An Overview of Program Assessment Reporting

PAR Organizing Meetings
September 2017

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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

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Why the revamp?

Revamp of Period Review: "Integrated Review of Academic Depts."

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)
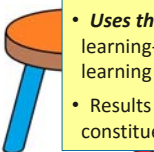
Need Fixing

- *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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KEY Concepts from 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.

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BOISE STATE FRAMEWORK FOR PLO ASSESSMENT

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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.

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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.

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PROCESS AND FORMS REVIEW

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PAR Timeline
(handout)

August/ September	Departments with reports due are notified.
September - February	Prep meetings, consultations, and workshops held for department reps (chair, assessment committee, program director, etc.). Departments/programs review existing learning outcomes and assessment and decide upon a focus for updates or revisions.
January - April	Departments/programs recursively work on outcomes, gathering and evaluating evidence, revising measures, etc. Facilitation and workshops continue
February - April	Solicit, select, and train peer review team
May 1	Program Assessment Reports DUE; report template and curriculum map.
May 1 - June 15	Peer review teams complete evaluations and provide feedback on PARs.
June - August	Feedback is assembled and provided to departments
August - September	Departments/programs discuss feedback and next steps
October 1	Departments/programs submit Follow-up Report of the discussion and summary of actions to be taken
October 15	PARs and follow-up reports posted to the website; summary reports shared with dean, provost, and other administration/governance as appropriate.

Orange denotes items for which the departments/programs have responsibility and blue denotes administrative duties handled by the Office of the Vice Provost for Academic Planning or Institutional Research.

Components of the Program Assessment Report (PAR)

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

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Template Part 1 – The Narrative

Mission

Overview

Reflection

Curriculum Map Discussion

Strengths in PLO Assessment

Improving PLO Assessment

CID and FF Assessment (UG only)

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Template Part 2 – Assessment Matrix

PAR Template Part 2
Table 1 Program Assessment Report Template Part II

List the Intended Program Learning Outcomes (one per row, typically 6-8 per program) Learner-centered statements that address: What should students know, be able to do, and value or appreciate as a result of completing the program?	Measures Used to Assess Outcomes What evidence is used by the department/program to determine whether the outcome has been achieved? **Direct measure(s)** such as portfolios, embedded assignments, lab reports, etc. **Indirect measure(s)** such as surveys, focus groups, etc. of students, alumni, employers, supervisors, etc. **Informal method(s)** such as faculty observations, informal reports, discussions, 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 or will the findings be used by the faculty to make changes to the curriculum, specific courses, and/or to the pedagogy used in the program? Provide relevant examples. * NOTE: You will report on these action items in your next assessment report.
EXAMPLE: Apply literary criticism 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.	EXAMPLE: The sample of graduating projects did not show as much growth as expected. We expected to see more students achieving mastery on this PLO. Approximately 35% of the graduating seniors were mastering this outcome – we are targeting 60%	EXAMPLE: After reviewing the assessment results and our curriculum map, we noticed this topic was not being developed so we added PLO to XYZ 280 and XYZ 350. We expect to see a 60% of students mastering PLO by our next PAR reporting cycle.
1.			
2.			

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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

Curriculum Map for BS in Biology (note: information from catalog statement is not current)

Learning Goals/Outcomes

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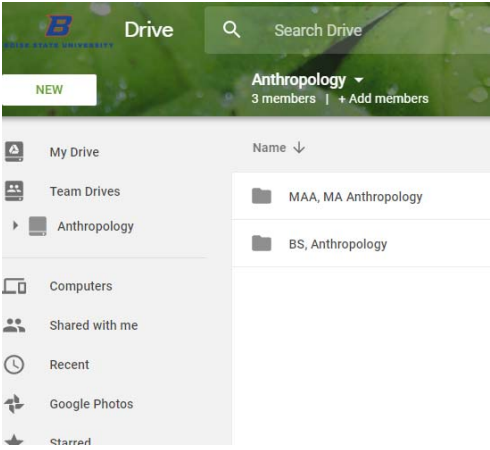
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Report Submission

- Via Google Team Drive

- We will grant permission to those on our distribution list

- You can grant additional permissions as needed

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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

Score	No evidence	Beginning	Developing	Proficient
1. **Program Intended Learning Outcomes** * Learner-centered statements of what students will know, be able to do, and value or appreciate as a result of completing the program (e.g., students will [action verb] ___). See Blooms Taxonomy.	No evidence presented of intended learning outcomes	- PLOs not functional (e.g. incomplete, overly detailed, disorganized, or not measurable). - Describe a process or delivery of education (i.e., what the instructor does for students) rather than intended student learning (i.e., what the intended result is to be). - Do not address the breadth of knowledge, skills, or services associated with the cumulative effect of the program.	- Written in a way that they can be measured. - Most outcomes are clearly defined or the meaning is easily discernable. - Most outcomes are written as learner-centered statements. - Encompass the mission of the program and/or the central principles of the discipline. - Focus is too narrow to represent the cumulative effect of the program.	- Written in a way that they can be measured - All outcomes are written as learner-centered statements with action verbs. - Encompass program, college, and university mission and goals. - Align with professional standards, as appropriate. - Focus on the cumulative effect of the program.
2. **Measures (the evidence that is used to evaluate outcomes achievement)**	No evidence presented of measures used	- Measures apply to too many outcomes at once. - Few or no direct measures used. - Methods are mismatched, inappropriate, or otherwise do not provide evidence linked to the	- At least one measure per outcome. - A variety of direct and indirect measures used to assess outcomes. - The evidence used is mostly linked to the intended outcomes.	- Multiple measures for at least some outcomes. - Direct and indirect measures used; emphasis on direct (i.e., data gathered is primarily focused on student learning activities). - Purposeful; clear how results could be used

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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.

I. **Discussion of PAR Feedback.** Describe when and how the department/program discussed the PAR and the PAR feedback, including who was involved (the whole dept., a committee, other stakeholders, etc.) in the discussion.

II. **Given the discussion, do you have any comments on the feedback you received for the PAR?**

III. **Next steps.** As a result of the discussion and the department's goals and plans for assessing and improving student learning in this program, and in light of the PAR feedback, do you have further thoughts on how you will move forward?

IV. **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 (such as documents and templates), or other supports?

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And finally. . . Summary Reports

- At the University level

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

	Undergraduate Programs Only (n = 25)			
	Deficient	Beginning	Developing	Proficient
Program Intended Learning Outcomes (PLOs)	0%	4%	32%	64%
Measures	0%	4%	52%	44%
Key Findings	4%	4%	44%	48%
Actions Taken or Planned	4%	4%	20%	72%

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And finally. . . Summary Reports

- By college (given to the Dean)

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

	Average PLO score	Average Measures score	Average Key Findings score	Average Action Plans score	# Reviewers
Department of Ag Sciences					
BS Forestry	Developing	Developing	Developing	Proficient	4
BS Paper Science	Developing	Developing	Developing	Proficient	3
MS Forestry	Developing	Developing	Developing	Developing	3
PhD Paper Science	Beginning	Developing	Developing	Developing	3
Department of Religion					
BA Agnosticism	Proficient	Proficient	Proficient	Proficient	2
BA World Religion	Proficient	Developing	Developing	Proficient	3
BS Theology	Proficient	Developing	Developing	Developing	5

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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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THANK YOU

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