

**University Assessment Committee
Advisory Review of Annual Program Assessment Reports**

S A M P L E R E V I E W

Program Name	<u>Program Assessment</u> (Summative)	<u>Course-Embedded Outcomes Assessment</u> (Formative)
<p><u>I. Evidence of data collection</u></p>	<ul style="list-style-type: none"> • The Gateways employed by this school provides a large number of sources for data collection throughout programming. Very solid assessment planning. • Seven program competencies are in place. • Five program competencies • Assessment plan includes: “The program assessment measures include: capstone portfolio, capstone exam, exit survey.” • None of these materials were presented in the report. • “Plan of Action...Departmental evaluation cannot depend on expecting the students to save their old term papers. It is the department’s 	<ul style="list-style-type: none"> • Performance and paper in Capstone course • Exit exam, presentation, lab report, term paper, and research proposal. The processes included in these assessment tools seem to be objective and systematic. There are a variety of exams, presentations, application exercises, and papers used in the assessment process.. • <i>Student work is photographed.</i> • <i>Comprehensive exam.</i> • Senior Research paper • Despite very strong summative data collection techniques and analysis, formative data collection could be increased to improve student learning

	<p>responsibility to keep archival records of all data required for program evaluation.</p> <ul style="list-style-type: none"> • A better plan of action is for all documents for portfolio should be scanned and placed in a departmental folder on a Park University-owned server. • <i>Exhibition of senior students' work.</i> • Four program competencies are listed • Numerous data sources are utilized including <ul style="list-style-type: none"> ○ Portfolio Assessment ○ End of Program Surveys ○ Alumni Surveys ○ Employer Surveys 	<p>outcomes assessment processes.</p> <ul style="list-style-type: none"> ○ End of Course Surveys ○ Disposition Rating Scales ○ Core Assessments ○ Practicum Evaluations ○ Directed Experiences Evaluations ○ Student Surveys
<p><u>II. Evidence of data analysis and findings</u></p>	<ul style="list-style-type: none"> • Aggregated and disaggregated data for the summative assessments efforts were presented in tabular and report formats. Results were linked to relevant program standards. • Rubric for program assessment is in place. • Review of the program assessment is in place • <i>Review of program assessment is in place.</i> • ...one 20 page paper cannot demonstrate the awareness and knowledge of the 	<ul style="list-style-type: none"> • The faculty uses the rubric for the capstone course to assess the performance and written assignment. • Rubrics are in place for each of the assessments with data. • <i>Student work is evaluated by the rubric</i> • 100% of 14 papers exceeded expectations • Aggregated and disaggregated data for the various formative assessment efforts were presented in tabular and report formats. Results were linked to relevant course core

	<p>program competencies.</p> <ul style="list-style-type: none"> • Suggestion: require 4 papers, one on each program competency. This might demonstrate awareness of the relationship or knowledge of legal responsibility associated with public administration. 	<p>learning outcomes and/or gateway measures.</p>
<p><u>III. Evidence of data analysis being used in decision-making</u></p>	<ul style="list-style-type: none"> •proposing a survey to ascertain how the alumni from the program have achieved professionally. • Yes, plan to require students to take a placement test and get more specific assessment results per competency from the exit exam. • Only that the 16 week program is being eliminated and the 8 week program will continue to be offered due to limited faculty. • The narrative program assessment under C. Data Interpretation: is poorly written regarding student learning. •basic weakness I see in the assessment efforts....at this point in time is a failure to tie assessment results (there are many) and 	<ul style="list-style-type: none"> • Yes - Plan to include additional reviewer in the future. • Yes, plan to reexamine the Core learning outcomes and core assessment, increase data for evaluation, There is going to be an attempt to tie individual core learning outcomes to a given assessment score • Yes – weakness in number of reviewers, plan to add reviewers. • Yes – the assessment will be evaluated closer. • This needs more – the assessment (paper) needs to discriminate the program competencies better. • I cannot believe that “ the senior research paper is an outstanding representation of curricular appropriateness.”

	<p>analysis to specific actions taken to improve student learning</p> <ul style="list-style-type: none">• <i>Yes – this process led to changes in student admittance into the program to be changed to a portfolio review.</i>	<ul style="list-style-type: none">• Evidence of data analysis being used for course, including core learning outcomes, or other formative program activities, is somewhat limited at this time. However, the new pathways/gateways process should provide significant data in the future
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