Institutional Effectiveness
Outcomes Assessment

Creating an Assessment Plan for Service Areas

Dr. Kandeice Gibson
Institutional Planning and Effectiveness
Participants will gain an overview of:

- IE Cycle Timeline and the Plan-Do-Study-Act (PDSA) Continuous Framework
- September Milestone Tasks
- Service Area 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
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</th>
<th>Use of Results “Closing the Loop” on the Prior Year</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Current Outcomes and Measures</strong></td>
<td><strong>What specific activities are involved in the Improvement Action Plan(s) you developed based on your prior year’s Assessment Findings?</strong></td>
</tr>
</tbody>
</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)? |  |
| **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! |
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

Service Area Assessment

Assessment plans are intended to help the College improve.

Assessment measures capture strengths and weaknesses in our operations, as well as how students demonstrate learning based on services we provide.

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 operational efficiency and student success.

The assessment process facilitates documentation of the data results, conclusions, and artifacts as evidence of student learning and departmental effectiveness.
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

TASK 1

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 my department?
- What are the KPIs that show the department is successful?
- How do we know if we are operating efficiently?

Student Learning Outcome (Academic/Student Services)
The knowledge, skill, or ability students can demonstrate as a result of services offered by the Service Area.

- Why do students seek our services?
- How do our services prepare students for academic, career, or personal success?
- What do we expect students to know, understand, do or value as a result of services we provide?
- What General Education or Workforce Competencies are reinforced or built upon through my services?
- How do we know where and how students are learning from the services we provide?
Creating Your Assessment Plan

Co-Curricular Curriculum Mapping

- This is a tool that shows how co-curricular learning experiences or courses align to the 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 about where there may be gaps or learning experiences that may not align with the overall departmental goals.

<table>
<thead>
<tr>
<th>Learning Experiences or Courses</th>
<th>Outcomes/Standards</th>
<th>Skill Level (Introduced, Reinforced, Mastered)</th>
</tr>
</thead>
</table>

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

Co-Curricular Experience Curriculum Mapping

<table>
<thead>
<tr>
<th>Outcome / Standard</th>
<th>Learning Experience 1</th>
<th>Learning Experience 1</th>
<th>Learning Experience 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Outcome 2</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Outcome 3</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

Excel Template Available

“Tell me and I’ll forget. Show me and I may remember. Involve me and I learn.”

— Benjamin Franklin
## Creating Your Assessment Plan

### Administrative Units Operational Outcomes

<table>
<thead>
<tr>
<th>Outcome Types</th>
<th>Operational Outcome Examples</th>
</tr>
</thead>
</table>
| Operations         | • Customer Service/Quality  
                     | • Revenue Generation  
                     | • Campus Operations  
                     | • Supplier Diversity  
                     | • Deferred Maintenance  
                     | • Cyber Security/Risk Management |
| Finance            | • Fund Balance  
                     | • Institutional Debt  
                     | • Budget Expenditures |
| Staff Engagement   | • Staff Professional Development  
                     | • Public Service/Volunteerism  
                     | • Workplace Climate  
                     | • Wellness |
| Advancement /Alumni| • Total gifts/donations  
                     | • Alumni engagement  
                     | • In-Kind Donations |

### Academic & Student Services Operational Outcomes

<table>
<thead>
<tr>
<th>Outcome Type</th>
<th>Operational Outcome Examples</th>
</tr>
</thead>
</table>
| Student Satisfaction         | • Customer Service / Net Promoter Score  
                     | • Focus Group and Appreciative Inquiry  
                     | • Service Quality |
| Student Engagement           | • Engagement Survey (CCSSE/NSSE)  
                     | • Co-curricular Engagement  
                     | • Student Life Skills  
                     | • Experiential Learning Opportunities  
                     | • Marketing/Recruitment  
                     | • Career Readiness/Job Placement  
                     | • Credit Milestone Attainment |
| Teaching and Learning        | • Classroom Utilization  
                     | • FTE per Student  
                     | • Non-Credit Enrollment  
                     | • Industry Certifications Awarded |
| Equity                        | • Achievement Gap  
                     | • Student Support Outreach |
Creating Your Assessment Plan

**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

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**Key Metrics**
ACT
PLAN
DO
STUDY
Creating Your Assessment Plan

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

### TASK 3

<table>
<thead>
<tr>
<th>Outcome Type</th>
<th>Direct Measures (Evaluate Actual Performance)</th>
<th>Indirect Measures (Evaluate Perceived Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Operational</strong></td>
<td>Methods that assess demand, quality, efficiency, and effectiveness&lt;br&gt;• Quality/Use of Services&lt;br&gt;• Defect/Error Rate&lt;br&gt;• Timelines and Budgets</td>
<td>Methods that assess experience (perception)&lt;br&gt;• Faculty/Staff Satisfaction Survey&lt;br&gt;• Focus Group</td>
</tr>
<tr>
<td><strong>Student Learning</strong></td>
<td>Methods that assess knowledge, skills, and abilities learned&lt;br&gt;• Portfolio Evaluations&lt;br&gt;• Paper/Assignment Rubrics&lt;br&gt;• Embedded Test Questions&lt;br&gt;• Certification/Licensure Exams&lt;br&gt;• Final Exams/Projects/Presentations</td>
<td>Methods that assess experience (perception)&lt;br&gt;• Exit interview&lt;br&gt;• Alumni Survey&lt;br&gt;• Employer Survey&lt;br&gt;• Curriculum/Syllabi Analysis&lt;br&gt;• Faculty/Staff Satisfaction Survey</td>
</tr>
</tbody>
</table>

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

Advantages
- Diagnostic information
- Gives targeted formative feedback
- Identify strengths and weaknesses
- Faster scoring
- Good summative assessment

Disadvantages
- Requires more time to score
- If not well-defined, raters may score differently.
- Does not provide targeted feedback
- Does not show what to improve

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

— The Graide Network
Creating Your Assessment Plan

**Survey Research and Focus Groups**

Survey Research is the process of collecting information using a questionnaire to gather data efficiently from a set of respondents.

A focus group is a qualitative research method in which a trained moderator conducts a collective interview of typically six to eight participants to gain in-depth insight of a topic.

<table>
<thead>
<tr>
<th></th>
<th>Surveys</th>
<th>Focus Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advantages</strong></td>
<td>• Quantitative and qualitative data</td>
<td>• Qualitative Data</td>
</tr>
<tr>
<td></td>
<td>• Closed-ended questions</td>
<td>• Open-ended questions</td>
</tr>
<tr>
<td></td>
<td>• Reach larger groups of people</td>
<td>• Few people at a time</td>
</tr>
<tr>
<td></td>
<td>• Administer online/in-person</td>
<td>• Typically conducted in person</td>
</tr>
<tr>
<td></td>
<td>• Easier to analyze the data</td>
<td>• Allow simultaneous interviews</td>
</tr>
<tr>
<td><strong>Disadvantages</strong></td>
<td>• Potential Bias if poorly designed</td>
<td>• More planning/setup required</td>
</tr>
<tr>
<td></td>
<td>• Customer fatigue</td>
<td>• Data analysis more time-consuming</td>
</tr>
<tr>
<td></td>
<td>• Subjective responses</td>
<td></td>
</tr>
</tbody>
</table>

“When people gather to talk about something, their contributions and understandings will be enriched by the group dynamic.”

— Glynis Cousins, Author and Senior Advisor at the Higher Education Academy
### Creating Your Assessment Plan

**TASK 3**

<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 Post-Survey</td>
<td>Indirect Measure: Workshop Survey</td>
<td>80% of students will indicate that they can write a resume.</td>
</tr>
<tr>
<td><strong>SLO:</strong> Students will gain social, global, and cultural awareness through themed events.</td>
<td>Post-Event Survey</td>
<td>Indirect Measure: Event Survey</td>
<td>75% of students will indicate that they gained social awareness through events.</td>
</tr>
</tbody>
</table>

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*
# Assessment Planning

## Purpose/Mission

<table>
<thead>
<tr>
<th>Why does your program/department exist?</th>
<th>The mission of Pizza Palace is to provide customers with quality pizza and excellent service.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you know that you are achieving your purpose/mission?</td>
<td>When customers give us top ratings. When we have a low employee turnover. When we are making a profit.</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><strong>Outcome Title:</strong> Customer Experience</td>
<td><strong>Measure Title:</strong> Satisfaction Survey</td>
<td><strong>Criteria Title:</strong> Satisfaction Survey</td>
</tr>
<tr>
<td><strong>Outcome Description:</strong> Provide customers with a quality product and experience.</td>
<td><strong>Measure Description:</strong> Assess service quality using a survey.</td>
<td><strong>Criteria Description:</strong> 80% of customers will indicate overall satisfaction with our service quality.</td>
</tr>
<tr>
<td><strong>Outcome Title:</strong> Employee Satisfaction</td>
<td><strong>Measure Title:</strong> Employee Retention Rate</td>
<td><strong>Criteria Title:</strong> Employee Retention Rate</td>
</tr>
<tr>
<td><strong>Outcome Description:</strong> Cultivate an environment where employees love coming to work.</td>
<td><strong>Measure Description:</strong> Assess Employee Retention Rate using an internal report.</td>
<td><strong>Criteria Description:</strong> Increase employee retention rate from rate by 5%</td>
</tr>
<tr>
<td><strong>Outcome Title:</strong> Total Revenue</td>
<td><strong>Measure Title:</strong> Net Profit</td>
<td><strong>Criteria Title:</strong> Net Profit</td>
</tr>
<tr>
<td><strong>Outcome Description:</strong> Increase revenue to ensure profitability.</td>
<td><strong>Measure Description:</strong> Assess Net Profit using an internal report.</td>
<td><strong>Criteria Description:</strong> Increase net profit by 15% year over year.</td>
</tr>
</tbody>
</table>
Planning For Data Collection

Preliminary Findings (January and May Milestone)

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

Discuss the assessment plan Outcomes, Measures, Criteria with those involved in the assessment.

Request data according to how the data needs to be reported; consider how the data may need to be disaggregated to gain meaningful insights; share IE Findings Reporting Templates as needed.

Discuss the results, gather interpretations about the results, and identify improvement strategies that can be implemented 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**

**Student-serving Service Areas** should implement Improvement Action Plans for a Student Learning Outcome (SLO) and an Operational Outcome.

**Administrative Service Areas** should implement at least one Improvement Action Plan.

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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

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>
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</table>

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

— Palomba and Banta

Excel Template Available
Review Improvement Action Plan

Optional: Use Teams to track implementation of your action plan.

Microsoft Teams

Improvement Action Plan...

O1: Modify Program Map
- Add task
  - Meet with faculty
  - Modify Syllabi
  - Submit Curriculum Change to CC

O2: Recruitment Efforts
- Add task
  - Meet with Marketing Team
  - Create flyer
  - Update Social media

Institutional Planning and Effectiveness
Live Demo in SPOL
Thank you!

For additional questions or assistance, please contact:
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