Office of Planning & Development

Academic Assessment
Overview

1. Assessment/why assessment?
2. Elements of SAR
3. Assessment cycle
4. Where are we now?
5. Moving forward
6. Course assessment
The Word “Assess”

From the Latin verb “assidere” = “to sit by” (e.g., as an assessor or assistant-judge, originally in the context of taxes)
- Hence “in assessment of learning” = “to sit with the learner”
- Implies it is something that we do with and for students and not to students

Assessment is the art and science of knowing what students know
- It provides “evidence” of students’ knowledge, skills, and abilities
- “Evidence” supports instructors’ inferences of what students know and can do (it guides and informs instruction)

Assessment has many components and results in accumulated evidence compiled as SAR
Why self assessment?

- Verify that the existing programs meet their outcomes
- Provide feedback for quality assurance of academic programs.
- Improve and maintain academic standards
- Enhance students’ learning.
Self Assessment Report

Self-assessment Report
(SAR)
1. Set outcomes
2. Create learning opportunities
3. Conduct assessment for selected outcomes
4. Analyze assessment results
5. Enact action plan for improvement
6. Evaluate impacts

Institutional Faculty Department Program Course
Program periodic assessment criteria

1. Outcome-based learning and benchmarking
2. Academic program content and delivery
3. Assessment methods
4. Student progression and achievement
5. Learning resources
6. Stakeholders feedback mechanisms
7. Monitoring and evaluation (internal)
8. Validation (external)
Where are we now? Moving forward...

**Mission**

- **Program goals**
- **Program outcomes**
- **Career opportunities**

**Where do we want to go?**

- What are our broad goals?
- What should they achieve/learn?
- What should they be able to do/perform?

**How are we doing it?**

- What are we trying to do?
- How are we doing it?
- How can we do even better?

**How do we know we are succeeding?**

- How do we know we are succeeding?
- What should they be able to do/perform after each course?

**Assessment**

- Program improvement
  - What can we improve?
  - Action Plan
  - Are some things not going well?
  - Course assessment: Results/Analysis
  - How do we know they did?

- Program specification I
- Program specification II
- Syllabus: Course outcomes/
  Measurement methods
  Assessment criteria per course

**Program improvement**

- Program specification I
- Program specification II
- Syllabus: Course outcomes/
  Measurement methods
  Assessment criteria per course

- What should they be able to do/perform after each course?
How is Course Level Assessment if Different from Program Level Assessment?

**Course-Level Assessment**

- Assess course outcomes at the end of the course
- Often we assign grades to individual students
- Grading typically involves only one faculty member who is teaching the course

**Program-Level Assessment**

- Assess program outcomes at the end of the program
- Evaluate aggregate student artifacts for purposes of program improvement, gatherings student videos, analyzing exam results, etc.
- Program assessment involves faculty teams across the program/ discipline
Course-Level Assessment
<table>
<thead>
<tr>
<th>Course outcome (with target performance (60% UG, 70% G))</th>
<th>Performance Standard/benchmark</th>
<th>Timeline</th>
<th>Use of results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course outcome (with target performance (60% UG, 70% G))</td>
<td>assessment method (to evaluate expected outcomes (direct and/or indirect))</td>
<td>Target performance or achievement level for course outcome</td>
<td>When data collected during the course delivery</td>
</tr>
<tr>
<td>students will utilize effective study skills to successfully complete course work</td>
<td>Class exercises &amp; research essay/presentation on completion in portfolio</td>
<td>70% of students above target performance</td>
<td>Weekly, end of semester</td>
</tr>
</tbody>
</table>
# Course assessment plan—at the beginning of the semester

## Course outcomes alignment with selected assessment methods

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Course Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Exams, Quizzes</td>
<td>x</td>
</tr>
<tr>
<td>Homework Assignment</td>
<td>x</td>
</tr>
<tr>
<td>Laboratories</td>
<td></td>
</tr>
<tr>
<td>Group Projects</td>
<td>x</td>
</tr>
<tr>
<td>Oral Presentations</td>
<td></td>
</tr>
<tr>
<td>Project training</td>
<td></td>
</tr>
</tbody>
</table>
## Course outcomes in relation to program outcomes

<table>
<thead>
<tr>
<th>Type of emphasis</th>
<th>Program outcome</th>
<th>Course outcomes</th>
<th>Assessment method</th>
<th>Evidence/assignment</th>
<th>Minimum competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong: assigned numerical value of 3 in the program outcome matrix</td>
<td>(A1) Recognize nutrition-related concerns during the life span and demonstrate abilities to manage these issues</td>
<td>(1)? (2)?</td>
<td>• Presentation</td>
<td>• Grade of presentation</td>
<td>60%</td>
</tr>
<tr>
<td>Some: assigned numerical value of 2 in the program outcome matrix</td>
<td></td>
<td>(3) (4)...</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Program outcomes and strong emphasis courses

<table>
<thead>
<tr>
<th>Program outcome</th>
<th>Strong emphasis courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PO A1</strong></td>
<td>MATH 101, CHEM 230</td>
</tr>
<tr>
<td><strong>PO A2</strong></td>
<td>NUTD 233</td>
</tr>
<tr>
<td><strong>PO A3</strong></td>
<td>NUTD 433</td>
</tr>
</tbody>
</table>

### Course assessment—accumulate per PO at the end of the semester

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Metric goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2: ENME 210 presentation</td>
<td>90% above minimum competency</td>
</tr>
</tbody>
</table>
**Action Plan**

1. **1st 15/16**
   - Develop the framework for QA processes for Academic programs in terms of instructions and procedures

2. **2nd 15/16**
   - Pilot
   - Establishing the baseline – academic program specifications to which SAR will be based later

3. **1st 16/17**
   - All prgms

4. **2nd 16/17**
   - All prgms
   - Pilot
   - Annual program monitoring including course assessment

5. **1st 17/18**
   - 50% prgms.

6. **2nd 17/18**
   - 50% prgms.

7. **1st 18/19**
   - 50% prgms.

8. **Periodic self assessment**

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1st is first semester
2nd is second semester
Thank you