

Program-Level Assessment of Student Learning

Robert Philbin

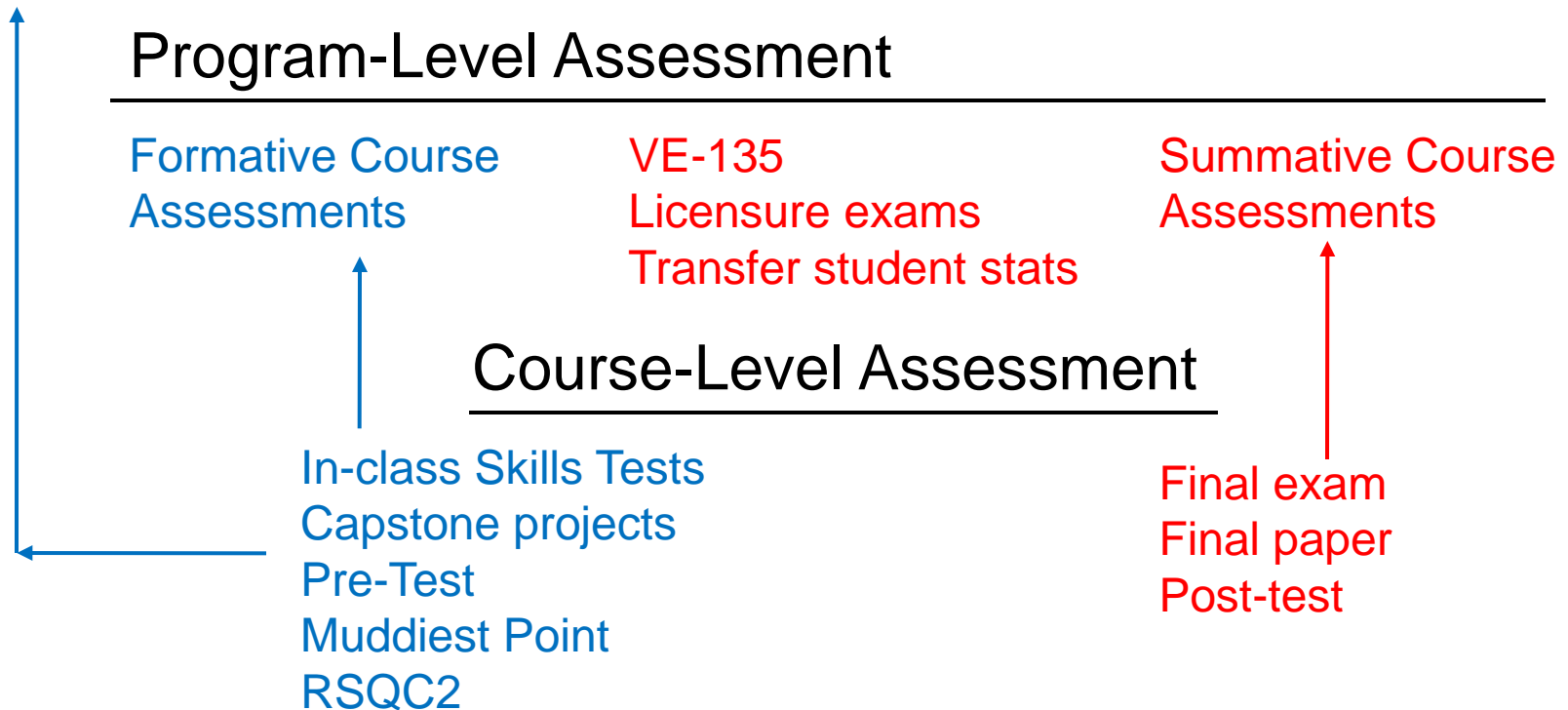
January, 2010

• Assessment of Student Learning at TSJC

General Education Assessment

1. Read
2. Write / Speak
3. Critical Thinking
4. Problem Solving
5. Responsible Citizenship

KEY: Assessment for:
Accountability
Improve Student Learning



Program Assessment Plans/Reports

A. Program Goal Statement

- DEV: Students will develop skill necessary to succeed in college-level courses
- AQT: .. is designed for students who wish to gain entry-level, technician skills specific to fish culture and fish farm management.

B. 3-5 most important program objectives:

- Produce graduates who are able to either enter the job force in the field of massage therapy or holistic health or continue on for a higher degree.
- Demonstrate a general knowledge of all the body systems, plus a detailed knowledge of anatomy, physiology, kinesiology, and pathology. This also includes therapeutic massage assessment, application, with an emphasis on professional standards, ethics, business and legal practices.

C. Assessment Instruments and Evaluation Methodology

- Observe students thinking critically and making appropriate treatment plans within the clinic setting.

D. Benchmarks

- Achieve a 70% pass rate on the NCETM exam.

Rubric for P.A. Plan

| | Model Plan, 3 | Acceptable, 2 | Needs Improvement, 1 |
|------------------------------|---|---|--|
| A) Program Goal | Learning-centered statement unique to program. | Learning-centered emphasis; no program reference. | Statement not applicable to program. |
| B) List of SLOs | At least 3 SLOs; each specifies competencies using action verb, is measureable, achievable, and a result of learning. | At least 3 SLOs; each meets most criteria from template. | Insufficient number of outcomes or criteria from template |
| C) Assessment Methods | Describes assessment instruments; these instruments are optimal for purpose. Also clearly describes evaluation methodology. | Lists assessment instruments; these are sub-optimal for purpose. Evaluation methodology not explicitly described. | Either assessment instruments are inappropriate to use or simply not listed. |
| D) Benchmarks | Benchmarks describe level of achievement expected by students and % that would attain level. | | Level of achievement expected is not clearly defined. |

Rubric for P.A. Report

| | Model Report, 3 | Acceptable, 2 | Needs Improvement, 1 |
|-----------------------|--|---|---|
| Results | Results organized by SLO. Includes complete description from multiple assessment methods. Includes appropriate graphics and narrative. | Presents information in primarily narrative format that could benefit from some graphics. | Information not linked to stated outcomes. |
| Analysis | Presents well-organized and complete analysis of results, organized by SLO. | Presents general analysis of results, organized by SLO. | Presents incomplete analysis of results OR analysis not linked to SLOs. |
| Discussion | Fully describes effects of past assessment-related changes.. | Mentions past assessment-related changes but changes are not completely described. Unclear if changes in student learning due to assessment or other factors. | No analysis of trends or past assessment-related changes mentioned. |
| Use of Results | Presents a specific plan for improving student learning. Incorporates results into departmental planning. | Identifies weaknesses but does not present a plan for improving student learning. | Neither identifies weaknesses nor presents plan. |

Program Assessment Plan Workshop

- Log on to TracDat
 - <http://tracdat.trinidadstate.edu>
 - surname_f and surname_f9
- Navigate to your program area
 - Revise outcomes as necessary – do not change outcomes that have results associated with them!
 - Add assessment methods as necessary
 - Add results as possible (include your initials)