

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?

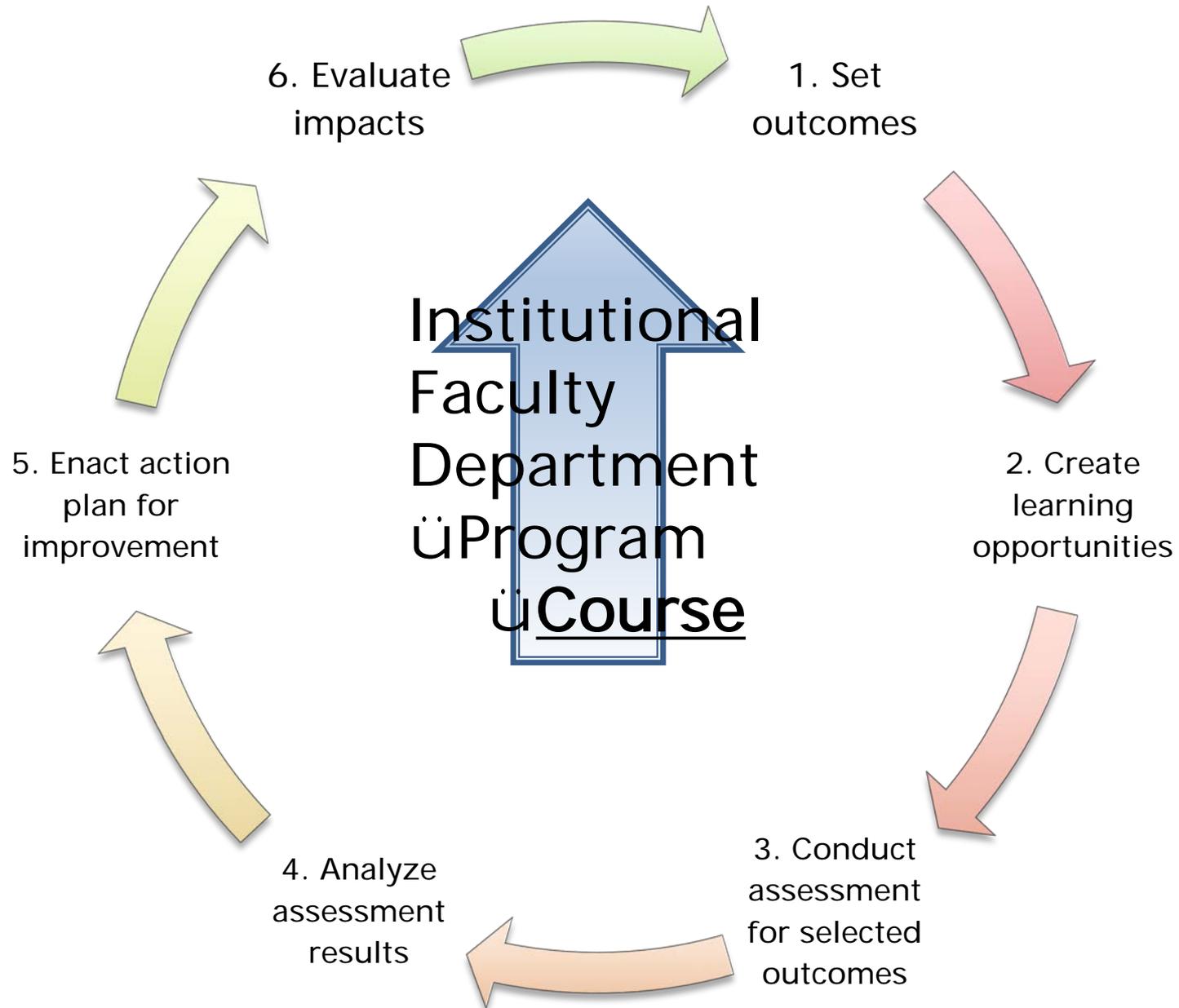
- § Verify that the existing programs meet their outcomes
- § Provide feedback for quality assurance of academic programs.
- § Improve and maintain academic standards
- § Enhance students' learning.

Self Assessment Report

Self-assessment
Report
(SAR)

Program
Period
Assessment

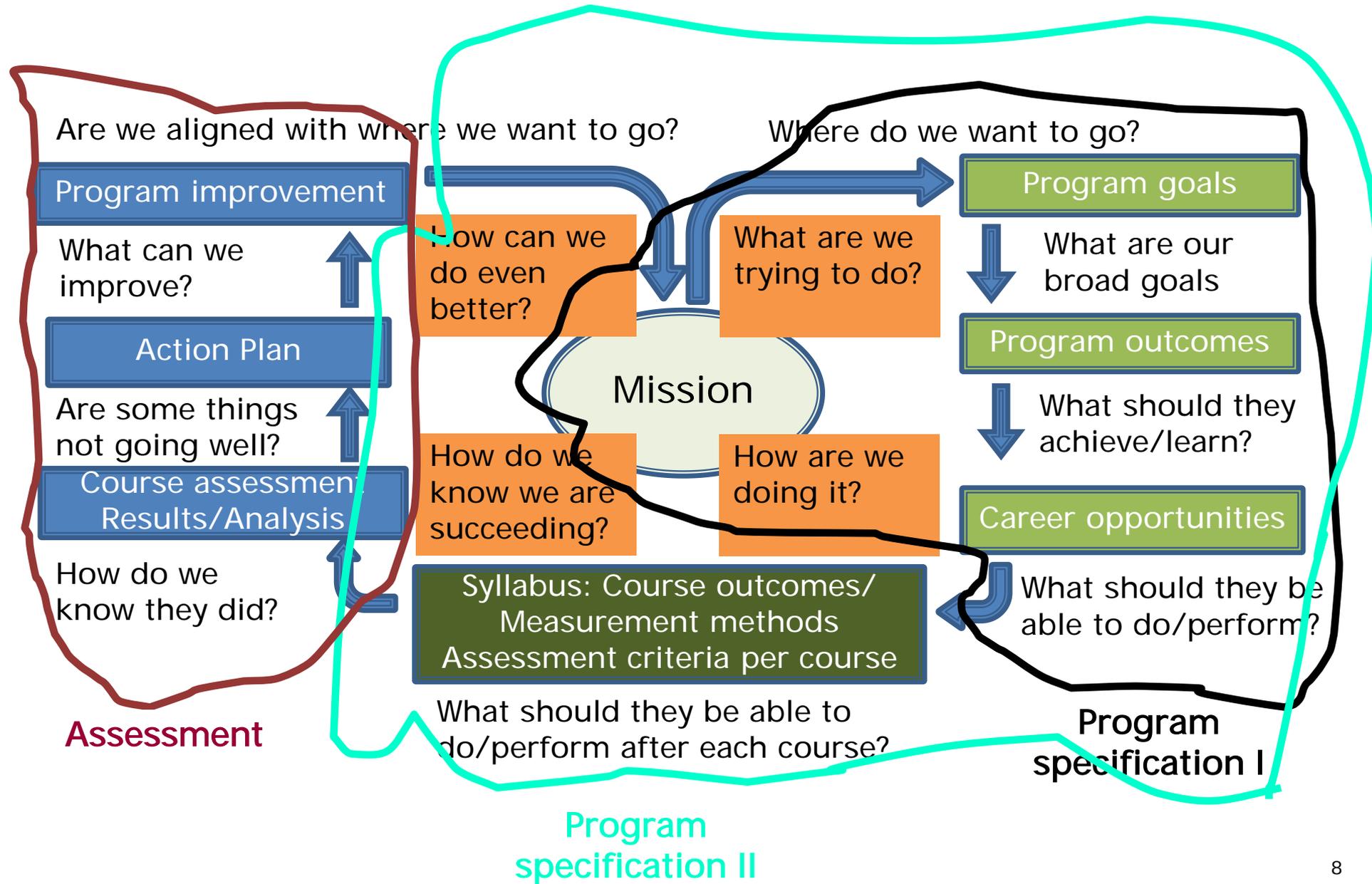
Assessment cycle



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...



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, gathering student videos, analyzing exam results, etc.
- Program assessment involves faculty teams across the program/ discipline

Course-Level Assessment

Course assessment plan–throughout the semester

Course outcomes assessment plan template							
Course outcome	Performance Standard/benchmark		Timeline		Use of results		
Course outcome (with target performance (60% UG, 70% G))	assessment method (to evaluate expected outcomes (direct and/or indirect))	Target performance or achievement level for course outcome	When data collected during the course delivery	Data analysis	Finding/ results	Action to be taken	Date to be implemented and monitoring (closing the loop)
students will utilize effective study skills to successfully complete course work	Class exercises & research essay/presentation completion in portfolio	70% of students above target performance	Weekly, end of semester	60% of students exhibit satisfactory or better exercise completion	Almost there	Continue to monitor exercises. Add a group exercise on study skills techniques	Throughout the semester and during the following semester

Course assessment plan—at the beginning of the semester

Course outcomes alignment with selected assessment methods											
Assessment Tool	Course Outcomes										
	1	2	3	4	5	6	7	8	9	10	11
Exams, Quizzes	x	x			x		x				
Homework Assignment	x	x			x		x				
Laboratories	x	x	x	x	x		x			x	x
Group Projects	x	x	x	x	x	x	x	x	x	x	x
Oral Presentations							x				
Project training	x	x	x	x	x	x	x	x	x	x	x

Course assessment plan—at the beginning of the semester

Course outcomes in relation to program outcomes					
NUTD 234					
Type of emphasis	Program outcome	Course outcomes	Assessment method	Evidence/ assignment	Minimum competence
Strong: assigned numerical value of 3 in the program outcome matrix	(A1) Recognize nutrition-related concerns during the life span and demonstrate abilities to manage these issues	(1) ? (2) ?	<ul style="list-style-type: none"> • Presentation • Course final exam (Q2) 	<ul style="list-style-type: none"> • Grade of presentation 	60%
Some: assigned numerical value of 2 in the program outcome matrix		(3) (4)...			

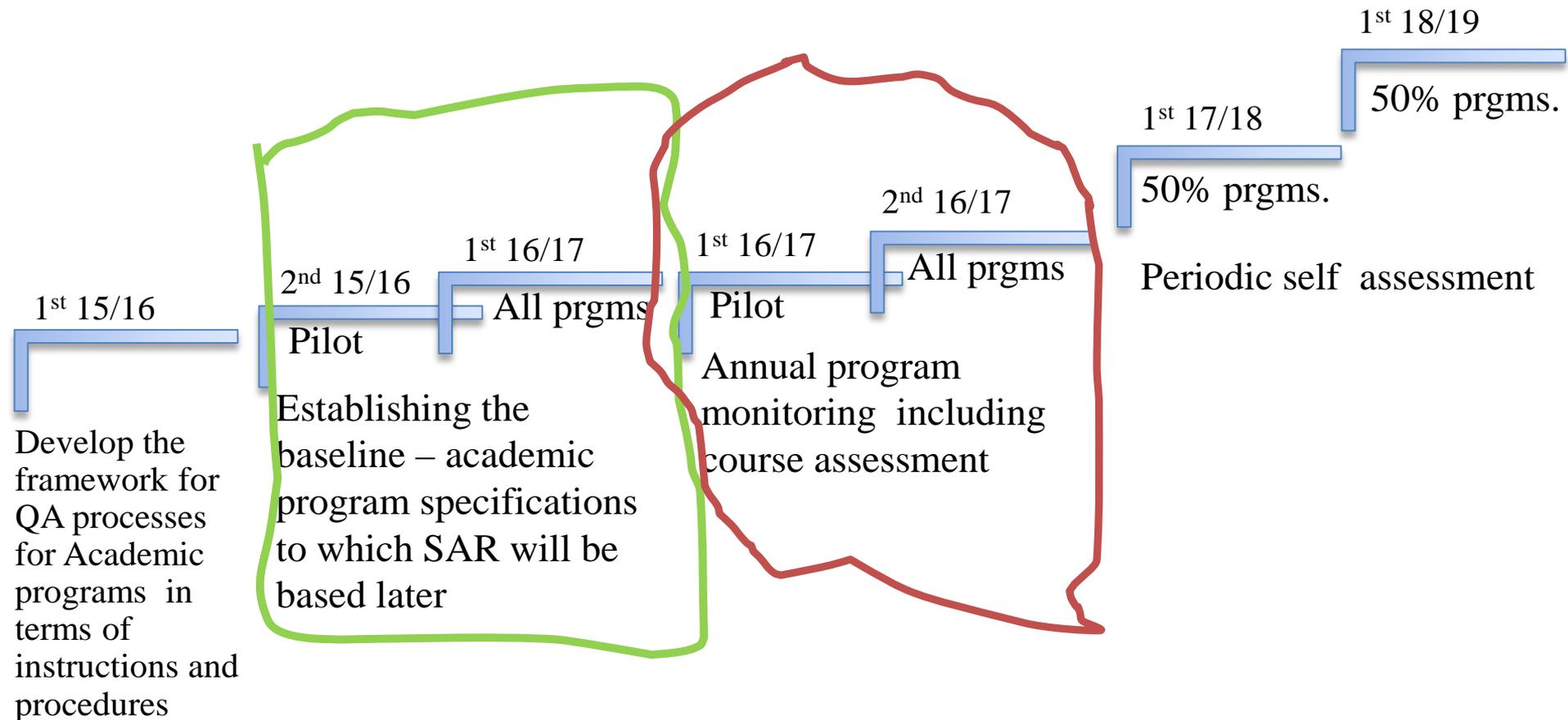
Course assessment plan—at the beginning of the semester

Program outcomes and strong emphasis courses			
program outcome	Strong emphasis courses		
PO A1	MATH 101	CHEM 230	
PO A2		NUTD 233	
PO A3			NUTD 433

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

Goal metric for program outcome evidence	
Evidence	Metric goal
C2: ENME 210 presentation	90% above minimum competency

Action Plan



1st is first semester
2nd is second semester

Thank you