



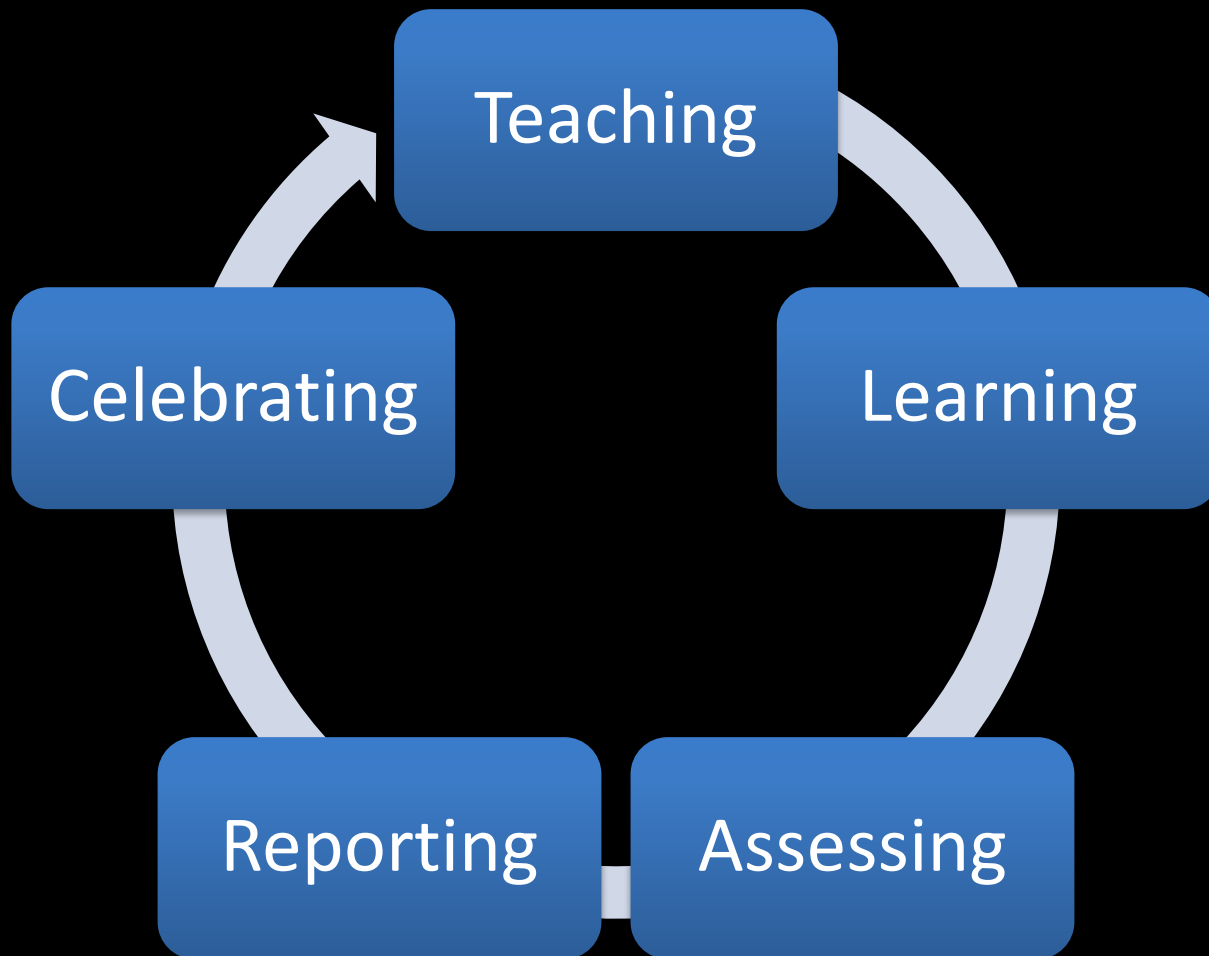
Mission, Goals and Accomplishments

Effective Design and Implementation of
Program Assessment

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It All Goes Together...



Definition of Program Assessment

Assessment is the systematic and ongoing method of gathering, analyzing and using information from measured outcomes to improve student learning.



7 MOST COMMON MISCONCEPTIONS*

Misconception 1: The results of assessment will be used to evaluate faculty performance.

Misconception 2: Our program is working well, our students are learning; we don't need to bother with assessment.

Misconception 3: We will assign a single faculty member to conduct the assessment. Too many opinions would only delay and hinder the process.

***= From the UCF Academic Program Assessment Handbook, Office of Operational Excellence and Assessment Support, February, 2008 edition.**



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Misconception 5: Assessment is a waste of time and does not benefit the students.

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Misconception 7: Program assessment sounds like a good idea, but it is time-consuming and complex.



Purpose of Program Assessment

- Program assessment does not focus on an individual student.
- The emphasis is on **what** and **how** a program is contributing to the learning, growth and development of students in a degree program.
- This is done through obtaining a good understanding of what all students in the program:
 - **Know**
 - What they can **do** with this knowledge
 - What they **value** as a result of this knowledge.
- ARE WE PREPARING STUDENTS FOR SUCCESSFUL CAREERS?



How confident are we that our degree program delivers what we believe



Why Participate in Program Assessment?

- **Pragmatic**

- Because the Dean/Director told me I had to!
- In response to many external drivers:
 - Southern Association of Colleges and Schools [SACS]
 - Council for Advancement of Standards in Higher Education
 - The university's commitment to continuous improvement.

- **Idealistic**

- All degree programs participate in assessment so that faculty can determine ways to **continually improve** the program through **reflection** and **data analysis**.
- Data provides an opportunity to:
 1. Identify areas of program success based on student success rate
 2. Identify areas for improvement if student performance is below expectation
 3. Revise program goals or outcomes if they are determined to be too easy, too rigorous, or inappropriate



The Process Should Reveal Answers to These Questions

1. What is each program and each curricular area in the department ultimately trying to do?
 - Described in the mission statement
2. How well are we doing it? How do we know?
 - Use assessment to see how well we are achieving our goals
3. How can we improve what we are doing?
 - Interpret assessment results to:
 - a) Identify what is working well in the program
 - b) Identify what could work better



Program Assessment Process Overview

1. Develop a **mission statement** for each program that supports the university's mission.
 - A broad statement that describes what the program seeks to **do** and for **whom**.
 - It should provide a clear description of the purpose of the degree program.
2. Develop goals (broad statements)
 - Support the mission statement
 - State in broad terms what the program wants to accomplish (student outcomes) or to become over the next several years.



Mission statement

Mission Statement:

It is the mission of the music education program to prepare all BME graduates to become effective K-12 music teachers and meet teaching licensure requirements for the State of Florida.

BME Program Goals

Students will have the opportunity develop essential teaching competencies in the Florida Educator Accomplished Practices (FEAPs) through a comprehensive course sequence, diverse field experiences, and varied internship experiences.

In offering the best undergraduate education available in Florida (UCF Mission Goal 1) we are requiring students to demonstrate proficiency with the essential competencies during clinical experience completed in a public school partnership (UCF Mission Goal 5).

Program effectiveness will be primarily determined by the pass rate of state teaching examination, evaluation of skills evaluated during internships, and by evaluation of evidence included in an electronic portfolio.

The Music Department's Curriculum and Assessment Committee reviews IE program assessment plans and data each year. If any changes seem necessary, the changes are taken to the faculty for discussion and approval.



Program Assessment Process (cont.)

3. Develop at least “X” student learning outcomes (number will vary by institution) that reflect Academic Learning Compacts:

- A. Discipline-specific knowledge, skills, attitudes & behaviors
- B. Communication (written, oral, mixed media)
- C. Critical thinking (problem solving, evaluating, analyzing, creating something original)

✧ Outcomes should be **S.M.A.R.T.**:

- ✧ Specific
- ✧ Measurable
- ✧ Attainable
- ✧ Results-oriented
- ✧ Time Bound



Program Assessment Process (cont.)

4. Develop at least TWO assessment measures (indicators of success with targets) for each outcome.
 - Determine what program participants should be able to do.
 - Set targets (scores, passing rates) that are reasonably attainable.
 - Course grades cannot be used as a measure of program effectiveness (projects embedded in courses may)
 - At least one assessment for an objective must include external evaluation (someone beside the instructor, and even better if from outside the department).



Examples of outcomes with Two Assessment measures

“Music Education”

A. Discipline-specific knowledge, skills, attitudes & behaviors

- Outcome: Graduates will demonstrate proficiency with music technology applications.
 - Measure 1. All students (100%) will demonstrate the ability to use music notation software by earning a passing score (85%) or higher on Notational Software Application Project as part of MUS 2360C or MUE 3693.
 - Measure 2. All students will demonstrate the ability to use technology for music instruction. As a graduation requirement, all students (100%) will earn a rating of 2 (proficient) or higher on the technology portion of the electronic portfolio.

B. Communication (written, oral, mixed media)

- Outcome: Students will effectively communicate in a verbal format.
 - Measure 1. Students will demonstrate the ability to effectively communicate expectations during microteaching. All students (100%) will earn a rating of 2 (proficient) or higher on the verbal communication portion of the final micro-teaching assessment used in MUE 4331 or 4332.
 - Measure 2. All students (100%) will earn a satisfactory rating on the communication portion of the Internship II final evaluation.



Examples of outcomes with Two ASSESSMENT measures

C. Critical thinking (problem solving, evaluating, analyzing, creating something original)

- Outcome: Graduates will demonstrate their ability to effectively engage in continuous improvement.
 - Measure 1. Students will reflect on microteaching and accurately identify areas for improvement. All students (100%) will earn a rating of 2 (proficient) or higher on the self-reflection portion of the Micro-Teaching Assessment Rubric used in conjunction with final examination for MUE 4331 or 4332.
 - Measure 2. Students will reflect on classroom instruction and accurately identify areas of effectiveness and areas for improvement. All students (100%) will earn a rating of 2 (proficient) or higher on the reflection portion of the electronic portfolio.



Timing of assessments and measurements

1. Summative Assessment (Assessments OF Learning)

- Near program completion (e.g. capstone project)
- Evaluation of how much students have learned as of a particular point in time

2. Formative Assessment (Assessments FOR Learning)

- A mid-program assessment (and at specific curricular checkpoints) is encouraged in order to identify areas for growth while there is time to address these areas.
- Activities that provide feedback used to modify teaching [teacher use] and learning [student use]



Examples of Assessment Measures Used for Program Evaluation

<u>Curriculum/Course-Related Assessment Methods</u>	<u>Examinations and Tests</u>
<p>Performance-Based</p> <p>Capstone course assignments</p> <p>Capstone projects</p> <p>Course-embedded questions</p> <p>Portfolio assignments (standard across the program)</p> <p>Assessment of papers, projects with standard rubric</p> <p>Research papers that reveal targeted outcomes</p> <p>Observations in class by evaluator who is not the teacher</p> <p>Peer evaluation of practical skills using rubric</p> <p>Internship evaluation</p>	<p>Standardized Examinations and Tests</p> <p>Pre-post test</p> <p><u>Local Surveys (examples used at UCF)</u></p> <p>Alumni Surveys</p> <p>Graduating Seniors and Graduates Surveys</p> <p>Student Satisfaction Surveys</p> <p>UCF's Incoming Freshmen Survey</p> <p><u>Program or Department Level Surveys</u></p> <p>Advisory Board Surveys</p> <p>Alumni Surveys</p> <p>Assessment Surveys</p> <p>Employer Surveys</p> <p>External Peer Review Surveys</p> <p>Graduating Seniors and Graduate Students Program</p>



Program Assessment Process (cont.)

5. Submit annual plan to College DRC (Divisional Review Committee) for approval. (beginning of the academic year)
6. Implement assessments during the academic year.
7. Collect and interpret data (what did we learn?).
8. Determine how assessment results will be used to improve the degree program (revise or create new courses, outcomes, and/or assessments, etc.).
9. Report results and reflection (how students performed and what was learned) to DRC for approval. (end of the academic year)
10. Revise assessment plan as needed to ensure that goals are relevant (STRETCH TARGETS). Submit to DRC. (CLOSING THE LOOP, beg. of the acad. year)



7 MOST COMMON MISCONCEPTIONS*

Misconception 1: The results of assessment will be used to evaluate faculty performance.

Nothing could be further from the truth. Faculty awareness, participation, and ownership are essential for successful program assessment, but assessment results should never be used to evaluate or judge individual faculty performance. The results of program assessment are used to improve programs.

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Misconception 2: Our program is working well, our students are learning; we don't need to bother with assessment.

The primary purpose of program assessment is to improve the quality of educational programs by improving student learning. Even if you feel that the quality of your program is good, there is always room for improvement. In addition, various accrediting bodies mandate conducting student outcomes assessment. For example, the Southern Association of Colleges and Schools (SACS) requires that every program assess its student outcomes and uses the results to improve programs. Not to conduct assessment is not an option.



7 MOST COMMON MISCONCEPTIONS

Misconception 3: We will assign a single faculty member to conduct the assessment. Too many opinions would only delay and hinder the process.

While it is a good idea to have one or two faculty members head the assessment process for the department, it is really important and beneficial to have all faculty members involved. Each person brings to the table different perspectives and ideas for improving the academic program. Also it is important that all faculty members understand and agree to the mission (i.e., purpose) and goals of the academic program.



7 MOST COMMON MISCONCEPTIONS

Misconception 4: The administration might use the results to eliminate some of the department's programs.

There are two types of evaluation processes: summative and formative. The purpose of summative program evaluation is to judge the quality and worth of a program. On the other hand, the purpose of formative program evaluation is to provide feedback to help improve and modify a program. Program assessment is intended as a formative evaluation and not a summative evaluation. The results of program assessment will not be used to eliminate program



7 MOST COMMON MISCONCEPTIONS

Misconception 5: Assessment is a waste of time and does not benefit the students.

The primary purpose of assessment is to identify the important objectives and learning outcomes for your program with the purpose of improving student learning. Anything that enhances and improves the learning, knowledge and growth of your students cannot be considered a waste of time.



7 MOST COMMON MISCONCEPTIONS

Misconception 6: We will come up with an assessment plan for this year and use it every year thereafter.

For program assessment to be successful, it must be an ongoing and continuous process. Just as your program should be improving, so should your assessment plan and measurement methods. Each academic department must look at its programs and its learning outcomes on a continual basis and determine if there are better ways to measure student learning and other program outcomes. Your assessment plan should be continuously reviewed and improved.



7 MOST COMMON MISCONCEPTIONS

Misconception 7: Program assessment sounds like a good idea, but it is time-consuming and complex.

It is impossible to “get something for nothing.” Effective program assessment will take some of your time and effort, but there are steps you can follow that can help you to develop an assessment plan that will lead to improving student learning. Also, the office of Operational Excellence and Assessment Support (OEAS) is available to provide you with assistance (this is at UCF, but I am sure you have resources at your institution). If you need help go to <http://oeas.ucf.edu>, the Operational Excellence and Assessment Support website for guidelines and assistance in conducting program assessment.





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