The American University in Cairo

Are You New to Assessment Planning?

Let's Design an Assessment Plan Together

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What Do You Think?

- Not everyone appreciates assessment!

- Assessment literacies are not uniform.

- We do not do assessment because it is required by the accrediting body.

- We do not do assessment because it is required by the administration of our institution.

- We do assessment to know what went well (areas of strengths), what went wrong (weaknesses), and what are the opportunities for improvement.

- Assessment is not about filling forms. It is about continuous improvement.

- A goal without a plan is just a wish and assessment helps us develop our plan.

Let's Agree on Some Terminology!

- Academic Department
- Academic Program
- Mission of the Program
- Educational Objectives of the Program
- Program Learning Outcomes
- Course Learning Outcomes

Let's Agree on Some Terminology!

- Academic Department: A subdivision of a school/college in a higher education institution that is responsible for instruction and research in a specific discipline(s).

- Academic Program: A degree granting undergraduate or graduate program.

- Mission of the Program: A brief statement that outlines the program's purpose and goals.

- Program Educational Objectives: Broad statements that describe the career and professional accomplishments that the program is preparing graduates to achieve.

- Program Learning Outcomes: Statements that describe what students are expected to know or be able to do by the time they complete an academic program.

- Course Learning Outcomes: Statements that describe the knowledge, skills, or attitudes that students are expected to achieve/acquire by completing the course.

Assessment Plan versus Assessment Reports

Program Assessment Plan (Usually every six years)

01
Mission Statement

02
Educational Objectives

03
Learning Outcomes

04
Assessment Measures

05
Targets or Benchmarks

Program Assessment Report (Annually)

01

Assessment Results

02

Use of Evidence

03

Action Items

Developing A Program Mission

❑ Review the mission statement of the institution.

❑ Review the mission statement of the department offering the program.

❑ The mission statement of the program should be clear and concise and should be aligned with the mission statement of the department and the mission statement of the institution.

❑ It should not be difficult to see the relationships between an institution's mission, the department's mission and the program's mission because the institution executes its mission through its academic departments and programs.

Developing Program Educational Objectives

❑ The educational objectives of the program should support the mission of the program.

❑ The educational objectives should reflect the hopes and aspirations faculty of the program have for graduates of the program three to five years after graduation (further academic study, employment in the field of study, professional certification, contribution to scholarship of the discipline, etc...).

Developing Program Learning Outcomes

❑ Student outcomes describe what students are expected to know and be able to do by the time of graduation.

❑ Think about the program educational objectives you developed.

❑ Think of the kind of knowledge and skills your students need to acquire by the time of graduation that will enable them to achieve these objectives.

❑ A reasonable number of program outcomes is 3 -10. Each outcome starts with an action verb and is measurable.

Developing Measures to Assess Program Learning Outcomes (Curriculum Map)

|	Learning Outcome #1	Learning Outcome #2	Learning Outcome #3	Learning Outcome #4
PHYS xxxx	✔			✔
PHYS xxxx		✔	✔	
PHYS xxxx		✔	✔	
PHYS xxxx	✔		✔	✔
PHYS xxxx	✔			
PHYS xxxx		✔	✔	✔
PHYS xxxx				
Capstone	✔	✔	✔	✔
Internship	✔	✔	✔	✔

You may wish to add to the cells A & D

A: Acquire the knowledge or skill

D: Demonstrate the knowledge or skill

Examples of Direct Performance Measures

- ❑ Written exams* or quizzes
- ❑ Written assignments
- ❑ In-class individual presentations
- ❑ In-class group presentations
- ❑ Analytical/reflective papers/essays
- ❑ Class discussions
- ❑ Senior thesis work
- ❑ Projects from internships
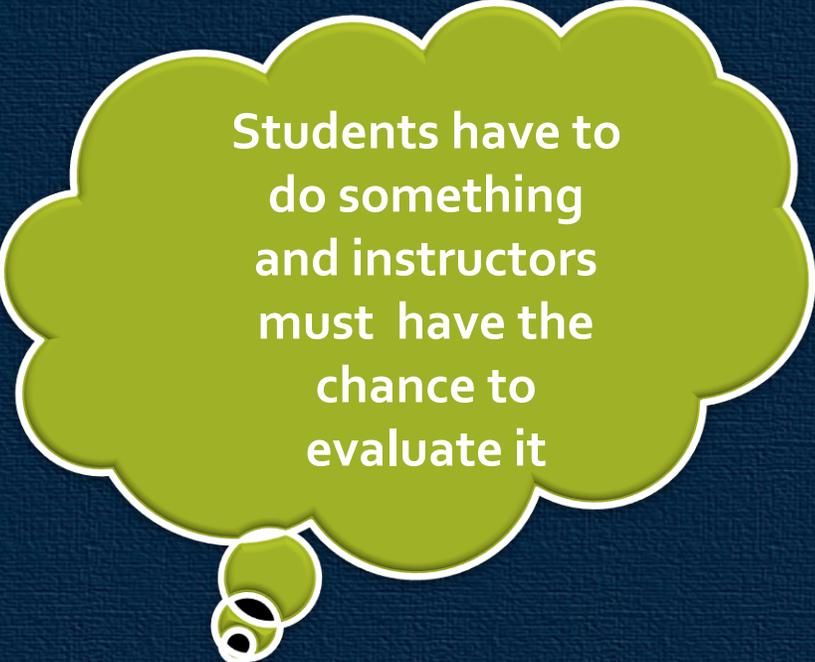
Students have to do something and instructors must have the chance to evaluate it

* Course grades should not be used as performance measures

* Specific questions in a test should be used and not the entire test grade

Examples of Indirect Performance Measures

- Senior surveys
- Senior focus groups
- Review from external advisory board
- Students feedback
- Faculty feedback
- Internship supervisors feedback
- Feedback from employers
- Feedback from external accreditors

Students* share their opinion about learning in the program

* or other stakeholders

Setting the Targets

❑ Targets must be identified before the data is collected.

❑ Set the bar such that they are ambitious.

❑ There is no shame in not hitting the target. The shame is not doing anything about it.

❑ Don't drop your target when performance is so low compared to the target if this is where you believe the target should be, but try to narrow the gap.

❑ If you are continuously exceeding your targets try to challenge your students and stretch them more.

❑ Set primary and secondary targets (x% exceeds … & no more than y% fall below …)

Program Assessment Report

Program Outcomes	Learning Opportunity/ Courses used for Assessment	Direct Performance Measures	Indirect Performance Measures	Target Level	Major Findings	What Actions Resulted from the Findings
(1) …						
(2) …						
(3) …						
(4) …						
(5) …						

- Some students have more preparedness in ……. than others
- Some students have difficulty determining …….
- Some students are not strong enough in ……

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Acting on the Results and Closing the Loop
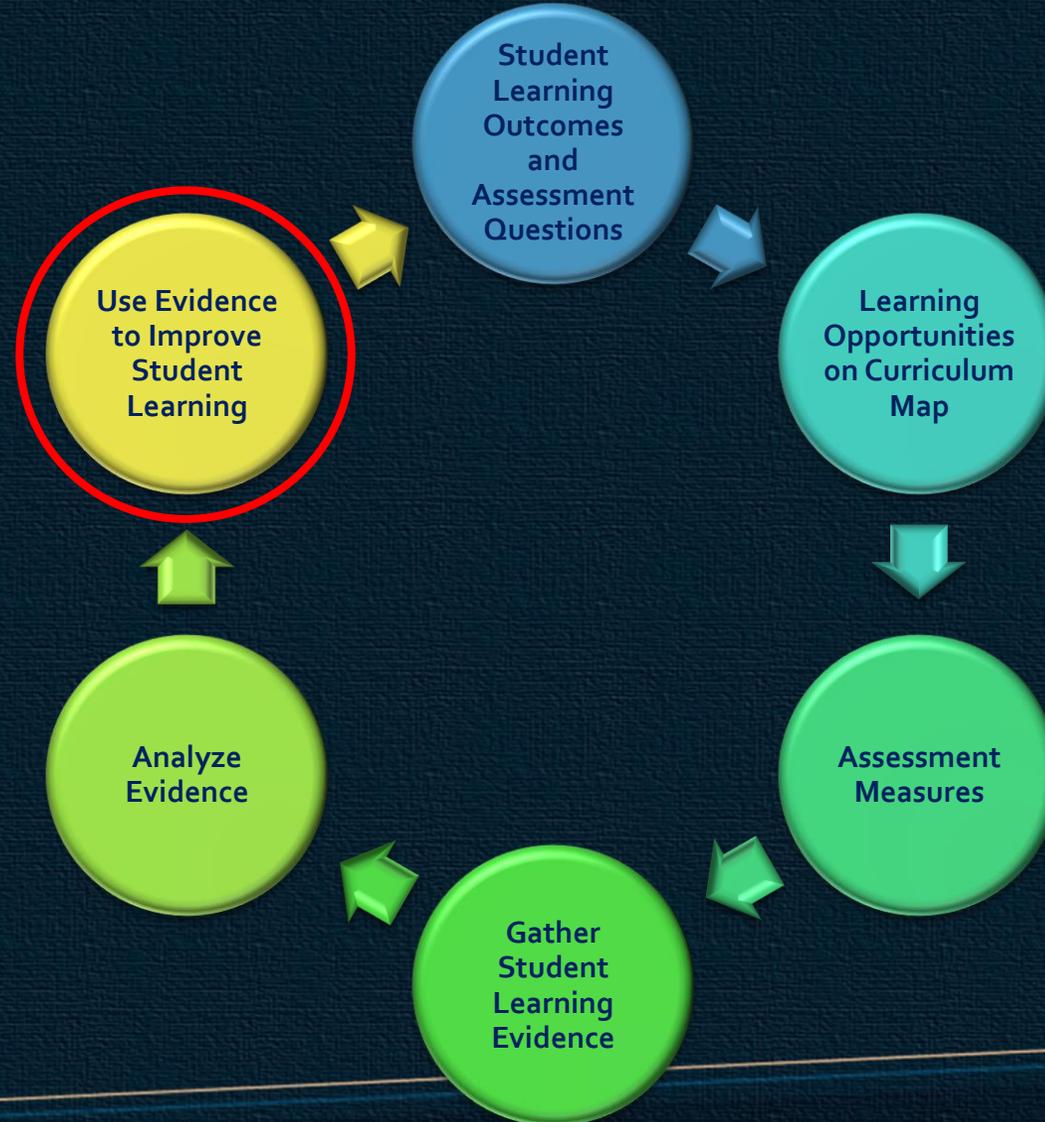
Quotes To Remember

"*The purpose of evaluation is to improve, not prove*" Daniel Stufflebeam

"*Continuous improvement is better than delayed perfection*" Mark Twain

Thank you for your attention!

Happy to take questions

Contact me at zeinabha@aucegypt.edu