Program Assessment
for New Program Coordinators
AY 2023-2024

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Objectives

What is assessment

Why we do assessment

Components of assessment

Completing the assessment report

Weave

Assessment resources

What is assessment?

"Assessment is the systematic collection of information about student learning … in order to inform decisions that affect student learning."

1. Setting Goals
2.

Why do we use assessment?

To know that students are learning what we want them to.

- Not necessarily reflected in grades.

For our stakeholders.

For institutional accreditation.

- SACSCOC

(Banta, 2004; Banta, 2011; Rogers, 2003; Walvoord, 2010)

SACSCOC Standard 8.2.a

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in:

a. Student learning outcomes for each of its educational programs.

(, 2020)

SACSCOC Standard 8.2.a

Effective institutions focus on continuous improvement for educational programs.

(, 2020)

Assessment Components

Outcomes

Measures

Targets

Findings

Analysis

Action Plans

Closing the Loop

Student Learning Outcomes (SLOs)

Student Learning Outcomes (SLOs)

For the assessment report...

4 SLOs are required for programs.

2 SLOs are required for minors and certificates.

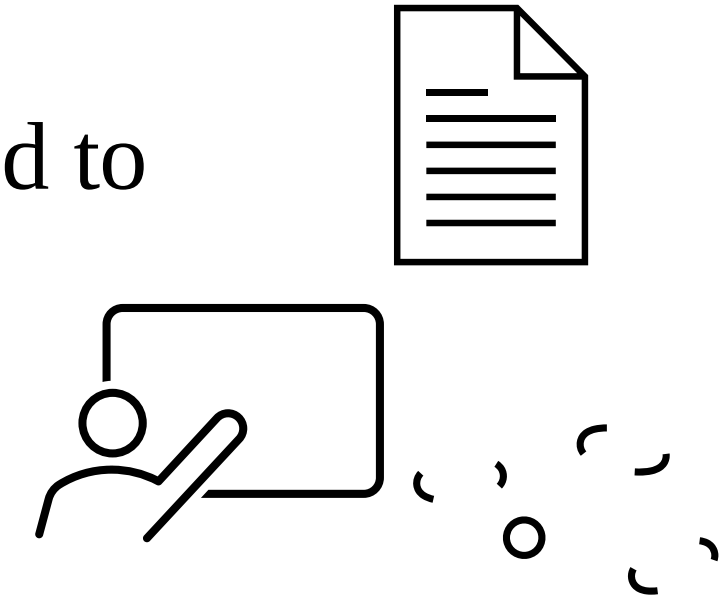
If you are completing a report for multiple emphasis areas, each emphasis should have an additional SLO.

Measures

The tools used to determine if the outcomes were met.

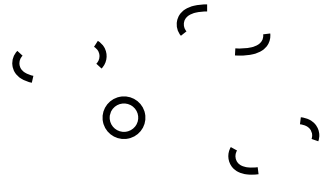
The evidence and methods used to determine achievement.

Direct or *Indirect*



(Lowery, 2018)

Direct Measures



Directly evaluate student work

Student demonstrate what they know or can do

Examples:

exams/exam questions, papers, presentations, performances, standardized tests, licensure exams, portfolios, internship evaluations

Overall course grades cannot be used as measures!

(Lowery, 2018; Rogers, 2003)

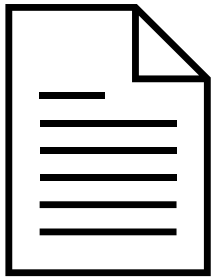
Indirect Measures

Proxy signs that students are learning

A reflection on student learning

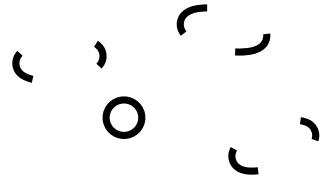
Examples:

Surveys, interviews

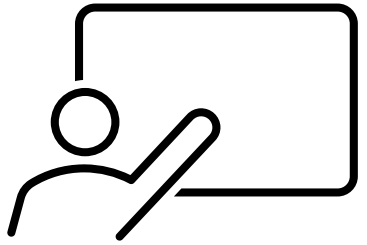


(Lowery, 2018; Suskie, 2009)

Measures



For the assessment report...



Programs need 2 measures per SLO.

⟶ At least 1 *direct* measure per SLO.

Certificates/minors need 1 *direct* measure per SLO.

Targets

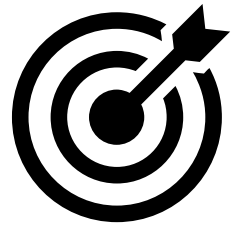
Also called a benchmark, standard, criteria, or goal

Clear, specific, and meaningful goals

Example:
70% of students enrolled in CLS 301 will earn a "satisfactory" (3/5) or greater on the category of the rubric that evaluates critical analysis skills

(Suskie, 2009)

Targets



Each measure needs at least 1 target.

Findings

The results

Each measure should have findings*

Should mirror the targets in language

Should include sample size, location/mode-of-delivery

Analysis of the Findings

A reflection on the findings within/for the criteria set for success

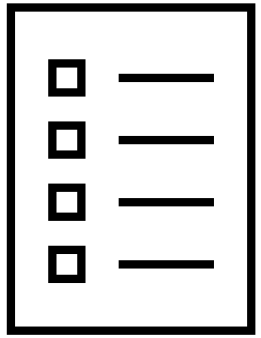
Did students meet the target?

Analysis of the Findings

Each finding should have an analysis.

Stating "The target was met and no further action is needed" is NOT an acceptable analysis.

Action Plans



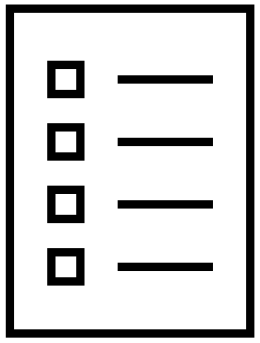
Formal, organized activity undertaken to help achieve the outcomes or improve the program/student learning.

May include changes to the curriculum, policies, faculty development, planning/funding.

(Lowery, 2018)

Action Plans

Action Plans



An action plan is required every other year OR if a target is not met.

Assessment Components

Outcomes

Measures

Targets

Findings

Analysis

Action Plans

Closing the Loop

But wait, there's more...

Annual Assessment Report

Program Description

Outcomes

Measures

Targets

Assessment Plan

Findings

Analysis

Action Plans

Closing the Loop

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Annual Program and Action Plan Analysis

Annual Reporting

Program Description

Summary of the program

Provides context to a reviewer

Includes..

- Mission/Purpose
- The specific skills, knowledge, and career opportunities students gain from program
- Number of hours required; how many hours are program specific, if applicable
- Where the program is offered (Hattiesburg/Gulf Park/Online)

May also include additional information such as: student status (part-time or full-time), how many years/se838Bstuden0 g0 G[(May)30( )-26(al)29(so

Annual Action Plan Analysis document

An additional Word document to be included annually

Includes overall current action plans, closing the loop, program analysis, and program review

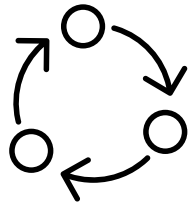
All programs, minors, and certificates should complete all sections of the document.

Annual Action Plan Analysis document: *Current Action Plans*

An update on any action plans that are currently "In Progress" or "Ongoing."

What actions have already been implemented? What actions are left to implement? When might the action plan be complete? Have any changes been noticed thus far?

Annual Action Plan Analysis document: *Closing the Loop*



Closing the loop statements for any action plans completed since the last report.

Once an action plan has a closing the loop statement, it can be removed from next year's report.

Annual Action Plan Analysis document: *Program Review*

- Enrollment and Graduation data for the past 3 years (from IR website)
- Includes every emphasis area (disaggregated)
- Includes an analysis of enrollment and graduation trends
- May include action plans related to enrollment/graduation rates
- Should refer to information sent in the HelioCampus screenshot (emailed January 2024)

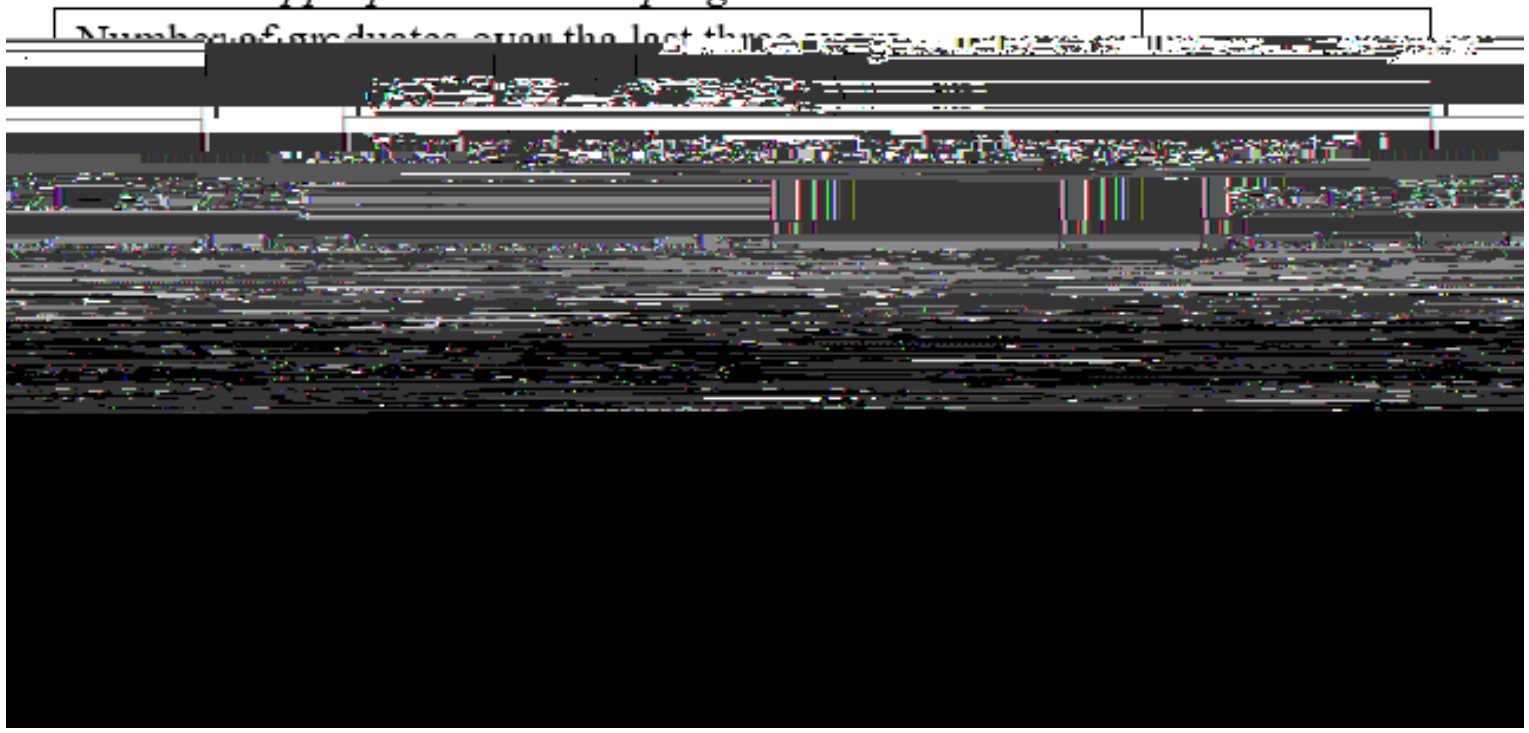
Annual Action Plan Analysis document: *Program Review*

Active Program Name: Click or tap here to enter text.

Inactive Programs included in the analysis: Click or tap here to enter text.

Graduates

Include all appropriate inactive programs.



IR Institutional Data

https://www.usm.edu/institutional-research/institutional_data.php

Click on *Faculty and Staff Data Access* (USM log-in required).

Once logged-in, scroll down to the *Program Review* tab and click to open.

Click on *3-year program trends*.

Use the sort functions on the left-hand side of the workbook to locate the data for a specific program.

Resources IE Website