INSTITUTIONAL EFFECTIVENESS

AT BC INTERNATIONAL EDUCATION CENTERS

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SESSION OBJECTIVES

- Recognize the principles of assessment to demonstrate institutional effectiveness in student learning and administrative operations.
- Identify the components of excellence in assessment.
- Understand how assessment is used for continuous improvement.
CONTINUOUS IMPROVEMENT

IS A JOURNEY

NOT A DESTINATION
THE UPWARD SPIRAL

“Moving along the upward spiral requires us to learn, commit, and do on increasingly higher planes.

We deceive ourselves if we think that any one of these is sufficient.

We must learn, commit, and do; learn, commit, and do; learn, commit, and do again.”

- Stephen R. Covey
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.
ASSESSMENT OVERVIEW

• 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.

• This process takes place across three milestones in September (Planning), January (Preliminary Findings), and May (Final Findings).

• 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.
The Institutional Effectiveness (IE) cycle is the process for how we evaluate our effectiveness by assessing the extent to which we achieve the expected outcomes of our academic programs, academic and student support services, and administrative units in accordance with the SACS-COC Accreditation Standards.
All International Centers have an IE Assessment Plan that is maintained in our assessment software, Strategic Planning Online (SPOL), by the Main Campus International Education Office team.

The Main Campus International Education Office liaise between Program Managers/CATS and the International Center Partners regarding IE Plan Assessment expectations to collect the information for input in SPOL.

International Center Partners administer assessments and report data on Operational Outcomes, General Education Competencies, and, if applicable, Program-Level Student Learning Outcomes.
ASSESSMENT COMPONENTS

**Plan**
Begin with the end in mind

What does excellent performance look like?

**Do**
Evaluate performance

What shows evidence that you achieved the expected result?

**Study**
Learn from the results

Why did you achieve a particular result?

**Act**
Act on the results

How will you use the results for continuous improvement?

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**Operational Outcomes**
Institution-centered outcomes that measure operational performance.

**Student Learning Outcomes**
Student-centered outcomes that measure the skills students can demonstrate.

**Direct Measures**
Evaluate actual performance
- Reports
- Exams
- Evaluations

**Indirect Measures**
Evaluate perceived performance
- Survey
- Interview
- Focus Group

**Contributing Factors**
- Success enablers
- Process efficiencies
- High impact strategies

**Constraining Factors**
- Bottlenecks
- Limited resources
- External variables

**Action Plan**
A project or task that will address the identified constraints and/or build on the success factors.

**Use of Results**
The implementation and completion of the action plan.
OUTCOME: Ensure a satisfactory student educational experience at the BC International Center.

CRITERIA: At least 75% of students will indicate "somewhat agree" or "strongly agree" on the BC International Student Satisfaction Survey.

INTERPRETATION OF FINDINGS: Student response rates were lower than expected. Some Centers did not have any responses at all due to low BC email usage.

CONTINUOUS IMPROVEMENT EFFORTS:
- Increase survey sample size to include all current students, not just those who are graduating.
- Incentivize survey participation using a raffle.
- Provide training and resources to staff and students regarding BC email access.
Outcome: Ensure faculty engage in professional development (PD) to enhance teaching and learning.

Criteria: 50% of active international faculty will participate in at least one professional development activity offered by the International Education Office and/or CTEL.

Interpretation of Findings: Some centers had low faculty participation in virtual sessions potentially due to time zone differences.

Continuous Improvement Efforts:
- Emphasize the importance of PD, such as New Faculty Training.
- Implement better tracking system and incorporate reflective assessment after each PD activity.
- Recognize faculty who actively engage in PD.
Outcome: Students will demonstrate that ideas are supported by relevant and credible evidence through effective written communication.

Criteria: 75% of students will demonstrate or exceed competency using a writing sample from a Writing (W2) designated course.

Interpretation of Findings: Several centers had a discrepancy in student performance in various classes, potentially due to differences in faculty expectations. Students may also need additional support with writing. Students performed better in other W2 courses if they previously completed ENC1101U and/or taught by faculty credentialed to teach ENC1101U.

Continuous Improvement Efforts:
• Provide faculty training to calibrate expectations and use of rubrics.
• Provide targeted faculty support as needed.
Outcome: Graduates will demonstrate proficiency with group meeting management.

Criteria: 80% of students will score 80% or higher on the group management project.

Interpretation of Findings: Very small student sample. Only 50% of the class passed due to the unbalanced level of knowledge and research skills among the students. The two students with the lower scores are either first-year student, or one with low English skill. They shared the same grade for the project, only lost the scores over the individual Q&A questions.

Continuous Improvement Efforts:
• Provide more in-class examples to give students more practice and experience with coordinating an event.
Outcome: Varies.

Criteria: 75% of students will demonstrate competency.

Interpretation of Findings: Students performed very well on Global Awareness and Mathematical & Scientific Reasoning. The random selection of international course offerings produced a relatively low sample size.

Continuous Improvement Efforts:
- Increase sample size to include data collection from all courses offered at the international locations.
- Develop a Community of Practice for assessment stakeholders to share insights and discuss improvements collectively.
CLOSING THE LOOP

- We “close the loop” on assessment results by implementing action plans 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.
ENGAGE OTHERS IN ASSESSMENT

Assessment Resources

- **Annual IE Cycle**
- **Learning Outcomes Assessment**
- **Webinars**
- **Quick Links**

- ✔ **IE Cycle Timeline**
- ✔ **Program Assessment Plan**
- **Service Area Assessment Plan**
- **IE Guides (login required)**

- ✔ **CTEL Assessment Resources**
- ✔ **General Education Assessment**
Thank you!

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