

CCAC's Guide to Program Assessment

Provided by the Assessment of Student Learning Committee

Academic Year 2006-07

Annual Program Assessment Process

Step 1: Start with program objectives, pick one

- **Program Objectives** are detailed aspects of the program that are accomplished by the successful completion of the course outcomes.
- Each program should have 5 or 6 objectives
- Faculty from each program/discipline select one objective to be assessed during the first discipline meeting of the year

2

Writing Program Objectives

1. In order to write an assessable program objective, first answer one the following:
 - Content: What does the ideal student completing your program know?
 - Skills: What can she do?
 - Values: What does he care about?
2. Complete the following statement: *All graduates of the program should be able to ...* (follow with an appropriate, measurable verb)

3

Annual Program Assessment Process

Step 2: Pick two measures

- One direct measure - Tangible evidence of what students have and have not learned
- One indirect measure - Reveals students are learning but evidence of what students have learned is less clear

4

Direct Measures

- Student work compared to a rubric:
 - Classroom work from a capstone course
 - Capstone project
 - Portfolio
 - Performance
- Scores on specific test questions related to the objective
- Licensure and certification results
- Field experience ratings by supervisors
- CATs* in Chapter 7 focus on student knowledge and skill

*Angelo & Cross, Classroom Assessment Techniques

5

Indirect Measures

- Student self-reflection or focus group interviews:
 - How well did you achieve the learning goal?
- Analysis of grades (course, final exam, tests)
- Graduation rates
- Job placement rates
- Employer or alumni surveys
- Transcript or course content analysis
- CATs in Chapters 8 & 9 focus on student attitudes, values, and reaction to instruction

6

Choose an indirect measure related to the direct measure

Example

Direct Measure: Scores on faculty developed rubric for an art project demonstrating applied competency at the end of an advanced art workshop

Indirect Measure: Transcript analysis

Sample analysis: Students lack proficiency in color theory. An analysis of student transcripts revealed less than half completed the course on color.

7

The Basics of a Plan

2006 Program Assessment Plan for [Program Name]

List objective to be assessed this year:

List the two measures for assessing the objective:

Direct:

Indirect:

Statement about method

How will you assess achievement of this objective?

Be specific:

Who?

What?

When?

8

-Abbreviated Example from CFS-

Use a map to identify the appropriate place to assess your objective

	Obj 1	Obj 2	Obj 3	Obj 4	Obj 5
CFS 101	X	X		X	
CFS 103	X	X		X	
CFS 111	X			X	
CFS 130	X	X	X	X	X
CFS 135	X	X	X	X	X
CFS 214	X	X	X	X	
CFS 218	X	X	X	X	
CFS 240	X	X	X	X	X

9

Take it one step further

	Obj 1	Obj 2	Obj 3	Obj 4	Obj 5
Course 1	I	I			
Course 2	R	R	I		
Course 3	M		R	I	
Course 4		R	R	R	
Course 5		R	M	R	I
Course 6		R			R
Course 7		M		R	R
Course 8				M	M

10

I – Introduce; R – Reinforce; M – Master

Annual Program Assessment Process

Step 3: Have an annual meeting to discuss data and identify action items

Analysis of data:

- Rely on faculty expertise
- Identify student strengths and weaknesses during discussion of results
- Use the results of indirect measures to support direct evidence
- Example: The single most frequently mentioned weakness is...

11

Writing the Report

2006 Assessment Results for [Program]

List specific objective that was measured:

Assessment criteria used to measure objective:

Results of assessment study:

Actions taken for improvement of learning:

Problems encountered:

12

Suggested schedule for 2006/07

- Fall discipline meeting – identify program objective, measures and method
- Fall semester – conduct assessment
- Spring discipline meeting – discuss results
- Before the end of the academic year- prepare a report for coordinating deans
- September 2007 – monitoring report due on the use of assessment results

13

Valuable Resources

Middle States Commission on Higher Education. Student Learning Assessment: Options and Resources. 2003
Chapter 3 – Evaluating Student Learning

Suskie, Linda. Assessing Student Learning: A Common Sense Guide. Anker Publishing Co. 2004.
Part III – The Assessment Toolbox

Angelo, Thomas, and Patricia Cross. Classroom Assessment Techniques: A Handbook for College Teachers. Jossey-Bass. 1993.
Chapters 7 - 9

14

Faculty Liaisons

Dr. Sandi Bobick (Allegheny)
(412) 237-2668

Ms. Lillian Briola (Boyce)
(724) 325-6751

Mr. Richard Davis (South)
(412) 469-6316

TBD - (North)

15
