A Guide to Academic Assessment

Office of Institutional Effectiveness

2018-2019

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Introduction

All academic programs at Goodwin College (Associate's, Bachelor's, and Master's Degree programs) are assessed on a regular basis to ensure that the college is adequately preparing its students to pursue careers in their chosen fields, and to ensure the academic integrity and the overall quality of certificate and degree programs at the college.

To that end, each program must submit an annual program review summary to the Office of Institutional Effectiveness, which will be reviewed and discussed by the College Committee on Assessment. Following the review, the program will receive a formal letter from the Office of Institutional Effectiveness that will contain comments and suggestions regarding the annual review.

In addition, each program will submit a formal 5-year review, in accordance with the formal review schedule created with the Department Chairs and provided by the Office of Institutional Effectiveness. For those programs with professional accreditation, site visit reviews are acceptable in place of a formal 5-year review. After the Office of Institutional Effectiveness receives the formal review, it will be reviewed by the College Committee on Assessment. Just as with the annual reviews, each program will receive a formal letter acknowledging receipt of the review and will contain comments and suggestions.

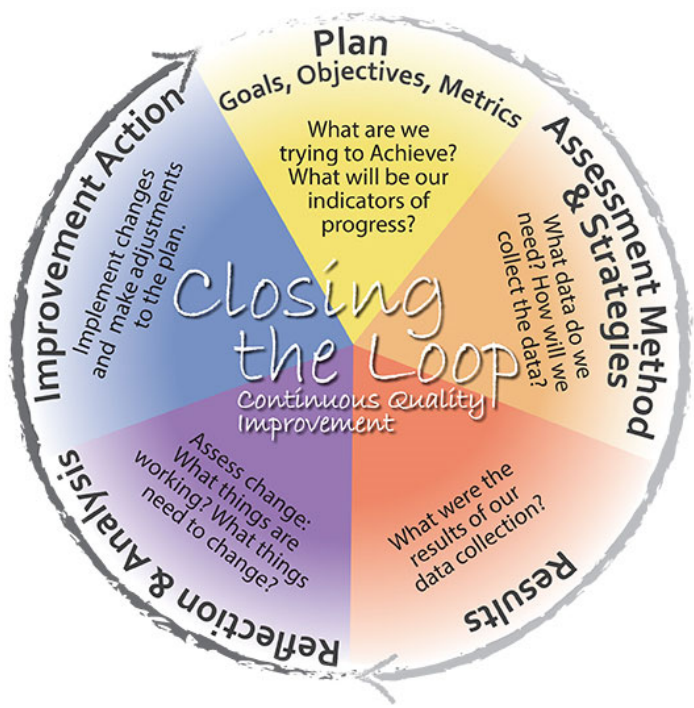

Figure 1. Program-Level Assessment. http://www.uky.edu/ie/office-planning-institutional-effectivenes

For both annual and five year reviews, the Office of Institutional Effectiveness will serve as a resource for program directors and department chairs.

The Annual Program Review Process

Introduction

All academic departments at Goodwin College complete an annual review process that culminates in a written report submitted to OIE. A summary of the reports is provided to the College Committee on Assessment by August of each year. Program review is one way that the college evaluates the learning outcomes of its educational programs; collects evidence as to whether those outcomes are achieved; and develops plans for improvement based on the analyses.

Process

Typically, a department will complete the annual report in two stages. Each department begins by assessing the current situation and deciding how to select and gather evidence on at least one student learning outcome (report section 1-3) and then, upon completion of the assessment activity, the department discusses the results and develops an action plan (report section 4 through 8).

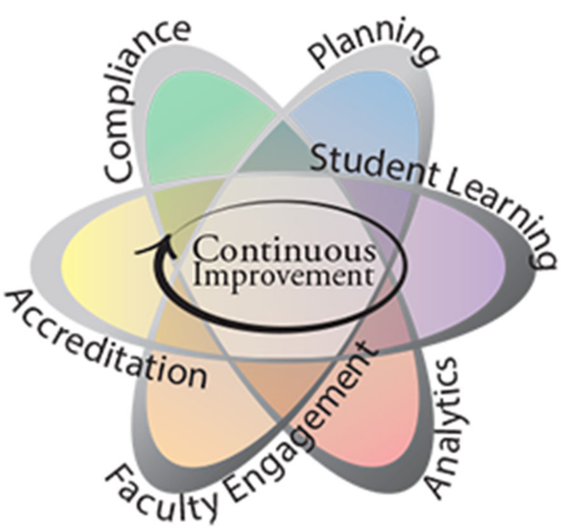

Figure 2. Program-Level Assessment.
http://www.uky.edu/ie/

Annual Program Review Report

This document describes the information contained in the report sections.

1. Program and Contact Information
2. Student Learning Outcome Being Assessed
3. Evidence
4. Data Analysis
5. Plan of Action (what, how, by whom)
6. Department's Capacity to Support the Plan and/or Resources Needed
7. Plan of Action Results
8. Appendices (include curriculum map)

Stage 1: Assessing the Current Situation

1. Program and Contact Information
   Indicate the pertinent information, such as the date and department being reviewed, as well as the name of a contact person, his/her phone number and e-mail address.

2. Student Learning Outcomes
   In this section, provide a complete list of the program's student learning outcomes and identify a specific outcome that is the focus of the review (if appropriate, use the most recent program review report as the basis for this section). Be sure to state the goal not as what the department will do, but what the students will do.

3. Evidence
   In this section, complete the description of the current situation by discussing the evidence that is available, or that will be collected, in order to complete the review. For example, in order to better assess your strengths and weaknesses, what actions will you take to gather evidence to answer the following two questions in the next section: (1) How well are students reaching the program goal, and (2) how do you know?
   A. Existing Evidence
      - ❖ Summarize the evidence you already have to answer the questions.
   B. Evidence to be Gathered and/or Planned Assessment Activities
      - ❖ What additional evidence needs to be gathered?

Outcome/Goal	Measure/Action	Timeline

Stage 2: Identifying Areas for Change or Improvement

4. Data Analysis
   In this section, describe what was learned as a result of your assessment efforts. To what extent were the findings consistent with other existing measures of student learning? Are students achieving the department's learning goals? How do you know? With whom did you discuss the results? What was learned?

5. Plan of Action

This section answers the question "What do we want to work on to better achieve program goals?" Describe 1-3 actions the department will undertake. For each action, indicate who is responsible and give a timeline for action.

Action	Reason why you selected this action (link to evidence)	Who is responsible?	Timeline	How will we know whether this action has achieved its intended goal? How will success be measured?

5. Resources Needed
   What internal resources do you have available to achieve your plans? Give a realistic estimate of the additional resources needed to support the department's plans.

6. Plan of Action Results
   What effect did the changes implemented have, if any? How will you link the results of this program review with your next review?

7. Appendices
   Provide a curriculum map pertaining to the learning outcome being assessed and submit any additional supporting documentation.

The Formal Review Process

Introduction

All academic departments at Goodwin College complete a formal review process every five years. Formal program review is one way the college evaluates the learning outcomes from all of its programs; collects evidence as to whether these outcomes are achieved; and develops long-range plans for improvement based on the analyses. The 5-year process documents the formative, ongoing assessment process for each program over the prior 4 years. The final report lists all program outcomes and indicates the cycle of assessment of each outcome and the methods that were used for assessment. The formal program review results should be used to:

- Review a program's mission and goals
- Analyze evidence as to whether student learning outcomes and other department goals are achieved
- Revise student learning outcomes and other department goals
- Make long-range program planning and improvement decisions
- Allocate resources (i.e., budget requests)
- Raise awareness and focus campus-wide dialogue on student success

Furthermore, a department representative serves on the College Committee on Assessment during the program review year and participates in several close-the-loop activities, (i.e., presents a summary of the department's program review to the college's administration, program advisory board, etc.).

Process

A department completes the program review process in two stages over several semesters: (1) each department begins by gathering evidence of student learning and the achievement of other department goals, (2) the department then devises a plan for improvement based on the evidence gathered. The first stage is typically completed in the fall and the second stage in the spring or early summer.

If the program maintains professional accreditation, then a summary of the site visit, report and resulting action plan can be provided to OIE in place of the report outlined below. Such documentation can only be used once in a five-year period (for example, if the professional accrediting body only requires a formal report every ten years, the department cannot use the same report twice to satisfy the five-year formal review requirement. The department will be required to use Goodwin's formal review process, in that case).

If your department chair uses a more detailed formal review process (e.g., like SSBEM), then submit the more detailed report in place of the report outlined below. The report format below is suggested based on guidelines from the National Institute for Learning Outcomes Assessment (NILOA); however, OIE encourages the Program Director to review the formal assessment plan and report format with the Department Chair so that the process and records are useful to the department. The requirement of completing a formal program review is not optional; however, there is plenty of flexibility within the process to accommodate each department's unique needs.

Formal Program Review Report

The program review process culminates in a final report due in August. The final report should have a cover page, table of contents, page numbers, and any appendices. This document describes the eleven sections that comprise the report.

1. Department Mission and Background
2. Student Learning Outcomes and Other Department Goals
3. Department Profile
4. Evidence
5. Analysis of Strengths and Weaknesses
6. Recommendations and/or Action Plan
7. Department's Capacity to Support the Plan and/or Resources Needed
8. Results
9. Formal Program Review: Lessons Learned
10. Executive Summary
11. Appendices (additional material necessary to support findings and recommendations)

Stage 1: Assessing the Current Situation

This first stage involves completing sections 1-3 of the final report during the fall semester. These sections describe the focus of the program review and record (a) evidence that the department already has and (b) plans for collecting additional evidence on the achievement of student learning outcomes and other department goals.

1. Department Mission

This section describes the department's mission and how it supports the college's mission. This section and the next section provide insight into where the department wants to be and what it plans to accomplish. This section should include a cover page with contact information (i.e., date and department/program being reviewed, as well as the name of a contact person, phone number, and email address).

2. Student Learning Outcomes and Other Department Goals
   This section discusses the program's goals for student learning and other overarching department goals. For example, you could list the current student learning outcomes in the college catalog, and then identify the goals you will focus on in this program review. Be sure to state goals not as what the department will do, but what the students will do.
   a. Student Learning Outcomes
      - Students will be able to (Provide a List)
   b. Enrollment and Retention Goals
      - List
   c. Faculty Professional Development Activity
   d. Service to the Community

3. Department Profile
   In this section, indicate your current enrollment. Who are your current and prospective students? For example, you might describe how students and advisors know about the program or describe the marketing or recruitment plans. Based on these data, summarize and analyze your observations about the effectiveness of this program in terms of enrollment.

   Also, include present retention, graduation, and placement statistics/trends, which can be found in your program dashboard provided by OIE in the Data Reports drive. Discuss the extent to which students are succeeding in the program. How satisfied are students with their courses (i.e., through student evaluations, graduate surveys, etc)?

4. Evidence
   Finally, to complete the description of the current situation, this section summarizes additional data that will be used to answer the questions, "How well is the department doing? To what extent are students achieving the program outcomes? How do you know?" To assess the program's strengths and weaknesses, the department will need to distinguish between what is already known and what additional evidence needs to be

gathered as part of the program review. Evidence can come from the most recent existing data or additional assessment activities.

A. Existing Evidence
   Summarize the evidence you already have to answer the question, "How well are you doing?" For example, to what extent are students achieving the learning goals identified in Section 2?
   - Licensure and certification examination rates
   - Student survey results
   - Results of employer surveys or focus groups
   - Assessment of learning in the major

B. Additional Evidence to be Gathered and/or Planned Assessment Activities
   What additional evidence needs to be gathered? For example, (1) how well are students achieving the program's learning goals, and (2) how do you know?

Stage 2: Planning for Change or Improvement

To complete the second stage, the department analyzes the information recorded above, identifies strengths and weaknesses, makes recommendations, designs a related actions plan, and evaluates the capacity of the department to support the plan. This information is recorded in the remaining sections of the report, which is usually completed during the spring or early summer. When the report is completed, a department representative will discuss it in several venues: during a College Committee on Assessment meeting, a Department Chair meeting, and a President's Advisory Council meeting.

5. Analysis of Strengths and Weaknesses
   This section answers the question "How well are we doing?" As a department, discuss and evaluate the results of data presented in the previous section. Describe when the discussion took place, who participated and what you discovered that works and does not work? For example, how well are students reaching the department's learning goals and how do you know?

6. Recommendations/Action Plan
   In this section, answer the question "What do we want to work on to better achieve the goals?" Describe 1-3 actions the department plans to undertake. For each action, indicate who is responsible and give a timeline for action.

Action	Reason for selecting this action (link to evidence)	Who is responsible?	Timeline	How will we know whether this action has achieved its intended goal? How will we measure success?

7. Department's Capacity to Support the Plan
   In this section, evaluate the capacity of the department to achieve its goals, especially the action plan. For example, summarize and analyze information about your faculty, technology, space, and other resources.

   A. Faculty and Staff Resources
      Describe the staffing complement for the department.

	Number	Credentials	Relevant characteristics, accomplishments, and/or milestones
Full-time			
Adjunct			
Other			

   B. Technology, Space, and Other Resources
      Describe how the department uses technology to improve its operations or to enhance student learning. How does it stay current? How well does the existing space configuration meet the department's needs? What reallocation or renovation could be done to aid the department in accomplishing its goals?

Resource	Description	Strengths	Weaknesses
Technology			

Space and lab resources			
Library			
Other			

C. Budget Adequacy

Provide a summary of budget allocations and expenditures. What is the decision-making process for the distribution of funds? Should the department make adjustments so that it may operate more efficiently?

	Prior Year	Current Year
Total Revenues		
Total Expenses		
Net Income		

Is the program budget adequate to meet the program needs? __ Yes __ No, please explain:

D. Additional Resources Needed for Action Plan
   Give a realistic estimate of the additional internal and external resources needed to support the department's action plan.

8. Results
   What effect did the action plan have on the department/program?

9. Link to Next Annual Program Review
   In this section, indicate how your formal program review results will be linked to next year's annual review process.

10. Process Evaluation and/or Recommendation
    Now that the program review process in complete, what are some of the "lessons learned"? For example, what will you do differently next time?

11. Executive Summary
    The final section is an Executive Summary that serves as a concise presentation of the program review process. The summary should be able to stand alone and should provide the reader with an overview of the process, relevant findings, resulting action plans, and resource analysis.

Appendix

Levels of Assessment and Department Responsibilities

Course-Level Assessment: Program directors are responsible for course-level assessment

Program-Level Assessment: Program directors, in conjunction with department chairs, are responsible for program-level assessment

Institution-Level Assessment: The Office of Institutional Effectiveness is responsible for institution-level assessment

Special Assignments: Assessment Coordinators/Liaisons in every department can choose a project to work on, under the direction of the Program Director/Department Chair, to assess certain areas of the program/department. The liaisons would report to (Amy's proposed committee), which will then report to the Office of Institutional Effectiveness and the College Committee on Assessment.

Department Responsibilities

Each department is responsible for assessing the data it collects. OIE can assist program directors with this assessment, if needed.

Program directors are responsible for compiling annual and formal reviews and submitting them to OIE.

OIE will send reviews to the College Committee on Assessment.

OIE will send a summary of the program reports to the Provost, Vice President of Academic Affairs, and the Department Chairs.

OIE will compare Goodwin's program assessment process and data with national and peer data, in order to understand where the college stands in relation to similar schools/programs.

Additional Resources

External Consultant

Office of Institutional Effectiveness

Stassen, Martha L., Doherty, Kathryn and Mya Poe. *Program-Based Review and Assessment: Tools and Techniques for Program Improvement*, 2001.

NEASC, Self-Study Guide

Knowing What to Assess

According to *Program-Based Review and Assessment: Tools and Techniques for Program Improvement*, the first step in determining which assessment methods you will use in your annual and formal reviews is knowing what you want to assess. When assessing student learning, the following areas are examined: **1.** Knowledge of the discipline (What do students know?), **2.** Skills (What can students do?), **3.** Values (What do students care about?).

“When developing assessment methods, make sure your selections:

- Answer questions that are important to you
- Are manageable, given available resources (including time and money), and
- Result in useful feedback that highlights accomplishments and identifies areas requiring attention.”

Adapted from California State University, Bakersfield, PACT Outcomes Assessment Handbook *(1999)*

Methods

The following methods are taken from *Program-Based Review and Assessment*:

1. The evidence you collect depends on the questions you want to answer
2. Use multiple methods to assess each learning outcome
3. Include both direct and indirect measures
4. Include qualitative as well as quantitative measures
5. Choose assessment methods that allow you to assess the strengths and weaknesses of the program
6. Be selective about what you choose to observe or measure

7. Include passive as well as active methods of assessment (ie, student database information, attendance and course selection patterns, employer survey results, transcript analyses)
8. Use capstone courses or senior assignments to directly assess student learning outcomes (this is especially useful for measuring General Education competencies)
9. Enlist the assistance of assessment and testing specialists when you plan to create, adapt, or revise assessment instruments, and
10. Use established accreditation criteria to design your assessment plan.

Glossary

Curriculum Mapping – "Curriculum mapping provides an inventory of the link between your objectives and the curriculum. It can also serve as a catalyst for discussions about the proper sequencing of coursers, the degree to which the curriculum really supports student learning, and the extent to which core objectives are appropriately addressed within the curriculum." Curriculum maps will detail the courses in which learning objectives/program outcomes are: introduced (I), reinforced (R), and evaluated (E).

Direct Assessment – involves looking at student work: objective tests, essays, presentations, and classroom assignments. Direct assessment should be used as much as possible when assessing the effectiveness of student learning outcomes.

Indirect Assessment – involves looking at reflections on learning, such as surveys and interviews.

Annual Academic Program Review Form

PROGRAM ASSESSMENT REPORT

Assessmen of Student Learning, Annual Program Report 2018-19

Program/Department: ______________________________

Division: ______________________________

Director/Chair: ______________________________

Degree: ______________________________

Please submit Section 1 of the report electronically to the appropriate Chair of your department and to the Director of Assessment no later than October 31, 2018. Please retain a copy for program records. Section 1 of report should generally be 1-3 pages in length and should follow this format.

Notes and guidelines for writing this report are in blue text below each question. PLEASE DELETE the text in blue before submitting your report.

Section 1: Report (Due October 2018)

1. What two to three program learning outcomes are you planning to assess this year?

- *Identify the specific program learning outcomes you plan to assess.*
- *Note how the outcomes are linked to department, if applicable, and/or Institutional Learning Outcomes.*
- *Describe why the outcomes you choose are important (to the program, institution and student learning).*

2. What data/information (student work, etc.) are you planning to use to assess these outcomes?

a. Who will be assessed?
   - *e.g. graduating senior class, sophomore students in the major, associate, bachelors, milestone seeking students*

b. What student work/assignment(s)/activities/course(s) will be used for the assessment?

c. Describe the sample set and how you plan to determine it?
   - *How will you identify your sample set?*
   - *Provide rationale for the sampling methodology (e.g. work from all students will be selected; or the work sample will be selected at random; indicate if sample will be taken from a number of sections or courses, etc. and explain why.)*
   - *Be transparent and honest about this process.*
   - *Try to identify any limitations or weaknesses, but provide rationale for why the assessment and data you plan to collect is still important and valid.*

3. **How are the program learning outcomes going to be assessed?**

   a. What methods will be used?
      - *Describe the specific evaluation methods (direct and/or indirect)*
      - *Identify what instrument(s) will be used in assessing student learning.*
        - *Describe your rubrics: Do they have 4 or 5-scales of performance measures (1-4)?*
        - *Do you plan to use one rubric for each outcome? Or not?*
      - *Identify any limitations to your assessment methodologies, and ideally provide rationale for why assessment and the data collected is still valid.*

   b. Describe the scoring team and process plan.
      - *Who will comprise the scoring team?*
      - *If you using a rubric, will the rubric normed with your scoring team?*
      - *Will the scoring be blind? In other words, did you know the student's work? Or was it anonymous?*
      - *If not blind scoring, note it as a limitation (or not ideal) and include a rationale, such as the small size of the program, etc.*

Please submit Section 2 the report electronically to the appropriate Chair of your department and to the Director of Assessment no later than August 30, 2019. Please retain a copy for program records. Section 2 report should generally be 1-3 pages in length and should follow this format.

Section 2: Report (Due August 2019)

4. **What was learned from the assessment process?**

- *Report results in specific terms and link results to the outcomes assessed.*
- *Include a concise interpretation or analysis of the most significant results.*
- *Describe the information collected in "scoring results" template.*

- *Lead with the positive*
- *Include information about your target.*
- *Did you reach the target?*
- *Explain why your target was ambitious, but achievable. (if it was ambitious)*
- *Don't be too hard on yourself if you did not reach the target.*

- *What are students' strengths?*
- *What does the program do well?*
- *Identify areas for improvement (weaknesses)*
- *Disaggregate the data and identify subcategories of strengths/weakness*
- *What results were expected?*
- *What surprised the program faculty?*
- *Were there unanticipated areas of "bad" results?*
- *What does the program need to continue to watch?*
- *What is most important?*
- *Which area(s) shows greatest gains / results?*
- *Which area(s) shows greatest problems with learning and performance?*

- *Identify trends v. new findings*

5. **What will the program do as a result of the assessment process? Assuming the program's sampling, data collection and scoring methodologies are correct and rigorous, what might the program consider as opportunities for improvement? How do you interpret this from your data?**

- *Describe how you will use results from the analysis of the program learning assessment data to:*
    - a) *Make adjustments to courses/curriculum,*
        - *Does the curriculum adequately address each learning outcome?*
        - *Are courses sequenced in a way to maximize learning?*

        Examples:
        - *Add an additional lecture or expand instruction on a critical topic within one or more courses*
        - *Change sequencing of required courses*
    - b) *Change teaching/learning methodologies and pedagogies*
        - *Are we using the right methods of instruction to maximize learning?*
        - *Are we providing appropriate individual feedback and support?*

        Examples:

        - *Change point in term where students receive feedback/participate in conferences*
        - *Provide information on support resources on syllabi*
        - *Explore new co-curricular opportunities*
        - *Invite a librarian to class to discuss research strategies*
    - c) *Re-direct or request resources, including budget allocation.*

        Consider what actions are feasible?
        - *Faculty*
        - *Resources (time, space, budget)*
        - *Policies / Processes*
- *How has the assessment of student learning identified opportunities for change, collaboration, improvement or innovation?*

    Examples
    - *New collaborations with other offices/programs/units*
    - *New integration with support services (tutoring, library services, academic advisement, technology infrastructure).*
    - *New delivery of courses or course material (online, with technology)*
    - *New models of support workshops (peer to peer, etc.)*
    - *Sharing resources across programs*
    - *Formalizing a learning outcomes audit among programs*
    - *New faculty development ideas or resources*

- *Identify any changes or refinements to the assessment process*
- *If no changes are planned, please describe why no changes are needed.*

Five-Year Program Formal Review Form

2018-2019 5-Year Program Formal Review **Date:________**

Program or Area:________________ Contact:__________________ Phone:____________

The purpose of this review is to ensure that the program is adequately preparing its students to pursue careers in their chosen field, and to ensure the academic integrity and the overall quality of the program being reviewed. The five year review should contain two parts: (1) a summary and analysis of all assessment projects that took place since the last five-year review. This should include a summary of the data, the analysis, the conclusions, and any follow-up information pertaining to the assessments; (2) an overview of the assessment projects that the program plans to implement in the next five years, as well as an explanation of the program's goals, expected outcomes, and desired results.

For programs that have Gainful Employment certificates, include a summary of the assessment projects for those certificates within the formal review. Annual reviews are not necessary for GE certificates.

This document is meant to serve as a guide for program directors as they complete their five-year review. The sections outlined below are suggestions; program directors are able to construct their own review format during or after the planning meeting with the Office of Institutional Effectiveness. The review plan is to be signed and submitted to the Office of Institutional Effectiveness by October of the review year (for example, if the review year is 2018-2019, the plan will be due to OIE by October, 2018). The formal report should be completed and submitted to the Office of Institutional Effectiveness by August of the review year (for example, if the review year is 2018-2019, the report is due to OIE by August 2019).

Cover Sheet

Include:

1. The name of the program, department, and contact information for the person completing the review
2. Department Mission
3. The program outcomes and department goals
4. If different from 3, identify the program outcomes that were evaluated since the last formal review.

Assessment Summary

This section should include a summary of the action plans that were put into place since the last formal review. In addition to the summary, provide data trends and/or supporting documentation that explains the assessment action plans that were implemented and that show the results of those action plans. Please also include conclusions and any actions that were taken after reviewing the results of the initial action plans. This section should be a comprehensive overview of all of the assessment activities and the resulting data, conclusions, and actions the program took during a five-year period.

Assessment Plans

This section should describe the assessment plans and goals that the program has for the next five years. This may include any action plans that need to be carried over from previous years in addition to the outline of new assessment projects. Identify the outcomes or department goals that will be assessed in the future, the assessment methods that will be used, any resources that will be needed, and list the individuals who will be responsible for implementing the action plans. Please describe the expected outcomes and desired results.

Conclusion

This section should serve as a reflection on the state of the program: where it was five years ago, how it has changed, the strengths and weaknesses identified through the assessment process, and how it can improve. This is meant to be a concise presentation of the program review process and should be able to stand alone as an overview of the program in its past, present, and future states.