Ways to Interact

• Chat

• Raise Hand

Announcements

• To receive PD hours for each session you attended, please complete the survey located in MyLearning.

• Promote PDD on social media (Twitter, LinkedIn, Instagram) using #PDD2022

• Don’t forget to join the keynote and panels
Session Objectives

- Recognize the principles of assessment to demonstrate institutional effectiveness in student learning and administrative operations.

- Describe the framework and processes for effective assessment and use of results for continuous improvement.

- Demonstrate how to develop an improvement action plan to close the loop on assessment.
WHEN I THINK OF ASSESSMENT, I THINK OF _______
Why We Do Assessment

Our “Why” is to engage faculty, staff, and administrators in learning about our institutional performance, as well as student performance in meeting program learning outcomes through a culture of assessment so that we can identify strategies for continuous improvement to best serve our College’s mission.
Why We Do Assessment

SACSCOC Accreditation Standards
• Section 7.3
• Section 8.2

Mission and Goal Alignment
• Evaluate operational performance
• Evaluate student learning

Continuous Improvement
• Plan-Do-Study-Act (PDSA)

Use of Results
• Evidence-based decisions
• Effective planning and execution
IE Assessment Overview

Institutional Effectiveness Assessment
• The College’s annual institutional-level process for ensuring outcomes assessment for all Academic Programs including General Education, Administrative Units, and Academic/Student Support Services.

• IE Team provides training, resources, and consultation to faculty, staff, and administrators to assist them throughout the assessment cycle to create assessment plans, report on results, and use the results for continuous improvement.
Assessment Cycle Overview

1. Identify Outcomes
2. Define Measures and Targets
3. Collect and Analyze Data
4. Report Results
5. Develop Action Plan
6. Use of Results

Annual IE Assessment Cycle

- Assessment is continuous and cyclical
- Planning involves ensuring coverage of expected outcomes on a cyclical basis
- We “close the loop” on assessment results by implementing changes to improve student learning or operations. Then re-assess outcomes to determine any effect of actions implemented.
Continuous Improvement

**ACT**

- **P**: The Who, What, When, Where, Why, and How (5WsH) of the Assessment Plan
- **D**: The concurrent administration of the current assessment plan data collection alongside completion of improvements based on the prior assessment plan.
- **S**: Analysis of assessment data collected to draw conclusions about student and/or operational performance.
- **A**: Meaningfully use of the assessment results to make programmatic improvements and/or operational improvements.
We “close the loop” on assessment results by implementing changes to improve student learning or operations. Then re-assess outcomes to determine any effect of actions implemented.

- Not all improvements can be implemented quickly.
- It may take time to realize the impact of improvements

Fulcher et al. (2014). A Simple Model for Learning Improvement: Weigh Pig, Feed Pig, Weigh Pig.
Closing the Loop Involves

- Awareness & Engagement in Assessment Activities
- Connecting with Colleagues to Discuss Assessment Results
- Contributing to Interpretation and Ideation
- Sharing Research-Informed Strategies and Supporting Improvements
- Sharing Lessons Learned to Scale and Sustain Improvements
Strategic Alignment

- College Mission
- Strategic Goals
- Unit Mission / Program Mission
- Unit Goals / Program Goals
- Program Objectives ↔ Program Outcomes
- Course Objectives ↔ Course Outcomes
- Course Section Instructional Objectives ↔ Course Section Instructional Outcomes
Assessment Plan Outcomes

**Operational Outcome**

Key Performance Indicator (KPI) that will show the efficiency/quality of the Program in meeting its mission or purpose.

- What does excellent administrative performance look like from the academic program or department?
- What are the KPIs that show the program is successful?
- How do we know if we are operating efficiently?

**Student Learning Outcome (Course-Level)**

The knowledge, skill, or ability students will be able to demonstrate in courses offered by the academic department.

- Who takes my courses and why?
- What courses are my students coming from and how does my course prepare them for their next course?
- What do I expect students finishing courses in my academic discipline to know, understand and do?
- What General Education competencies are reinforced or built upon in my courses?

**Program-Level Student Learning Outcome**

The knowledge, skill, or ability graduates will be able to demonstrate at a mastery level upon program completion.

- What do I expect graduating students finishing courses in my major to know, understand and do?
- What assignments allow students to demonstrate the outcomes?
- What proficiencies/competencies do my major courses develop best?
- How do I show how students develop knowledge and proficiencies throughout their coursework?

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National Institute for Learning Outcomes Assessment (NILOA)
## Assessment Plan Examples

<table>
<thead>
<tr>
<th>Sample Outcome</th>
<th>Measure</th>
<th>Instrument/Data Source</th>
<th>Criteria (Acceptable Target)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OPERATIONAL:</strong> Maintain above average vendor statement processing time.</td>
<td>Vendor Processing Time</td>
<td>Direct Measure: Workday Report</td>
<td>Reduce vendor processing time from 9 to 5 days</td>
</tr>
<tr>
<td><strong>SLO:</strong> Students seeking employment will be able to write an acceptable career resume.</td>
<td>Resume Skills Project</td>
<td>Direct Measure: Resume Project</td>
<td>75% of students will score 80% or higher on the resume project.</td>
</tr>
<tr>
<td></td>
<td>Resume Workshop Evaluation</td>
<td>Indirect Measure: Workshop Survey</td>
<td>Increase satisfaction with the resume workshop by 5%.</td>
</tr>
<tr>
<td><strong>SLO:</strong> Students will be able to solve systems of linear equations and inequalities.</td>
<td>Common Final Exam</td>
<td>Direct Measure: Final Exam</td>
<td>75% of our students will be score 80% or higher on the final exam.</td>
</tr>
<tr>
<td><strong>PSLO:</strong> Graduates will be able to deliver quality multitrack recordings, integrating knowledge of audio theory using industry-related tools.</td>
<td>Capstone Portfolio</td>
<td>Direct Measure: Portfolio Evaluation Rubric</td>
<td>85% of students will achieve a score of 80% or higher on the portfolio.</td>
</tr>
</tbody>
</table>
# IE Planning Worksheet

**Purpose/Mission**

<table>
<thead>
<tr>
<th>Why does your program/department exist?</th>
<th>This program prepares students for a career in pizza culinary arts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you know that you are achieving your purpose/mission?</td>
<td>When students are persisting towards completion. When students can demonstrate technical culinary skills.</td>
</tr>
</tbody>
</table>

## OPERATIONAL OUTCOMES (All Academic Programs/Service Areas)

<table>
<thead>
<tr>
<th>Outcomes (Broad)</th>
<th>Measures (Specific)</th>
<th>Criteria (Specific)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on your overall purpose and mission, what does excellent performance for your area/program look like?</td>
<td>How will you collect data to know you have achieved excellent performance?</td>
<td>What is your targeted performance?</td>
</tr>
<tr>
<td>1</td>
<td>Outcome Title: Student Persistence and Retention</td>
<td>Measure Title: Fall to Spring Retention</td>
</tr>
<tr>
<td></td>
<td>Outcome Description: Ensure that students are persisting in the program.</td>
<td>Measures Description: Assess Fall to Spring Retention using an internal report from Power BI</td>
</tr>
</tbody>
</table>

## PROGRAM-LEVEL STUDENT LEARNING OUTCOMES (Academic Programs Only)

<table>
<thead>
<tr>
<th>Outcomes (Broad)</th>
<th>Measures (Specific)</th>
<th>Criteria (Specific)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What content-specific knowledge/competencies will graduates be able to demonstrate upon program completion?</td>
<td>How will you collect data to know that students can demonstrate mastery of the content-specific knowledge/competencies?</td>
<td>What is the targeted performance must students achieve?</td>
</tr>
<tr>
<td>1</td>
<td>Outcome Title: Pizza Chef Skills</td>
<td>Measure Title: Capstone Project</td>
</tr>
<tr>
<td></td>
<td>Outcome Description: Graduates will demonstrate proficiency in pizza chef culinary skills.</td>
<td>Measures Description: Assess students using the Capstone Project Rubric in TEST2500</td>
</tr>
<tr>
<td>2</td>
<td>Outcome Title: Leadership Skills</td>
<td>Measure Title: WCPMC Exam</td>
</tr>
<tr>
<td></td>
<td>Outcome Description: Graduates will demonstrate leadership as a pizza master.</td>
<td>Measures Description: Assess students using the World Class Pizza Master Certification Exam using an external report.</td>
</tr>
</tbody>
</table>
Gather evidence to help ensure equity by disaggregating the data by relevant groups where possible, and address closing any gaps in your improvement action plans.

— University of Wisconsin Milwaukee
Assessment Plan Results

**Assessment Findings Narrative**
What were the **actual results** compared to your target? What did the results show? How does it compare to relevant benchmarks?

**Interpretation of Findings Narrative**
What have you learned about what contributes to or constrains your ability to achieve your outcomes? What **conclusions** have you made based on your analysis of the results?

**Improvement Action Plan Narrative**
Based on those conclusions, what **specific action(s)** must be taken to ensure ongoing improvements?

**Use of Results for Improvement Narrative**
What is the **implementation status** of the stated improvement action plan? What has been completed and are there any additional next steps? Based on the current status, what is working well so far?
Use of Results

2019-2020 IE Assessment Cycle Overview

Arts, Humanities, Communication, and Design (AHCD) Pathway

Academic Affairs/Services

Dr. Jeffrey Hayes, Provost and Senior Vice President, Academic Affairs
Sharing Results

Institutional Effectiveness Dashboard

IE Cycle Planning Year
All
Assessment Type
PROGRAM

Major Division/Pathway
All
Outcome Type

Measure Categories

SLO Exam
SLO Project
Enrollment
SLO Observation
Student Satisfaction Rating
SLO Paper
Retention
SLO Portfolio/Performance
Comparisons
SLO Presentation
Course Success Rates
Experiential Learning
Student Engagement
Transfer/Job Placement
Faculty Development
Co-Curricular Learning
Industry Alignment

67 Total Programs / Service Areas
225 Total Measures
85.17 Percent of Students Met SLOs
187 Total Improvement Action Plans

Measure Results

- Met/Exceeded
- Approaching
- No Data
We “close the loop” on assessment results by implementing changes to improve student learning or operations. Then re-assess outcomes to determine any effect of actions implemented.

- Not all improvements can be implemented quickly.
- It may take time to realize the impact of improvements.

Fulcher et al. (2014). A Simple Model for Learning Improvement: Weigh Pig, Feed Pig, Weigh Pig.
Interpretation

**ENABLING FACTORS**

• What main factor is contributing to success in meeting the outcome? (Apply 5 Whys)

**HINDERING FACTORS**

• What main factor is constraining success in meeting the outcome? (Apply 5 Whys)

**THE 5 WHYS**

**PAIN POINTS**

• What about our process or design creates bottlenecks? (Apply 5 Whys)

**PATTERNS**

• Are there any gaps by relevant groups? (Apply 5 Whys)
“An organization’s ability to learn and translate that learning into action rapidly is the ultimate competitive advantage.”

— Jack Welch
Former General Electric CEO
# Developing an Action Plan

## Task Flow

1. Identify Key Issue
2. Develop Solutions
3. Prioritize Solutions
4. Develop a Project Plan
5. Execute the Plan

## Task Table

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Assigned To</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Closing the Loop Examples

### Operational Outcome

<table>
<thead>
<tr>
<th>Assess</th>
<th>Intervene</th>
<th>Re-Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome</strong></td>
<td><strong>Findings (Pre)</strong></td>
<td><strong>Interpretation</strong></td>
</tr>
<tr>
<td>Ensure faculty receive professional development on effective teaching strategies.</td>
<td>Pre and Post ACUE Course Success Rate for ACUE Credentialed Faculty - overall course success rates increased from 73.72% to 75.45% (1.97% increase). This is below the targeted 2% increase in success rates.</td>
<td>These results are trending in the right direction. What we are excited about is the dis-aggregate data that is showing higher than 2% gains in course success rates when looking at specific cohorts, specific courses, and/or specific faculty.</td>
</tr>
</tbody>
</table>
## Student Learning Outcome

<table>
<thead>
<tr>
<th>Assess</th>
<th>Intervene</th>
<th>Re-Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome</strong></td>
<td><strong>Findings (Pre)</strong></td>
<td><strong>Use of Results</strong></td>
</tr>
<tr>
<td>Graduates will be able to perform information processing activities effectively in the workplace.</td>
<td>21 out of 28 (75%) students received 80% or higher on the project, which is higher than the mid year assessment of 73.33% but still below the goal of 85% by 10%.</td>
<td>Assessment results are attributed to lack of practice exercises that students ought to complete before doing course activities for a grade.</td>
</tr>
</tbody>
</table>
Application

Where do you stand?
- Course, Program, Department

What areas do you need to address?
- What key findings from assessment require further focus?

Who can you involve?
- Who can help you with this assessment, interpretation, and improvements?

What else do you need to know?
- Are there research-informed strategies that can be applied?

Where will you share?
- What venues do you have to share your assessment insights, results, best practices?
Thank you!

For additional questions or assistance, please contact:
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