

Designing Effective Program Level Assessments

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Session Objectives

- ❖ Briefly review the assessment process
- ❖ Program Level Learning Outcomes
- ❖ Briefly define and describe different types of assessments
 - ◆ Affective
 - ◆ Knowledge/Cognitive
 - ◆ Skill
- ❖ Discuss the role of the Office of Research and Planning in assessment
- ❖ Design an assessment for at least one program level outcome



Assessment Process

- ❖ The assessment process is a method we use to continuously improve what we do as educational experts by looking directly at student work¹
- ❖ Assessment helps us implement and evaluate strategies that respond to the diverse needs of our students and to meet the ever-changing community and workforce demands¹
- ❖ **Most of us already engage in this type of assessment**



Step I: Program Level Learning Outcome Statement

- ❖ A well-crafted SLO statement will indicate what a student will be expected to know, think, feel, or do after completing a program
- ❖ Learning outcomes need to...
 - ◆ Be singular
 - ◆ Be clear
 - ◆ Reflect key program concepts
 - ◆ Be reasonable given students' ability
 - ◆ Be measurable



Defining a Program

- ❖ What is a program?
- ❖ Possible examples of a program
 - ◆ Respiratory
 - ◆ Rad Tech
 - ◆ English
 - ◆ Basic Skills
 - ◆ EOPS
 - ◆ Financial Aid
- ❖ Some areas have defined programs and written outcomes based on degree and certificates offered in area



Questions to Remember when Defining a Program

- ❖ Will assessment at the program level help to serve students?
- ❖ Will assessment at the program level help to inform the services provided by the program?



Step II: Choose a Method to Measure the Student Learning Outcome

- ❖ How will the outcome be assessed?
 - ◆ Methods of Assessment?
 - ◆ Collection of data?
- ❖ When will the outcome be assessed?
- ❖ Where will the assessment occur?



Possible Methods of Assessment

- ❖ Affective Measures
 - ◆ Attitudes, Beliefs, Opinions, Confidence, Motivation



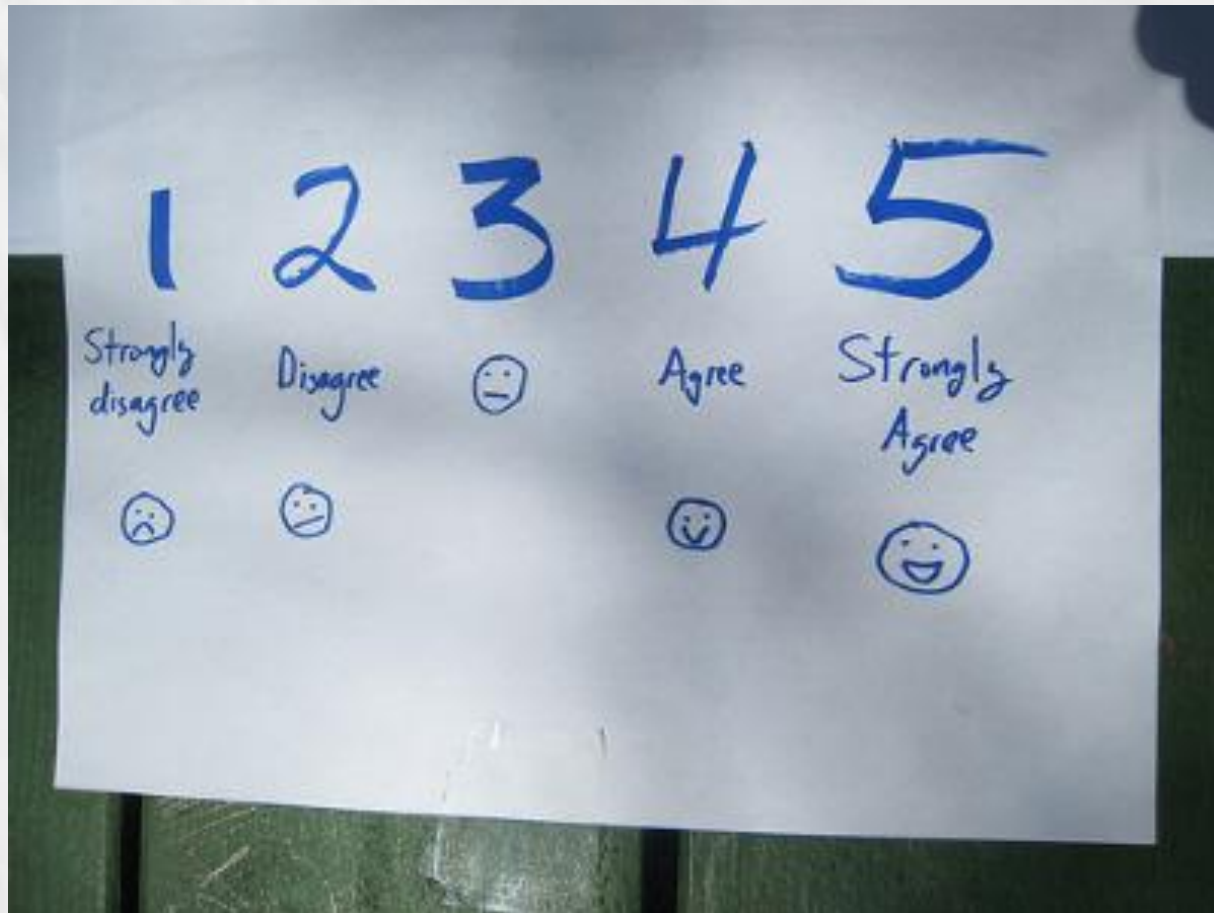
- ❖ Knowledge Measures
 - ◆ Content, Cognitive



- ❖ Skill Measures
 - ◆ Application, Demonstration of Ability, Use of Knowledge/Skill

= Competency

Affective Measures





Examples of Affective Measures

- ❖ Questionnaires or Surveys Completed by:
 - ◆ Current students
 - ◆ Students exiting the program
 - ◆ Alumni/Former students
 - ◆ Employers of graduates

Knowledge / Cognitive Measures





Knowledge / Cognitive Assessment

- ❖ Absolute measure of learning or achievement
- ❖ Measures change over time
- ❖ Standardized or locally developed instruments
- ❖ Some examples
 - ◆ Multiple choice
 - ◆ Essay
 - ◆ True or False

Skill Measures





Skill Measure Assessment

- ❖ Demonstration of ability as opposed to knowledge
- ❖ “Authentic” assessment – the activity is grounded in a “real world” application of the knowledge or skill learned
- ❖ What you see is what you get
- ❖ Considered “direct evidence” by regional Accreditors
- ❖ **Extremely time consuming, and logistically intensive**
- ❖ ACCJC Standard – college has established **authentic assessment** strategies for assessing student learning outcomes **as appropriate** to intended course, program, and degree learning outcomes



Examples of Skill Measurement

- ❖ Hands-on (motor skill) performances
- ❖ Oral presentation
- ❖ Capstone projects
- ❖ Portfolios
- ❖ Public performances
- ❖ Simulations
- ❖ Internships
- ❖ Case studies



Role of the Office of Research and Planning (ORP) in Assessment

Identification of learning outcomes, means of assessment, criteria, and use of results is a

Faculty-Driven Process!



The ORP Can Assist with the Following

- ❖ Survey development
- ❖ Developing templates (e.g.: rubric templates)
- ❖ Online and hard copy data collection formats
- ❖ Identifying baseline data/information to facilitate informed decision-making
- ❖ Identifying assessment data sources (e.g.: transfer data, employers of students, alumni, etc.)
- ❖ Data analysis
- ❖ Technical support
- ❖ Facilitate the tracking of learning outcomes
- ❖ The development of the outcomes assessment process



Activity: Designing a Program Level Assessment

- ❖ Write a Program Level Outcome (Complete #1 in handout)
- ❖ How will the outcome be assessed (Complete #2 in handout)



References

1. Fulks, J., Chaplot, P., & Pacheco, B. (June, 2010). BRIC (Bridging Research Information & Culture) Technical Assistance Program: Inquiry Guide, Assessing Student Learning Outcomes. *Research and Planning Group of California Community Colleges*. Retrieved from <http://www.rpgroup.org/sites/default/files/BRIC%20Inquiry%20Guide%20-%20Assessing%20SLOs.pdf> on November 16, 2010.