Program Assessment Institute

Learn to clarify program goals, determine desired program qualities, and identify key processes which will help produce those qualities.

Pacific Crest   www.pcrest.com

DEVELOPMENTAL FOCUS	LENGTH
Institutional	*3 days*

The Program Assessment Institute comes at time when there is a strong need to improve existing program assessment systems within higher education. The increasing demands of external accrediting organizations require institutions to take a new look at their programs and outcomes. A new set of questions is being asked and must be addressed.

OUTCOMES

- Clarify your program's processes, systems, and structures, and identify how these help to produce the qualities of the program.

- Produce a program assessment system to help meet program goals and standards.

- Gain understanding of the relationship between measurement, assessment, and evaluation.

- Learn to design a system that benefits your program (not solely to please external evaluators).

- Understand the role of self-study in building a program assessment system.

INSTITUTE THEMES

A quality program assessment system has two main components (assessment and evaluation) along with a strong measuring system. These form the three main theme areas for the institute:

      (1) the measuring system

      (2) the evaluation component

      (3) the assessment component

The Measuring System
A measuring system is used to help know *what* you are trying to do (goals); determine *how well* you are doing it; analyze *how* you are doing it; determine *which qualities* that you want and how you are going to *measure* those qualities, and determine the *level of quality* you want. Therefore, a measuring system is used to assess current effectiveness (i.e., a self-study of current performance against stated goals), *as well as identify* program goals/objectives, key processes that significantly influence quality and effectiveness, and clear performance criteria and standards for the program.

The Evaluation Component
The design of an evaluation component requires creating an annual program evaluation process and a plan of action to produce the outcomes that match the standards. Individual accountability within a program involves setting standards and then identifying which individual (or individuals) is responsible for each measure. The evaluation component also involves designing a data collection and reporting system to measure performance against standards as well as timely reporting about performance to the appropriate individuals. In addition, there should be summative evaluation of annual performance against standards and opportunities for rewarding performance.

The Assessment Component
The design of an assessment component involves identifying the strong aspects of a program and separating them from aspects that need to be improved. Appropriate assessors should be identified for each performance area that needs the greatest improvement. Factors within each measure for the assessment need to be identified. Constant feedback should be provided until the performance reaches the desired level. Contingency funds should be set aside for providing critical resources to make needed improvements. Finally, study the use of feedback to determine its impact for future improvements.

PERFORMANCE AREAS

Assessor	Collaborator	Designer	Evaluator	Facilitator	Innovator	Leader
Learner	Measurer	Mentor	Planner	Problem Solver	Researcher	Teacher