

Program Assessment Workshop



October 18, 2021



Today's Agenda

9:30 - 10:30 am

Program Assessment Best Practices

- Assessment best practices & essential elements
- Assessment plans & reports

10:45 - 11:45 am

Intro to Weave Training (w/Jordan Denton)

- Academic assessment
- Curriculum mapping



Workshop Objectives





Context **National**

- Assessment as reform movement
 - Shift from inputs to outputs
 - Shift in external accreditation requirements
- Assessment as an equity movement
 - Enhanced learner-centered approaches
 - Inclusive & culturally-appropriate



Assessment Overview

3-Step Process

- ◉ Goals (outcomes)
- ◉ Information
- ◉ Action

Supports

- ◉ Academic planning
- ◉ Curricular and cocurricular development
- ◉ Decision-making

Common Pitfalls

- ◉ Mere compliance with external demands
- ◉ Gathering data no one will use
- ◉ Making the process too complicated



Assessment @ **KBOCC**

- KBOCC Strategic Plan
- HLC Accreditation Criteria
 - HLC Findings/Recommendations
- WEAVE
- Academic programs growth/change

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Self-Assessment (pre): On a scale of 1-5 (1=emerging, 5=proficient), how would you rate your current program assessment process/system?

① Start presenting to display the poll results on this slide.



HLC Accreditation Criteria

3.A.2: The institution articulates and differentiates **learning goals** for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs

4B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students

4.B.1: The institution has **effective processes** for assessment of student learning of student learning and for achievement of learning goals in academic and cocurricular offerings

4.B.2: The institution **uses** the information gained from assessment **to improve** student learning

4.B.3: The institution's processes and methodologies to assess student learning reflect **good practice**, including the substantial participation of faculty, instructional and other relevant staff members



HLC Recommendations 2016 & 2020

	Finding	Recommendation
Course	<p>2020: The actual methods used to generate specific CLO data remain works in progress. Based on the Learning Outcome Report there are still several indicators that not all faculty are clear on the assessment procedures.</p>	<p>2020: If CLO assessment data is going to be used as formative assessment data, attention should be placed on illuminating the specific methods and assessment criteria for those data points.</p>
Capstone	<p>2016: Capstone projects provide end-of-program assessment data. The existing approaches to capstone assessment are well-designed and appropriate for KBOCC programs.</p> <p>2020: The capstone courses represent a logical way to gather both quantitative and qualitative assessment data that can be used to improve student learning.</p>	<p><i>Keep up the good work</i></p>

	Finding	Recommendation
Cocurricular	<p>2016: .The information provided in the program assessment reports did not connect the events to program learning outcomes or institutional co-curricular outcomes. The evaluation data provided for the events consisted of survey results.</p> <p>2020: The systematized formal assessment of ongoing co-curricular programs is not yet evident in any of the official assessment reports</p>	<p>2016: These events likely provide opportunities to collect direct and/or indirect measures of student learning that are currently being missed by surveys.</p>
Process	<p>2016: Faculty expend a great deal of time collecting information but some of that information may have limited value in informing them about what KBOCC students know and can do after completing courses or upon graduation.Biennial program assessment reports and a five-year report were submitted by KBOCC.</p> <p>2020: The assessment process has the framework to be successful thanks to the emphasis placed on summative assessment at the capstone level.</p>	<p>2016: That the College refine these processes to help faculty focus more clearly on program and general education outcomes in ways that will provide more actionable data. That faculty prepare general education and program assessment reports on an annual basis rather than a multi-year basis.</p> <p>2020: Improvements are still needed to see those specific recommendations from the assessment process are recorded, the actions taken as a result of those recommendations are documented, and the improvement to student learning as a result of those changes is tracked.</p>



Elements of Program Assessment

WHO
Students

WHAT
Are they
expected to
learn?

WHERE
In the
curriculum to
they learn it?

HOW
Do we know
they are learning
it?

SO WHAT
Are students
meeting
expectations &
what are we
going to do
about it?

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WHAT

Program Learning Goals and Outcomes



WHAT Learning Goals & Outcomes

HLC Minimum/Expected Practices:

- ◉ (Required for institution)/**Recommended** for programs: Learning goals
- ◉ **Required** (for all degree & certificate programs): Program Learning Outcomes
 - ◉ Measurable or observable and which make explicitly what graduating students from the program should know or be able to do



WHAT Program Learning Outcomes

- Answer the question “When they complete our program, students will be able to...”
- Articulating clear PLOs
 - ABCD Method: Audience, Behavior, Condition, Degree
 - SMART: Specific, Measurable, Achievable, Relevant/Realistic, Timetable
- Concrete, observable action verbs (Consider banning “demonstrate”)
- Not exhaustive list: focus on fundamental and lasting knowledge, skills, and abilities
- Emphasize higher order thinking
- Rigorous, yet realistic: Degree Qualifications Profile (DQP)
- Limit: 3–6 (Suskie); 4–7 (HLC)
- Shorter learning experiences
 - 1 or 2 learning outcomes; narrower in scope



WHAT Program Learning Outcomes

- Neither too broad nor too specific
 - Too vague: *Students will demonstrate information literacy skills.*
 - Too specific: *Students will be able to use the college's online services to retrieve information.*
 - Better: *Students will locate information and evaluate it critically for its validity and appropriateness.*



WHAT Program Learning Outcomes

- More practice
 - *Upon completion of the program, students will be exposed to case studies documenting the use of ethical reasoning in daily decisions*
 - *Upon completion of the program, students will be able to apply ethical reasoning in daily decisions*
 - *Upon completion of the program, students will be able to appreciate the value of ethical reasoning in their daily decisions*
 - *Upon completion of the program, students will be able to apply ethical reasoning in discussing an ethical issue*



WHAT Program Learning Outcomes

- Culturally responsive
 - Explicitly define terms and use scenarios and examples that are related to various student groups
 - Write learning outcome statements for and with students
 - Students have agency in how to demonstrate learning

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WHERE

Curriculum Mapping



WHERE Curriculum Mapping

- HLC Minimum/Expected Practices
 - **Strongly recommended** but not required: Curriculum maps
 - Essential: Alignment is essential for assessment process to work



WHERE Curriculum Mapping

- Where the learning takes places
 - Strategy for articulating, aligning and integrating learning goals/outcomes across a sequence of courses or learning experiences
 - Ensure sufficient opportunity for students to achieve learning outcomes
 - Identify gaps in curriculum
 - Identify where/when to assess



WHERE Curriculum Mapping

Program Curriculum Map With Performance Targets

		Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5
Required	Course 100	1		1		
Required	Course 120		1		1	1
Required	Course 201		2	2		
Elective	Course 215				2	2
Required	Course 300	2		3		
Required	Course 330		3		2	3
Capstone	Course 410	3	3	3	3	3

Performance Goal

1	2	3
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emerging developing proficient

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HOW

Assessment Methods & Approaches



HOW Assessment Methods

- HLC Minimum/Expected Practices
 - Evidence of Learning
 - **Required:** Assessment methodologies reflect “good practice”
 - **Required:** At least one direct measure for each outcome
 - **Strongly recommended:** Indirect measures
 - Criteria for Success
 - **Essential:** The use of benchmarks and targets to interpret data is “good practice”
 - Each measure should have target, including benchmark



HOW **Assessment Methods**

- Formative vs. Summative
- Direct vs. Indirect
- Traditional vs. Authentic
- Inclusive assessments



HOW Assessment Methods

Assessment Questions

- How well are students learning what they should know?
- How well are students learning what they need for future endeavors?
- Where are the stumbling blocks?
How might we change we are doing-teaching methods or technologies that might lead to better student learning?
- Are we getting better at helping students learn?

Evidence of Learning

- Course Data: embedded assignments, classroom assessment techniques, objective tests, essay tests
- Individual Projects/Performance Assessment: written products, oral presentations, graphic displays, poster presentations, situational assessments
- Interviews and Surveys (attitude measurement)



HOW Assessment Methods

- Measures
 - Direct: student work as demonstration of knowledge/skills
 - Indirect: student self-reflection/report on their knowledge and skills
 - Both valuable, but different levels of confidence in resulting data

Bloom's Taxonomy

Knowledge

Comprehension

Application

Analysis/Synthesis/Evaluation

Online Assessment Methods

Multiple Choice, True/False, Matching, Fill-in-the-blank, short answer, flash cards, games, quizzes

Simulations, animations, tutorials

Multiple choice, short answer, essay, tutorials, simulations, games, case studies

Multiple choice, essay, project, portfolio, simulation, presentation, paper, virtual labs, case studies



HOW **Assessment Methods**

- Culturally-Responsive Assessment Methods
 - Assessment methods clear and understandable to all students
 - Holistic experience of the whole curriculum
 - Multiple ways for students to demonstrate knowledge
 - Opportunities for students to reflect on learning



HOW Assessment Methods

- Targets
 - Benchmark: minimum acceptable proficiency or achievement
 - Lowest level that would prepare students for success & wouldn't embarrass you
 - Easier to establish if learning outcomes, rating and rubric traits are clear to students & colleagues
 - *On a scale of 1-4, the minimum passing rubric score is a 2*
 - Population Target: minimum % of students hitting each benchmark to consider learning successful
 - Basic, essential outcomes: aim for almost all student work
 - May vary for aspirational outcomes (no less than 50%)
 - *90% of students will score at least a 2, while 75% will score a 3 or higher*



HOW **Assessment Methods**

- Assessment Plan = Data Collection Plan
 - Specify what, who, when data will be collected
 - Sufficient detail about chosen methodologies
 - Validity & reliability = mix of multiple methods
 - Authentic & culturally-responsive
 - State “hypothesis” = criteria for success
- Identify/develop tools
 - Rubrics, rating scales, checklists



HOW **Assessment Methods**

- Course-embedded assessment
 - Double Duty: Assignments that are graded as part of course but also provide evidence of program learning outcomes for program improvement
 - Assessment strategy
 - Alignment is essential
 - Mapping CLOs and PLOs
 - Assignment design
 - DQP Assignment Library



HOW **Assessment Design**

- Transparent: alignment and criteria clear to faculty & students
- Reliable and valid: rubrics
- Culturally-responsive
 - Be mindful of the student populations and involve students in assessment process
 - Use appropriate student-focused and cultural language in learning outcomes statements to ensure students understand what is expected of them
 - Develop and use assessment tools and multiple sources of evidence that are culturally responsive to students
 - Intentional improvement of student learning through disaggregated data-driven change

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SO WHAT?

Sharing, Analyzing, & Putting Assessment Data Into Action



SO WHAT **Using Assessment**

- HLC Minimum/Expected Practices
 - **Required:** Evidence that results have been used to improve
 - **Required:** Evidence that process includes substantial participation
 - **Required:** Thorough documentation of assessment work, results, and faculty responses/action plans. Annual assessment reports are strongly recommended.
 - **Recommended:** Public/student facing disclosure of PLOs, plans, results, and responses



SO WHAT **Expressing Findings**

- ◉ Quantitative finding for each measure
- ◉ Findings should mirror phrasing in target description
- ◉ Begin with a numeral when possible.
- ◉ Specific numbers are essential– actual percentage or numbers that resulted from the measures
- ◉ Include sample sizes (n) for context and add validity
- ◉ If a quantitative finding cannot be entered for the measures, provide a detailed statement to explain why



SO WHAT **Expressing Findings**

- Target: *90% will receive an overall rubric score of 80 or greater*

	Findings
By semester	Summer: 72% (18/25) received an overall rubric score of 80 or greater. Fall: 90% (47/52) received an overall rubric score of 80 or greater Spring: 77% (35/45) received an overall rubric score of 80 or greater
Combined semesters	79% (37/48; fall & spring semester combined) received an overall rubric score of 80 or greater
Dual mode, combined semesters	F2F Fall & Spring--83% (n=12) received an overall rubric score of 80 or greater. Online Fall & Spring--100% (n=5) received an overall rubric score of 80 or greater.

That means you should conduct assessment for yourselves and your students, not just for compliance with accreditors. You don't need to collect data you don't use; it's much more important to collect a small amount of useful data than to proliferate data that sit in a drawer or on a computer file. If you are collecting information you are not using, either start using it or stop collecting it. Instead of focusing on compliance, focus on the information you need for wise action.” (Walvoord, 2010, p. 5)



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SO WHAT **Putting Into Action**

- Make time to collaboratively analyze the data and consider the improvements needed, then act.
 - Conduct at least one annual faculty meeting
 - Discuss evidence, analyze what it means for the department, and define any next steps
- Analysis
 - What specifically did assessment show regarding strengths or progress made towards outcomes?
 - What specifically did assessments show regarding any outcomes that will require continued attention?
 - Assessment Questions



SO WHAT **Putting Into Action**

- ◉ Action Plan
 - Organized activity undertaken to help programs more effectively achieve intended outcomes
 - Results of action plans should provide evidence of continuous improvement activities
- ◉ Closing the Loop
 - Reexamine and document whether the action led to improvement of student learning
- ◉ Prepare annual report
 - Reference for successive years' assessment activities



Hints & Tips

DON'T

Do it ALL, all the time

DO

Keep is simple, smart, and meaningful



Basic, No-Frills Assessment Systems

Barbara
Walvoord, 2010

The Basic No-Frills Departmental Assessment System*

1. Learning goals for each of your degrees, certificates, or programs of study (for example, goals for undergraduate music history, for undergraduate music performance, for your certificate in music therapy, and each of your graduate degrees)
2. Two measures of how well your students are achieving the goals
 - a. One direct measure
My preference: A sample of student work completed at the end of their course of study, analyzed by faculty to find the strengths and weaknesses of the students as a group. For certain disciplines, a certification, licensure exam, or a major field test will be a second direct measure. (The former could occur in one two-hour department meeting.)
 - b. One indirect measure
My preference: Student surveys and/or focus groups asking three questions:
 - i. How well did you achieve each of the following departmental learning goals? (For a survey, list each department goal, with a scale for each: for example, “extremely well, very well, adequately well, not very well, not at all” or an “agree/disagree” scale)
 - ii. What aspects of your education in this department helped you with your learning, and why were they helpful?
 - iii. What might the department do differently that would help you learn more effectively, and why would these actions help?

In some fields, job placement rates will be important.

3. A forum to discuss data and identify action items
 - a. One two-hour department meeting each year, in which the department discusses whatever data it has about student learning in one of its degrees or programs, decides on one action item to improve student learning, and assigns responsibility for follow-up.
 - b. Follow-up actions: action on one item may take several years, and that’s okay; also okay to rotate degrees and programs, focusing on one or two of them each year.
 - c. Keep minutes of the meetings for your own follow-up, and also as documentation for external audiences as needed.

The basic no-frills plan is not perfect, and your department may want to expand upon it. But if every department at your institution had a useful, robust version of this plan, it would improve student learning significantly. And if every department would post, on an institutional web site, a two- or three-page description of its assessment system for each of its degrees or programs, that web site would be a fine tool for a regional reaccreditation review.

*Walvoord, B. E. (2010). *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education* (pp. 59-60). San Francisco, CA: Jossey-Bass.

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Self-Assessment (post): On a scale of 1-5, how would you rate your program assessment process?

① Start presenting to display the poll results on this slide.



KBOCC Program Assessment Process

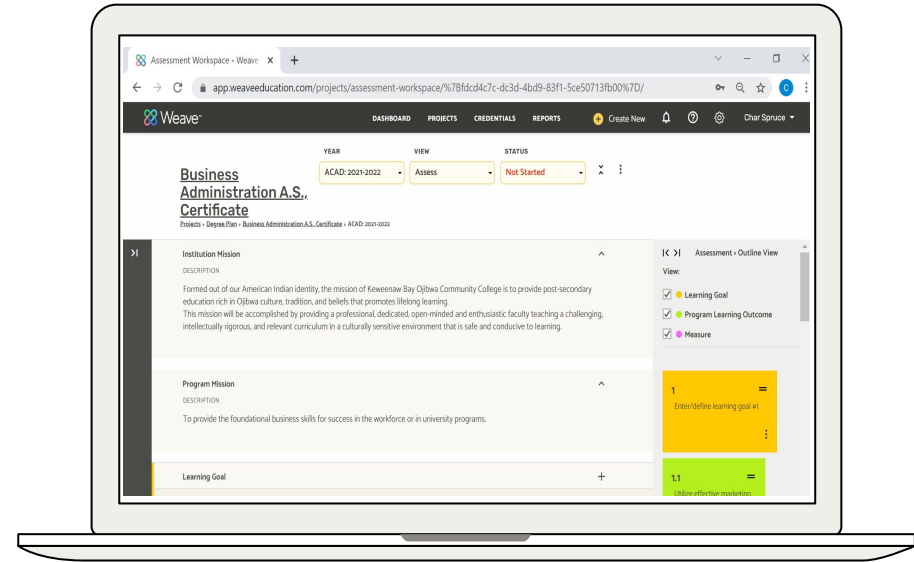
- Current Assessment Cycle (2020-2022)
 - Plans submitted Fall 2020
 - Reports due Summer 2022
 - 2022-24 Plans due Fall 2022
- Pilot Weave
 - 2020-22 assessment plan “shells” have been entered; need to refine/complete
 - Enter 2020-22 assessment data to report using Weave
- Full Weave implementation: 2022-2024
- Proposed review & feedback process
 - Assessment Coordinator/Committee reviews assessment plans and reports and provides constructive feedback using proposed feedback form



Using Weave for assessment

Based on Best Practice

- Assessment plans='projects'
- Annual reporting
 - Multi-year plans by AY
- Separate projects for distinct degrees & certificates
- Academic = Degree Plans
- Program Effectiveness = Administrative



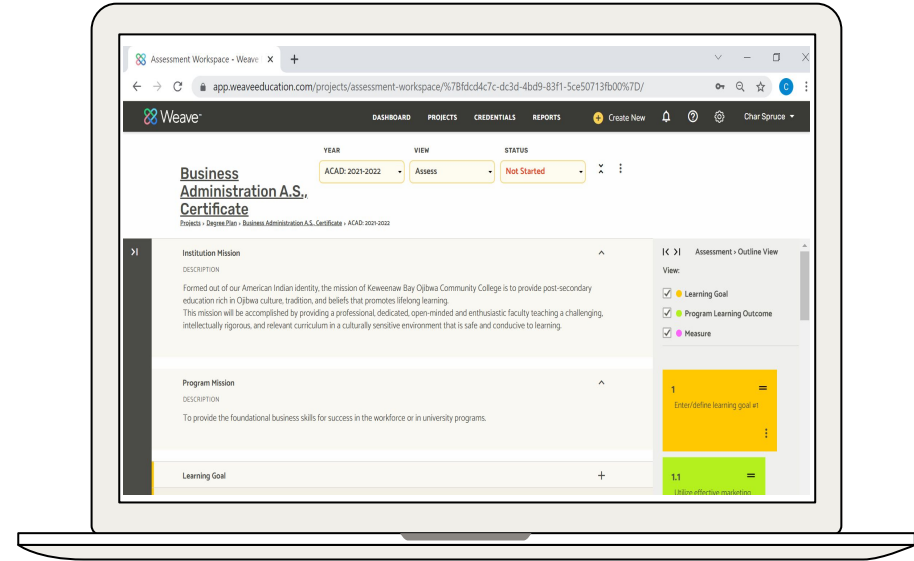
Program Learning Goals > Program Learning Outcomes (Action Plan) > Measures > Targets > Findings



Next Workshop

Practicing in Weave

- Refine/update 2020–2022 assessment plans
 - Learning goals, curriculum maps, measures, targets
- Enter 2020–2022 assessment data (bring with you)
 - Findings, analysis, action plans





Miigwech!

Any **questions** ?



- Workshop Evaluation:
<https://www.surveymonkey.com/r/GVSWMTG>