

## Putting It All Together: Using a Variety of Assessments and Processes to Improve Program Level Assessment

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#### Plan for the Presentation

- Who we are, which informs how we decide to do assessment
- Types of assessment and processes that we use
- How and why we provide data to Program Directors
- Closing the loop making use of the data

#### **About American Public University System**

- On-line, for-profit university
- Created in 1991 in response to a need for flexible education for military service members
- Opened to public service employees in 2002
- Over 100,000 students currently, worldwide

#### **About American Public University System**

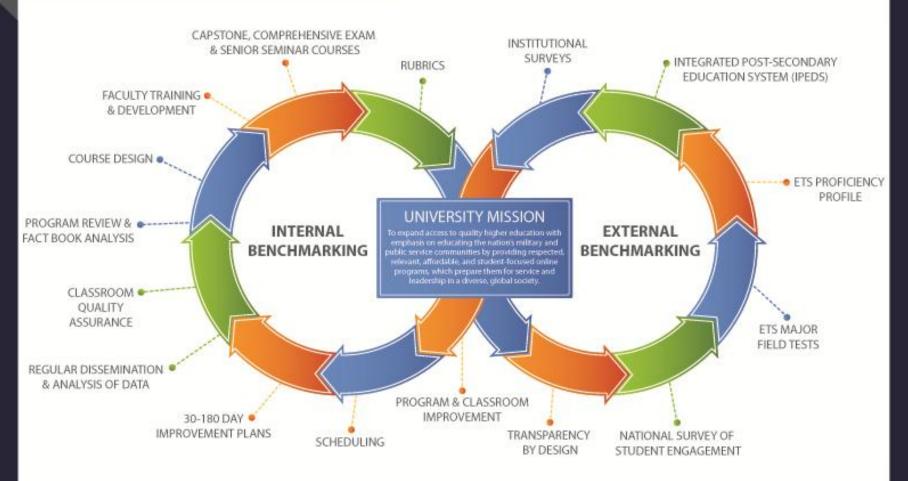
- More than 70 degree programs in seven schools
- Monthly starts of courses
- Courses may be 8 or 16 weeks
- Undergraduate and graduate level degree programs.

#### **About American Public University System**

- Centralized Office of Institutional Research and Assessment
- Reports directly to the President
- Provides data to all areas of the institution and external reports
- Provides leadership and guidance in assessment efforts

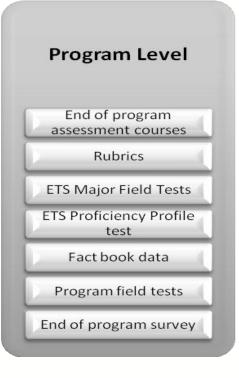
#### **ASSESSMENT AT APUS**

How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?



#### Assessments we use regularly

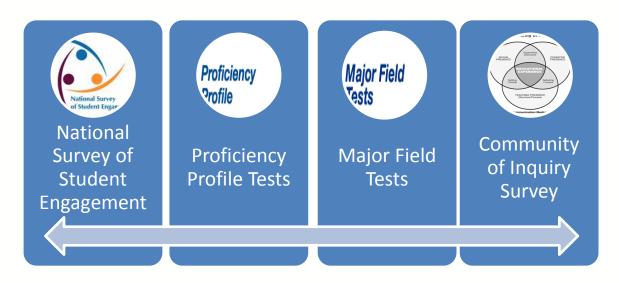
# Exams Case studies Rubrics Community of Inquiry survey Discussion board rubrics Simulations Live chat sessions





#### Assessments we use regularly

#### **Nationally Normed Assessments**



- Benefits: We can compare ourselves to other schools and national means
- Limitations: They may not be the best measure of our institutional and program objectives

#### When we assess student learning

#### Early in the program

- Key course assessments during the core
- Pre-testing in undergraduate and graduate Business programs

#### **Pre-Graduation**

- ETS Proficiency Profile
- ETS Major Field Tests
- Capstone Courses/Senior Seminars/Comprehensive Exams
- End of Program Survey

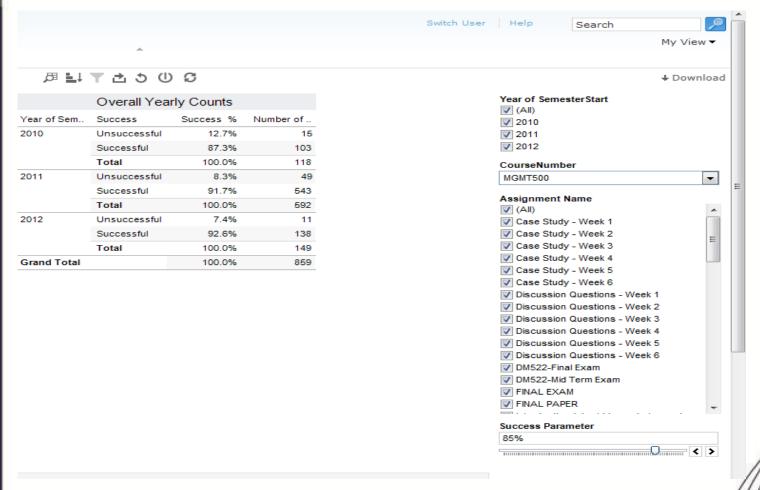
#### Post-Graduation

- Alumni Surveys
- Employer Survey

- Sakai is the learning management system on campus
- We are able to enter the system to collect data on a one-day old basis
- Academic observer status allows select administrators to "get inside" classes and verify assessments

- Tableau dashboards are used to provide data to deans and program directors on an asneeded basis
- Administrators also use Tableau to collect data from Sakai

### Tableau Dashboard for Key Course Assessments



| Program Name                  |                 | -  |                 | and the same of th |                    |                    |                   |
|-------------------------------|-----------------|--|-----------------|--|--------------------|--------------------|-------------------|
| Institutional Objectives      | Communication   | Critical Thinking  | Academic Skill  | Critical Thinking  | Academic Skill     | Information        | Lifelong Learning |
|                               |                 |  |                 |  |                    | Literacy           |                   |
| Program Objectives            | Discuss the     | Analyze and apply  | Evaluate        | Analyze  | Identify and apply | Apply qualitative  |                   |
|                               | context of      | relevant legal and   | dynamics that   | decision making  | concepts and       | and quantitative   |                   |
|                               | through an      | ethical issues   | have impacted   | and apply  | theories ofto      | research practices |                   |
|                               | analysis of the | such as models of  | the emergence   | advanced   | enterprises to     | toissues and       |                   |
|                               | industry and    | to the   | and development | theory and   | include internal   | problems through   |                   |
|                               | enterprise.     | industry and   | ofindustry in   | concepts to as   | and external       | the development    |                   |
|                               |                 | enterprise.  | contemporary    | it relates to in   | sources of         | and assessment     |                   |
|                               |                 |  | society.        | contemporary   |                    | of research        |                   |
|                               |                 |  |                 | society.   |                    | proposals and      |                   |
|                               |                 |  |                 |  |                    | concluding with    |                   |
|                               |                 |  |                 |  |                    | the analysis and   |                   |
|                               |                 |  |                 |  |                    | communication      |                   |
|                               |                 |  |                 |  |                    | of data.           |                   |
|                               |                 |  |                 |  |                    |                    |                   |
| Comp Exam                     |                 | Burney Control of the |                 |  |                    |                    |                   |
| Legal issues                  |                 | X  |                 |  |                    | x                  |                   |
| Specific case study           |                 |  |                 | x  | X                  | ļ                  |                   |
| Compare/Contrast two types of |                 |  |                 | X  | ^                  |                    |                   |
|                               |                 |  |                 | ^  |                    | <u> </u>           |                   |
| in culture                    | Х               |  | Х               |  |                    |                    |                   |
| Practicum                     |                 |  |                 |  |                    |                    |                   |
| Experience                    | X               |  |                 |  |                    |                    |                   |
| Reflection                    |                 |  |                 |  |                    | !<br>!             |                   |
| Concepts and Objectives       | Х               | Х  | X               |  | X                  |                    |                   |
| Changes in Theory or Practice |                 | Х  |                 | X  |                    |                    |                   |

|              |   |   | Institutional Objectives   |  |   | 111  |
|--------------|---|---|--|--|---|--|
|              | 000000  | Communication   | Information Literacy   | Academic Skill   | Critical Thinking   | Lifelong Learning  |
|              | *   | -   | Program Objectives   | <del>-</del>   | <u> </u>  | 3/1/   |
| Program Name | Analyze theperspectives of the  | Generate analytical and critical thinking in writing.   | -  | Assess the relationship<br>between the social<br>organization of<br>institutions and the<br>profession in society. | Evaluate the complex relation between theandas dictated and mediated by societal conditions and forces. | Identify, pursue and acquire<br>specific and new knowledge<br>after the end of formal<br>schooling. Apply this<br>knowledge in real world<br>settings. |
| Course 1     | insert corresponding course<br>obj. here<br>insert assessment type here |   |  |  | Assess in detail current issues concerning Forum Week 1, Part II  |  |
| Course 2     |   |   |  | Diagram the entire<br>process. This will include<br>the to   |   |  |
|              |   |   |  | final exam   |   |  |
| Course 3     |   |   | Dissect simple issues,<br>applying the basics of<br>reasoning and analysis | Verence  |   |  |
|              |   |   | 2nd assignment   |  |   |  |
| Course 4     |   | Write professional,<br>technically correct, clear,<br>and concise appropriate<br>to the audience that are<br>error free with correct<br>citations |  |  |   |  |
|              |   | 2nd assignment  |  |  |   |  |
| Course 5     | Examine the concept of<br>and<br>Midterm - Essay 3                      |   | 2  | 9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0  |   |  |
| Course 6     |   | Execute the proper while complying with all the elements of the Forums 1-6  |  |  |   | Execute the proper while complying with all the elements of the Forums 1-6   |

|                    |   | Communication   | Information Literacy | Academic Skill   | Critical Thinking   | Lifelong Learning   |  |  |
|--------------------|---|---|----------------------|--|---|---|--|--|
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| · Key             | embedded course assessments          |               |      |                    |      |
|-------------------|--------------------------------------|---------------|------|--------------------|------|
| Program Objective |                                      | 85% and Above |      | Number of Students |      |
|                   |                                      | 2010          | 2011 | 2010               | 2011 |
| 1                 | TLMT 601 - NAFTA paper               | 77%           | 100% | 13                 | 11   |
| 2                 | TLMT 525 - Week 2 Lit Review         | 80%           | 85%  | 10                 | 111  |
| 3                 | TLMT500 - Week 5 Case Study 2        | 90%           | 85%  | 10                 | 129  |
| 4                 | TLMT 603 - Week 3 written assignment | 100%          | 86%  | 12                 | 138  |
| 5                 | TLMT 611                             |               |      |                    |      |
|                   |                                      |               |      |                    |      |

#### **APUS Program Review Process**



#### **Conclusion**

#### A variety of assessments:

- In-course tests/quizzes/assignments
- Nationally normed tests
- Surveys for indirect assessment

#### Assessment over time:

- Early in the program
- Pre-Graduation
- Post-Graduation

#### A process for providing the data to decision-makers:

- Program Review Process
- Assessment data in Student Learning Assessment Reports
- Dashboards for as-needed information

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