Enhancing Outcomes-Based Assessment for Student Affairs

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2-Part Presentation Overview

Part I:

- Overview of Outcomes-Based Assessment (OBA)

- Importance of OBA

- Importance of Assessing Student Learning

- Writing Goals and Outcomes

- Questions

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2-Part Presentation Overview

Part II:

- Answering One-Minute Questions
- Identifying how Outcomes are Delivered
- Determining Evaluation Methods and Criteria
- Questions

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Part One…

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Ask Yourself These Questions

- What decision did you make about your program last year?

- What evidence did you use to inform that decision?

- What was it that you were trying to influence about your program when making that decision with the stated evidence?

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That is Outcomes-Based Assessment (Bresciani, 2006)

- Most people do capitalize on their innate intellectually curiosity to find out what works
- Most people just don't articulate their intended end results (e.g., outcomes) ahead of time
- Most people don't document the decisions made based on their results
- Most people don't follow up later to see if their decisions made the intended improvement
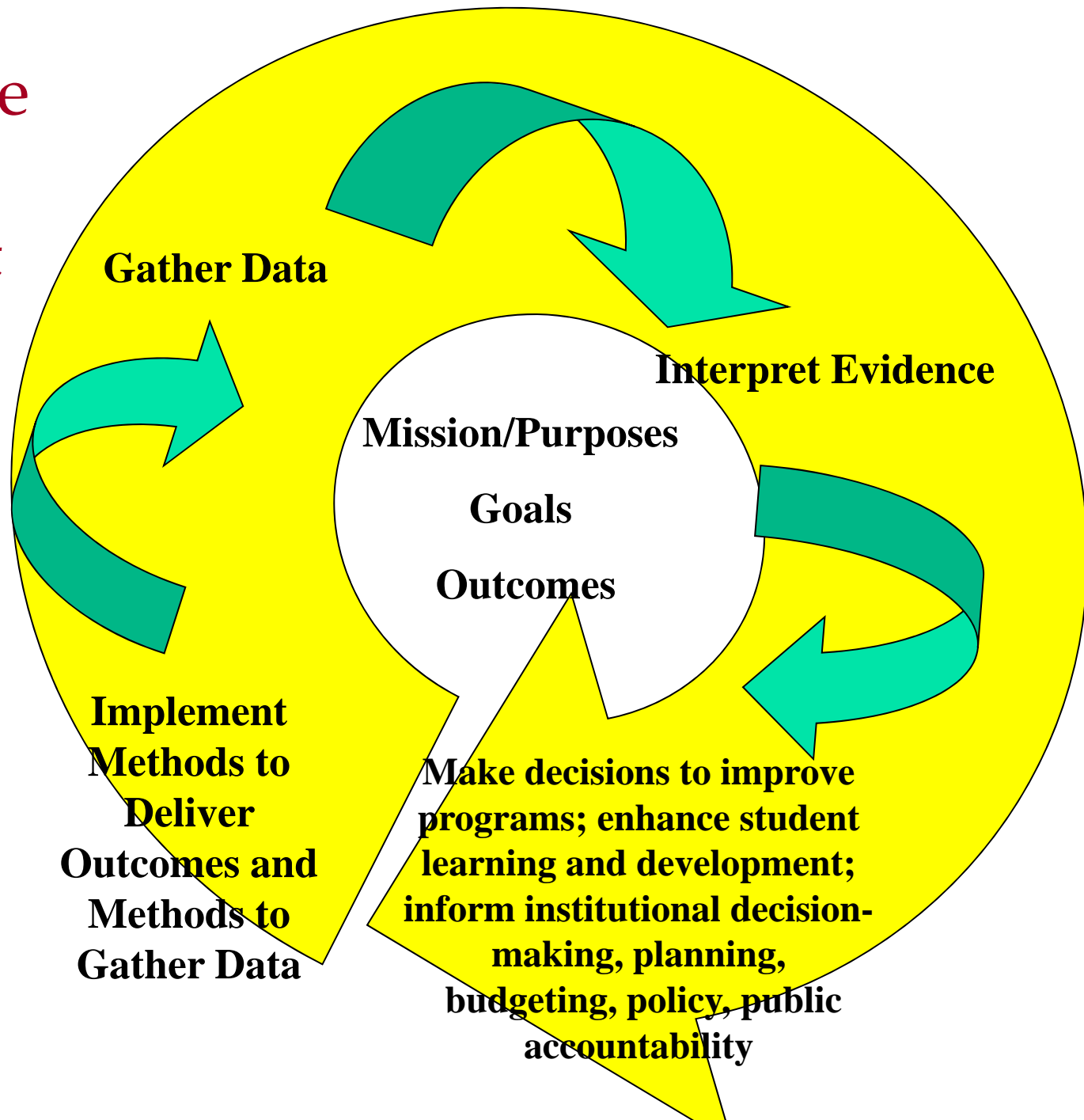
The Assessment Cycle (Bresciani, 2006)

- **The key questions…**
  - What are we trying to do and why? *or*
  - What is my program supposed to accomplish? *or*
  - What do I want students to be able to do and/or know as a result of my course/workshop/orientation/program?
  - How well are we doing it?
  - How do we know?
  - How do we use the information to improve or celebrate successes?
  - Do the improvements we make contribute to our intended end results?

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The Iterative Systematic Assessment Cycle

Adapted from
Peggy Maki, Ph.D. by
Marilee J. Bresciani, Ph.D.

Gather Data

Interpret Evidence

Mission/Purposes

Goals

Outcomes

Implement Methods to Deliver Outcomes and Methods to Gather Data

Make decisions to improve programs; enhance student learning and development; inform institutional decision-making, planning, budgeting, policy, public accountability

How would you explain the importance of outcomes-based assessment…

To your colleagues?

Your students?

Other constituents?

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The Purpose

- Outcomes-Based assessment does not exist for assessment's sake

- It is taking what most of us already do, and making it systematic

- Its purpose is to <u>reflect</u> on the end result of doing - - how well are we accomplishing that which we say we are?

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The Purpose, Cont.

- Strategic and Action Planning are incorporated into it

- It is intended to <u>inform decisions</u> for improvement and resource re-allocation

- It helps you link what you do to institutional strategic initiatives and performance indicators

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The Purpose, Cont.

- Makes the purpose of our programs and services clear to students, faculty, parents and other constituents
  - Promotes student responsibility for learning
  - Promotes opportunities for collaboration
- Outcomes-Based Assessment is not research

The Purpose, Cont.

- All types of assessment have value (e.g., needs, utilization, satisfaction, learning and development) but we have to pay attention to evaluating student learning and development

- CAS can serve as a framework - https://www.cas.edu/index.html

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Importance of Assessing Student Learning

- Demonstrates contributions to institutional <u>mission and goals</u>
- And contributions to institutional <u>priorities</u>
- Assists in informing prioritization of your time as well as other <u>resources</u>

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Alignment is Important

- Alignment of outcomes to goals
- Alignment of evaluation methods/criteria to outcomes
- Alignment of results to outcomes
- Alignment of decisions to outcomes

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Which purposes would best resonate with and therefore motivate your colleagues to engage?

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Drivers of Outcomes-Based Assessment (Ewell, 2003)

- To improve the underperforming student

- Competency Movement in Business and Industry

  - International Trade Agreements

- Bologna Declaration of 1999

Drivers, Cont.

- Government Conversation, 1985
  - The Higher Education Re-authorization Act Testimonies in USA, 2002 and 2006
    - Response to NCLB Legislation
    - Regional Accreditation – flexibility
      - CRAC – 2003, 2004
        - Both documents focus on student learning

Drivers, Cont.

National Commission on the Future of Higher Education

- Demand for Public Information about Performance
  - Transparency of outcomes and results
  - Comparable measures of quality
  - Demonstration of value-added of the entire educational experience

Drivers, Cont.

- Accountability requirements handed back to states
  - Performance indicators
- Discipline Standards could be designed by disciplines
- AACU Essential Outcomes
- Economic State of the Country

Why is it so important to focus on evaluating student learning and development?

The Focus on Assessing Student Learning

"The concepts of learning, personal development, and student development are inextricably intertwined and inseparable."
– The Student Learning Imperative

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Some Questions about Student Learning and Development

- What do you expect your students to know and be able to do by the <u>end of their education</u> at your institution? And how is your program designed <u>to contribute</u> to that expected learning?

- What do you do in your programs to promote the kinds of learning and development that your <u>institution seeks</u>?

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Some More Questions

- How do I influence student learning?
  - Is it through the education of my colleagues?
  - Of faculty?
  - Of parents?
  - Of community participants?

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Reflection Questions

- How are you directly or indirectly <u>contributing</u> to student learning?

- How are you directly or indirectly <u>supporting</u> student learning?

- How are you directly or indirectly <u>interfering</u> with student learning?

The Ideal for Student Learning

Establish collaborations between academic and student affairs to

- facilitate student <u>learning</u>
- facilitate student <u>engagement</u> and socio-academic integration
- evaluate <u>professional development</u> for faculty and staff about effective learning environments

Bresciani, Zelna, & Anderson, 2004

Where is the most appropriate place for you to contribute to student learning in your program?

What outcomes would best represent that learning?

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So, what do we need to document?

Well…

(insert technical disclaimer)

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Typical Components of An Outcomes-Based Assessment Plan
(Bresciani, 2006)

- Program or Course/Workshop Name
- Program Mission or Course/Workshop Purpose
- Goals
  - Align with your strategic plan, strategic initiatives, institutional goals, division goals, CAS goals, or department goals
- Outcomes
  - Student Learning and Program
- Planning for Delivery of Outcomes
  - Concept Mapping
  - Workshop Design (e.g., syllabus for the workshop)

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Typical Components of An Outcomes-Based Assessment Plan, Cont. (Bresciani, 2006)

- Evaluation Methods/Tools and Criteria
  - Link the method directly to the outcome
  - Include criteria for each method as it relates to each outcome
  - Add Limitations, if necessary
  - Include Division, Institutional, or State Indicators

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Typical Components of An Outcomes-Based Assessment Plan, Cont.

- Implementation of Assessment Process
  - Identify who is responsible for doing each step in the evaluation process (list all of the people involved in the assessment process at each step of the process)
  - Outline the timeline for implementation
  - Identify who will be evaluated
  - Identify other programs who are assisting with the evaluation
  - Identify who will be participating in interpreting the data and making recommendations and decisions

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Typical Components of An Outcomes-Based Assessment Report

- Program Name
- Outcomes
- Results
  - Summarize the results for each outcome
  - Summarize the process to verify/validate the results
  - Summarize how the results link with performance indicators/strategic initiatives

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Typical Components of An Outcomes-Based Assessment Report, Cont.

- Decisions and Recommendations
  - Summarize the decisions/recommendations made for each outcome
  - Identify the groups who participated in the discussion of the evidence that led to the recommendations and decisions
  - Summarize how the decisions /recommendations may improve performance indicators
  - Identify how intended improvements enhance strategic initiatives, if applicable

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Typical Components of An Outcomes-Based Assessment Report, Cont.

- Decisions and Recommendations, Cont.
  - Summarize how the acceptable level of performance was determined and by whom
  - Summarize the suggestions for improving the assessment process
  - Identify when each outcome will be evaluated again (if the outcome is to be retained)
  - Identify those responsible for implementing the recommended changes
  - Identify the resources needed to make the necessary improvements, if applicable

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Which steps do you already have in place?

Which portions of the template do you already have completed?

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Mission Statement

- "In just a few sentences, a mission statement needs to communicate the essence of your organization to your stakeholders and to the general public." - Fund Raising Made Simple

- It can come from your strategic planning initiatives or from your Division, institution, or unit plan

- It can also come from your professional organization (e.g., ACUHO-I, ACU-I, CAS)

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Goals are what You Value

Outcomes are the identifiable operationalization/results of your goals

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Goals

- They are broad, general statements of [1] what the program wants students to be able to do and to know or [2] what the program will do to ensure what students will be able to do and to know.

- They are not directly measurable. Rather,

- They are evaluated directly or indirectly by measuring specific outcomes related to the goal.

- They are related to the mission and goals of the department and college in which the program resides, and to the mission and goals of the College, District, and/or System.

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Example Program Goals

- To design programs, services, and policies that contribute to an equitable and inclusive environment

- To advance student health, safety, and well-being

- To develop students' spiritual awareness

Other Examples

- To facilitate the development of students' leadership and civic engagement

- To encourage creativity and divergent thinking

- To promote culturally sensitive student behavior and environments

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Other Examples, Cont.

- To provide quality services
- To provide responsive services
- To provide excellent customer service
- To be attentive to parental requests
- To expand our services

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Ask these Questions about your Goals

- Is it meaningful?

- Is it important?

- Is it a broad, general statement of either what the program wants students to be able to do and to know <u>or</u> what the program will do to ensure what students will be able to do and to know?

- Is it related to my department or program mission and goals?

- Is there an accompanying outcome to measure this goal?

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Select a goal or determine with which goal (s)

do your outcomes align with that goal?

Outcomes

- Outcomes are more detailed and specific statements derived from the goals.

- These are specifically about what you want the **end result** of your efforts to be. In other words, what do you expect the student to know and do as a result of your one hour workshop; 1 hour individual meeting; website instructions; etc.

- **It is not what you are going to do to the student**, but rather it describes how you want the student to demonstrate what he or she knows or can do.

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Constructing Learning Outcomes

- Outcomes use active verbs such as articulate, illustrate, conduct, synthesize, analyze, construct, etc.

- Depending on what level of learning you expect from your learning delivery method.
    - http://www.coun.uvic.ca/learn/program/hndouts/bloom.html

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Outcomes

You may want to start with articulating outcomes that are more manageable.

- For instance, articulate outcomes for your <u>outreach</u> programs first;

- then later, move to your <u>individual consultations</u>;

- than your <u>information pieces</u>, if at all.

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Another Take on Bloom

1. Knowledge = workshops
2. Skills = opportunities to apply
3. Attitudes/Values Clarification = facilitated reflection
4. Behavior Change = facilitated interventions

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Outcomes, Cont.

- Make a conscious decision to articulate outcomes that infer pre- and post-tests

- Make a conscious decision to be held responsible for behavior

- Remember that your outcomes may look different for your various constituents - - you may want to start with your more manageable population first, such as your Para-professionals

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Outcomes, Cont.

- Regardless of whether your goals are top down – the outcome is where you <u>operationalize</u> the goal.

- Therefore, the outcome or end result of the doing allows you to "personalize" the goal to your own program.

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Ideas for Learning Outcomes

- NASPA/ACPA Learning Reconsidered and Learning Reconsidered II
- CAS Outcomes
- Your Prof. Assoc. Outcomes
- Dickinson Dimensions
- Your College's General Education Outcomes

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Examples of Outcomes

1. Students will identify at least two examples of social group identities

2. Students will explain the way unearned privilege may negatively impact performance and cross-cultural relationships

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Refining Outcomes

Students will learn the importance of taking precautions before having unprotected intercourse.

Refining Outcomes, Cont.

Students will be able to identify the strategies of preparing for protected intercourse.

Students will be able to identify the situations they can get into that lead them to unprotected intercourse.

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Refining Outcomes

Students will be able to advocate for their well-being

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Refining Outcomes, Cont.

Students will be able to identify the procedure and steps for advocating for their well-being.

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Refining Outcomes

Students will understand the role that their religion plays in their life.

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Refining Outcomes, Cont.

Students will be able to explain the role that their religion plays in their life.

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Refining Outcomes

- Student athletes will avoid the abuse of alcohol, tobacco, and other unauthorized use of controlled substances.

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Refining Outcomes, cont.

- Student athletes will articulate the consequences of the abuse of alcohol, tobacco, and other unauthorized use of controlled substances.

- They will also identify the peer pressures that may cause them to abuse such substances.

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Refining Outcomes

- Increased services to accommodate 20% more students.

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Refining Outcomes, Cont.

- 20% more students will be able to articulate the benefit of seeking early career advising.

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Refining Outcomes

Through the various programs (social, academic, and cultural) students will gain a greater level of understanding and appreciation of cultural differences as well as their own culture.

Refining Outcomes, Cont.

Through the various programs (social, academic, and cultural) students will articulate the social and economical advantages of being able to work effectively among cultural differences.

Students will be able to identify their cultural heritage and explain the contributions of their culture to their program of study.

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Refining Outcomes

Students will interact with the campus community to ensure that SAC is a welcoming and inclusive environment.

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Refining Outcomes, Cont.

Students will be able to identify characteristics of a welcoming and inclusive environment and explain how improvements can be made within SAC when these characteristics are absent.

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Questions to Ask Yourself About Outcomes

- Is it measurable/identifiable?
- Is it meaningful?
- Is it manageable?
- Who is the target audience of my outcome?
- Who would know if my outcome has been met?
- How will I know if it has been met?
- Will it provide me with evidence that will lead me to make a decision for continuous improvement?

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Assignment:

Draft or Refine your program mission, goals, and outcomes

One – Minute Question

- What is the most valuable lesson you learned from today?

- What question do you still have about what we covered so far?

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Part Two…

Have your draft mission, goals, and outcomes in front of you…

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Overview of One-Minute Questions

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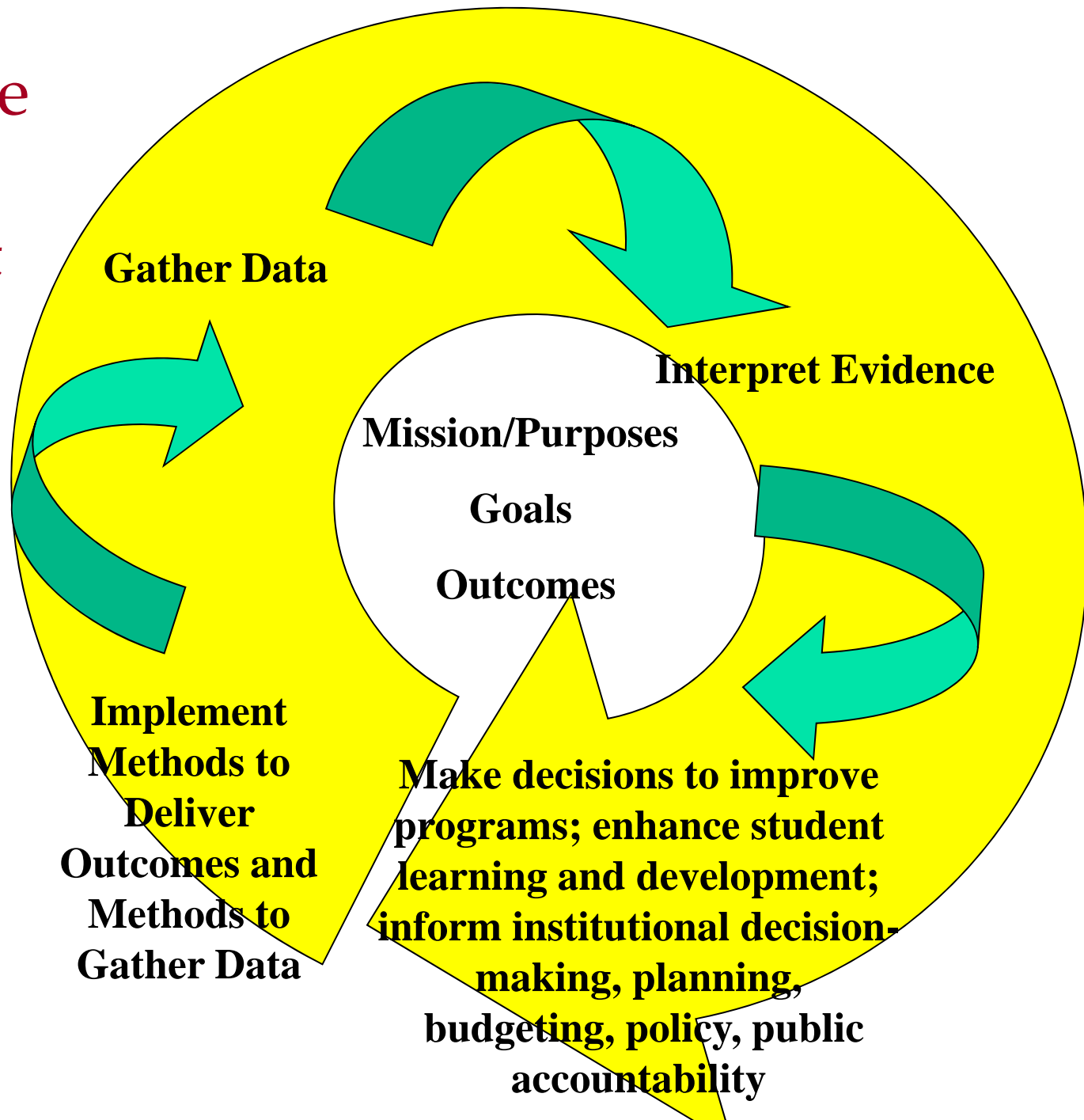So, now that you have identified the role of student learning in your program -

How do you know you are contributing to student learning?

The Iterative Systematic Assessment Cycle

Adapted from Peggy Maki, Ph.D. by Marilee J. Bresciani, Ph.D.

Gather Data

Interpret Evidence

Mission/Purposes

Goals

Outcomes

Implement Methods to Deliver Outcomes and Methods to Gather Data

Make decisions to improve programs; enhance student learning and development; inform institutional decision-making, planning, budgeting, policy, public accountability

Outcomes	5 minute presentation in classroom	workshop	one-on-one counseling
students will be able to identify one reason to do an internship	X	X	X
define internships		X	X
explain how career services can help them obtain internships	X	X	X

Outcomes	posters, emails, bulletin boards	one-on-one	workshop at heath fair
describe the relationship of hand hygiene to well-being	x	oral exam	
demonstrate or apply correct hand washing techniques	x	observation	observation
be able to explain the relationship of hand washing to the number of times he/she is sick		oral exam	one minute question

ample

Key Things to Remember

(King, 2003; Komives & Assoc., 2003; Mentkowski & Assoc, 2000, Kuh et al., 2005; Astin, 1996; Bresciani et. al., 2009)

- Student learning must be <u>intentionally designed</u>

- Activities to support intentional student learning must be planned and made <u>systematic</u>

- Learning must be <u>facilitated</u>

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Key Things to Remember, Cont.
(King, 2003; Komives & Assoc., 2003; Mentkowski & Assoc, 2000, Kuh et al., 2005; Astin, 1996; Bresciani et. al., 2009)

- Learning must be evaluated at the <u>point of the facilitation</u> prior to evaluating the transferability of learning
  - Evaluate the learning when you expect it to occur first; then evaluate how well it transferred

Key Things to Remember, Cont.

(King, 2003; Komives & Assoc., 2003; Mentkowski & Assoc, 2000, Kuh et al., 2005; Astin, 1996; Bresciani et. al., 2009)

- In order to systematically improve learning, we must <u>systematically</u> design and evaluate the opportunities to improve student learning

- Outcomes-based assessment is not research

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Work on Outcome Delivery Map

Before Choosing an Assessment Method…

- Think about what meeting the outcome looks like
  - Be sure to describe the end result of the outcome by using active verbs
  - This helps articulate the criteria for identifying when the outcome has been met
- Describe how your program is delivering the outcome
  - There may be clues in the delivery of the outcome that help you determine how to evaluate it

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Before Choosing an Assessment Method, Cont.

- Think about collecting data
  - from different sources to make more meaningful and informed decisions for continuous improvement (*e.g., surveys, observations, self-assessment*) and for triangulation/verification of data
  - that you believe will be useful in answering the important questions you have raised
  - that will appeal to your primary constituents or to those with whom you are trying to influence

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Measurement Methods
(Palomba and Banta, 1999)

- Evidence of learning- basically two types
    - Direct-methods of collecting information that require the students to display their knowledge and skills
    - Indirect- methods that ask students or some one else to reflect on the student learning rather than to demonstrate it

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Another Way to Look at It (Ewell, 2003)

- There are **naturally occurring assessment techniques** (e.g. project-embedded assessment methods such as essays, observed behavior, student interactions, student debates)

- There are those **designed** as a means to evaluate (e.g., surveys)

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Your Choices are

- Which method(s) – optional to skip and focus on tools
- Which tool(s) – by what means will you gather the data?
- Which criteria?

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Choosing A Tool

- It is important to choose tools based on what you are trying to assess, not on what tool is most appealing to you

- Consider what will influence your constituents

- Consider what will provide you with information to make decisions

- Be able to justify your choice of tool and method

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Things to Consider When Choosing an Instrument

- What outcome(s) are you measuring?
- What criteria will determine if the outcome is met?
- Who is being assessed? How often do I have access to them? Do I know who they are?
- What is my budget?
- What is my timeline?
- What type of data is most meaningful to me: direct/indirect and words/numbers

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Things to Consider, Cont.

- Who will analyze the data and how?

- Who needs to see this data?

- How easily can I fit this method into my regular responsibilities? (every day, week, semester, year)

- Who needs to make decisions with this data?

- How will I document the evidence and the decisions made from that evidence?

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Common Tools for Identifying Learning and Development

- Interviews
- Focus Groups
- Observations
- Surveys
- Criteria and Rubrics
- Case Studies
- Portfolios

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Possible Assessment Tools, Cont.

- Quiz

- Essay

- Journal

- One-Minute Question

- Peer Evaluation with criteria or rubric

- Professional Evaluation with criteria or rubric

Why Use Interviews and Focus Groups?

- Gather rich data in more detail

- Allows you to follow up on comments

- Gather data on subjects that you know very little about so you can better design surveys

- Supplemental information for other methods/tools

- To explain survey results - follow-up on more general survey questions to get at what the students were really trying to say

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Interviews/Focus Groups, Cont.

- Use interviews or focus groups to ask questions that allow students to demonstrate these outcomes. You can also ask questions about how they learned the information and how to improve the interpretation and dissemination of the information.

- Use interviews if you think "group think" will occur in focus groups or if you are concerned that students won't share in a group setting

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Data Analysis

- Transcribe audio-tapes

- Constant –comparison coding

- Open, axial, and selective coding

- Criteria often emerges

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Observations

- Observing people as they engage in an activity.

- Continuum: participant-observer

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Observations

- Observations of actual student work can be used (with identified criteria) to determine if students are meeting outcomes. The observer may have a check list that is used at the time of the observation or take notes and review the notes for the criteria at a later time.

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Data Analysis

1. Code observation notes
    - Constant –comparison coding
    - Open, axial, and selective coding

2. Use criteria as a "checklist" during observation

Surveys-

- Create your own, which will most likely be self-report.

- Use a standardized inventory to evaluate critical thinking or moral development

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Data Analysis

- Quantitative – typically descriptive, but often depends on what you were trying to discover from the survey

- Criteria are the questions themselves

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Case Studies

- Scenarios designed to encourage critical thinking and discussion about a topic.

- Case studies allow the students to teach each other as well as gather evidence of student learning and development which can be used for program improvement.

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What is a Portfolio in the Context of this Workshop?

- Portfolios are a collection of artifacts to demonstrate that one has accomplished that which he/she said he/she would accomplish
- Portfolios can be used to assess a
  - student's learning and development,
  - a program's accomplishments,
  - an institution's accomplishments,
  - or a professional's achievements
- Portfolios can come in a variety of forms

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Electronic Portfolios as Knowledge Builders
by Barbara Cambridge

- Portfolios can feature multiple examples of work

- Portfolios can be context rich

- Portfolios can offer opportunities for selection and self-assessment

- Portfolios can offer a look at development over time

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Electronic Portfolios
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- Students can store artifacts of learning across the course of their entire academic career

- Students can store evidence of learning from the curricular and co-curricular, from internships and service

- Can allow for sharing of artifacts across departmental lines and across College lines

- Can provide evidence of shared institutional learning principles or competencies (e.g., general education)

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Data Analysis

Depends on the artifacts contained in the portfolio

Often, criteria checklists or rubrics are applied to the individual artifacts and to the portfolio overall

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Which method(s) or tool(s)

will best evaluate your outcome(s)?

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Developing Criteria

Criteria checklists or rubrics

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Uses of Rubrics

- Provide evaluators and those whose work is being evaluated with rich and detailed descriptions of what is being learned and what is not

- Combats accusations that evaluator does not know what he/she is looking for in learning and development

- Can be used as a teaching tool – students and staff begin to understand what it is they are or are not learning or are or are not able to demonstrate what they know

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For example - Use of Journal Rubric

- You can use a rubric to
  - Norm staff's expectations
  - Inform students of what you are looking for
  - Give students an opportunity to see how they have improved
  - Make grades more meaningful
  - Help students identify their own learning or absence thereof
  - Assess a student, course, workshop, or a program

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Some Types of Rubrics

- Checklist - A simple list of criteria and possibly a rating scale

- Advanced Checklist – Full descriptions of the list of criteria and a rating scale

- Simple Model - Full descriptions of the list of criteria and simple descriptions of levels

- Full Model - Full descriptions of the list of criteria and full descriptions of levels

Some Types of Rubrics

■ Checklist - A simple list of criteria and possibly a rating scale

1. 2-minute description of ethical dilemma ____
2. Explanation of reason for ethical dilemma ____
3. Explanation of ethical dilemma ____
4. Depth of awareness of potential barriers to resolving ethical dilemma ____
5. Illustration of expected results in resolving dilemma ____

Y = Yes   N = No   or

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Excerpt for Oral Presentation Outcome
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	Oral Presentation Rubric		
Presenter's Name: _____			
	Distinguished	**Intermediate**	**Novice**
Volume	Presenter is easy to hear.	Audience is able to hear as a whole, but there are times when volume is not quite adequate.	Presenter is difficult to hear.
10	10	5	0
Rates	Rates of speech are appropriate.	Speaker may at times seem like s/he is rushing or exaggerating pauses.	The rates of speaking are too slow or too fast.
10	10	5	0
Mannerisms	Speaker makes eye contact with everyone and has no nervous habits. Speaker has excellent posture.	Eye contact may focus on only one member of the audience or a select few members. Mildly distracting nervous habits are present but do not override the content.	Very little eye contact is made with the audience. It may sound like the speaker is reading the presentation. Nervous habits that distract the audience are present.
10	10	5	0
Engagement	Presentation involves audience, allowing time for audience to think and respond.	Audience is involved but inadequate processing or response time is provided.	Speaker does not involve audience.
10	10	5	0

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Steps to Creating a Rubric

- Articulate the outcome
- Decide what meeting the outcome looks like – "How do you know the outcome has been met? What does it look like?"
  - Articulate <u>exactly</u> what you are looking for and how you will know it has been met
- List the aforementioned as criteria or a detailed description
- Choose a model for a rubric that bests fits your project

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Steps to Create a Rubric, Cont.

- Articulate the levels you would expect that criteria to be demonstrated
- If you choose, define those levels in great detail
- Norm the group using the rubric
- Pilot the rubric
- Revise the rubric

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Basic Agreements

- Agree on an outcome

- Agree on method/tool of data collection

- Agree on the meaning for the outcome and definition – in other words agree on how you know the outcome is met and what it will look like when you see it met

- Agree on the systematic implementation of the assignments and the rubric

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Select one of your outcomes and draft a criteria checklist or a rubric

On-Line Rubric Resources

- [http://school.discovery.com/schrockguide/asses s.html](http://school.discovery.com/schrockguide/assess.html)

- [http://www.odyssey.on.ca/~elaine.coxon/rubri cs.htm](http://www.odyssey.on.ca/~elaine.coxon/rubrics.htm)

- http://rubistar.4teachers.org/

- [http://intranet.cps.k12.il.us/Assessments/Ideas_ and_Rubrics/ideas_and_rubrics.html](http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/ideas_and_rubrics.html)

- [http://teachers.teach-nology.com/web_tools/ru brics/](http://teachers.teach-nology.com/web_tools/rubrics/)

Assignment:

Draft or Refine your **outcome-delivery map** for at least two of your outcomes and identify **evaluation tools and criteria** for each of those two outcomes.

Take-Home Messages

- You do not have to assess everything you do every year.
- You don't have to do everything at once-start with 2 or 3 learning outcomes
- Think baby steps
- Be flexible
- Focus on your locus of control
- Acknowledge and use what you have already done.
- Assessment expertise is available to help - -not to evaluate your program
- Borrow examples from other institutions to modify as appropriate
- Time for this must be re-allocated
- We allocate time according to our priorities

Resources

- Each Other

- NASPA, ACPA, and AACU

- University Planning and Analysis (UPA) Assessment website

  - http://www2.acs.ncsu.edu/UPA/assmt/

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Questions?

One Minute Evaluation

- What is the most valuable lesson that you learned from this workshop?
- What is one question that you still have?
- What do you think is the next step that your division/program needs to take in order to implement systematic program assessment?

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