

CAIR 2003 Conference



Beyond the Traditional Program Review: A Case Study Analysis of Institutional Approach to Effective Program Assessment

Presented by

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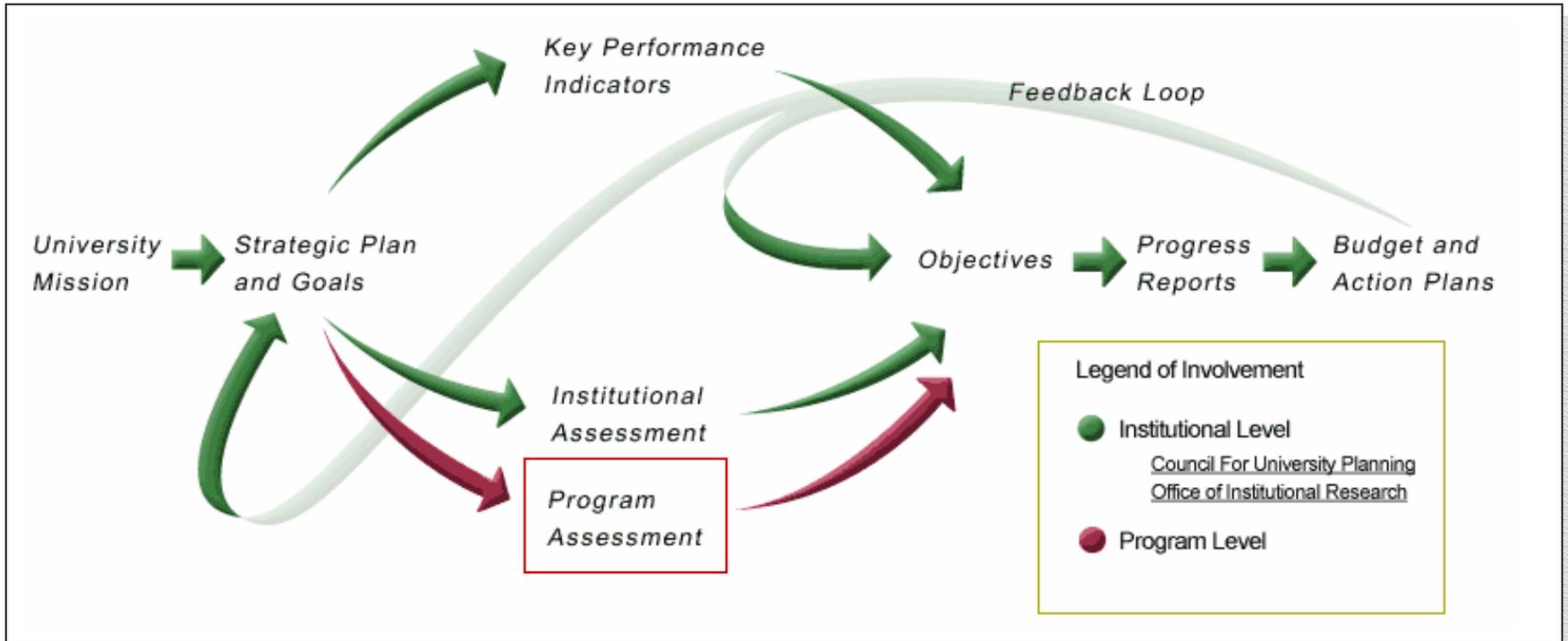


Introduction

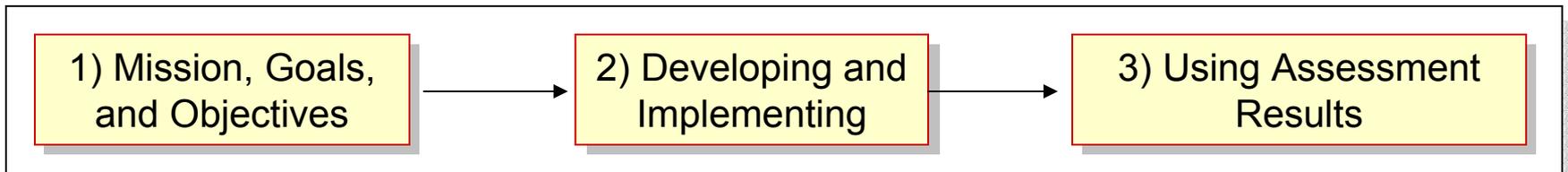
Two primary topics:

1. Academic Program Assessment Process
2. Electronic Program (EP) Portfolios

Academic Program Assessment



Assessment Plan Guidelines:



Mission, Goals, and Objectives

The plan should....	Definition of terms
A. include program mission statement	This is required in Section I of the self study & need not be repeated here.
B. describe program in content-centered terms	These statements describe the knowledge and skills the program aims to convey.
C. state intended student –centered objectives at the program level in measurable or observable terms. The program learning objectives should be general goals. The learning outcomes should be more specific and measurable. See Section C of the attached example.	Student-centered objectives describe <u>intended student learning</u> in terms of what students will be able to do and/or what changes in knowledge, attitudes or behavior will occur as a result of the program.
D. link program level objectives to specific course level objectives in measurable or observable terms.	These are lists, tables or other schema showing intended student learning outcomes within courses or sequences of courses as they relate to overall program student learning objectives.

Developing and Implementing

The plan should....	Definition of terms
E. describe assessment methods for student-centered objectives at the program level . Each program must have at least 2 indirect measures and 1 direct measure of student learning	This section identifies and describes specific strategies and methods the faculty will use to determine whether students have achieved the program's intended student learning outcomes (e.g. student portfolios, capstone course, exit exam, etc.)
F. present results of assessment activities as summaries of actual student learning outcomes data that have been collected by the unit.	This section summarizes the results (using narrative, qualitative, quantitative, or mixed methods) from surveys, exams, or other direct measures of program or student learning outcomes.

Using Assessment Results

The plan should....	Definition of terms
G. offer well-reasoned conclusions concerning what action should be taken given the results of F above	This section should present a logical analysis of the results (from F) as they relate to intended and unintended program outcomes.
H. describe how conclusions drawn from assessment data are or will be used in academic planning processes for the program. Describe how you will evaluate whether or not changes brought about through the assessment process have made a difference in student learning.	This section describes how assessment activities have been used to inform curricular, instructional, and/or planning and implementation activities (e.g. program/course changes, faculty dev., advisement, or need for additional assessment data.)

What is Electronic Program Portfolio?

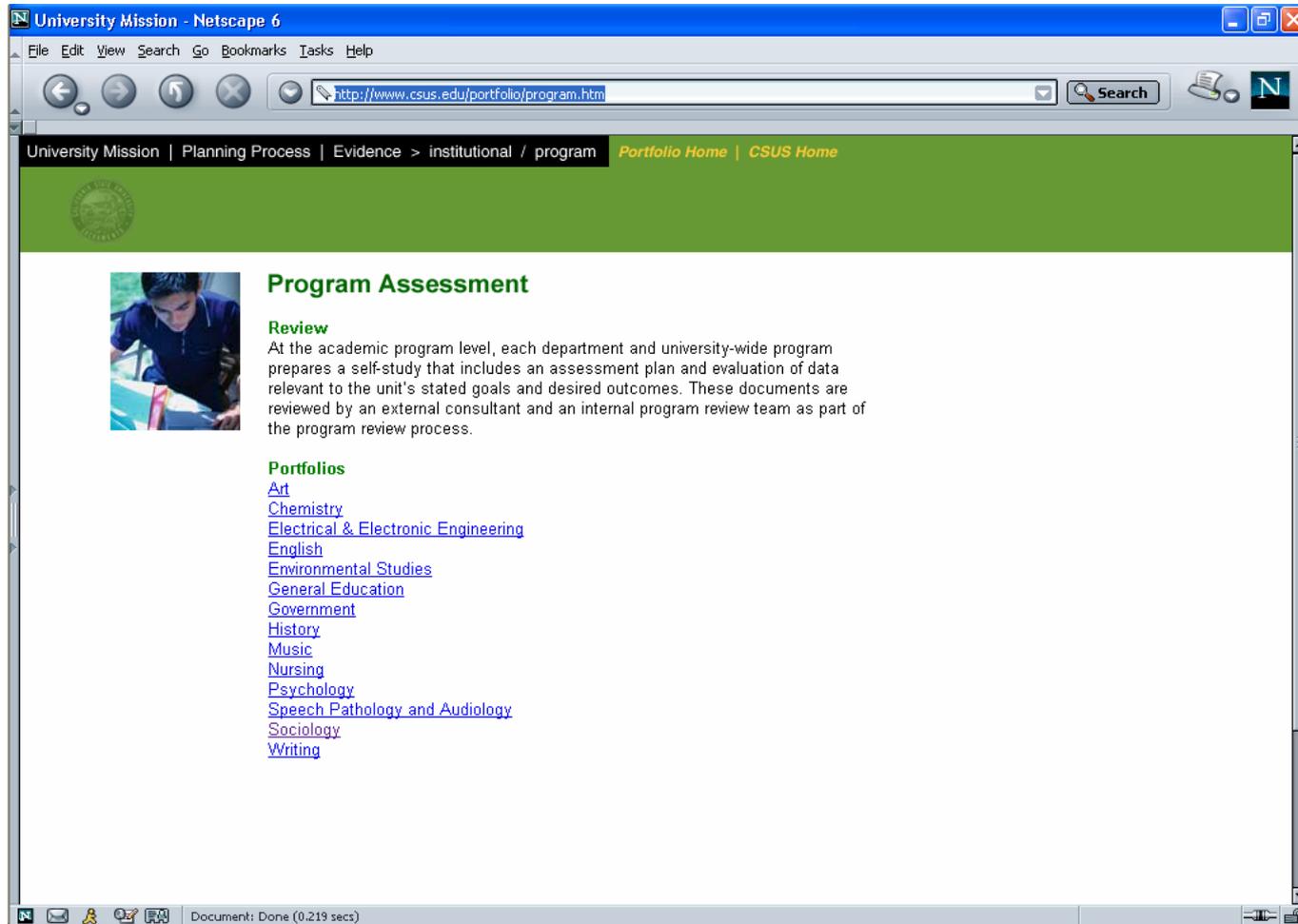
- It is an **internet-based package of evidence** that demonstrates a department's competency, accountability, and efforts to improve.
- It is designed to provide an **assessment of context and structure** in which students and faculty engage in much of their academic work.
- It includes examples of **faculty and student work and accomplishments**, presents the **department's plan and process** for evaluating that plan, and **uses of multiple measures of evaluation**.

How can a Program Portfolio be used?

- To serve as as the basis for **program evaluation and review**
- For **institutional accreditation**
- In the **recruitment process** for new part-time and full-time faculty

Electronic Program (EP) Portfolios

<http://www.csus.edu/portfolio/program.htm>



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http://www.csus.edu/portfolio/program.htm Search

University Mission | Planning Process | Evidence > institutional / program | Portfolio Home | CSUS Home



Program Assessment

Review

At the academic program level, each department and university-wide program prepares a self-study that includes an assessment plan and evaluation of data relevant to the unit's stated goals and desired outcomes. These documents are reviewed by an external consultant and an internal program review team as part of the program review process.

Portfolios

- [Art](#)
- [Chemistry](#)
- [Electrical & Electronic Engineering](#)
- [English](#)
- [Environmental Studies](#)
- [General Education](#)
- [Government](#)
- [History](#)
- [Music](#)
- [Nursing](#)
- [Psychology](#)
- [Speech Pathology and Audiology](#)
- [Sociology](#)
- [Writing](#)

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Supporting Materials for Program Planning Evaluation

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Planning Process | Institutional Portfolio | Survey Instruments and Schedule | Accountability Indicators
Academic Program Review | Program Portfolios

Academic Program Review

University

- Total University

Colleges

- College of Arts and Letters
- College of Business Administration
- College of Education
- College of Engineering & Computer Science
- College of Health and Human Services
- College of Natural Sciences and Mathematics
- College of Social Sci. & Interdisciplinary Studies
- Special Programs

Academic Programs

Accountancy	Environmental Studies	Marine Science
Anthropology	Ethnic Studies	Mathematics
Art	Family & Consumer Science	Mechanical Engineering
Asian Studies	Foreign Languages	Mechanical Engineering Tech.
Bilingual/Multicultural Education	Geography	Music
Biological Sciences	Geology	Nursing
Biomedical Engineering	Gerontology	Org. Behavior & Environment
Chemistry	Government	Philosophy
Child Development	Graphic Design	Physical Therapy
Civil Engineering	Health Science	Physics and Astronomy
Communication Studies	History	Psychology

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Getting Started: Key Elements

1. Decide early on the purpose of the portfolio, its intended audiences, and the uses these audiences will make of the portfolio.
2. Make the portfolio development process inclusive of faculty, administration, and key campus communities to provide real impact and improvement
3. Be selective about the theme of the portfolio, materials, and evidence to be included. Information presented should link to quality assessment, performance measures, and key performance indicators and be regularly updated to reflect ongoing development
4. Be sure that the organization of the portfolio is as simple and user-friendly as possible
5. Prepare to cover the cost of construction and maintenance.

Insights and Lessons Learned
