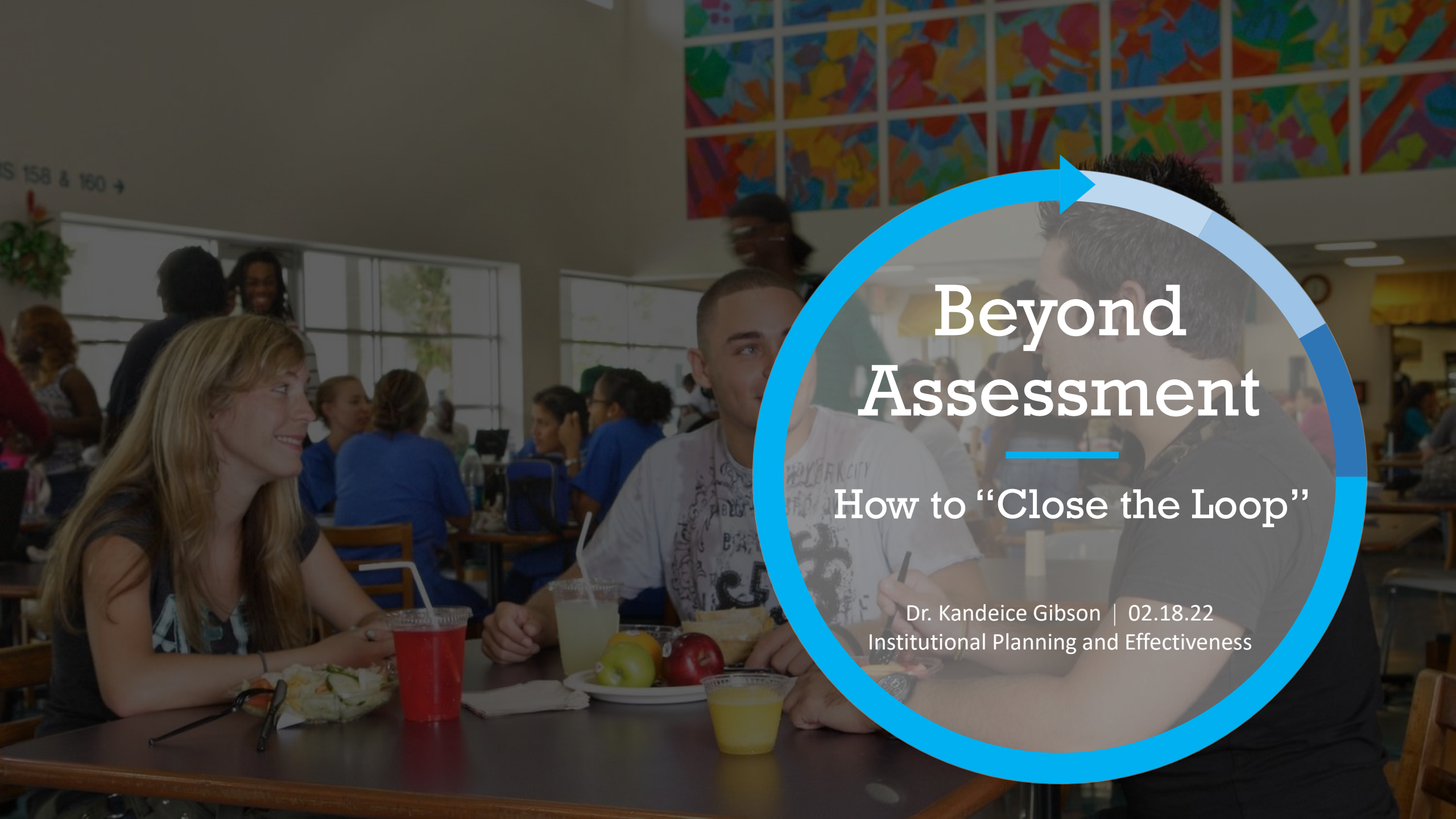


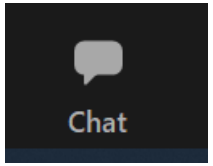
Beyond Assessment

How to "Close the Loop"

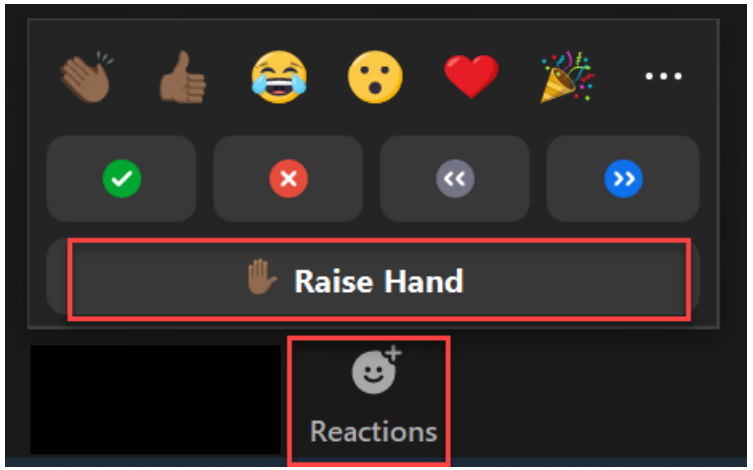
Dr. Kandeice Gibson | 02.18.22
Institutional Planning and Effectiveness

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

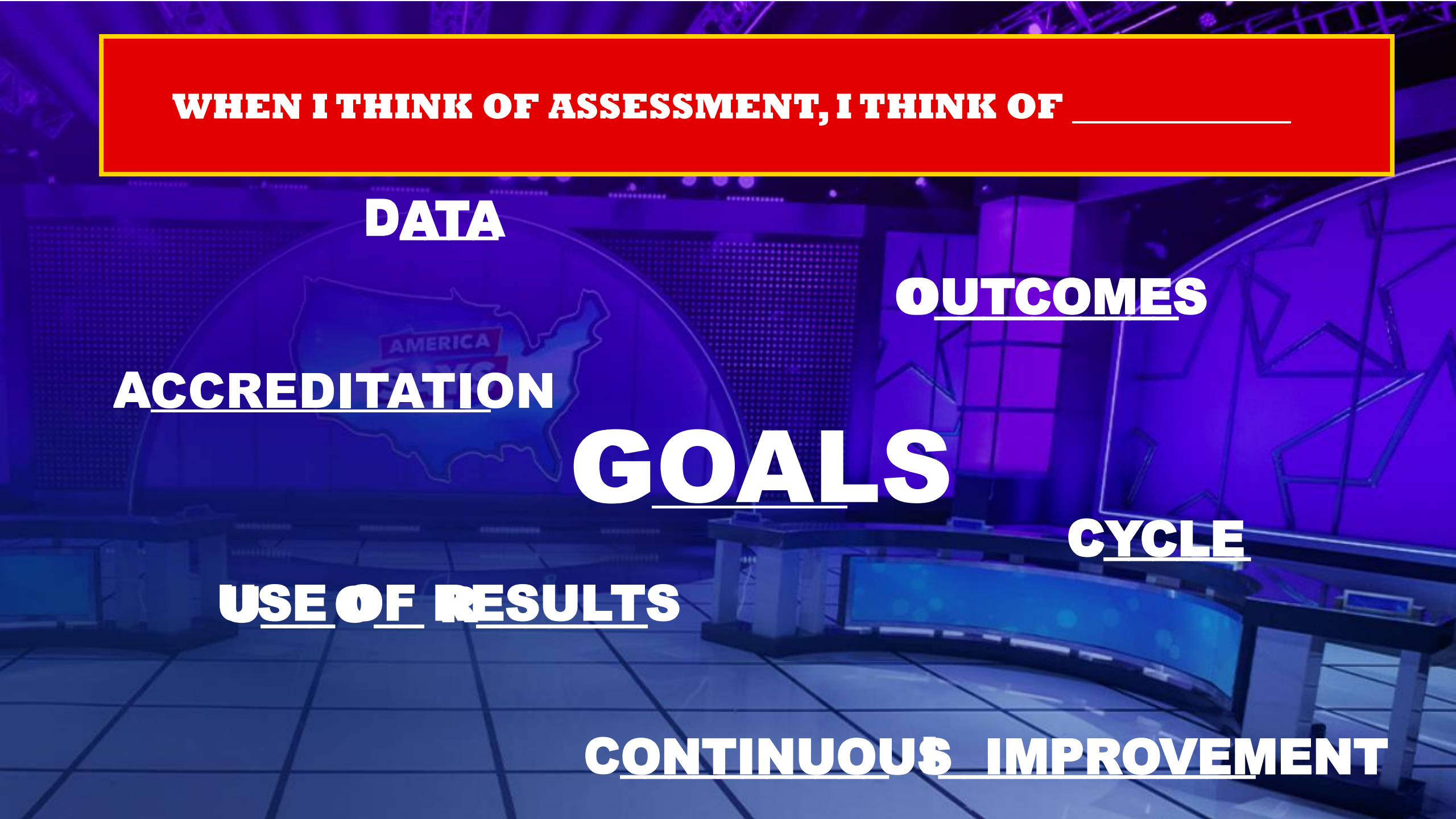
Cultivating Connections

BUILDING COMMUNITY

PROFESSIONAL DEVELOPMENT DAY 2022

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 _____
DATA
OUTCOMES
ACCREDITATION
GOALS
CYCLE
USE OF RESULTS
CONTINUOUS IMPROVEMENT

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)

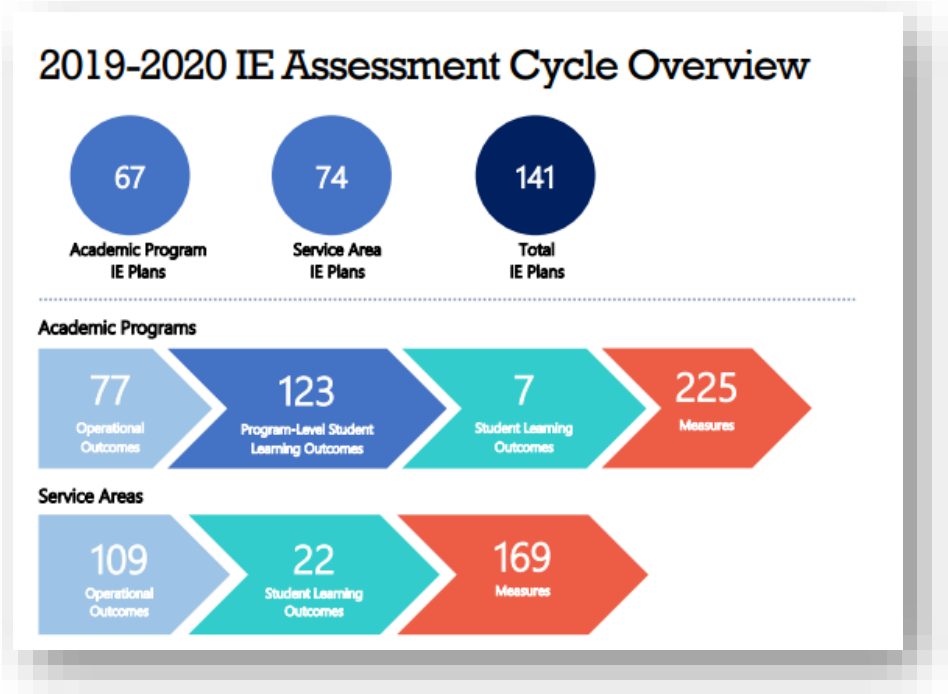
Use of Results
- Evidence-based decisions
- Effective planning and execution

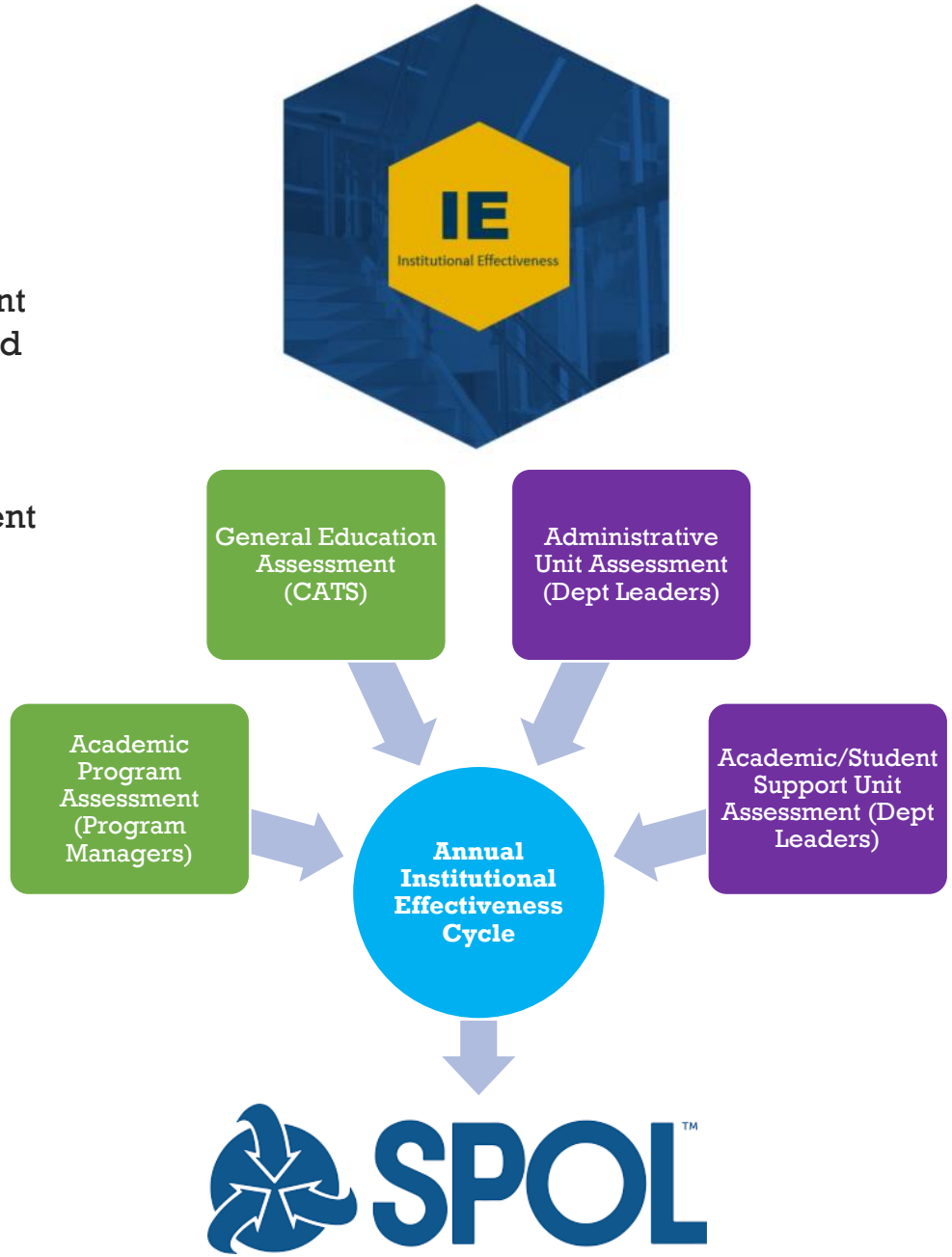
IE Assessment Overview

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.

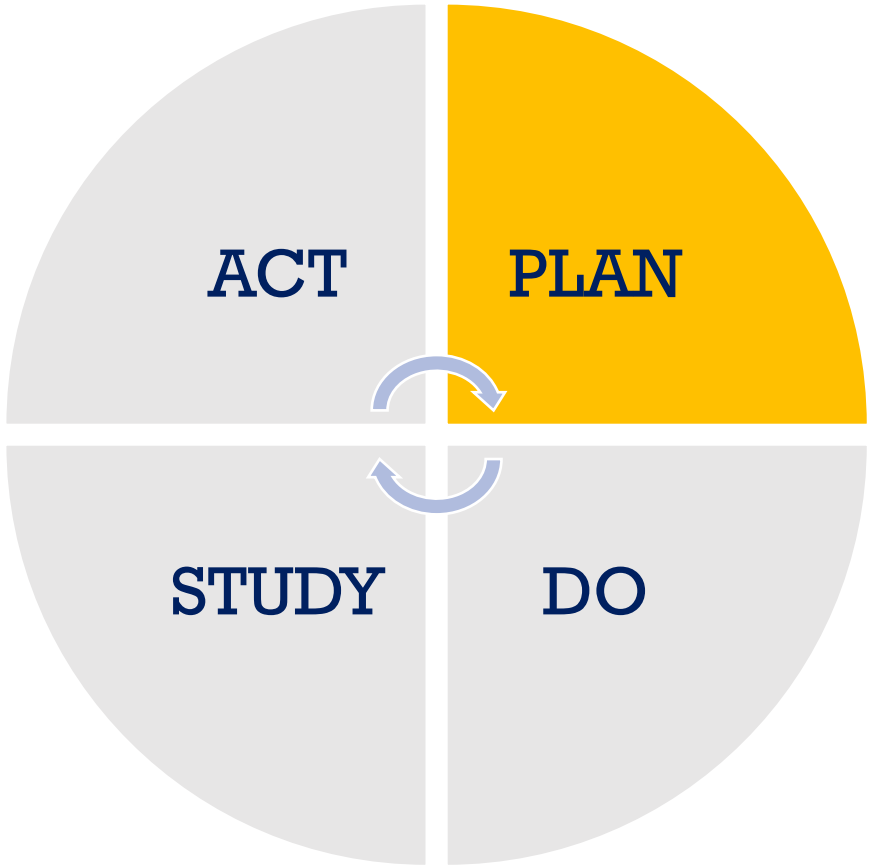




Assessment Cycle Overview

- 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



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.

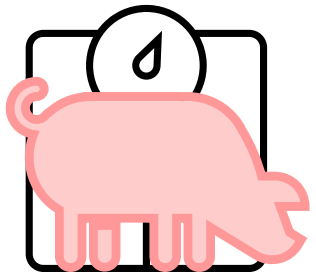
A Meaningfully use of the assessment results to make programmatic improvements and/or operational improvements.

Closing the Loop

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.

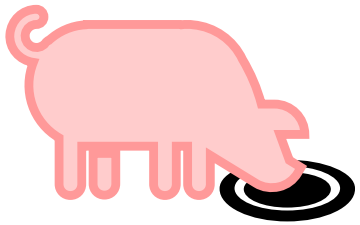
- Not all improvements can be implemented quickly.
- It may take time to realize the impact of improvements

Weigh Pig



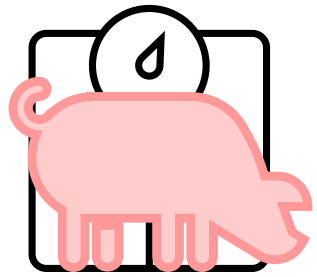
Assess

Feed Pig



Intervene

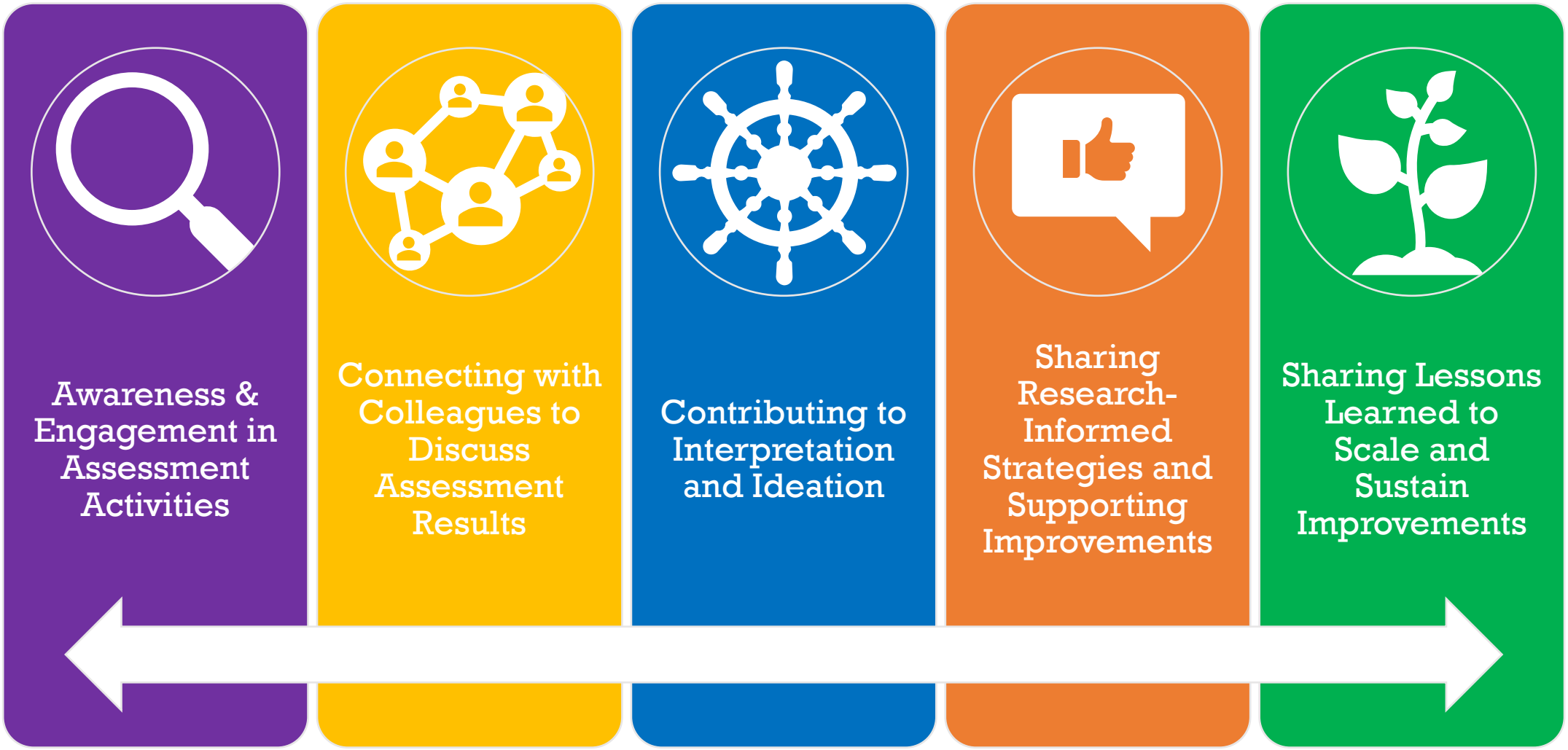
Weigh Pig



Re-Assess

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

Closing the Loop Involves



Strategic Alignment

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?

Assessment Plan Examples

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

IE Planning Worksheet

Purpose/Mission

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

OPERATIONAL OUTCOMES (All Academic Programs/Service Areas)						
	Outcomes (Broad) *Based on your overall purpose and mission, what does excellent performance for your area/program look like?*		***Measures (Specific)*** *How will you collect data to know you have achieved excellent performance?*		***Criteria (Specific)*** *What is your targeted performance?*	
1	**Outcome Title:**	Student Persistence and Retention	**Measure Title**:	Fall to Spring Retention	**Criteria Title:**	Fall to Spring Retention
	Outcome Description:	Ensure that students are persisting in the program.	**Measures Description:**	Assess Fall to Spring Retention using an internal report from Power BI.	**Criteria Description:**	Increase Fall to Spring Retention by 2%.

PROGRAM-LEVEL STUDENT LEARNING OUTCOMES (Academic Programs Only)						
	Outcomes (Broad) *What content specific knowledge/competencies will graduates be able to demonstrate upon program completion?*		***Measures (Specific)*** *How will you collect data to know that students can demonstrate mastery of the content specific knowledge/competencies?*		***Criteria (Specific)*** *What is the targeted performance must students achieve?*	
1	**Outcome Title:**	Pizza Chef Skills	**Measure Title**:	Capstone Project	**Criteria Title:**	Capstone Project
	Outcome Description:	Graduates will demonstrate proficiency in pizza chef culinary skills.	**Measures Description:**	Assess students using the Capstone Project Rubric in TEST2500.	**Criteria Description:**	70% of students will score 80% or higher on the capstone project.
2	**Outcome Title:**	Leadership Skills	**Measure Title**:	WCPMC Exam	**Criteria Title:**	WCPMC Exam
	Outcome Description:	Graduates will demonstrate leadership as a pizza master.	**Measures Description:**	Assess students using the World Class Pizza Master Certification Exam using an external report.	**Criteria Description:**	70% of students will earn score 85% or higher on the WCPMC Certification Exam.

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?

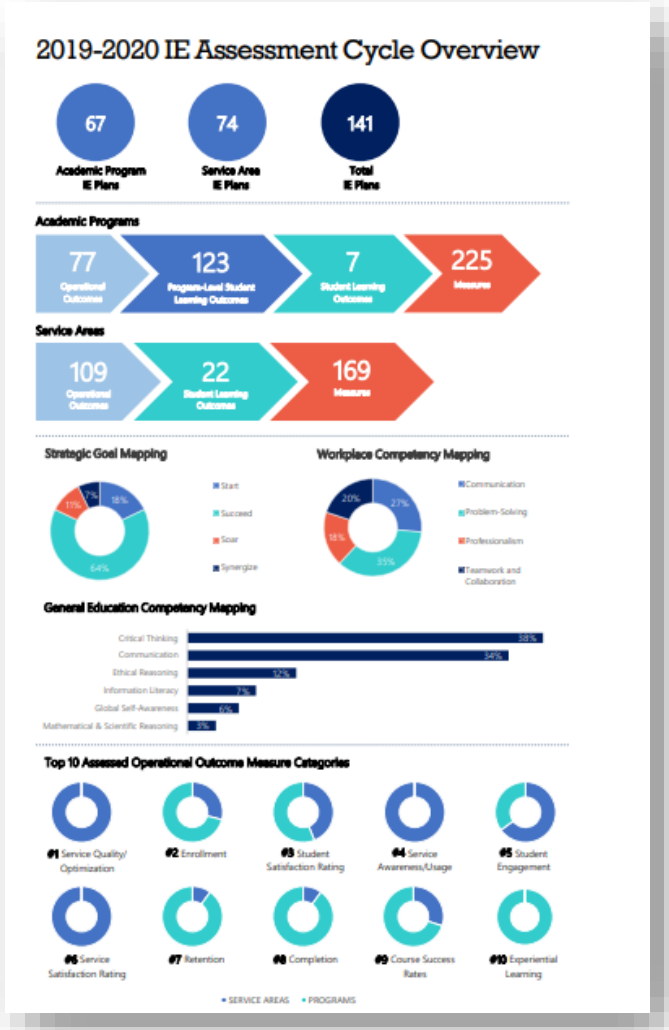
Improvement Action Plan Narrative

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 the re any additional next steps? Based on the current status, what is working well so far?

Use of Results



2019-2020 IE Assessment Cycle Overview

67 Academic Program IE Plans
74 Service Area IE Plans
141 Total IE Plans

Academic Programs

77 Operational Outcomes
123 Program-Level Student Learning Outcomes
7 Student Learning Outcomes
225 Measures

Service Areas

109 Operational Outcomes
22 Student Learning Outcomes
169 Measures

Strategic Goal Mapping

Start
Succeed
Soar
Synergize

Workplace Competency Mapping

Communication
Problem-Solving
Professionalism
Teamwork and Collaboration

General Education Competency Mapping

Critical Thinking
Communication
Ethical Reasoning
Information Literacy
Global Self-Awareness
Mathematical & Scientific Reasoning

Top 10 Assessed Operational Outcome Measure Categories

#1 Service Quality/ Optimization
#2 Enrollment
#3 Student Satisfaction Rating
#4 Service Awareness/Usage
#5 Student Engagement
#6 Service Satisfaction Rating
#7 Retention
#8 Completion
#9 Course Success Rates
#10 Experiential Learning

SERVICE AREAS PROGRAMS

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

Scott Miller, Dean of Arts, Humanities, and Design; Dr. Jamonica Roll, Dean of Communication

The Programs/Departments included are Arts Department, Communication Department, Film Production Technology A.S., Graphic Design A.S., Humanities Department, Music Technology A.S., and New Media Communications A.S.

7 IE Plans
9 Operational Outcomes
11 Program-Level Student Learning Outcomes
4 Student Learning Outcomes
28 Measures

Measure Categories

SLO: Portfolio/Performance 29%
SLO: Project 25%
Student Satisfaction Rating 14%
Retention 7%
SLO: Paper 7%
Student Engagement 7%
Transfer/Job Placement 4%
Faculty Development 4%
Enrollment 4%

Measure Results

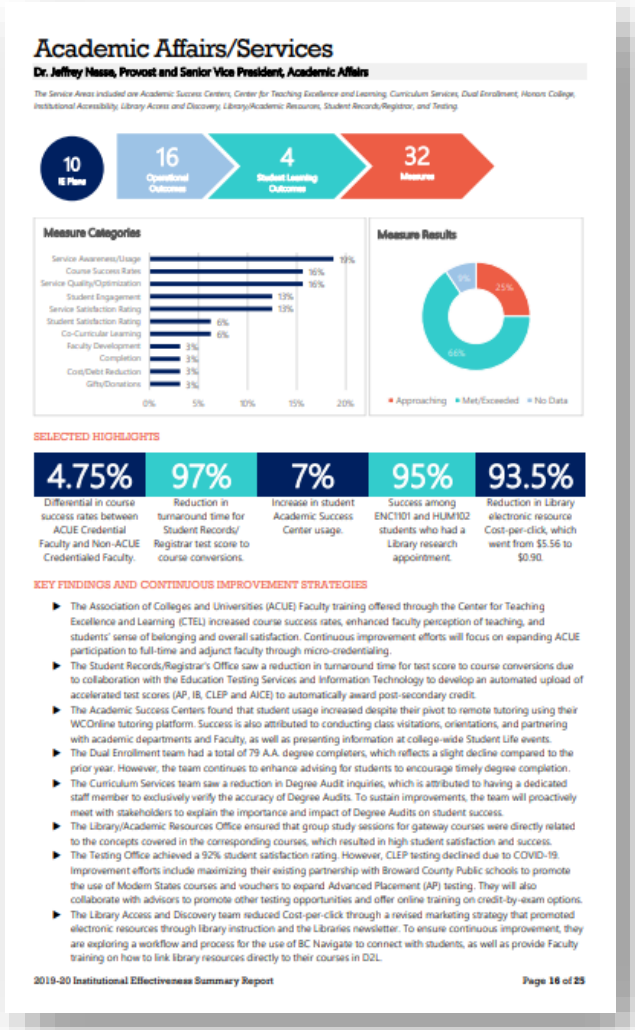
Approaching Met/Exceeded No Data

SELECTED HIGHLIGHTS

83%	84%	270	86%	10%
Arts Department Portfolio Capstone students intend to transfer to an in-state 4-year university.	Average rubric score on Film Production A.S. short film production Capstone project.	Hours of one-on-one and group tutoring delivered to students in the Graphic Design A.S. program.	Average score on New Media Communications A.S. interpersonal skills marketing project.	Increase in Humanities course attendance rates from Fall to Spring.

KEY FINDINGS AND CONTINUOUS IMPROVEMENT STRATEGIES

- The Arts Department Portfolio Capstone course, class activities, and "Portfolio Day" conference contribute to A.A. students' overall achievement in their portfolios and their intent to transfer to in-state 4-year universities.
- While students did exceptionally well on their Fine Arts Portfolio assessment, which included real-world experiences that prepared them for university transfer, faculty identified a need to improve students' drawing skills and will collaborate to further review the recommended course sequencing on the A.A. Transfer Map.
- The Graphic Design A.S. program has a dedicated tutor who has received a 100% student satisfaction rating. Peer-to-peer tutoring has increased organically due to more open labs. Group projects are being conducted during open lab times, thus increasing group success and bonding between students, which positively impacts retention.
- Overall, Film Production A.S. students are producing high-quality films in their Capstone course. Nonetheless, due to declines in incoming cohorts and retention, efforts are being made to enhance advising and capture targeted student feedback at the end of their second Fall semester.
- Students expressed a high level of satisfaction in Humanities courses; however, additional effort is being made to introduce more active learning experiences, especially in the remote environment.
- The Music Technology A.S. program found that curricular changes in the Acoustics class, which is offered earlier in the program sequence, is improving several of the program learning outcomes. Students are performing particularly well in Time-Based Effects. Efforts to improve student success include a focus on time management skills.
- The Humanities Department took targeted steps such as creating breakout groups, live chats, and polls to keep students engaged and in attendance via D2L's Blackboard Collaborate, which explains why enrollment did not decline despite the transition to remote instruction due to COVID-19.
- The Communications department saw a decline in course withdrawal rates, in part due to their efforts in hosting a variety of career-focused and transfer-oriented events to increase students' sense of belonging and connection to the Pathway.



Academic Affairs/Services

Dr. Jeffrey Nasse, Provost and Senior Vice President, Academic Affairs

The Service Areas included are Academic Success Centers, Center for Teaching Excellence and Learning, Curriculum Services, Dual Enrollment, Honors College, Institutional Accessibility, Library Access and Discovery, Library/Academic Resources, Student Records/Registrar, and Testing.

10 IE Plans
16 Operational Outcomes
4 Student Learning Outcomes
32 Measures

Measure Categories

Service Awareness/Usage 19%
Course Success Rates 16%
Service Quality/Optimization 16%
Student Engagement 13%
Service Satisfaction Rating 13%
Student Satisfaction Rating 6%
Co-Curricular Learning 6%
Faculty Development 3%
Completion 3%
Cost/Debt Reduction 3%
Gifts/Donations 3%

Measure Results

Approaching Met/Exceeded No Data

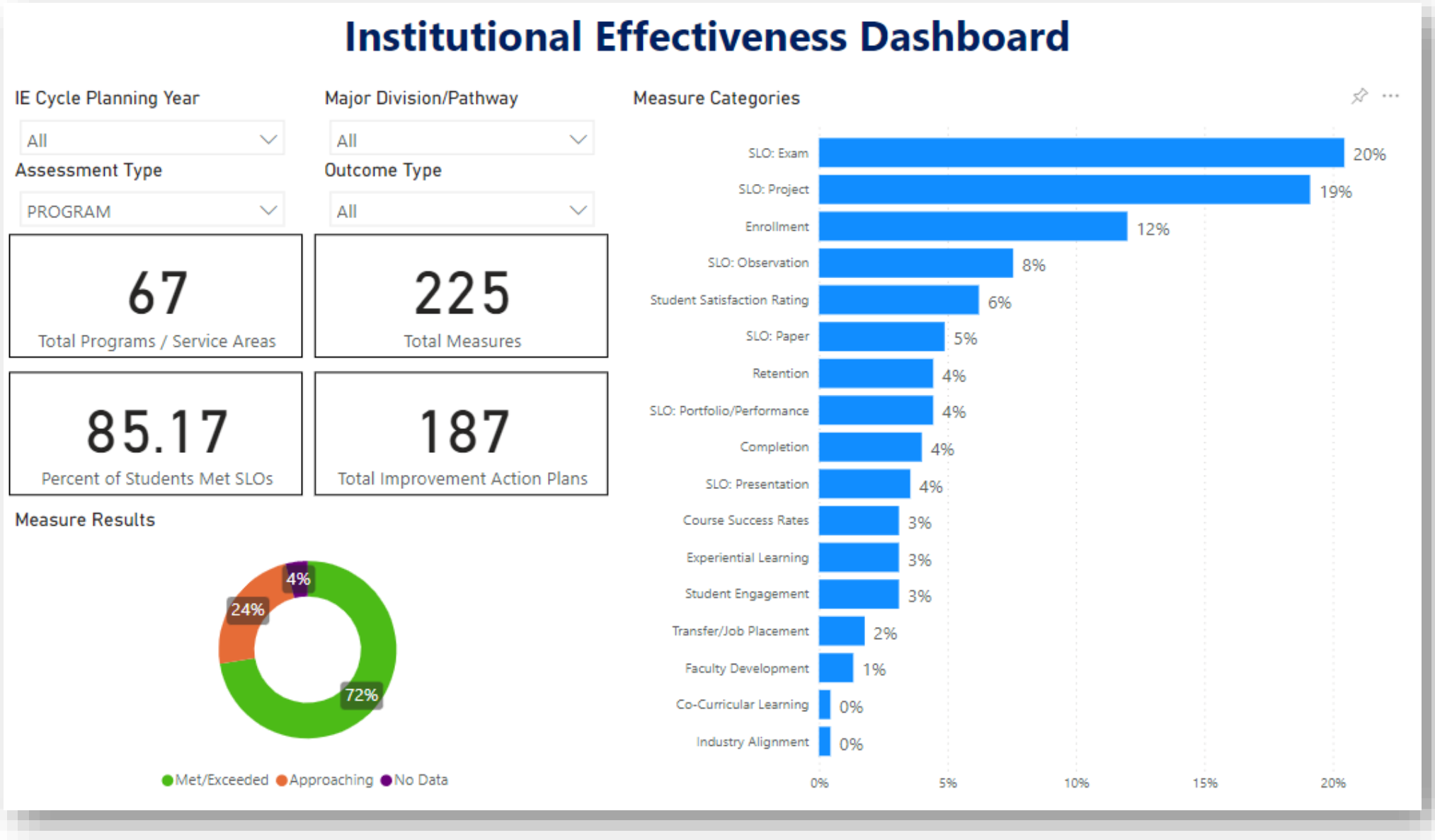
SELECTED HIGHLIGHTS

4.75%	97%	7%	95%	93.5%
Differential in course success rates between ACUE Credential Faculty and Non-ACUE Credentialed Faculty.	Reduction in turnaround time for Student Records/ Registrar test score to course conversions.	Increase in student Academic Success Center usage.	Success among ENC1101 and HUM102 students who had a Library research appointment.	Reduction in Library electronic resource Cost-per-click, which went from $5.56 to $0.90.

KEY FINDINGS AND CONTINUOUS IMPROVEMENT STRATEGIES

- The Association of Colleges and Universities (ACUE) Faculty training offered through the Center for Teaching Excellence and Learning (CTEL) increased course success rates, enhanced faculty perception of teaching, and students' sense of belonging and overall satisfaction. Continuous improvement efforts will focus on expanding ACUE participation to full-time and adjunct faculty through micro-credentialing.
- The Student Records/Registrar's Office saw a reduction in turnaround time for test score to course conversions due to collaboration with the Education Testing Services and Information Technology to develop an automated upload of accelerated test scores (AP, IB, CLEP and AICE) to automatically award post-secondary credit.
- The Academic Success Centers found that student usage increased despite their pivot to remote tutoring using their WCOnline tutoring platform. Success is also attributed to conducting class visitations, orientations, and partnering with academic departments and Faculty, as well as presenting information at college-wide Student Life events.
- The Dual Enrollment team had a total of 79 A.A. degree completers, which reflects a slight decline compared to the prior year. However, the team continues to enhance advising for students to encourage timely degree completion.
- The Curriculum Services team saw a reduction in Degree Audit inquiries, which is attributed to having a dedicated staff member to exclusively verify the accuracy of Degree Audits. To sustain improvements, the team will proactively meet with stakeholders to explain the importance and impact of Degree Audits on student success.
- The Library/Academic Resources Office ensured that group study sessions for gateway courses were directly related to the concepts covered in the corresponding courses, which resulted in high student satisfaction and success.
- The Testing Office achieved a 92% student satisfaction rating. However, CLEP testing declined due to COVID-19. Improvement efforts include maximizing their existing partnership with Broward County Public schools to promote the use of Modern States courses and vouchers to expand Advanced Placement (AP) testing. They will also collaborate with advisors to promote other testing opportunities and offer online training on credit-by-exam options.
- The Library Access and Discovery team reduced Cost-per-click through a revised marketing strategy that promoted electronic resources through library instruction and the Libraries newsletter. To ensure continuous improvement, they are exploring a workflow and process for the use of BC Navigate to connect with students, as well as provide Faculty training on how to link library resources directly to their courses in D2L.

Sharing Results

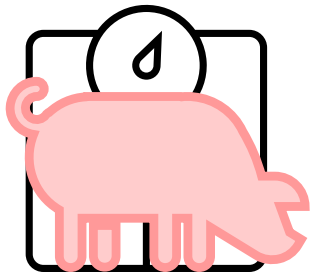


Closing the Loop

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.

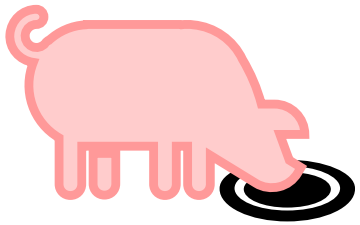
- Not all improvements can be implemented quickly.
- It may take time to realize the impact of improvements

Weigh Pig



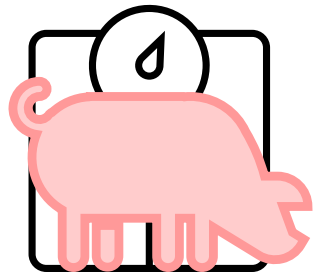
Assess

Feed Pig



Intervene

Weigh Pig



Re-Assess

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)

PAIN POINTS

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

THE 5 WHYS

HINDERING FACTORS

- What main factor is constraining success in meeting the outcome? (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 Description	Assigned To	Due Date
1			
2			
3			
4			

Closing the Loop Examples

Operational Outcome

Assess		Intervene		Re-Assess
Outcome	**Findings (Pre)**	**Interpretation**	**Use of Results**	**Findings (Post)**
Ensure faculty receive professional development on effective teaching strategies.	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.	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.	We recognize the benefit to student engagement and course success with our ACUE credentialed faculty. We now need to increase the participation of our full-time and adjunct faculty with the ACUE course to further scale the positive impact to students and faculty. We recently modified our partnership with ACUE and will officially launch micro-credentialing in the Fall 2020 term. We believe that the micro-credential option will increase our faculty engagement and scale our efforts.	Pre and Post ACUE Course Success Rate for ACUE Credentialed Faculty - overall course success rates increased from 73.49% to 76.45% (3.11% increase). This is above the targeted 2% increase in success rates. This data is specific to the full Effective Teaching Practices course. Since we implemented the new ACUE micro-credentials in Fall 2020, we will track the success rate impact of the micros separate from the full credential.

Closing the Loop Examples

Student Learning Outcome

Assess		Intervene		Re-Assess
Outcome	**Findings (Pre)**	**Interpretation**	**Use of Results**	**Findings (Post)**
Graduates will be able to perform information processing activities effectively in the workplace.	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%.	Assessment results are attributed to lack of practice exercises that students ought to complete before doing course activities for a grade.	Students will be encouraged to complete the chapter practice exercises before completing the assignment going forward. Practice exercises incorporated as part of the lab.	30 of 35 (86%) students scored 80% or higher. Results are attributed to the fact that students need to complete the practice exercises first.

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?

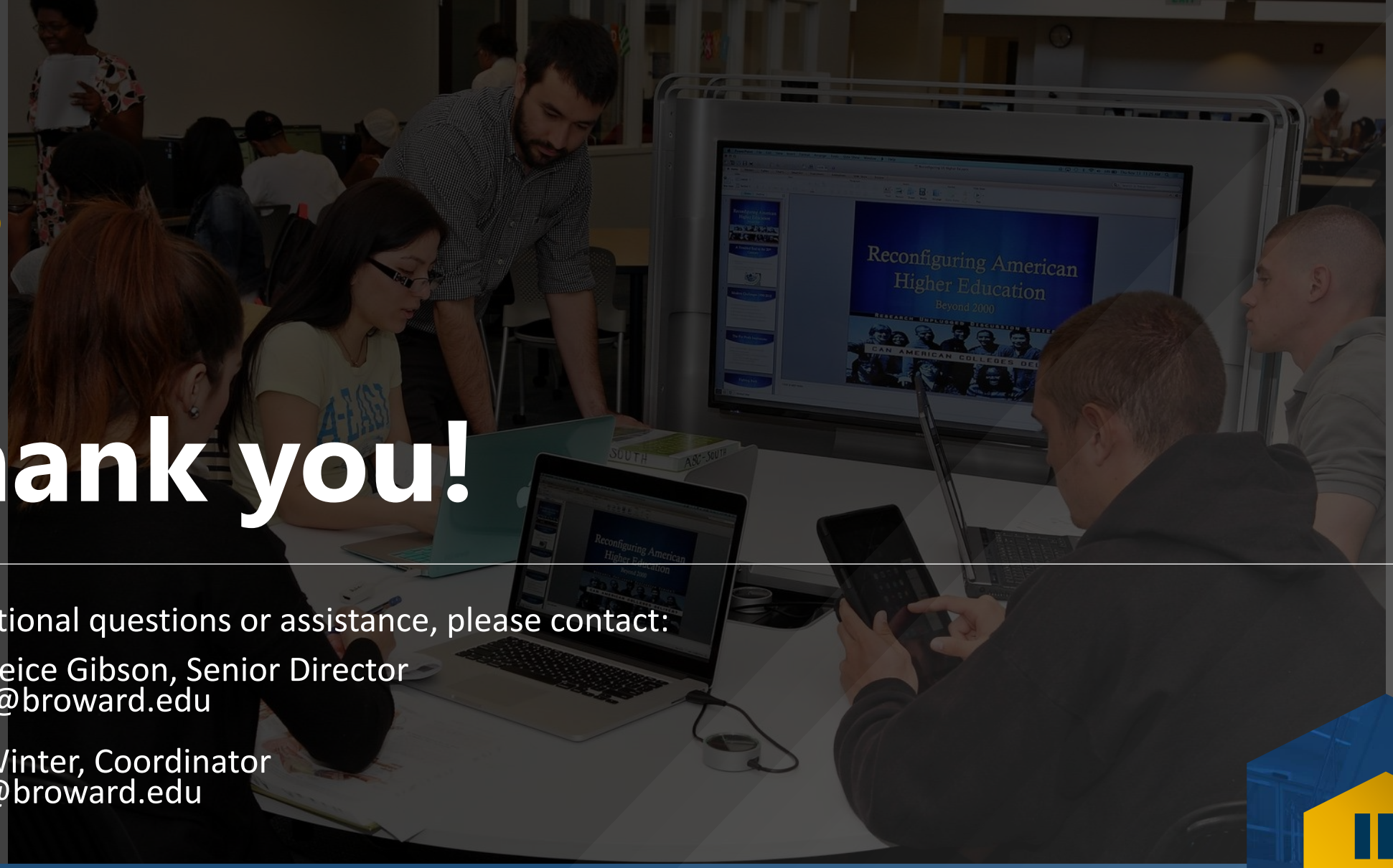
- Who can help you with this assessment, interpretation, and improvements?

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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Louise Winter, Coordinator
lwinter@broward.edu

IE
Institutional Effectiveness