

Program Assessment Overview

Name of Program: Underwater Basketweaving BA

College: College of Arts and Crafts (CAC)

Program Assessment Coordinator: Helena Handbasket

Department Chair: Han D. Kraft

Date of Report Submission: May 20, 2022

Program Description:

Provide a brief description of the program and its purpose.

The Underwater Basketweaving (UBW) program trains students in the art and craft of making baskets, underwater. Students learn the history and techniques of basket weaving, along with the practical capacity to identify, procure, and weave a variety of materials, in a variety of dry and wet conditions, with the potential to gain a professional certification in fully-underwater basket production at the end of the program.

Guiding Question and Rationale:

Identify the question(s) that your assessment seeks to answer or address about your program, and briefly explain why the question(s) is of interest to program faculty. In other words, why are you assessing what you present in this report? What do you hope the results of this assessment will help you understand about your program and your students' learning?

The UB faculty are particularly interested in learning:

1. how students' understanding of basket weaving as an art form, develops over the course of the major; and,
2. how we can better prepare our students to earn their professional certification in fully-underwater basket production.

We are interested in tackling these questions for two reasons. The first is that our students are particularly interested in the employment opportunities that certification opens up for them, and we want to make sure that our graduates can earn that certification if they so choose. The second is that we not only want our students to have the practical skills to earn certification, but also to understand the conceptual and artistic implications of basket weaving's development.

Our assessment in this report will allow us to start addressing these core issues for our program. Though we expect that it will take us several assessment cycles to fully understand

them, we hope that this assessment will give us an excellent starting point to revise the program to ensure these broad goals are met.

Direct Assessment of Program Goal # 1

You must directly assess at least two program goals for this program assessment report. Please copy & complete this direct assessment section for each learning goal you have directly assessed.

Program Learning Goal:

Identify the learning goal assessed. Please explain, briefly, how this learning goal fits into your program, and how assessing this goal will help you address your guiding question(s) for this assessment report.

Learning Goal 2: Critically analyze the various theories and frameworks in basketweaving and underwater basketweaving

This learning goal places basketweaving in a historical and conceptual framework, which allows students to understand its role as an art form. As students are exposed to and are asked to analyze and apply these theories and frameworks throughout the major, their understanding of basketweaving as an art form within and across societies should develop greater depth and sophistication.

This learning goal is also an important element in the written examinations for students to earn professional certification. So students need familiarity with key theories and frameworks to pass their certification exams.

Assessment Context:

Through which program requirements or components was the learning goal directly assessed, and when was the assessment carried out? If applicable, have actions suggested by prior years' assessments of this learning goal been implemented? Did those actions inform this year's assessment?

This learning goal was directly assessed in UBW 360 in Fall 2020 and Fall 2021. This course is required by all UBW majors, who usually take the course in the 3rd or 4th years of the program. Thus by assessing this course, we are able to gain insights on where students are on this learning goal when they are more than halfway through the program.

We had previously been assessing this learning goal in our introductory UBW 100 course, where students had not been achieving the learning goal at a sophisticated level. While we have increased the number of activities and assignments in UBW100 that ask students to apply and

Hypothetical Example of a Program Assessment Report (for a fictitious program)

analyze theories and frameworks of basketweaving, we realized that we did not know whether students remained at that same level of analysis throughout the major, or if their understanding of basketweaving theories and frameworks increases as they progress through the major.

Assessment Description:

Please provide a brief description of the direct assessment tool (i.e., portion of an assignment, exam question, project, portfolio, or some other means of assessment). For example, if the assessment tool is a research paper, what aspects of the research paper allow you to assess student achievement on the learning goal? (In other words, many things are assessed in a research paper in order to grade it – writing, organization, effective research, citation style, content, critical thinking, etc. – but only some of those elements may be directly related to the learning goal you are assessing).

Assessment Criteria:

Please provide a brief description of how student achievement of the learning goal was measured using the assessment tool, described above. What criteria were used to assess whether a given student exceeded, met, approached, or did not meet, the expected levels of achievement on the learning goal? What defines an individual student's achievement of this learning goal?

Assessment Findings:

Summarize the assessment findings (data, results, etc.) for student achievement, based on the criteria described above. For example, you could report how many students exceeded expectations, met expectations, approached expectations, or did not meet expectations, on this learning goal.

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Achievement Benchmarks:

There are many different ways to set benchmarks for learning. In assessment, we seek to identify some increment of achievement that can be used to determine if intervention is achieving desired outcomes and if changes are needed. In some cases, benchmarks might also be used answer an assessment question (e.g., How many students are entering a course possessing a skill). Please describe here what your program has set as the benchmark for student achievement of this learning goal.

For instance, it might be a static percentage (i.e. we want to see 75% of students meet or exceed expectations on this learning goal in this one course), or it might be a dynamic benchmark (i.e. each time we assess this goal in these three courses, we hope to increase the number of students achieving the goal), or it might be a relational benchmark (i.e. we want to see students in this upper-level course achieve this learning goal at double the rate of students in this other lower-level course). In other words, what criteria will you use to determine what kind of action might be needed to increase student achievement of this learning goal?

Analysis of Findings:

Analyze the assessment findings, and address how these results match up to your chosen benchmarks. If applicable, analyze any trends across courses or time. What do these findings tell you about student achievement of this learning goal? In what ways do students seem to be achieving the learning goal effectively and in what ways do students seem to be struggling to achieve the learning goal?

Hypothetical Example of a Program Assessment Report (for a fictitious program)

Reflection on Findings:

Keeping in mind your guiding question(s) for this assessment report, and the role of this program learning goal within your program requirements, what do you take away from your direct assessment of this program learning goal? Did your assessment and analysis cause any new questions to emerge about the place of this program requirement within in your program or how your program approaches student learning on this goal? What did you learn about your students and your program?

Supporting Documents:

Please include any supporting documentation in an appendix (i.e., copies of assignments, rubrics, additional analysis, excerpts from prior assessment reports with previous closing-the-loop plans; minutes of meetings discussing assessment results, etc.).

Direct Assessment of Program Goal # 2

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Supporting Documents:

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Optional Indirect Assessment of Program Goals

Indirect assessment of program goals is optional. If you choose to do indirect assessment of more than one program goal, please copy & complete this indirect assessment template for each learning goal you have indirectly assessed. If you are interested in doing indirect assessment, but would like additional guidance, please contact Emily Luxon (eoluxon@umich.edu) or Jess LaGrange (jessbl@umich.edu).

Note: Indirect Assessment involves gathering information about student learning by looking at indicators other than student work already being graded/done within a course. Examples include questions administered to student focus groups, surveys (of students, alumni, employers), relevant institutional assessment data (such as the NSSE survey), reflection prompts such as: “What have you learned about [learning goal] in this course/assignment?”.

Program Learning Goal:

Identify the learning goal assessed. Please explain, briefly, how this learning goal fits into your program, and how assessing this goal will help you address your guiding question(s) for this assessment report.

Assessment Context

What was the context for the indirect assessment: where and when was it carried out, and what was the population targeted for the assessment (i.e., students in a specific course, employers, students who completed the NSSE survey)? If applicable, have actions suggested by prior years’ assessments of this learning goal been implemented? Did those actions inform this year’s assessment? [If you need help locating prior assessment reports, please contact Emily Luxon, eoluxon@umich.edu]

Assessment Description:

Please provide a brief description of the assessment tool (i.e., survey, external data, reflection essay). If applicable, include any other relevant methodology for administering this assessment.

Note that informal indirect assessment is also relevant and valid for prompting program reflection. For example: anecdotes, student comments (solicited or unsolicited), student evaluations, other student feedback, excerpts of conversations with students or between faculty, ideas brainstormed, stories, etc. If it helps you think about your program, it still works for indirect assessment, even if it does not allow for strict causal or correlative analysis.

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Assessment Criteria:

Please provide a brief description of how achievement of the learning goal was measured or considered using the indirect assessment tool, described above. What criteria were used to assess whether students are achieving the learning goal? What defines student achievement of this learning goal in your program?

Assessment Findings:

Summarize the assessment findings (data, results, anecdotes, quotations, etc.) for student achievement of the learning goal.

Analysis of Findings:

Analyze the assessment findings and explain the implications of these results for student learning. What do these results tell you about how your program helps students achieve the learning goal assessed?

Reflection on Findings:

Keeping in mind your guiding question(s) for this assessment report, and the role of this program learning goal within your program requirements, what do you take away from your indirect assessment of this program learning goal? Did your assessment and analysis cause any new questions to emerge about the place of this program requirement within your program or how your program approaches student learning on this goal? What did you learn about your students and your program? If you *directly* assessed this program learning goal, presented earlier in this report or in previous reports, how do the findings from this *indirect* assessment align with or complicate your *direct* assessment findings?

Supporting Documents:

Please include any supporting documentation in an appendix (i.e., copies of assignments, rubrics, additional analysis, excerpts from prior assessment reports with previous closing-the-loop plans; minutes of meetings discussing assessment results, etc.).

Concluding Analysis and Closing the Loop

Summary Overview:

Provide a summary overview of the program's assessment activities undertaken over this two-year cycle (including for related certificates, DDC courses, etc., if applicable), and explain how these assessment activities (described above in your report) fit into the broader context of the program's assessment approach.

Overarching Analysis:

How does this assessment report address your guiding question(s) and rationale, presented at the beginning of the report? What do the results and reflection in this assessment report make clear about student learning and which aspects of the program may need adjusting to improve student learning? What actionable information does this report provide to program faculty about the program's strengths and weaknesses?

Closing-the-Loop Plans:

Identify and explain the specific actions that program faculty plan to take to improve student learning, in response to this assessment report and analysis, and in response to the points raised in your overarching analysis, above.

For example, if students are not achieving a learning goal to the desired benchmarks, what actions do you plan to take to increase that learning? (i.e., Because students seem to be having difficulty applying their learning for Goal 1, the program will add a new assignment asking students to draw connections between their own experiences and course content related to the learning goal. Or: perhaps students are not retaining the information from a prerequisite course, so we could advise students to take this course immediately after the prerequisite). In contrast, if students are already achieving the learning goal, what actions could you take to broaden or deepen student achievement on the learning goal? (i.e., Students can identify key components of the mechanism currently, but perhaps we could assess whether they are able to identify how those key components interact? Or: if students are achieving this learning goal in this course, can this other course they take later in the program build upon it in a new way? Or: We will strengthen our benchmarks from 75% achieving to 80% achieving the learning goal in this course.).

Future Assessment Plans:

Please indicate what question(s) this report raised that will help guide your assessment over the coming two years (i.e., your next biennial assessment cycle). What program goals will you directly assess over the next two years to answer these new guiding question(s)? How might you use indirect assessment to help you answer your new guiding question(s)? Please explain your rationale for selecting these guiding question(s) and program goals. If applicable, explain how prior and current assessment has informed your long-term assessment plans.

Program Communication:

Describe how assessment data, results, conclusions, and changes are shared with program faculty and other relevant people. In other words, what is (or was) the process for program faculty to review assessment plans and procedures, analyze results, reflect on findings, determine closing-the-loop actions or program revisions, and share information with all program faculty and lecturers?

For example, program faculty may decide to devote a meeting each semester or year to the discussion of program assessment and/or revision. If assessment meetings occur separately from program faculty meetings, the program assessment committee should share their conclusions with all program faculty. Please consider submitting meeting minutes in the Appendix as documentation of faculty engagement with assessment.

Review of Public-Facing Program Documents

Program Goals:

Review program goals on the public [Program Goals and Reports web page](#). Please verify the accuracy of the posted program goals, and ensure that all faculty have access to the program goals so that they can include them in their syllabi.

Please select **ANY** or **ALL** of the following statements that apply to you.

Program goals are current and accurate on the [Program Goals and Reports web page](#).

Program goals on the [Program Goals and Reports web page](#) were outdated. Current program goals have *already* been submitted to the appropriate Dropbox subfolder. (Please contact Emily Luxon, eoluxon@umich.edu, if you do not know where the appropriate subfolder is).

All program faculty have access to the current program goals and include them on their course syllabi.

Current and accurate program goals appear on the program or college's webpage, clearly accessible to students.

Program goals on the [Program Goals and Reports web page](#) are outdated. Current program goals have not yet been submitted to the appropriate Dropbox subfolder. **Please describe, here, any ongoing work on the program goals, and the timeline for completing the revisions:**

Program Course Matrix:

Please review the program course matrix (or map) on the [Program Goals and Reports web page](#), and make any necessary changes or revisions. **Any new courses or changes to program learning goals must be added to or revised on the program course matrix.**

Please select **ONE** of the following statements.

Program faculty have reviewed the matrix and no changes were necessary, because there have been **no changes** to the program (i.e. no new courses) or learning goals in the past several years.

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Program faculty have made changes and updated the matrix, because there were new courses and/or changes to program learning goals that needed to be added to the matrix. The revised matrix has *already* been submitted to the appropriate M+Box subfolder. (Please contact Emily Luxon, eoluxon@umich.edu, if you do not know where the appropriate subfolder is).

The program matrix still needs substantial revision and/or is not complete.
Please describe, here, any ongoing work on the matrix, and the timeline for completing the revisions: