Program Assessment at Capilano University

Program assessment is an annual, data-driven process of measuring learning to determine to what extent students are achieving program learning outcomes.

Program Assessment Process

1. Develop a program assessment plan.

- **Define the program learning outcomes**: Three to six measurable statements about what students should know and be able to do by the end of a program.
- **Map the curriculum**: Determine the alignment between required courses and the program learning outcomes and to what extent each program learning outcome is addressed in each course.
- **Choose assessment tools**: Results from course-embedded assignments, exams, projects, etc. at points in the curriculum where students are expected to demonstrate mastery of each learning outcome.
- **Set benchmarks and targets**: Determine what "meeting expectations" for each learning outcome would look like in the context of the assessment tool (e.g., a "3" or above on a four-point rubric evaluating students' communication skills). Decide what proportion of students should be meeting the benchmark for each assessment tool (e.g., 85% of students).

2. Collect data in the form of student results for each assessment tool.

- Send student results to Academic Initiatives & Planning for data analysis by **June 15th** each year.

3. Review program assessment results annually.

- Members log in to the Program Assessment Sharepoint site and navigate to the program folder to view program assessment results, which are updated by **August 15th** each year.

4. Review and renew/revise the program assessment plan every five years after completing a program review self-study.

- Program learning outcomes are reviewed as part of the self-study to ensure alignment with current trends in the discipline and relevant industry.
- Trends in student achievement of the program learning outcomes over time are reviewed to help inform decisions about revisions to curriculum and/or pedagogy.

View an example on the following pages.

Program: Bachelor of Education

Program Learning Outcomes (PLOs)					
PLO 1: Describe fundamental educational concepts and purposes.					
PLO 2: Explain student cognitive, social, linguistic, cultural, and physical development.					
PLO 3: Create quality lessons, units, and sequences that align across ID components.					
PLO 4: Implement strategies designed to foster learning across a diversity of students.					
PLO 5: Demonstrate exceptional professional, legal, and ethical conduct.					

Required Courses	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ED1001	I			I	
ED2010	R		I	R	I
ED3305	M & A	I			R
ED3405		R	R	M & A	
ED4501		M & A	M & A		M & A
I = Introduced; R = Reinforced; M = Mastered; A = Assessed					

How to read a curriculum map for program assessment: Each cell of the table indicates to what extent each program learning outcome is addressed in the program's required courses. The map also indicates in which courses data is collected for program assessment. For example:

★In ED1001, students are introduced to fundamental educational concepts and purposes (PLO 1).

★In ED3305, students are expected to have mastered their knowledge of fundamental education concepts and purposes (PLO 1). In this course, students demonstrate their knowledge through a major research project and the results of this assignment are collected each year for program assessment.

PLO	Assessment Tool	Benchmark & Target	Year	Sample	Result
1. Describe fundamental educational concepts and purposes.	ED3005 Research Paper	80% of students achieve a 3 or above on rubric.	20192020	57 ★	82% ★
			20202021	63	85%
			20212022	55	78%
			20222023	59	81%
			20232024	61	81%

How to read a program assessment plan: A minimum of one assessment tool and its associated benchmark and target are listed for each program learning outcome and results are listed by year.

★Sample indicates the number of students assessed. In this example, 57 students submitted a research paper for ED3005 in the 2019-2020 academic year.

★Result indicates the proportion of students meeting the benchmark for the assessment tool. This can be compared to the target. In this example, 82% of students achieved a 3 or above on the rubric used for the ED3005 research paper, exceeding the target.