Using Program Assessment to improve Teaching and Learning

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Assessment Principles

• Faculty are best suited to determine and assess program competencies
• Program assessment will be used to evaluate program effectiveness
• Assessment involves defining program goals, evaluating those goals, and using the results for improvement.
Assessment Principles

• College administrators will provide the necessary support
• Assessment is continuous and not a one-time event
• Assessment should be efficient and should provide valid information
• Every program will be involved in the assessment process
Assessment

Current “Assessment”

• Program assessment, course assessment, & program review are not clearly defined.
• Every course is subjected to a formal review
• Emphasis on success rates and retention in courses

New Plan

• Each practice is clearly defined
• Programs determine which courses will be assessed
• Emphasis on whether students are meeting the program competencies; assessment involve multiple measures chosen by faculty.
Assessment

Current “Assessment”
- Determinants of success are defined by administration; little room for flexibility.

New Plan
- Success is defined by each program; faculty select/create assessment tools that are appropriate for a given discipline.
Course Assessment

• Determining if students have met the expectations for a course
• Using the results to improve teaching and learning
• “Program” - any entity that grants a degree or certificate.
Program Review

Evaluate program and offer suggestions for improvement in the following areas:

• Curriculum of the program
• Student success measures
• Faculty opportunities for research, professional development, and creative activity
Program Review

• The use of resources and facilities
• Charting new directions for the program
• Conducted once every 5 years (may vary based on accreditation)
Program Assessment

• Determining if students have met the expectations for a program
• Using the results to improve teaching and learning.
• All program competencies should be assessed in 4 years
Program Assessment

• Planning
• Implementation
• Analysis and Closing the Loop
Planning

• Program assessment team is formed
• Program learning competencies are developed
• Program learning competencies are aligned with the College’s learning competencies
• A curriculum map is developed
Planning

• Specific learning competencies (and courses) to be assessed are identified;
• Tool(s) to measure learning competencies are created/identified
Implementation

- Faculty and administrators are informed about the learning competencies and the assessment tool(s).
- Pilot test is conducted
- Data is collected for preliminary analyses
Implementation

• Results from the pilot test are analyzed; assessment tool is modified, if necessary.
• Results are shared with stakeholders.
• Assessment instruments are fully administered in preselected courses.
• Data is collected for analyses
Analyses & Closing the loop

• Results from assessment are analyzed.
• Strengths and weaknesses of the program curriculum are identified.
• An action plan for program improvement is developed and implemented (what, when, who).
• Impact of changes on curriculum is noted.