Data-Driven Reflection on Assessment Practices of Program Learning Outcomes

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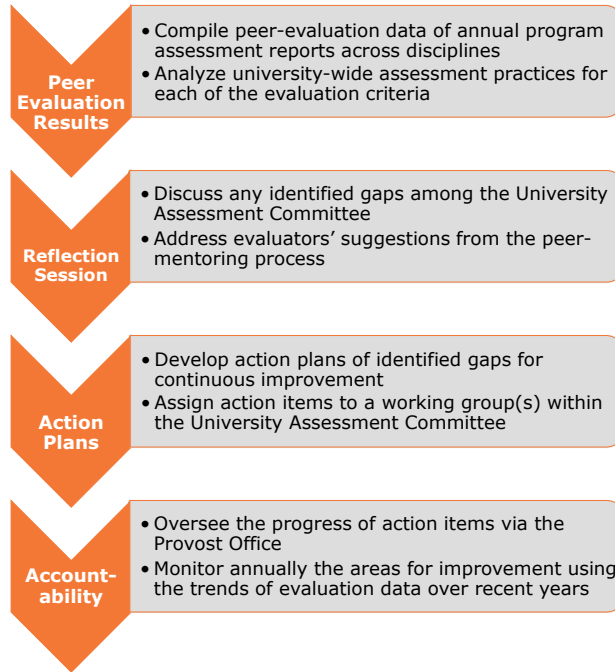
Background

To promote the culture of faculty-driven assessment and provide faculty development opportunities, we have developed and implemented a peer-evaluation program of assessment practice in the past years. Its implementation strategies consist of valid and reliable evaluation procedures of assessment reports, effective feedback communication, and peer mentoring (Figure 1). As a follow-up strategy for continuous improvement, we have developed an institutional process of using the peer-evaluation results to assess and improve the university-wide assessment practices in program learning outcomes.

ONU Annual Assessment Cycle

1. **Assessment report** submission that addresses:
   - ✓ Assessment plans: learning outcomes, assessment methods, alignments, evaluation plan
   - ✓ Annual assessment activities: follow-up on last year's action items, summary results, programmatic changes
   - ✓ Reflection on the program's assessment practices
2. **Evaluation and feedback** by the peer reviewers
3. **Discussion** on the evaluation results of assessment reports among the academic program faculty
4. **Follow-up meeting** between the program faculty and peer reviewers on the areas for improvement

5. Reflection on Assessment Practices

Peer Evaluation Results
- Compile peer-evaluation data of annual program assessment reports across disciplines
- Analyze university-wide assessment practices for each of the evaluation criteria

Reflection Session
- Discuss any identified gaps among the University Assessment Committee
- Address evaluators' suggestions from the peer-mentoring process

Action Plans
- Develop action plans of identified gaps for continuous improvement
- Assign action items to a working group(s) within the University Assessment Committee

Accountability
- Oversee the progress of action items via the Provost Office
- Monitor annually the areas for improvement using the trends of evaluation data over recent years

Outcomes

Assessment practices in academic programs have improved over the past seven years as indicated in the multi-year evaluation results of university-wide assessment practices (Table 1), specifically in the following areas:

- ✓ Rubric 9. Alignments of measures (how the elements of measures are linked to learning outcomes when a single measure supports multiple outcomes)
- ✓ Rubrics 18 and 19. Closing the assessment loop

Note: A performance standard has been set for each of 29 rubric items as "at least 70% of academic programs to receive a rubric score of 3 (*Need minor improvement*) or 4 (*Meets expectation*) on a 4-point scale".

Adjustments & Future Direction

❖ Example adjustments made to better guide faculty in academic assessment practices:

- ✓ Revised the guided report template and evaluation rubric
- ✓ Embedded assessment resources in the report template and the reporting portal site
- ✓ Conducted an assessment panel discussion
- ✓ Reinforced the peer-mentoring program
- ✓ Showcased outstanding annual assessment reports

❖ Future direction: Adapt the best practices from this academic program assessment process to our campus-wide co-curricular programs
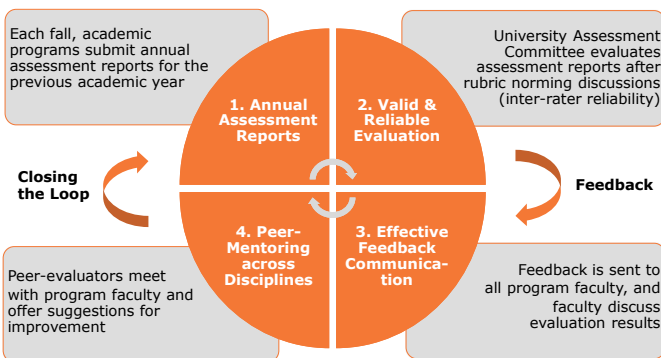

Figure 1. Faculty-Driven Assessment Model of Program Learning Outcomes (Hurtig and Kim. 2017 Assessment Institute)

Table 1. Multi-Year Evaluation Results of University-wide Assessment Practices in Academic Program Learning Outcomes

% of Program Assessment Reports with a Rubric Score of '3' or Higher (Selected Rubric Criteria)

Criterion	Rubric Item	Rubric Description	2016	2017	2018	2019	2020	2021	2022
I-C.2. Assessment Methods	7	Description indicates the nature of each measure (e.g., course assignment, performance, examination, survey).	89%	98%	100%	93%	95%	98%	100%
	8	Description indicates how each measure is administered and scored (evaluated).	76%	93%	89%	91%	89%	98%	88%
	9	Description indicates how the rubric criteria, test items, or survey items are linked to SLOs (when a single measure supports multiple SLOs).	46%	65%	70%	80%	79%	82%	84%
	10	Each performance standard is clearly articulated with quantifiable levels of student accomplishment for the measure.	74%	85%	95%	85%	95%	88%	84%
II-B. Assessment Activities	18	Each set of action plans to improve student learning are relevant the SLO and are tied to assessment results.	70%	85%	87%	87%	82%	82%	87%
	19	Action plans include descriptions of what will be done, who will implement and when, and how accountability will be established.	65%	75%	75%	62%	76%	91%	79%