

Welcome to The 2014 Program Assessment Forum



The 2014 Program Assessment Forum

Agenda

- 8:30-9:30 Breakfast
- 9:00-9:15 Introducing the Office of Academic Assessment Team
- 9:15-9:45 Discussing the *Issues and Concerns Survey*
- Results of the *Issues and Concerns Survey*
 - Generating Solutions—Discussion
- 9:45-10:25 Vision of Program Assessment Process
- The Assessment Process and Proposed Changes
 - What is next? Future Plans
- 10:25-10:30 Session Evaluation



The Issues and Concerns Survey



The University of Oklahoma

PROGRAM LEARNING OUTCOMES ASSESSMENT ISSUES AND CONCERNS

Demographics

84

Number of Respondents

79%

Associate/Full Professor

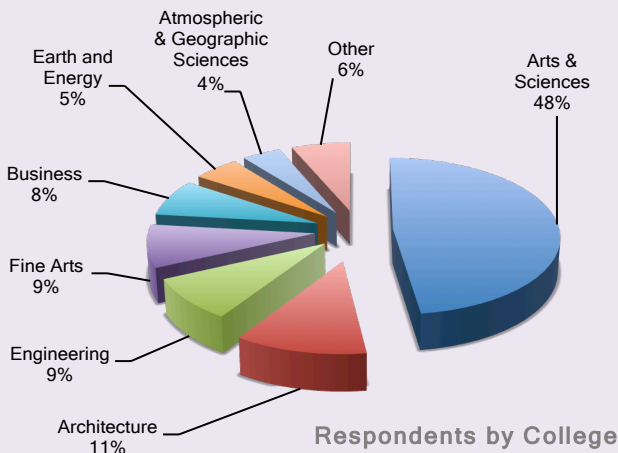


4+

Years most respondents have been Assessment Liaisons

82%

Are or have been Assessment Liaisons



Position in Department

42% Directors/Chairs
11% Liaisons (Graduate)
19% Liaisons (Undergraduate)
21% Other
7% Missing Data

5+

Years most respondents have worked at OU

Issues and Concerns

73%

of respondents cited

Time

as a primary concern regarding preparation of assessment reports.

Other Concerns about Assessment Process

Linking Methods & Outcomes 64%

Use of Results 62%

Direct v Indirect 60%

Stating Outcomes 58%

Lack of Examples 57%

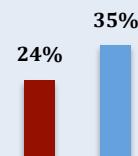
Creating Rubrics 56%

Lack of Training 48%

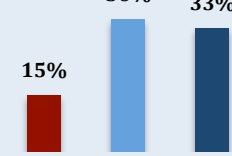
Concerns about Assessment Reporting

Major Minor Not a Concern

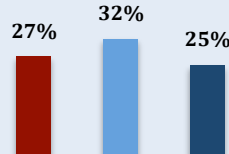
Audience



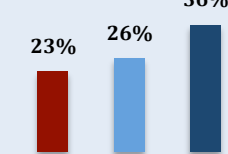
Length



Contents



Format



In Your Own Words...

"Why do we do Assessment?"

"How can it help a department or faculty member?"

"Does anyone even read them?"

Sample Comments about Assessment Expectations:

"We would have preferred a longer development window, with clear criteria up front, in addition to feedback and an opportunity to improve and correct the report after submission."

"I am concerned about a push toward 'standardizing' assessment too much. It does not seem appropriate to have a single template for all departments to follow."

Sample Comments about Assessment Process:

"I would like more communication with other assessment liaisons so that we can talk about what works and what doesn't."

"The faculty do not currently participate in the assessment process at all. For them, anything new will be a 'major concern'."

"I am uncertain about the whole assessment process and am uncertain as to its value...if you can justify why and how honest assessment can be a genuine benefit, then you will motivate faculty members."

Other Comments:

"Assessment is a journey. To do it correctly, we would need almost one 1.0 or 0.5 staff to support the process."

"It seems necessary to garner widespread faculty support for this new vision of assessment as well as widespread training for ALL faculty in matching assignments to 'outcomes', developing rubrics, and evaluating them."

Issues and Concerns Discussion

Please take 10 minutes to discuss with your table potential solutions to the following issues, focusing on how Office of Academic Assessment can assist you.

Table #	Issues and Concerns
1	The amount of TIME it takes to prepare the report
2	LINKING assessment methods to learning outcomes
3	Determining the USE of assessment results for improvement
4	Identifying appropriate DIRECT/INDIRECT assessment methods
5	Articulating program student learning OUTCOMES
6	Creating RUBRICS



Vision of the OU Assessment Process



The University of Oklahoma

Assessment Process



Step 1: Articulate Student Learning Outcomes

Example:

Graduates should demonstrate knowledge of the history, literature and culture of the ancient Greco-Roman world.

(Undergraduate -- Dept. of Classics and Letters)



Step 2: Identify Appropriate DIRECT Assessment Methods

Example:

Assessment of senior Capstone papers (N = 30) was done by a faculty panel using a locally constructed 5-point rating scale where 5 represented “excellent,” 4 represented “good,” and 3 represented “satisfactory.” 85% should score satisfactory or better, and the mean score should reflect a better than satisfactory performance for the graduating class.

(Undergraduate – Dept. of Communication)



Step 3: Analyze Data and Interpret Findings

Example:

Twenty-five of 28 students provided conclusions judged by the professor to be adequately organized and to reach clear conclusions that followed from their cited authority and analyses. Of the ten evaluated by a second reviewer, none of which were evaluated by the professor to be below expectations on any dimension, one was judged to fail to reach relevant conclusions.

(Graduate -- School of Accounting)



Step 3: Make Adjustments Based on Findings

Example:

Partnerships with non-profits and corporate clients:

In an effort to address student concerns that the Strategic Communication programs were “too agency focused,” JMC 4343 Advertising Campaigns and JMC 4403 PR Campaigns focused on partnerships in fall ’13, spring ’14 and fall ’14 to deliver an integrated marketing communications experience.

(Undergraduate – Gaylord College of Journalism and Mass Communication)



Activity

Please take about 5-7 minutes to work with your groups to develop:

- A. One *measurable* learning outcome for a degree program.
- B. One *direct* assessment method for that outcome.
- C. One *indirect* assessment method for that outcome.



So...

...What's in this process
for *me*?



The University of Oklahoma

Benefits of Assessment — for Students

- ◆ Continuous Improvement of student learning
- ◆ Promotes direct feedback to students/faculty
- ◆ Enhancement of instructional strategies
- ◆ Shift from a instructor-centered classroom to a student-centered/learning-centered classroom.



Benefits of Assessment — for Faculty

- ◆ More collegiality
- ◆ Improved understanding of the connection between the course and the program
- ◆ Research & Professional Development
- ◆ Service to the University



Benefits of Assessment — for Programs

- ◆ Stronger programs
- ◆ More integration
- ◆ Better understanding of the linkages between what is done in the classroom and the big picture.
- ◆ Benchmarking for program comparison



Benefits of Assessment — for the University & Community

- ◆ Shared campus understanding of mission, learning outcomes and what's being done to achieve them
- ◆ Better retention, graduation rates
- ◆ More successful accreditation review
- ◆ Clearer, more substantive communication with the public
- ◆ Happier, more satisfied employers of alumni
- ◆ More willing donors



Assessment **REVEALS** the Gap

Curricular Goals

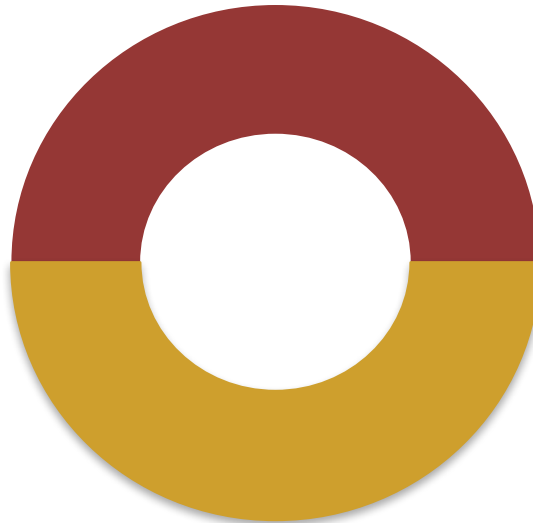


Student Learning Outcomes



Assessment Helps to **CLOSE** the Gap

Curricular Goals



Student Learning Outcomes



Now...

...Where do we go from here?



The University of Oklahoma

Future Plans — Long Term

- ◆ Continue the conversation:
 - ❖ Individual Faculty Level
 - ❖ Department/Program Level
 - ❖ College Level
- ◆ Dialogues by Academic Disciplines
- ◆ Scholarship of Assessment
- ◆ Assessment-related Institutional Grants



*Assessment...
Let's talk!*



Future Plans — Next Semester

- ◆ Feedback on 2013-2014 Assessment Reports
- ◆ Proposed Assessment Report Template
- ◆ Template Feedback Survey
- ◆ Program-level Assessment Workshops





We need your input!

- ◆ End of Session Evaluation
- ◆ Certificates at Registration Table
- ◆ Prizes

