Institutional Effectiveness
Outcomes Assessment

Creating an Assessment Plan for Academic Programs

Dr. Kandeice Gibson
Institutional Planning and Effectiveness
Session Objectives

Participants will gain an overview of:

- IE Cycle Timeline and the Plan-Do-Study-Act (PDSA) Continuous Framework
- September Milestone Tasks Overview
- Program Assessment Planning
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 Cycle Overview

Annual Cycle

During the current cycle, we will do the following concurrently:

- Collect data to assess Outcomes (Fiscal year)
- Implement the Improvement Action Plans based on the prior cycle
- Identify Improvements to be completed in the next cycle with budget requests (if applicable)
Plan-Do-Study-Act (PDSA)

**Plan**

The Who, What, When, Where, Why, and How (5WsH) of the Assessment Plan

**Do**

The concurrent administration of the current assessment plan data collection alongside completion of improvements based on the prior assessment plan.

**Study**

Analysis of assessment data collected to draw conclusions about student and/or operational performance.

**Act**

Meaningfully use of the assessment results to make programmatic improvements and/or operational improvements.
# Plan-Do-Study-Act (PDSA)

<table>
<thead>
<tr>
<th>PDSA</th>
<th>Assessment Current Outcomes and Measures</th>
<th>Use of Results “Closing the Loop” on the Prior Year</th>
</tr>
</thead>
</table>
| P    | • What is your program/departmental mission or purpose?  
     • What Outcomes will you assess during this cycle?  
     • How will you Measure those outcomes?  
     • How will you collect and analyze the data? What is the source of the data? What is your Criteria (Target)? | • What specific activities are involved in the Improvement Action Plan(s) you developed based on your prior year’s Assessment Findings? |
| D    | • Administer your assessment instruments for data collection.  
     • Keep records of completed assessments to use as evidence. | • Complete the activities related your action plan.  
     • Keep records of the activities to use as evidence. |
| S    | • What are the actual results compared to your target?  
     • Did you study the results for interpretation?  
     • Collect, analyze, interpret, and summarize the data at the mid-point of the cycle to report Preliminary Findings and at the end of the cycle to report Final Findings with substantiating evidence. | • Did you complete your improvements?  
     • Provide a completion status of the Improvement Action Plan(s) at the mid-point of the cycle and an overall completion report at the end of the cycle with substantiating evidence. |
| A    | • Based on the assessment results, what can be done to ensure continuous improvement? Is a budget request needed? NOTE: Budget requests must be submitted by the January Milestone.  
     • Will you re-assess the Outcome(s) in the next cycle to gauge improvements? | • How will you sustain these improvements going forward?  
     • Consider how you can further enhance or scale this effort.  
     • Share best practices learned.  
     • Celebrate success! |

Institutional Planning and Effectiveness
September Milestone Overview

TASK 1: Re-Assess Outcomes or Assess New Outcomes

TASK 2: Add Mapping to each Outcome

TASK 3: Define Measures and Criteria for each Outcome

TASK 4: Review Improvement Action Plan
Creating Your Assessment Plan

Academic Program Assessment

- Assessment plans are intended to help the faculty improve teaching and learning.
- Assessment measures capture how well or how poorly students demonstrate the learning outcomes.
- Assessment of teaching, learning, and services are done to ensure that we provide top quality education and services.
- The assessment process ensures systematic data collection to inform decisions that affect student learning and program success.
- The assessment process facilitates documentation of the data results, conclusions, and student artifacts as evidence of student learning and program effectiveness.

The primary purpose of assessment is to improve student learning.

— Anne Davies
Creating Your Assessment Plan

Mission or Purpose
Why does your department unit or program exist?
What is the primary function and who is being served?
For academic programs, what should program graduates know upon completion?

Expected Outcomes
Based on your overall purpose and mission, what does excellent performance for your area/program look like?

Assessment Plan Options

Option A: Re-assess Outcomes from the prior cycle
Option B: Assess new Outcomes
Option C: Combination

We know that we are achieving our mission/purpose when...
Creating Your Assessment Plan

**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 (Academic Department)**

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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Learning Outcomes

- There should be alignment between
  - Program-Level Student Learning Outcomes (PSLOs)
  - Assessments
  - Instructional Strategies

*Blooms Taxonomy* can be used to ensure this alignment

- PSLOs should:
  - Include assessments where students demonstrate *mastery* of the outcome
  - Indicate *content-knowledge* relevant to the program
  - Align to applicable standards (i.e. state framework standards, programmatic accreditation standards)

*Curriculum Mapping* is an effective tool in planning and assessment of PSLOs

- Academic Department SLOs may reflect relevant course-level learning outcomes appropriate for the discipline-specific learning goals
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Curriculum Mapping

- This is a tool that shows how courses in the curriculum align to the learning outcomes and where they are assessed.
- It provides an opportunity to build coherence and ensure intentional planning for student learning.
- Using a visual matrix table, it allows for clarity and dialogue with faculty about where there may be gaps or courses that may not align with the overall program goals.

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Curriculum mapping is a strategy for visualizing the areas of where we think learning is happening that relates to specific learning outcomes.

— National Institute for Learning Outcomes Assessment (NILOA)
Creating Your Assessment Plan

Program-Level SLO Curriculum Mapping

<table>
<thead>
<tr>
<th>Outcome / Standard</th>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Mastered</td>
</tr>
<tr>
<td>Outcome 2</td>
<td>Reinforced</td>
<td>Introduced</td>
<td></td>
</tr>
<tr>
<td>Outcome 3</td>
<td>Mastered</td>
<td></td>
<td>Mastered</td>
</tr>
</tbody>
</table>

Excel Template Available

The primary purpose of assessment is to improve student learning.

— Anne Davies
# Creating Your Assessment Plan

## Program Operational Outcomes

<table>
<thead>
<tr>
<th>Outcome Type</th>
<th>Operational Outcome Examples</th>
</tr>
</thead>
</table>
| Enrollment          | • Enrollment Growth  
                     • Enrollment Intensity                                         |
| Retention/Persistence| • Term to Term Retention  
                      • Course Withdrawals  
                      • Core Course Success  
                      • Course Progression  
                      • Credit Milestone                                               |
| Completion           | • Credentials Awarded  
                     • Time to Completion  
                     • University Transfer                                          |
| Post-Completion      | • Alumni Survey  
                     • Entry Level Wages                                               |
| Operations           | • Class Size  
                     • Revenue Generation                                                |

<table>
<thead>
<tr>
<th>Outcome Type</th>
<th>Operational Outcome Examples</th>
</tr>
</thead>
</table>
| Student Satisfaction| • Student Opinion of Instruction  
                      • Student Satisfaction  
                      • Exit Interview                                                 |
| Student Engagement  | • Pathway Engagement  
                     • Co-curricular Engagement  
                     • Student Organization Participation  
                     • Experiential Learning Opportunities                             |
| Teaching and Learning| • Faculty Professional Development                                |
| Equity              | • Achievement Gap                                                 |
| Industry Alignment  | • Employer Satisfaction  
                     • Courses Aligned with Industry  
                     • Recent Grads Employment                                         |
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Institutional-Level Mapping
Which BC Strategic Goals do your outcome(s) align to?

Strategic Alignment
Unit-level assessment practices and outcomes should align to institutional-level goals.

Goals and Competencies
- Strategic Goals
- General Education Competencies
- Workplace Competencies

Key Metrics
- Program Objectives
- Program Outcomes
- Course Objectives
- Course Outcomes
- Course Section Instructional Objectives
- Course Section Instructional Outcomes
Creating Your Assessment Plan

TASK 3

Measures and Criteria
How will you collect data to know you have achieved excellent performance? What is your acceptable target?

Defining Outcomes Assessment
All planning and measurement should be performed deliberately, with an end goal in mind and clearly defined processes on how to get there.

Measures explain the data collection instruments and data sources.

Criteria uses the SMART goal format (from x to y by when) to clearly state the acceptable target.

“Begin with the end in mind.”

— Stephen Covey
The 7 Habits of Highly Effective People
Creating Your Assessment Plan

Identify multiple measures, as appropriate, to demonstrate that you are achieving the outcome. Use direct measures as much as possible.

### Outcome Type

**Operational**

<table>
<thead>
<tr>
<th>Direct Measures (Evaluate Actual Performance)</th>
<th>Indirect Measures (Evaluate Perceived Performance)</th>
</tr>
</thead>
</table>
| Methods that assess demand, quality, efficiency, and effectiveness  
• Use of Services  
• Defect/Error Rate  
• Timelines and Budgets | Methods that assess experience (perception)  
• Faculty/Staff Satisfaction Survey  
• Focus Group |

**Student Learning**

<table>
<thead>
<tr>
<th>Direct Measures</th>
<th>Indirect Measures (perception)</th>
</tr>
</thead>
</table>
| Methods that assess knowledge, skills, and abilities learned  
• Portfolio Evaluations  
• Paper/Assignment Rubrics  
• Embedded Test Questions  
• Certification/Licensure Exams  
• Final Exams/Projects/Presentations | Methods that assess experience  
• Exit interview  
• Alumni Survey  
• Employer Survey  
• Curriculum/Syllabi Analysis  
• Faculty/Staff Satisfaction Survey |
## Creating Your Assessment Plan

### Sample Outcome

<table>
<thead>
<tr>
<th>Measure</th>
<th>Instrument/Data Source</th>
<th>Criteria (Acceptable Target)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OPERATIONAL:</strong> Ensure annual program growth.</td>
<td>Enrollment</td>
<td>Direct Measure: Enrollment Power BI Dashboard</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>
</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>
</tr>
</tbody>
</table>

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Aim to conduct Authentic Assessments by measuring students’ ability to perform real-world tasks that demonstrates application of knowledge and skills.

— Jon Mueller

*The Authentic Assessment Toolbox*
Creating Your Assessment Plan

Rubrics

A rubric is a coherent set of criteria for student’s work that includes descriptions of levels of performance quality on the criteria.

Creates a consistent and uniform framework that helps both students and teachers understand expected performance across different rubric dimensions or criteria.

<table>
<thead>
<tr>
<th>Outcome Type</th>
<th>Analytic (Each criterion is evaluated separately)</th>
<th>Holistic (All criterion evaluated simultaneously)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advantages</td>
<td>• Diagnostic information</td>
<td>• Faster scoring</td>
</tr>
<tr>
<td></td>
<td>• Gives targeted formative feedback</td>
<td>• Good summative assessment</td>
</tr>
<tr>
<td></td>
<td>• Identify strengths and weaknesses</td>
<td></td>
</tr>
<tr>
<td>Disadvantages</td>
<td>• Requires more time to score</td>
<td>• Does not provide targeted feedback</td>
</tr>
<tr>
<td></td>
<td>• If not well-defined, raters may score differently.</td>
<td>• Does not show what to improve</td>
</tr>
</tbody>
</table>

A strong rubric focuses on skill acquisition, not task completion.

— The Graide Network
Rubrics helps us to set anchor point along a quality continuum, therefore, instructors can set reasonable and appropriate expectations for learners and judge consistently how well they are met or not met.

— The Center for Advanced Research on Language Acquisition

<table>
<thead>
<tr>
<th>Criterion</th>
<th>4 Exemplary</th>
<th>3 Proficient</th>
<th>2 Fairly Proficient</th>
<th>1 Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Objective 1</td>
<td>Specific description of student performance that reflect the highest level performance</td>
<td>Specific description of student performance that reflect mastery performance</td>
<td>Specific description of student performance that reflect approaching mastery performance</td>
<td>Specific description of student performance that reflect lowest level performance</td>
</tr>
<tr>
<td>Performance Objective 2</td>
<td>Specific description of student performance that reflect the highest level performance</td>
<td>Specific description of student performance that reflect mastery performance</td>
<td>Specific description of student performance that reflect approaching mastery performance</td>
<td>Specific description of student performance that reflect lowest level performance</td>
</tr>
<tr>
<td>Performance Objective 3</td>
<td>Specific description of student performance that reflect the highest level performance</td>
<td>Specific description of student performance that reflect mastery performance</td>
<td>Specific description of student performance that reflect approaching mastery performance</td>
<td>Specific description of student performance that reflect lowest level performance</td>
</tr>
</tbody>
</table>
# Assessment 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>Outcome Title</th>
<th>Measures (Specific)</th>
<th>Criteria (Specific)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Persistence and Retention</td>
<td>Fall to Spring Retention</td>
<td>Fall to Spring Retention</td>
</tr>
<tr>
<td>Ensure that students are persisting in the program.</td>
<td>Assess Fall to Spring Retention using an internal report from Power BI.</td>
<td>Increase Fall to Spring Retention by 2%.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Outcome Title</th>
<th>Measures (Specific)</th>
<th>Criteria (Specific)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pizza Chef Skills</td>
<td>Capstone Project</td>
<td>Capstone Project</td>
</tr>
<tr>
<td>Graduates will demonstrate proficiency in pizza chef culinary skills.</td>
<td>Assess students using the Capstone Project Rubric in TEST2500.</td>
<td>70% of students will score 80% or higher on the capstone project.</td>
</tr>
<tr>
<td>Leadership Skills</td>
<td>WCPMC Exam</td>
<td>WCPMC Exam</td>
</tr>
<tr>
<td>Graduates will demonstrate leadership as a pizza master.</td>
<td>Assess students using the World Class Pizza Master Certification Exam using an external report.</td>
<td>70% of students will score 85% or higher on the WCPMC Certification Exam.</td>
</tr>
</tbody>
</table>
Planning For Data Collection

Assessment Findings (January and May Milestones)

- Compile and/or request data for operational outcomes early and conduct the appropriate analyses
- Communicate early with all faculty involved in assessments to let them know the data and narratives needed to report Assessment Findings.

- Share the assessment plan Outcomes, Measures, Criteria.
- Request learning outcomes data according to how the data needs to be reported; share IE Findings Reporting Templates as needed.
- Provide narrative prompts to help faculty build a narrative about the results, their interpretations about the results, and the improvement strategies they recommend/plan to implement in the future.
- Request preliminary evidence files, if available; evidence due for Final Findings in May.
Useful Tools

Planning / Data Collection / Analysis

- qualtrics
- Power BI
- Excel
- Microsoft Teams
- SurveyMonkey
- workday
Review Improvement Action Plan

**TASK 4**

**Improvement Plans**
What specific activities are involved in the Improvement Action Plan(s) you developed based on your prior year’s Assessment Findings?

**Closing the Loop**
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.

**Expectations**

Academic Programs should implement Improvement Action Plans for a Program-Level Student Learning Outcome (PSLO) and an Operational Outcome.

An organization’s ability to learn and translate that learning into action rapidly is the ultimate competitive advantage.

— Jack Welch
*Former General Electric CEO*
Review Improvement Action Plan

Task 4

Project Plan Template

<table>
<thead>
<tr>
<th>O#</th>
<th>Task #</th>
<th>Task Description</th>
<th>Primary Contact</th>
<th>Start Date</th>
<th>End Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
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</table>

Excel Template Available

“The important question is not how assessment is defined but whether assessment information is used.”

— Palomba and Banta
Review Improvement Action Plan

Optional: Use Teams to track implementation of your action plan.
Live Demo in SPOL
Thank you!

For additional questions or assistance, please contact:
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