assessed
- Give annual averages or individual scores (if program small)
- Indicate whether your expected target was met for each outcome
- Make sure you collected data for each outcome

Data analysis – Part 1



- You can use any software or reach out to others to conduct data analysis
- Analyze your findings with other faculty and seek collective action plans
- Don't focus only on those who achieved the outcome(s)
- Examine weaknesses and begin rationalizing gaps or discrepancies



Data analysis – Part 2

Ask yourself these questions in preparing this section:

- Do our findings align with our mission, outcomes, measures?
- What were the strengths AND weaknesses in our findings?
- Were our measures appropriate for the type of data we needed?
- What did our data reveal about how well our students learned?



Aligning findings

- University's mission, vision, and strategic plan
- *Department's/Program's mission and vision
- Each outcome and respective measures

***Note: Make sure your program's mission statement is the same as what you have in your website**



Closing the Loop



Closing the loop is:

- Strategizing for improvement purposes
- Implementing strategies to determine whether it has intended effect
- Demonstrating that a strategy had *a return on investment*
- Usually the most challenging aspect of the assessment process



Closing the loop – Part 1

Begin by discussing past changes and their effect on the student learning outcomes:

- What changes did we implement previous year?
- Did our data show improvement as a result of our changes?
- Did we successfully “close the loop”?
- What was successful? What wasn’t?
- Is it too soon to tell whether a strategy worked or not?



Closing the loop – Part 2

Continue discussion on current and/or future changes:

- Have we made sure to strategize for all outcomes/measures/findings showing weaknesses?
- What **specific** changes can we implement to address weaknesses?
- Are the chosen changes evidence-based? (Your findings showed a need/weakness)



Changes can be...

- **Curricular:** revision of prerequisites, course sequence, course content, addition or deletion of courses
- **Pedagogical:** revision in teaching methods/techniques, feedback, classroom settings
- **Assessment:** revision of outcomes, assignments, scoring instrument data collection method, targets / standards, sampling, when and who

Make sure to be specific and indicate why you are making the changes in relationship to your data and each outcome



You should keep in mind that...

- Assessment is not about perfect students or data
- Analysis as a team is important
- There should be assessment data every year (unless no enrollment)
- Holistic assessment includes both successes and weaknesses
- Changes are based on student learning, not your students
- Changes in assessment processes/methods count (e.g., revisions of outcomes)



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