

Academic Program Planning Workshop
Assessment of Student Learning

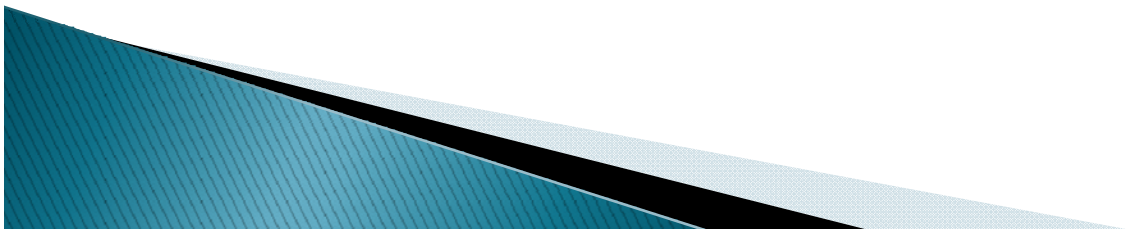
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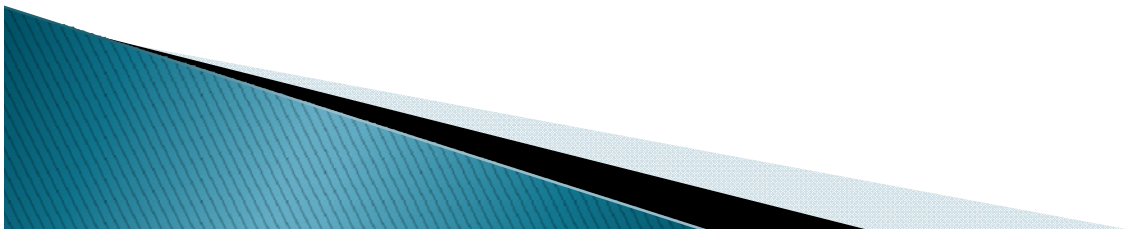
Overview

- ▶ What is assessment?
- ▶ What are the benefits of assessment?
- ▶ How is assessment done?
- ▶ What constitutes data?
- ▶ What is the process for collecting/analyzing data?
- ▶ Examples of strong assessment plans.
- ▶ Resources.



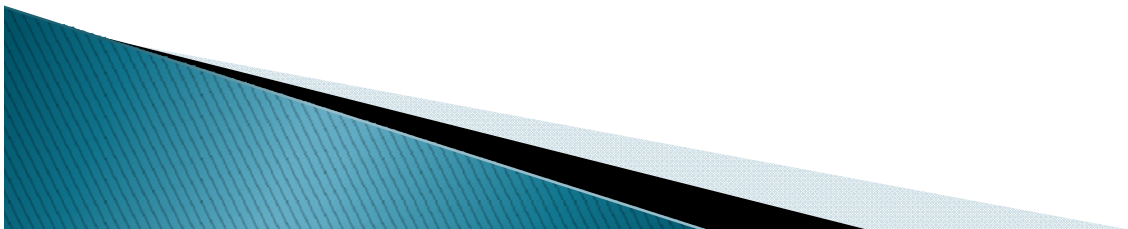
What is assessment?

- ▶ “...the systematic collection of information about student learning, using the time, knowledge, expertise and resources available in order to inform decisions about how to improve learning.” (Walvoord, 2004)
- ▶ Assessment means basing decisions about curriculum, pedagogy, staffing, advising and student support upon the data about student learning.



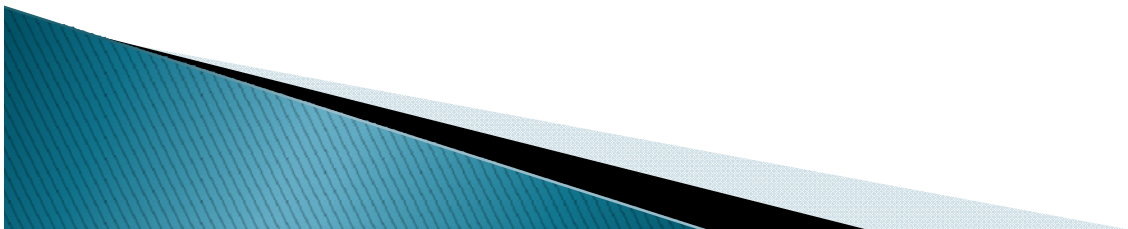
What are the benefits of assessment?

- ▶ Assessment can provide a basis for wiser planning, budgeting, decisions about curriculum, staffing, programming and student support.
- ▶ Assessment can provide a basis for changes in curriculum and pedagogy.
- ▶ Assessment done well creates a climate of engagement that supports student's own commitment to learning and it empowers faculty and instructional academic staff to better understand student learning.



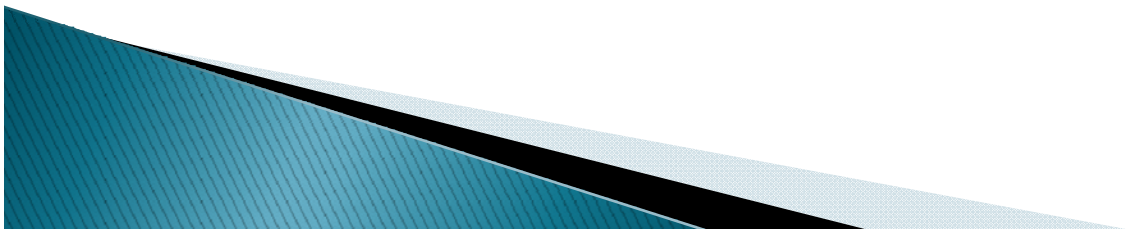
Classroom Assessment

- ▶ Classroom assessment occurs when:
 - faculty teaching a specific course evaluate student's projects, assign grades, and use the information for their own improvement;
 - faculty engage in the scholarship of teaching and learning (SoTL).



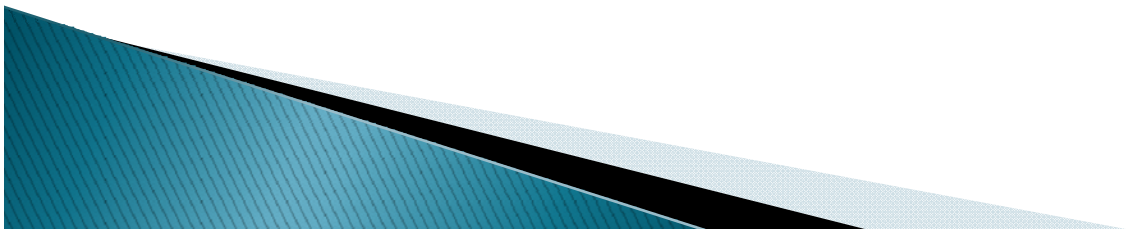
Program Assessment

- ▶ Program assessment occurs when:
 - faculty use data to report annually to the department or program, outlining strengths and weaknesses of the student's work in relation to departmental or program learning goals;
 - the department or program uses data from direct and indirect measures designed to assess program goals.



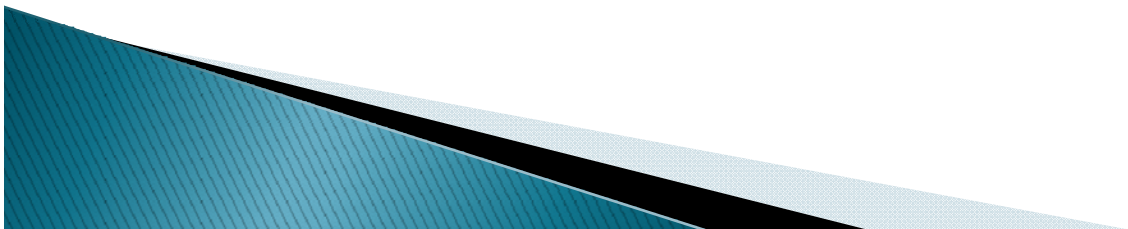
Three Steps of Program Assessment

1. Articulating program goals.
2. Gather evidence directly related to your goals.
3. Use the information for improvement.



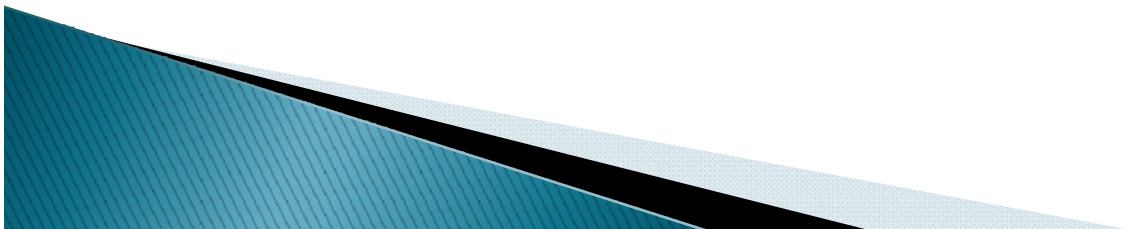
Direct measures include:

- ▶ Student work that is directly evaluated:
 - Exams
 - Papers
 - Projects
 - Computer Programs
 - Interaction with a Client
 - Musical Performances
 - Portfolios
 - Pre-test and post-test assessment tools



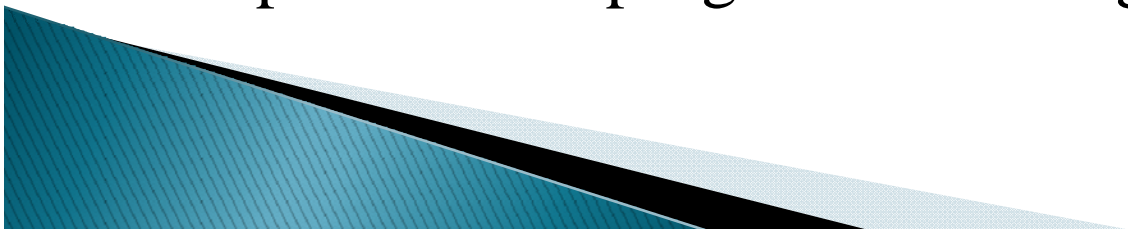
Indirect Measures include:

- ▶ Asking students or alumni how well they thought they learned, and tracking placements rates etc.
 - Exit Interviews
 - Focus Interviews
 - Alumni Surveys
 - Senior Surveys



Process for Collecting/Evaluating data

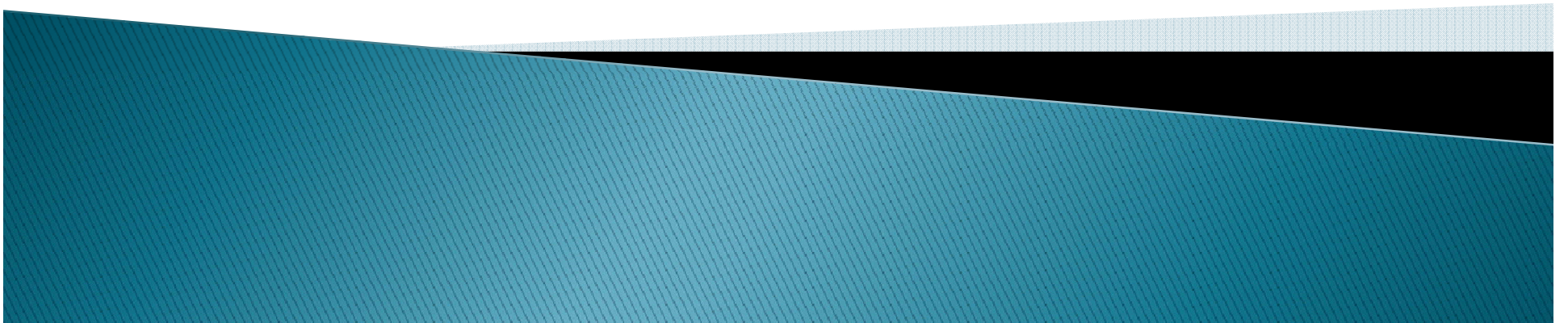
- ▶ Department or program faculty choose 4-5 methods of data collections (e.g. capstone project, pre/post-test tool, student exit interviews, alumni surveys).
- ▶ Department or program faculty decide how often to collect data.
- ▶ Program assessment committee meets annually or bi-annually to look at data in relation to learning goals.
- ▶ Program assessment committee shares evaluation with full department.
- ▶ Department faculty update the curriculum & other aspects of the program accordingly.



UW System Examples

UW-Oshkosh: BA/BS in Women's Studies

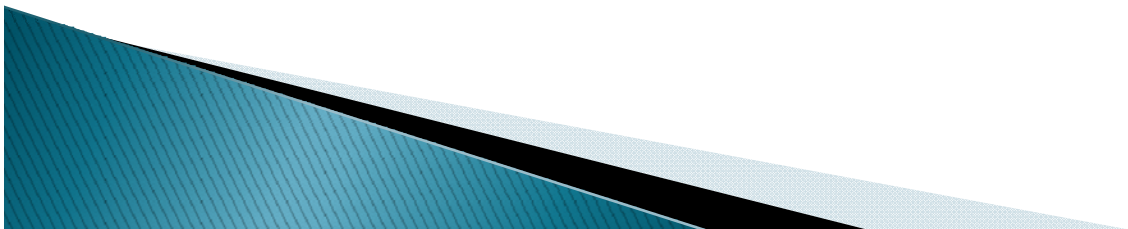
UW-Madison: BS in Community & Nonprofit Leadership



Resources

- ▶ Walvoord, B.E. (2004). *Assessment clear and simple: A practical guide for institutions, departments, and general education*. San Francisco, CA: Jossey Bass.

- ▶ Websites:
 - Academic Affairs Website for Academic Program Planning and Review: <http://www.uwsa.edu/acss/planning/>
 - UW-Madison Assessment website: <http://www.provost.wisc.edu/assessment/manual/>
 - Winona State U: <http://www.winona.edu/air/resources.htm>



Questions?...

