Departmental/Program Learning Goals

The first step in assessment is defining learning goals and mapping out where students are expected to learn and what learning experiences are needed to address each goal.

Assessment Design
Departmental/Program Learning Goals

The first step in assessment is defining learning goals and figuring out whose students are exposed to courses that address each goal.

Assessment Design

[Diagram showing assessment design concepts and processes, including direct assessment, indirect assessment, and assessment of the assessment project.]
Assessment Design

Accreditation Action (11/21/2013): "To accept the Periodic Review Report and to reaffirm accreditation. To request a progress report, due April 1, 2015, documenting further progress in the implementation of a comprehensive, organized, and sustained process for the assessment of student learning outcomes in all programs (Standard 14). The next evaluation visit is scheduled for 2017-2018."
The first step in assessment is defining learning goals and figuring out where students are exposed to courses that address each goal.
Define Your Learning Goals

Program-specific goals

University goals
Map Your Learning Goals

Where in your curriculum do you expect students to meet each goal?
If you offer students choices, what courses do they take and are they, in general, taking the courses necessary to be exposed to your learning goals?
The first step in assessment is defining learning goals and figuring out where students are exposed to courses that address each goal.

- **Define Your Learning Goals**
  - Program-specific goals
  - University goals

- **Map Your Learning Goals**
  - Where in your curriculum do you expect students to meet each goal?

- **Transcript Analysis**
  - If your other students choose, what courses do they take and are they, in general, taking the courses necessary to be exposed to your learning goals?
Departmental/Program Learning Goals

The first step in assessment is defining learning goals and figuring out where students are exposed to courses that address each goal.

Assessment Design

Assessment Design

- Certification and Preregistration
  - What are the necessary prerequisites for each course?
  - What do we need to ensure learning goals are met?
- Direct Assessment
  - How do we measure what we have taught?
- Using Assessment Tools
  - How do we collect evidence of student learning?
- Analysis of the Assessment Project
  - What is the evidence?
  - What do we conclude?
Indirect Assessment

Indirect assessment gathers information from participants on their thoughts, attitudes, and perceptions of learning. Thus, indirect assessment can help you to identify areas where direct assessment would be valuable by providing you with students’ perceptions of their own learning. You may focus your direct assessment on those areas where students do not believe they are learning what you would like. Or, you may revisit your curricular requirements or use this information to guide transcript analysis.

Methods

- Senior Surveys
- Alumni Surveys [NOTE: We do not recommend using these]
- Exit Interviews
- Focus Groups
- Other attitudinal surveys, such as the Global Perspectives Inventory
requirements or use this information to guide transcript analysis.

Methods

Senior Surveys

Alumni Surveys [NOTE: We do not recommend using these]

Exit Interviews

Focus Groups

Other attitudinal surveys, such as the Global Perspectives Inventory
Direct Assessment

Direct Assessment looks at student work to see how effectively they are learning what you want them to learn. It can also provide baseline information for you. You should determine what to assess based on all of the other work that you have done.

Remember that the fewer goals you assess at once, the more nuance you will be able to build into your assessment.

Methods

- Portfolio/Paper/Speech Assessment
- Course embedded assessment
- Competency Exams
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Methods

- Portfolio/Paper/Speech Assessment
- Course embedded assessment
- Competency Exams
Processes

- Define what you are assessing
- Determine from what course(s) you will collect work
- Develop a rubric
- Norm the rubric
- Consider testing having the instructor assess and grade the work
- Test for reliability
Select and existing assignment or design an assignment that will allow you to assess the extent to which students have met a learning goals.

Graded assignments that have weight yield better results.

Might be very effective if you have multiple sections of courses, since the results might suggest that different teaching strategies may be more effective than others.

If you want to look at learning over time, use the assignment in different level classes or assign as a pre-test/post-test.

Discuss the "ceiling" for your assessment -- are you trying to capture learning over time or your expectation for learning at a particular level?
Identify a national instrument or multiple instruments

Design your own test

Use either in individual courses or in multiple course levels. The former tells you if you have met your goal; the latter tells you what you have added to students’ knowledge.

You may also want to participate in institution-wide assessment that will enable you to look at what your program is accomplishing in relation to other departments. This can foster cross-departmental conversation.
Departmental/Program Learning Goals

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Assessment Design

Assessment of the Assessment Process

What do we measure?

What do we want our students to learn in the department/program?

Direct Assessment

Indirect Assessment

Using Assessment Tools

Assessment begins with the selection and use of assessment tools. These tools should be relevant to the learning goals. Students' responses to these tools can be analyzed and feedback can be provided to help improve teaching and learning.

Definition of Learning Goals

Map the Learning Goals

Transcript Analysis

Defining the learning goals helps to identify the goals and objectives of the program. Mapping the learning goals allows for the alignment of learning outcomes with the overall goals of the program. Transcript analysis provides insights into the effectiveness of the program in achieving the learning goals.
Using Assessment Data

Be sure that your department talks about findings: What are you doing well? What would you like to do better? What will you change so that learning improves in areas where you wish to see improvement? What are your plans for reassessing? If you are doing everything well, are your expectations for your students high enough?

What do you want to assess next? Even if you are making changes as a result of an assessment project and plan to test whether these changes have led to improvements, you should also be defining something new that you want to assess.
Curriculum and Pedagogy

Should you change your pedagogy and assess again?
Should you do transcript analysis?
Should you add a new course and require it?
Should you redefine a learning goal?
Assessment of the Assessment Project

What can we improve?

What have we learned that would benefit other departments/programs?
The first step in assessment is defining learning goals and figuring out where students are exposed to courses that address each goal.

**Define Your Learning Goals**
- Program-specific goals
- University goals

**Map Your Learning Goals**
- Where in your program do your students do their part?
- What are your expectations of them?
- Do your students demonstrate learning goals?

**Transcript Analysis**
- If your learning goals are met, what impact do they have on your students' performance?
- How do you ensure that your learning goals are met?

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**Assessment Design**

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