



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.

