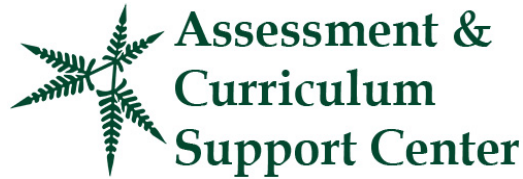




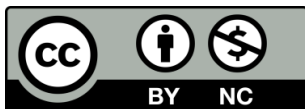
UNIVERSITY
of HAWAI'I®
MĀNOA



Assessment &
Curriculum
Support Center

ACSC
Crawford Hall 230 & 231
2550 Campus Rd, Honolulu, HI 96822
manoa.hawaii.edu/assessment

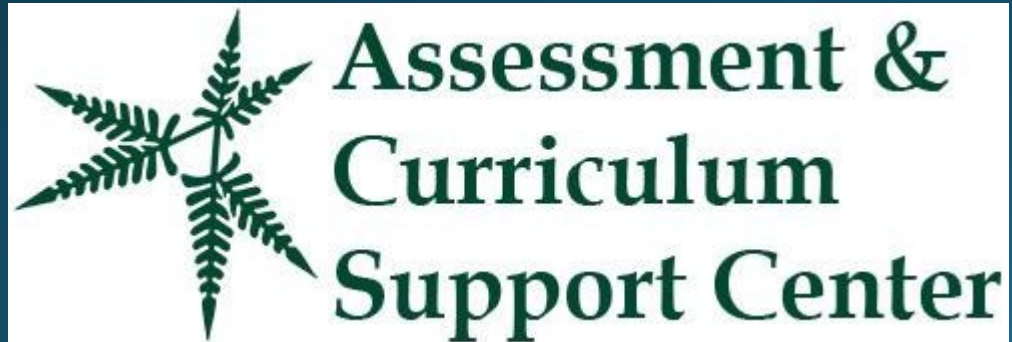
Efficient Strategies for Meaningful Program Learning Assessment Part I: Data Collection



Hill, Y. (2020, October 23). *Efficient strategies for meaningful program learning assessment part I: Data collection* [Online workshop]. Assessment and Curriculum Support Center, University of Hawai'i at Mānoa, Honolulu, HI, United States.

Efficient Strategies for Meaningful
Program Learning Assessment
Part I: Data Collection

Yao Z. Hill, Ph.D.

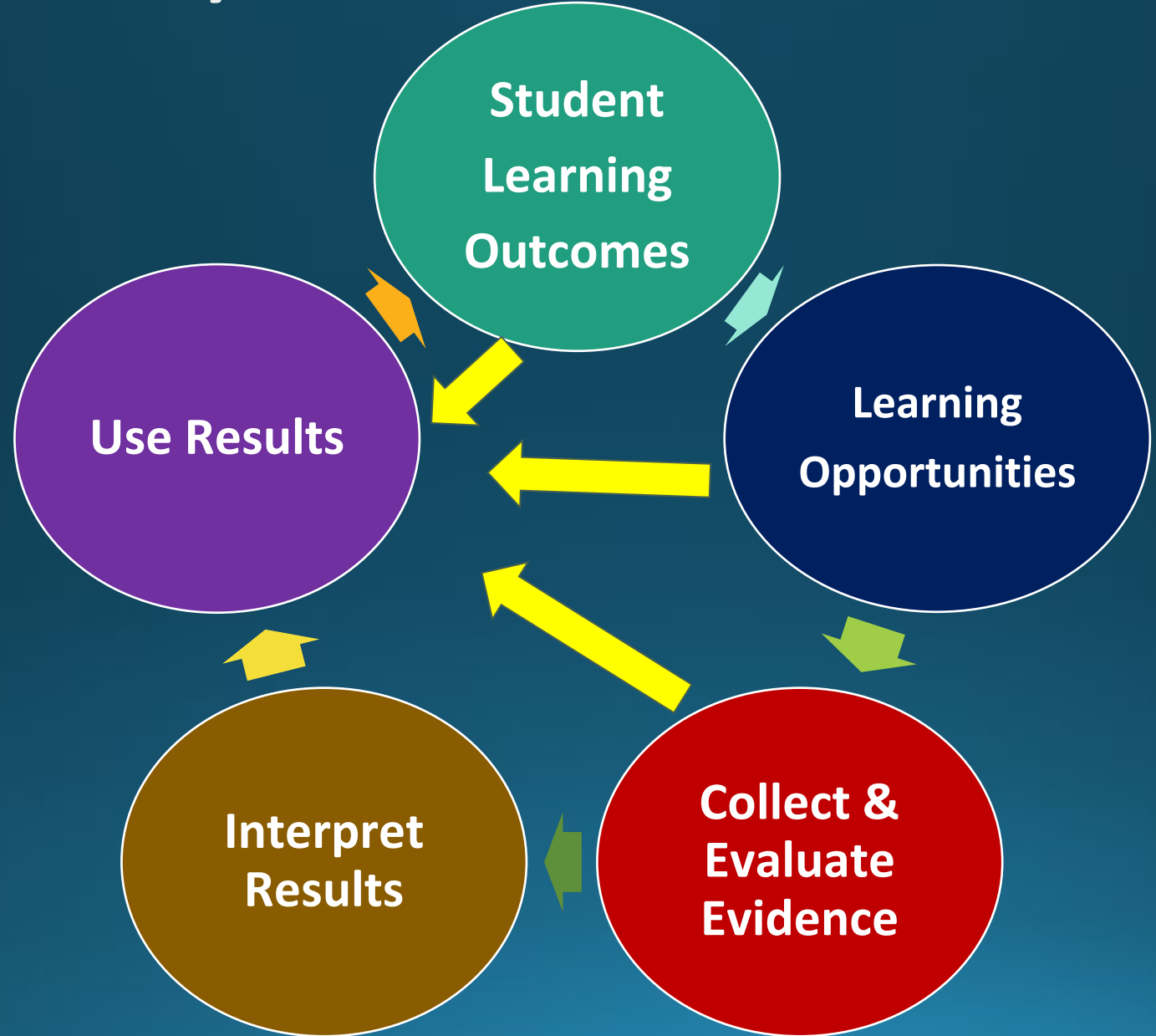


Session outcomes

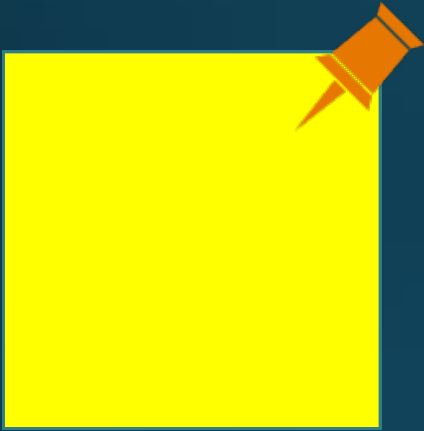
- Recognize assessment as a curriculum reflection tool set
- Plan one strategy to collect assessment data
- Select a topic for meaningful program and curriculum discussions



Assessment cycle



Program learning assessment is



Program learning assessment features

An iterative process – nothing is set in stone

Assessment provides a set of tools for collaboration on curriculum matters

Using assessment results is most important

Faculty's expertise and experience are valuable source of information

Office Mission

Improve student learning through academic
program assessment

Caveats: Program learning assessment is **not** about evaluating individual faculty or students





Efficient Data Collection Method in Small Programs

Expert Judgement of individual students



Activity 1: Expert Judgement of individual students

1. Recall recent graduating or graduated students

2. Evaluate their skills:

- Written communication
- Conduct research
- ...

3. Input your ratings:

<https://forms.gle/xDS8CoTw2CTwFPqU7>

Logistical considerations:

- Faculty are knowledgeable about students (e.g., advisers, mentors, instructors who taught more than once)
- Protect student confidentiality
- Can assign as homework before a faculty meeting to save time
- Assign students for faculty to evaluate so that there are no duplicates

Student	Faculty Evaluator
Mary	Julie
John	Julie
Merry	Ann
Candy	Ann
Alex	Yao
Koa	Yao

Alternative (Poll 1)

- Faculty collaborative evaluation during a live meeting using Zoom poll function or Kahoot

If all students have graduated,

Why is it necessary?

Consider the following results

Learning Domain	Beginning	Developing	Proficient	Exemplary
Knowledge	0	0	1	9
Research skills	0	3	7	0
...				

Efficient Data Collection Method in Large Programs

Expert Judgement of student performance
as a whole

Estimate the percentages of the students at each level

Capstone class	Learning domain	Number of students evaluated	Information used for evaluation (e.g....)	% approaching expectations	% meeting expectations	% exceeding expectations
Class 1 CRN: xxx	Knowledge					
	Written communication					
	Research/ Inquiry skills					
Class 2 CRN: xxx	Knowledge					
	Written communication					
	Research/ Inquiry Skills					

Logistical considerations:

- Students are not duplicated in different classes
- All or large majority of the students are majors
- Faculty look at the class roster before making the judgement
- Faculty skim students' assignments before making the judgement

Small group discussion

Discuss the feasibility of
these data collection methods

Possible topics to lead meaningful program discussion

Do we provide enough learning opportunities for students?

How can we consistently evaluate students?

What kinds of assignments best help student learn ...

Which learning area should we prioritize to improve?

What success can we communicate and celebrate?

How can faculty, advisors, and staff collaborate to help students learn?

Other topics

- [idea 1]
- [idea 2]

Efficient Data Collection Method in Medium or Large Programs

Use existing data

Major sources of indirect learning evidence

- [National Survey of Student Engagement](http://manoa.hawaii.edu/miro/) on manoa.hawaii.edu/miro/
- College level exit/alumni survey/interview (not a complete list)
 - College of LLL: exit survey by the Associate Dean
 - CTAHR: exit survey by advisors from both academic and student affairs
 - SOEST: exit interview by advisors
 - College of Education: assessment director
 - Nursing, health and medical schools: assessment coordinator

Use questions on students' self-reflection on their **learning**

Which question is a learning assessment question?

A. What is your overall satisfaction with the program?

B. Rate the following program features.

C. To what extent did the program help or did not help you achieve the following learning outcomes?

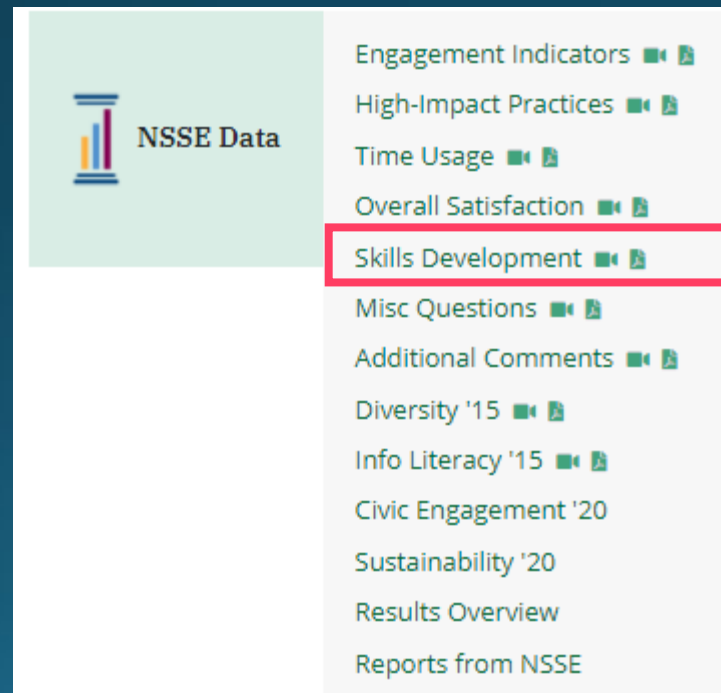
D. How would rate your achievement on the following program learning outcomes?

NSSE site walkthrough—generating program level report

Step 1: Go to MIRO's website: manoa.hawaii.edu/miro

Step 2: Click on the “Decision Support” tab on the upper right. Log in.

Step 3: Go to bottom left “NSSE Data” and click on *Skills Development*.



Select your program

College ○	Department ○
<ul style="list-style-type: none">--- Any ---ArchitectureArts & HumanitiesBusinessEducationEngineeringHawai'i inuiākeaLang, Ling & LitLawMedicineNatural SciencesNursing & Dental Hygiene	<ul style="list-style-type: none">--- Any ---Academy for Creative MediaAmerican StudiesAnatomy, Biochem & PhysiologyAnthropologyArchitectureArt and Art HistoryAsian StudiesAtmospheric SciencesBiochemistryCell & Molecular BiologyCenter on Disability Studies
Major ○	Program ●
<ul style="list-style-type: none">--- Any ---AccountingAdvanced Library Info ScienceAdvanced Women's StudiesAgricultural & Resource EconAgronomy & Soil ScienceAmerican StudiesAnimal SciencesAnthropologyArchitectureArtArt HistoryAsian International AffairsAsian StudiesAstronomyAstrophysicsAthletic TrainingAtmospheric SciencesBiochemistryBiological Engineering	<ul style="list-style-type: none">--- Any ---Accounting-BBAAccounting-GCERTAccounting-MAccAdv Library & Info Sc-GCERTAgricultural & Resource Econ-PHDAgronomy & Soil Science-MSAgronomy & Soil Science-PhDAmerican Studies-BAAmerican Studies-MAAmerican Studies-PhDAnimal Sciences-BSAnimal Sciences-MSAnthropology-BAAnthropology-MAAnthropology-PhDArchitecture - BARChArchitecture-DArchArt History-MAArt-BA

Click *Apply*
Filters



NSSE Survey Filters

The following filters come from the NSSE survey itself, rather than from UHM enrollment data. These filters represent information **self-reported** by the student respondents.

Start of college

--- Any ---
Started elsewhere
Started here

Athlete ?

--- Any ---
Yes
No

Veteran ?

--- Any ---
Yes
No

Sexual Orientation ?

--- Any ---
Heterosexual
Homosexual
Bisexual
Other orientation
Questioning/unsure

First Gen ?

--- Any ---
Yes
No

Work hours ?

--- Any ---
10 or less
11 to 20
21 to 30
More than 30
No response

Educational aspiration ?

--- Any ---
Less than bachelors
Bachelors
Masters
Doctorate/Professional

Self-reported grades ?

--- Any ---
As
Bs
Cs
C- or lower
No response

UHM Satisfaction ?

--- Any ---
Excellent
Good
Fair
Poor

Choose UHM again ?

--- Any ---
Definitely yes
Probably yes
Probably no
Definitely no

Show comparison graph: Unselected group* UHM Peers Carnegie NSSE

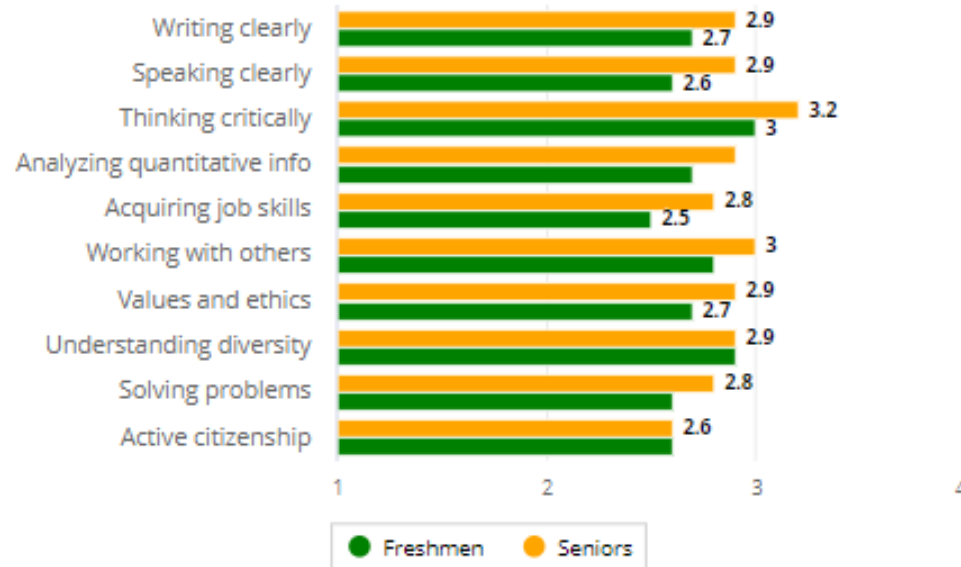
*Caveat: Unselected group is probably only useful/meaningful if you have chosen only a single filter variable.

Apply Filters

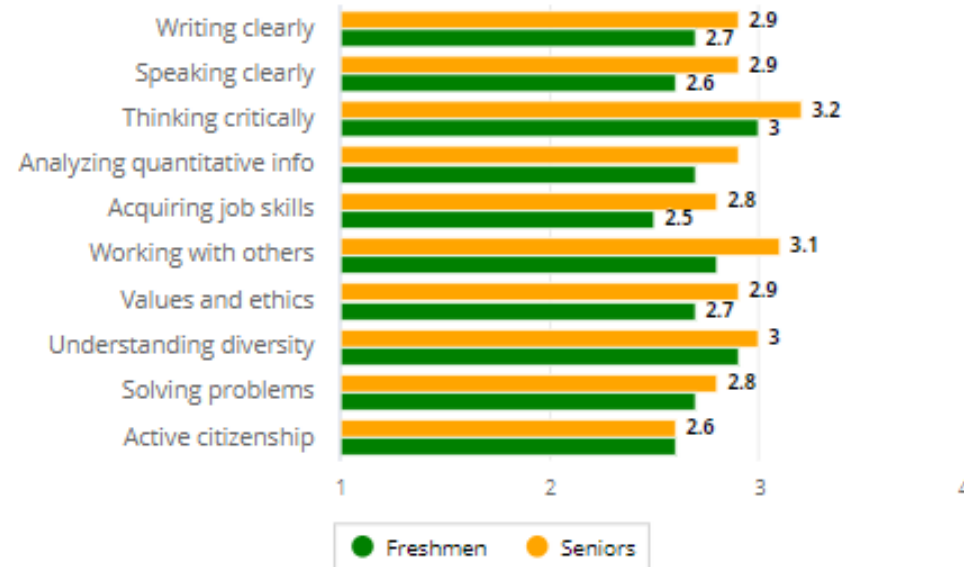
Reset all filters

"How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?"

Mean Likert value (1-4), Selected
(N of FR=780, N of SR=1581)



Mean Likert value (1-4), UHM
(N of FR=780, N of SR=1581)



	Mean score							
		Selected		UHM		Peers	Carnegie	NSSE
		N	mean	N	mean	mean	mean	mean
Writing clearly and effectively	FR	773	2.7	772	2.7	2.71	2.68	2.80
	SR	1579	2.9	1577	2.9	2.91	2.92	3.01
					Top 2 answers			
	FR	453	59%	453	59%	61%	59%	64%
	SR	1127	71%	1127	71%	69%	69%	73%

Very much & Quite a bit

Explore NSSE data on
your own

Possible topics to lead meaningful program discussion

Do we provide enough learning opportunities for students?

How can we consistently evaluate students?

What kinds of assignments best help student learn ...

Which learning area should we prioritize to improve?

What success can we communicate and celebrate?

How can faculty, advisors, and staff collaborate to help students learn?

Other topics

- [Idea 1]
- [Idea 2]

Examples of using meaningful assessment for program improvement (go.hawaii.edu/G4L)

Use of Program Assessment Results:

Best Examples from UH Mānoa

Yao Zhang Hill, Ph.D.
Assistant Specialist
Assessment Office



From Efficient Data Collection to Quality Data Collection

Embedded assessment
Signature assignment
Capstone assessment
Portfolio assessment

Learn more about data collection

Choose a Method to Collect Data/Evidence

[How To, Resources](#)

[Part 1. Data-collection Methodology: Direct and Indirect](#)

[Part 2. Benefits and Drawbacks of Data-collection Methods](#)

[Part 3. Evaluate Your Choice of Method](#)

See also: [Workshops and Events](#)

- [Take the Next Step in Program Learning Assessment: Collect & Review Evidence of Learning \(2014\)](#)
- [Collecting Data and Evidence of Student Learning \(2009 and 2010\)](#)
- [Efficient Program Assessment \(2010\)](#)
- [Examples of Program-level Assessment of Student Learning \(2009\)](#)

[Part 1. Data-collection Methodology: Direct and Indirect](#)

▶ [Details](#)

[Part 2. Benefits and Drawbacks of Data-collection Methods](#)

▶ [Details](#)

[Part 3. Evaluate Your Choice of Data-collection Method](#)

▶ [Details](#)

Part II: Facilitating collaborative curriculum discussion

- (1) organizing assignment charrettes
- (2) investigating curriculum pathways using curriculum maps
- (3) generating shared expectations through rubric development

Questions

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Thank you.

