An Overview of Program Assessment Reporting

PAR Organizing Meetings
September 2017

Our Agenda

- Introductions
- Program Learning Outcomes assessment as part of the revamped Integrated Review of Academic Programs
- Our Framework
- Process & Forms Review
- Available Resources
- Contact and Program Verifications
**Why the revamp?**


1. **Program Learning Outcomes Assessment**
2. **Annual Department Analytics Report**
3. **Department Strategic Planning and Action (“Strategery”)**

**Requirements of SBOE, NWCCU**

1. Conduct some sort of “Program Review” of departments
2. Assess Program Learning Outcomes
3. Sustain Value of Program Prioritization (2013-14) (evaluate and improve programs; align resources)

**Need Fixing**

- **Use of data and analytics**
  - Many sources
  - Variable access
  - Variable use and scrutiny

- **Program Learning Outcomes Assessment**
  - Perennial weak point

- **Old Periodic Review process**
  - Onerous self study
  - Narrow participation
  - Variable focus on data and strategic planning
  - Variable followthrough

- **Need: overall cohesive and coordinated process**

- **Integrate with and enhance existing planning, etc.**

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1. **Program Learning Outcomes Assessment**
2. **Annual Department Analytics Report**
3. **Department Strategic Planning and Action (“Strategery”)**

**Requirements of SBOE, NWCCU**

- **Faculty are responsible** for evaluating achievement of **clearly identified LOs**.
- The institution regularly **reviews its assessment processes** to ensure they appraise **authentic achievements** and yield **meaningful results** that lead to improvement.
- **Uses the results** of assessment of student learning to inform academic and learning-support planning and practices that **lead to enhancement** of student learning achievements.
- Results of student learning assessments **are made available** to appropriate constituencies in a timely manner.
BOISE STATE FRAMEWORK FOR PLO ASSESSMENT

Key Principles Guiding PLO Assessment

• **produces meaningful and actionable information** that programs can use to improve teaching and student learning.

• **lives closest to the programs** in which the learning occurs (i.e., it is a tool to be used by programs rather than an event/occurrence that happens to programs).

• favored by a **collaborative, collegial process** in which the community of educators engages with evidence of student learning.
Key Principles Guiding PLO Assessment

• efforts are **transparent and explicit** rather than known only to insiders of the program.

• reporting is **frequent enough** to ensure reasonable assurance of learning and continuous improvement yet **not so frequent so as to detract** from meaningful and action-oriented efforts.

• a **regular, ongoing effort** rather than an episodic event designed solely to satisfy reporting or external regulators.

**PROCESS AND FORMS REVIEW**
PAR Timeline (handout)

Components of the Program Assessment Report (PAR)

- Narrative, Template Part 1
- Assessment Matrix, Template Part 2
- Curriculum Map
Template Part 1 – The Narrative

Mission
Overview
Reflection
Curriculum Map Discussion
Strengths in PLO Assessment
Improving PLO Assessment
CID and FF Assessment (UG only)

Template Part 2 – Assessment Matrix

List the Intended Program Learning Outcomes (one per row, typically 6-8 per program)

Measures Used to Assess Outcomes
What evidence is used by the department/program to determine whether the outcome has been achieved?

Direct Measures: such as portfolios, extended essays, rubrics, etc.
Indirect Measures: such as surveys, focus groups, etc. of students, alumni, employers, supervisors, etc.
Informal Measures: such as faculty observations, informal reports, discussion, etc.

Interpretation of Key Findings
What have you discovered about student learning in each of the intended learning outcomes areas?

Actions Taken or Planned Based on Findings
How have we used the findings, used by the faculty to make changes in the curriculum, specific courses, and/or the pedagogy used in the program? Provide relevant examples.

EXAMPLE:
Application of critical thinking in the traditions of the discipline.

EXAMPLE:
Review sample of entry level assignments from XYZ 150 using a rubric – establishes baseline, review of sample of final projects from XYZ 450 by program faculty to consider course and program revisions.

1.

2.
### Curriculum Map

- Illustrates alignment of the PLOs with what’s going on in our courses
- Allows you to facilitate discussion within and about your program
- Includes all CORE program components
- Electives or experiences are optional

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<td>Learn and apply the scientific method of analysis.</td>
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<td>Gain strong knowledge base of biologically-related facts and theory.</td>
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<td>Develop strong oral and written communication skills and the ability to locate and make use of scientific information in the library.</td>
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<td>Develop strong problem-solving skills, especially in a team situation.</td>
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<td>Develop strong quantitative and technical skills, including data analysis, graphing, use of instrumentation, field techniques, etc.</td>
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<td>Develop strong critical thinking skills so as to be able to critically assess data and ideas that are found, for example, in the scientific literature.</td>
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### Report Submission

- Via Google Team Drive
- We will grant permission to those on our distribution list
- You can grant additional permissions as needed
Then What?

- Review teams of faculty and staff will read and evaluate reports using the PAR rubric.
- Feedback and ratings from the peer reviews is compiled and returned to the dept. chair and report contributors.

<table>
<thead>
<tr>
<th>Score</th>
<th>No evidence</th>
<th>Beginning</th>
<th>Developing</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Programs/Student Learning Outcomes</td>
<td>No evidence or presentation of intended learning outcomes</td>
<td>- Does not mention learning outcomes, course objectives, or assignments.</td>
<td>- Written in a way that it can be measured.</td>
<td>- Outcome statement is well-defined and written in a way that the intended learning outcomes can be measured.</td>
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<tr>
<td>2. Measures (the evidence that is used to evaluate outcomes)</td>
<td>No evidence or presentation of measures used</td>
<td>- Measures apply to too many outcomes or are too vague.</td>
<td>- At least one outcome measure is used.</td>
<td>- Multiple measures for at least some outcomes.</td>
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Then What?

- Programs convene faculty to discuss the evaluation and recommendations.
- Programs complete a brief PAR Follow-Up Report by Oct 1.

1. Discussion of PAR Feedback: Describe when and how the department/program discussed the PAR and the PAR feedback, including who was involved (the entire report, a committee, other stakeholders, etc.) in the discussion.

2. Given the discussion, do you see any concerns on the feedback you received for the PAR?

3. Next step, as a result of the discussion and this department’s goals and plans for improving and improving student learning in this program, and in light of the PAR feedback, do you have any thoughts on how you will move forward?

4. Comments and feedback on the process (optional): As we work toward continuously improving student learning and assessment at Boise State, what suggestions do you have regarding the PAR process, resources, and/or support?
And finally. . . Summary Reports

• At the University level

University-wide Program Assessment Report Review Summary, 2016-17

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<th>Category</th>
<th>Deficient</th>
<th>Beginning</th>
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<th>Proficient</th>
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<tbody>
<tr>
<td>Program Intended Learning Outcomes (PLOs)</td>
<td>0%</td>
<td>4%</td>
<td>32%</td>
<td>64%</td>
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<tr>
<td>Measures</td>
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<td>4%</td>
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<td>Key Findings</td>
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<td>4%</td>
<td>44%</td>
<td>48%</td>
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<td>Actions Taken or Planned</td>
<td>4%</td>
<td>4%</td>
<td>20%</td>
<td>72%</td>
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And finally. . . Summary Reports

• By college (given to the Dean)

College of XYZ Program Assessment Report Review Summary, 2016-17

<table>
<thead>
<tr>
<th>Department of Ag Sciences</th>
<th>Average PLO score</th>
<th>Average Measures score</th>
<th>Average Key Findings score</th>
<th>Average Action Plans score</th>
<th># Reviewers</th>
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<tbody>
<tr>
<td>BS Forestry</td>
<td>Developing</td>
<td>Developing</td>
<td>Developing</td>
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<tr>
<td>BS Paper Science</td>
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<tr>
<td>MS Forestry</td>
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<tr>
<td>PhD Paper Science</td>
<td>Beginning</td>
<td>Developing</td>
<td>Developing</td>
<td>Developing</td>
<td>3</td>
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<tr>
<th>Department of Religion</th>
<th>Average PLO score</th>
<th>Average Measures score</th>
<th>Average Key Findings score</th>
<th>Average Action Plans score</th>
<th># Reviewers</th>
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<td>BA Agnosticism</td>
<td>Proficient</td>
<td>Proficient</td>
<td>Proficient</td>
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<tr>
<td>BA World Religion</td>
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<tr>
<td>BS Theology</td>
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<td>Developing</td>
<td>Developing</td>
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Available Resources

- Assessment Website
  - assessment.boisestate.edu
  - Find the current PLOs on that site
- CTL Workshop Series
  - October 6: Program Learning Outcomes
  - October 20: Curriculum Mapping
  - November 3: Assessment Approaches
  - November 10: Developing an Assessment Plan
- Facilitation and individual consultation
- Have a question?
  - Email: programassessment@boisestate.edu

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Martha Plascencia, Administrative Assistant II, Institutional Research

THANK YOU