



*New!*

# Program Assessment Report Template

*Improved!*



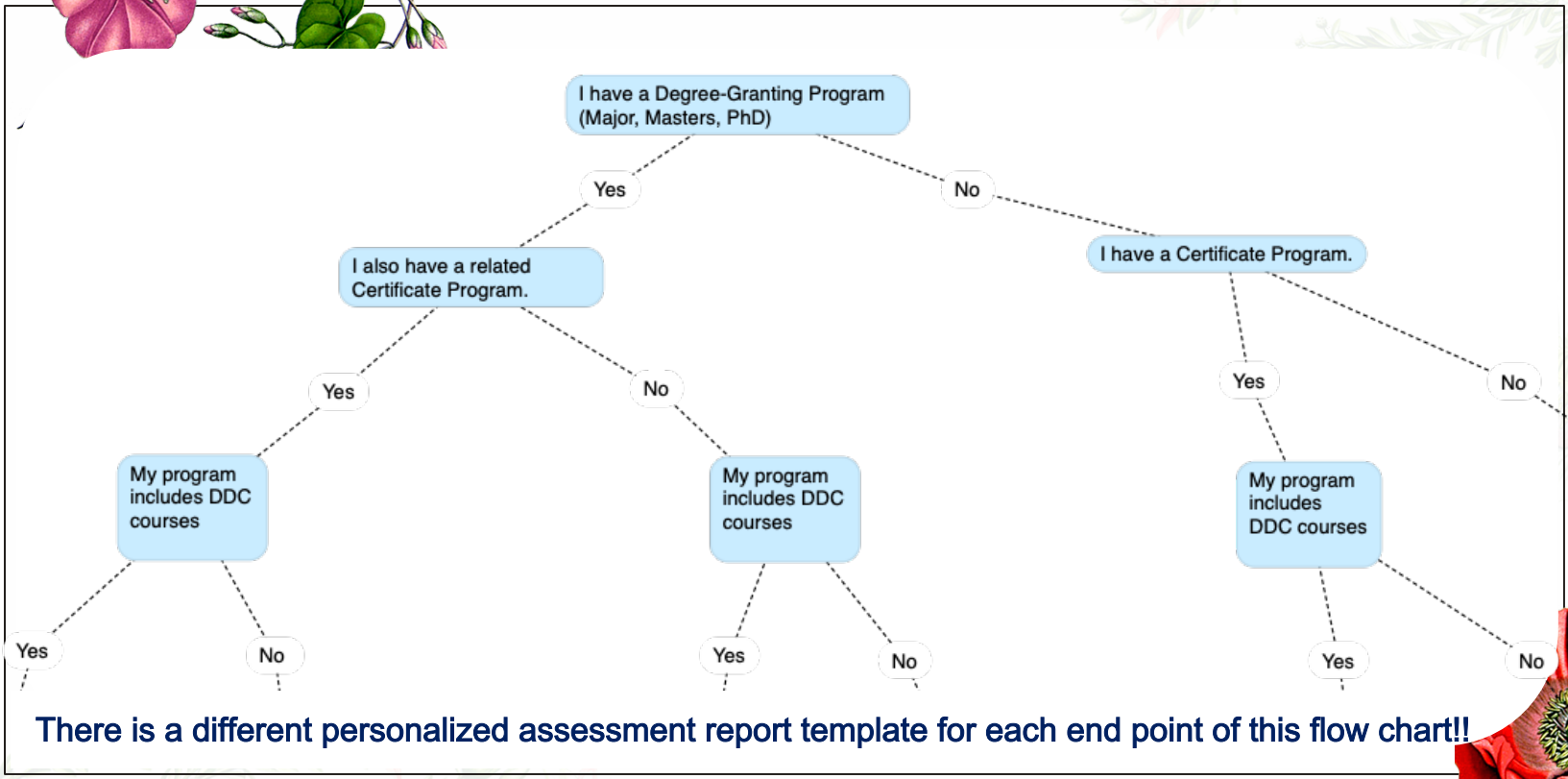
# Motivation for change

- ◎ Refocus our attention:
  - ◎ On the assessment needs of *specific* programs.
  - ◎ On *program* assessment and revision, not just on courses.
  - ◎ On integrating analysis and insights *across related assessments* (program, certificates, DDC).



**Just the assessment templates  
you need.**

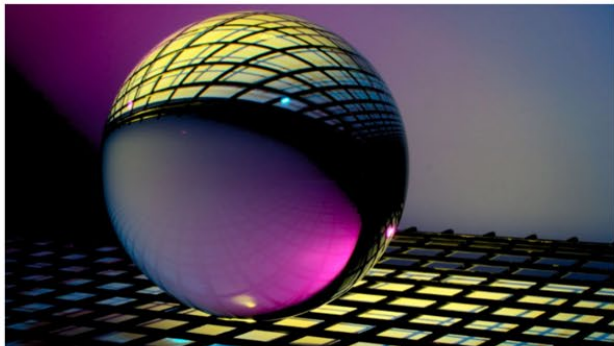
*Program? Certificate? DDC?*



**There is a different personalized assessment report template for each end point of this flow chart!!**

# Program Assessment Report Template Finder

If you have any questions or concerns, please contact Emily Luxon ([eoluxon@umich.edu](mailto:eoluxon@umich.edu)) or Jess LaGrange ([jessbl@umich.edu](mailto:jessbl@umich.edu)).



## Find your *personalized* Program Assessment Report Template

Every program is different. Follow the "choose your own [assessment] adventure" links, below, to find the Program Assessment Report Template that you need for your program.



**Focus on your program, not  
just your courses.**

*There are so many more questions you can ask  
– and answer – about your program!*





# Guiding Questions

- What do you need to understand about student learning to be able to improve student success in your program? What questions do you have about student learning and success in your program?
- How can you assess your *program* to help you answer those questions?



# Direct Assessment

- How do your learning goals fit into your program? How can you assess these goals across and throughout your program?
    - ◎ Once in one class? Before & after in one class? At beginner and expert levels in an introductory class and an upper-level class?
  - Are your benchmarks for student success static or relational or dynamic?
  - What does your direct assessment tell you about student learning *across your full program*?
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- 



# Indirect Assessment

- Think broadly about evidence of student success and learning, both formal and *informal*. (It doesn't have to allow for strict causal or correlative analysis, if it helps you think about your program!)
- Focus groups; surveys (of students, alumni, employers); institutional data (NSSE); student reflections on learning; student comments (solicited or unsolicited); student evaluations; excerpts of conversations with students or between faculty; ideas brainstormed; stories; anecdotes; etc.





# Leverage assessment across (related) programs.

*What do your “beyond program” assessments  
tell you about your program, and vice versa?*



# Related Certificates

- What does your program assessment help you understand about your certificate?
- What does your certificate assessment (if different) help you understand about your program?



# DDC Assessment

- ◎ UpperLevel Writing & Capstone are program-embedded, while other DDC categories are often closely related to program goals.
  - ◎ What does your DDC Assessment help you understand about your program?




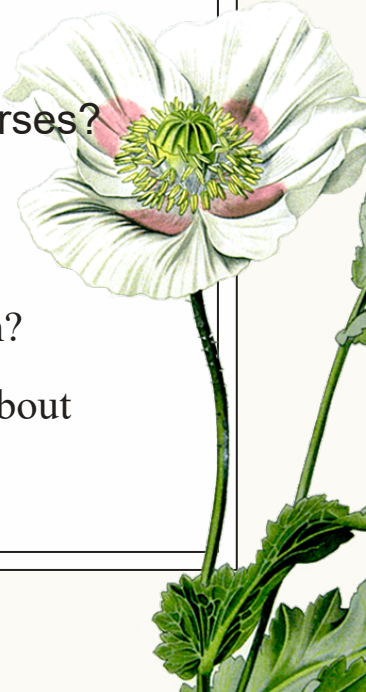


# Closing the (Program) Loop

*What does (all) your assessment tell you about your program and how you can keep improving it?*



# Closing-the-Loop

- What concrete actions can you take to improve learning in courses?
    - ◎ Improve learning in individual courses via new & improved modules, assignments, pedagogies, etc..
  - But also, what concrete actions can you take **ACROSS** your program?
    - ◎ Coordinate between faculty, and communicate with students, about how courses build on and intersect with each other.
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A botanical illustration featuring various plants. In the top left, there are large, dark green, glossy leaves and a single white flower with a yellow center. In the top right, there are more green leaves and several white flowers. In the bottom left, there is a branch with many small, light green leaves and a few bright red flowers. In the bottom right, there are large green leaves and a cluster of small, round, yellow-green fruits or buds. A central white rectangular box with a thin black border contains the text.

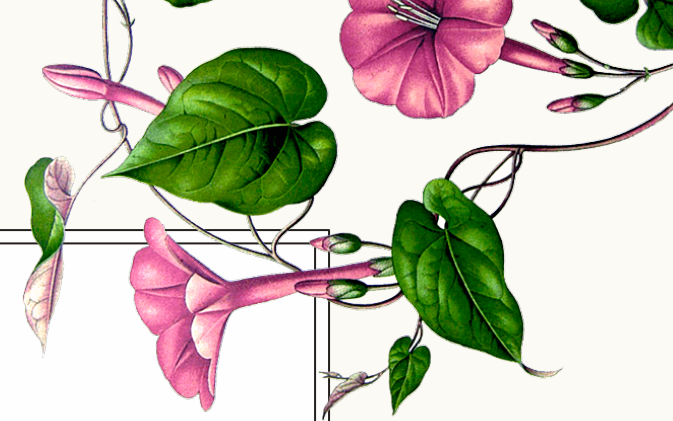
# The Take-Away



# *Program* Assessment

- ◎ Use our assessment work:
  - ◎ To build and improve student learning through our *programs* as a whole, not just through individual courses.
  - ◎ To draw *connections* across and between the many learning experiences we provide to our students.





*An example:*

*The Underwater  
Basket-Weaving Program*

