



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



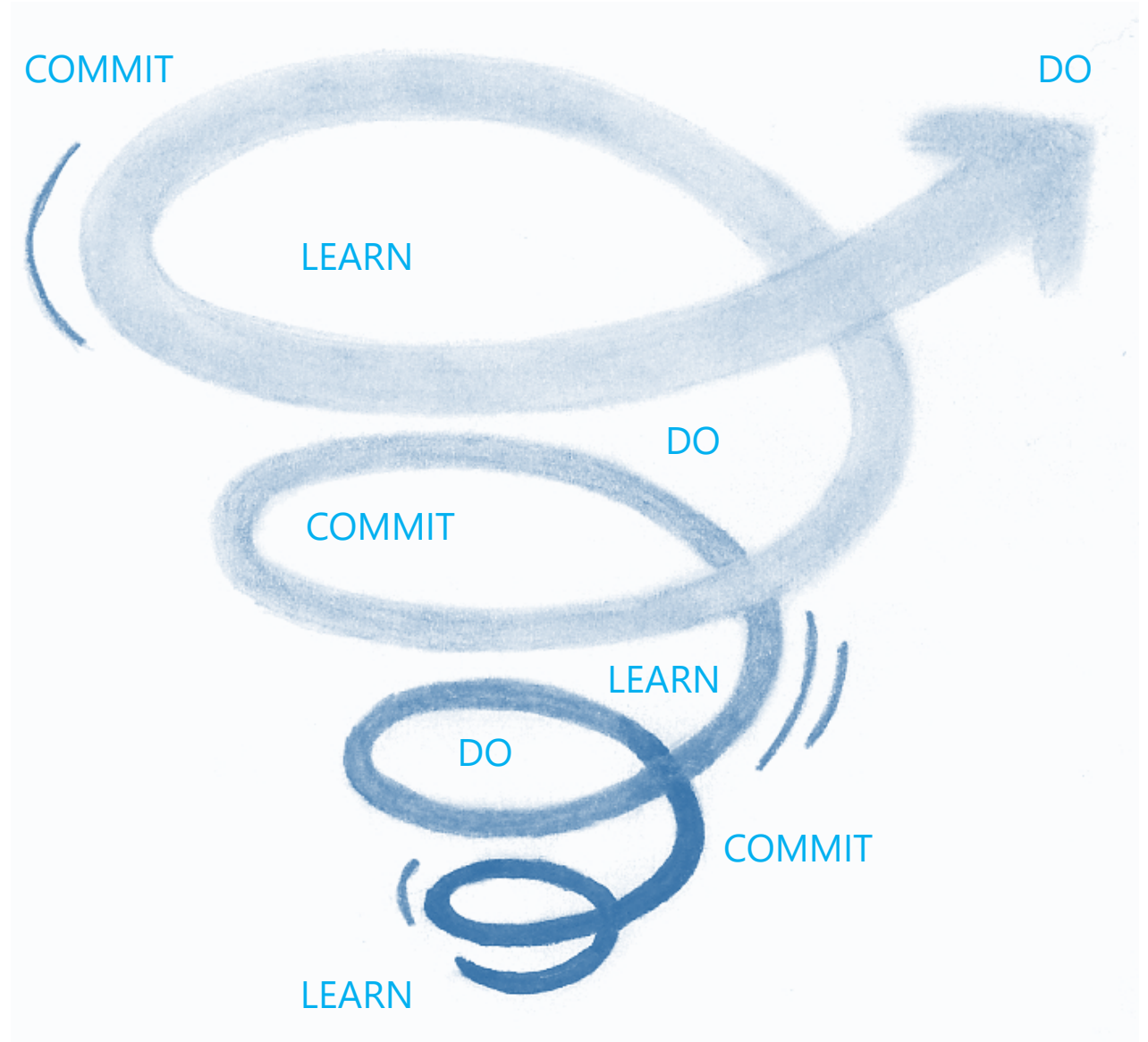
THE UPWARD SPIRAL

"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."

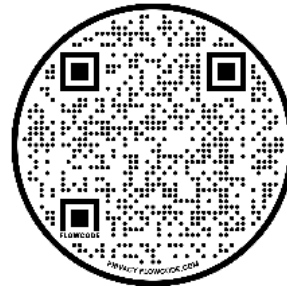
- Stephen R. Covey



OUR WHY



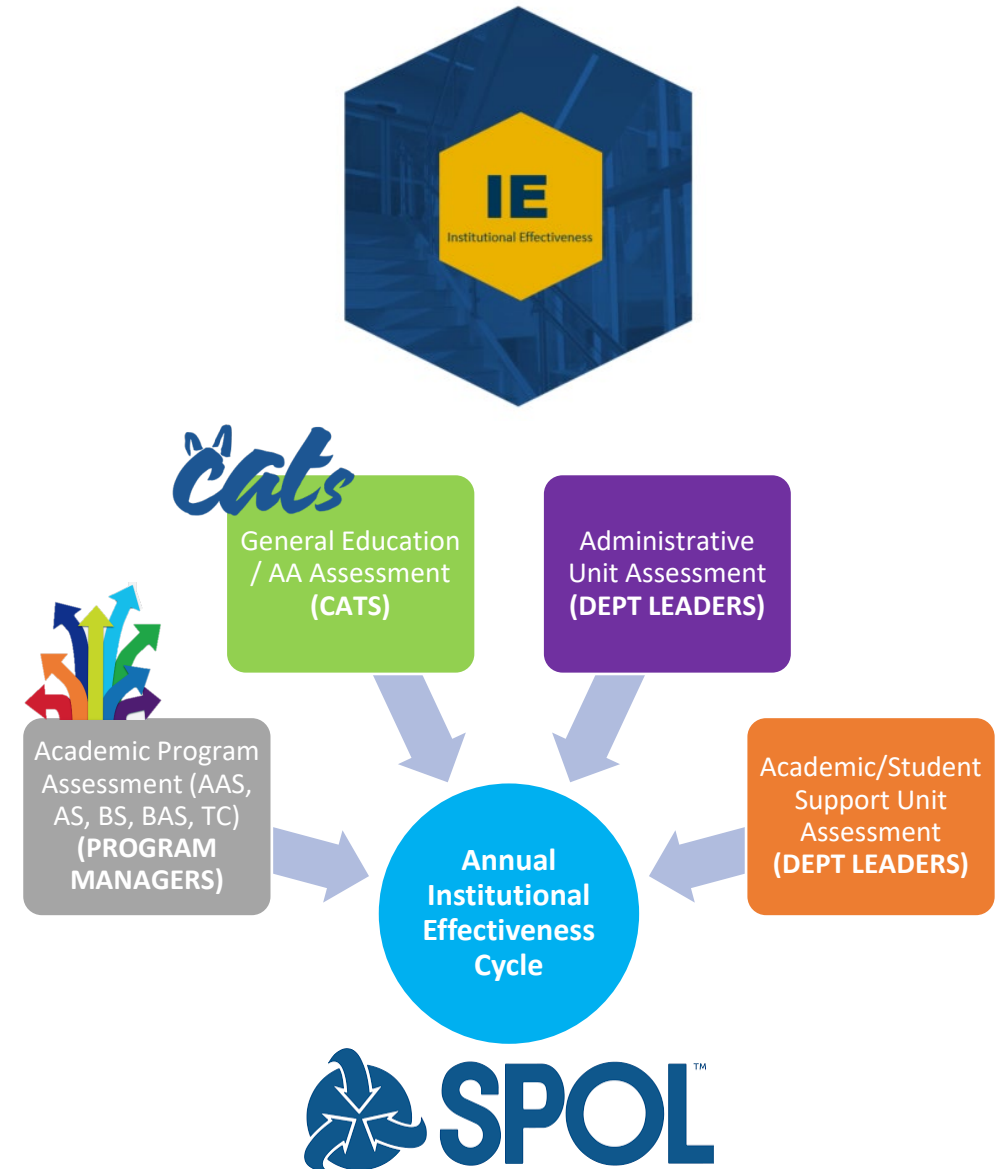
Our “Why” is to **engage** faculty, staff, and administrators in **learning** about our institutional performance, as well as student performance in meeting program learning outcomes through a culture of assessment so that we can **identify strategies** for continuous improvement to best serve our College’s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



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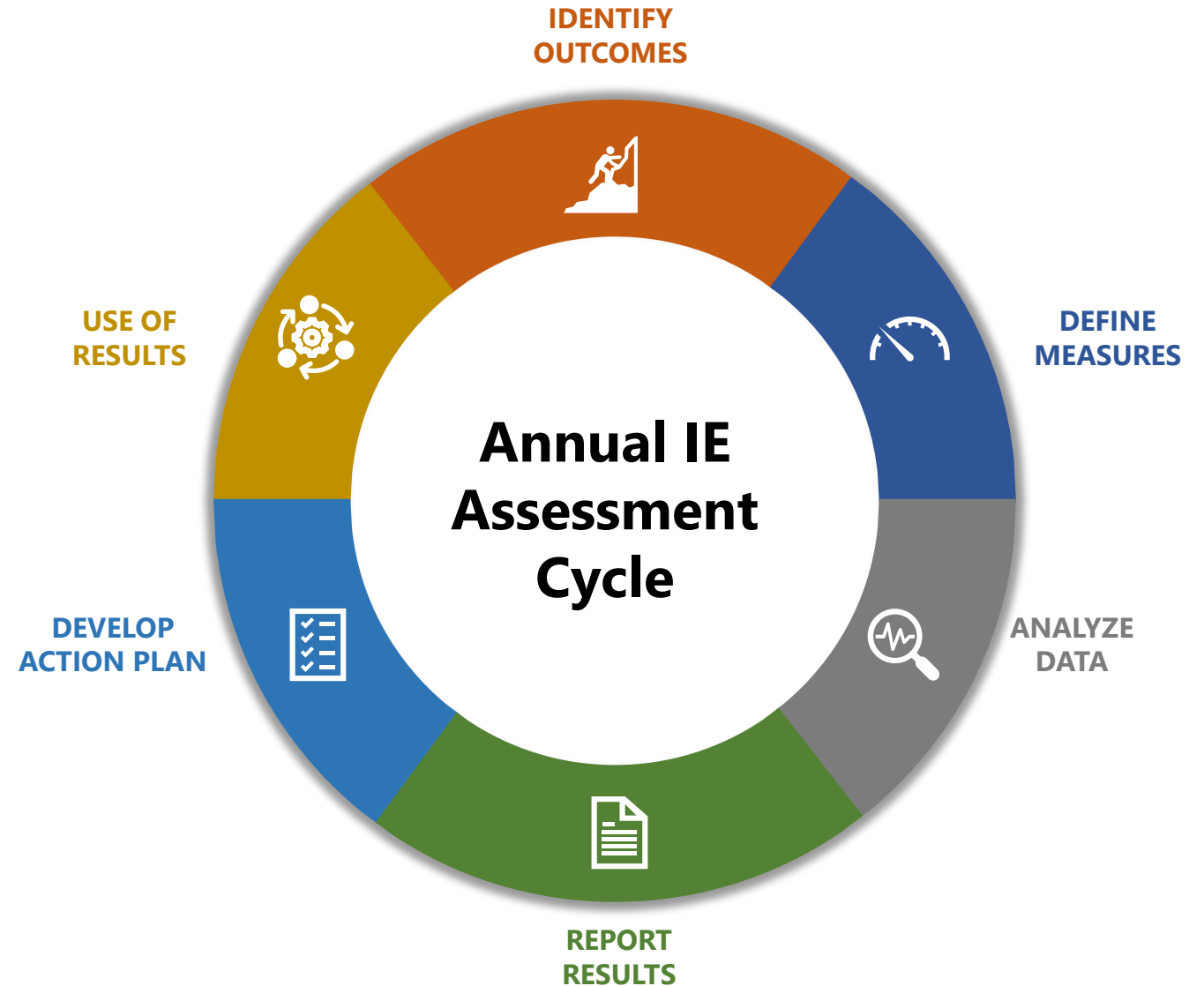
ASSESSMENT OVERVIEW

- 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.



ASSESSMENT PROCESS

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.





INTERNATIONAL CENTER PROCESS



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?**

OPERATIONAL OUTCOMES

Institution-centered
outcomes that measure
operational performance.

STUDENT LEARNING OUTCOMES

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

DO

EVALUATE
PERFORMANCE

**What shows evidence that you
achieved the expected result?**

DIRECT MEASURES

Evaluate actual performance

- Reports
- Exams
- Evaluations

INDIRECT MEASURES

Evaluate perceived
performance

- Survey
- Interview
- Focus Group

STUDY

LEARN FROM
THE RESULTS

**Why did you achieve a
particular result?**

CONTRIBUTING FACTORS

- Success enablers
- Process efficiencies
- High impact strategies

CONSTRAINING FACTORS

- Bottlenecks
- Limited resources
- External variables

ACT

ACT ON THE
RESULTS

**How will you use the results for
continuous improvement?**

ACTION PLAN

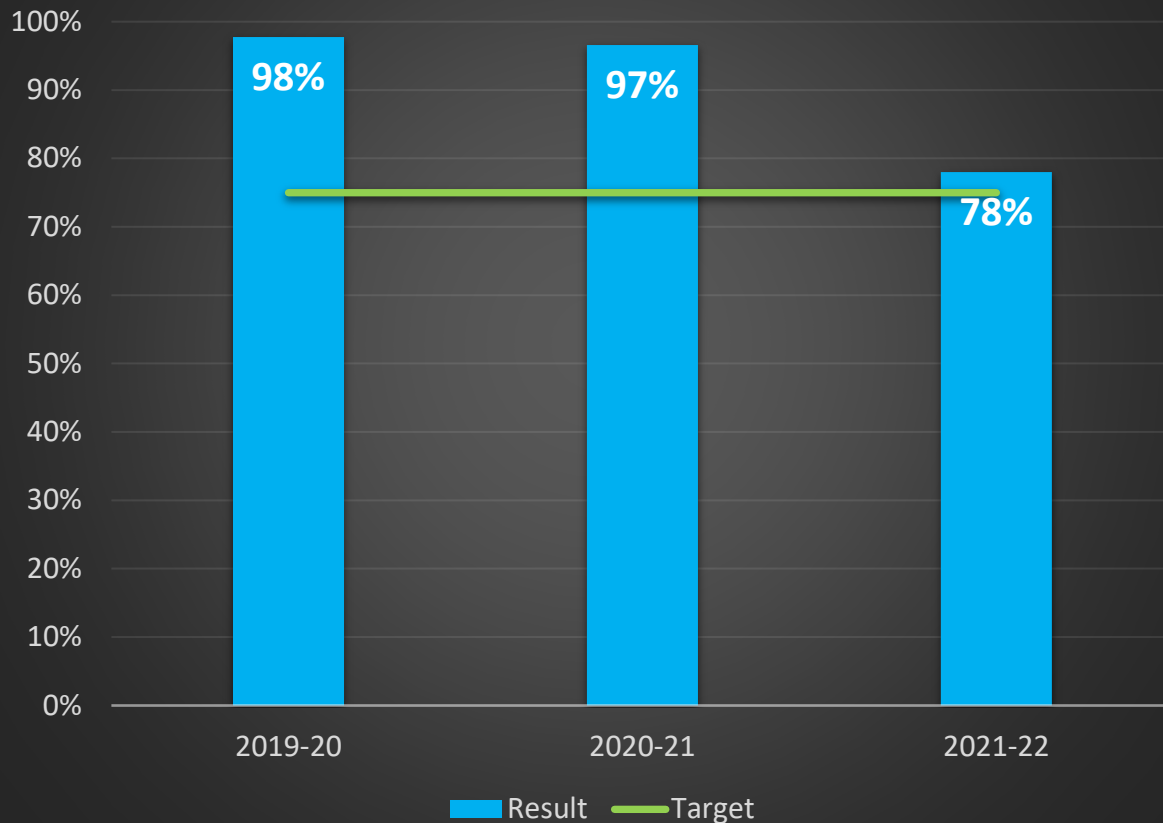
A project or task that will
address the identified
constraints and/or build on
the success factors.

USE OF RESULTS

The implementation and
completion of the action
plan.

ASSESSMENT RESULTS

Operational Outcome: Student Program Experience



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.

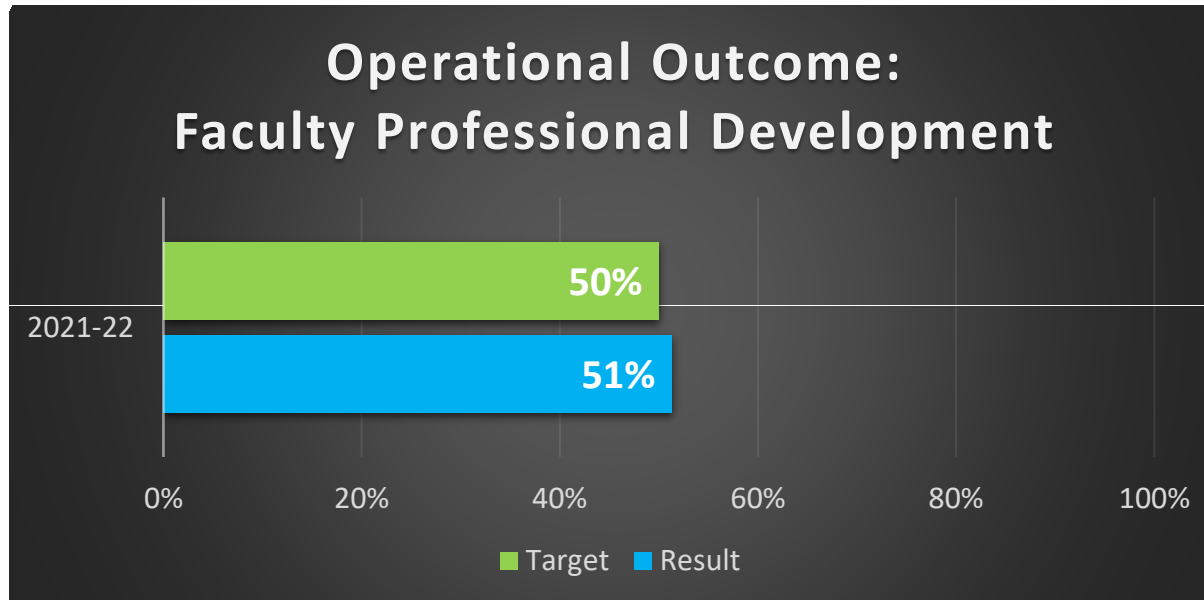
Interpretation of Findings: Student response rates were lower than expected. Some Centers did not have any responses at all due to low BC email usage.

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.



ASSESSMENT RESULTS



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 CTCL.

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

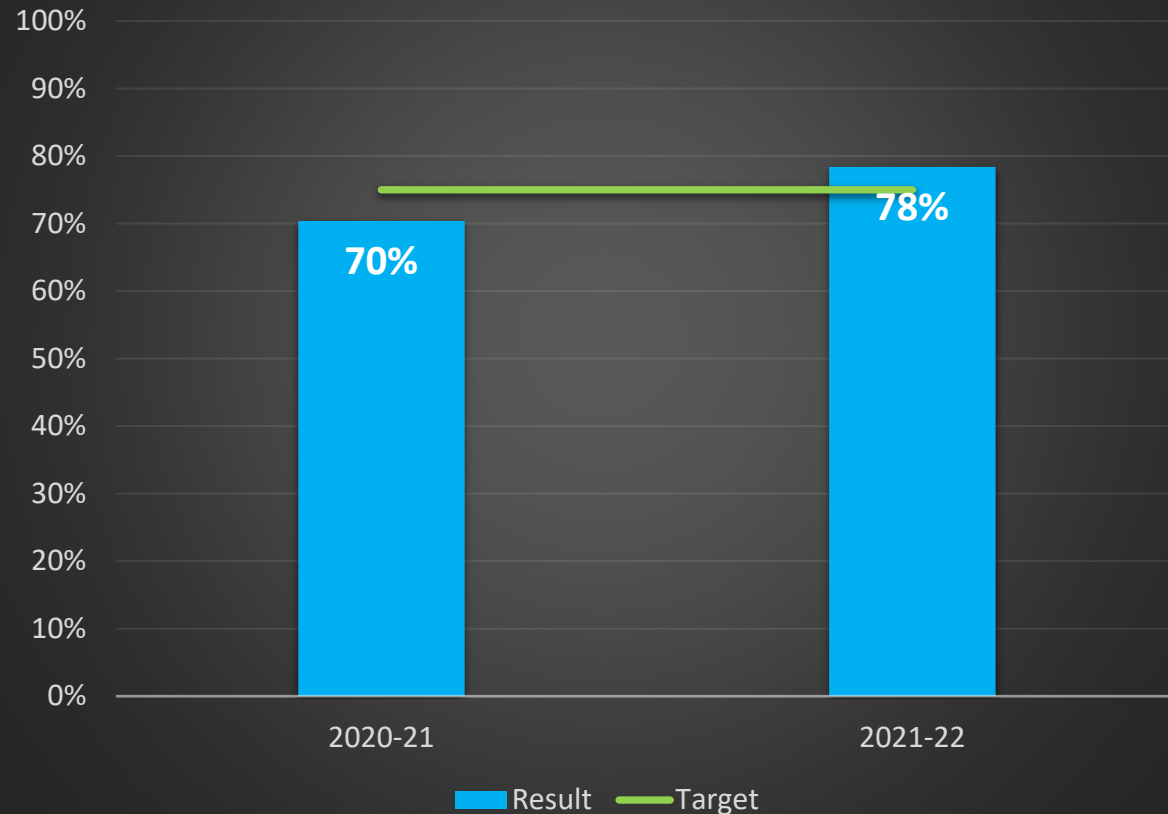
Continuous Improvement Efforts:

- 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.



ASSESSMENT RESULTS

SLO: Effective Written Communication



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.

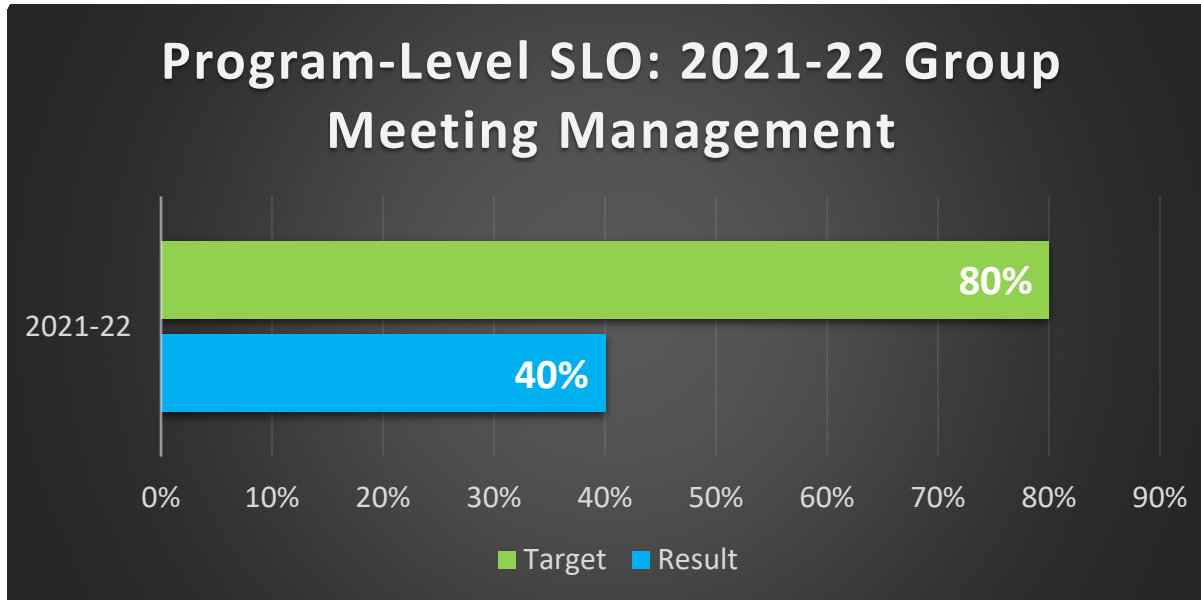
Interpretation of Findings: Several centers had a discrepancy in student performance in various classes, potentially due to differences in faculty expectations. Students may also need additional support with writing. Students performed better in other W2 courses if they previously completed ENC1101U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



ASSESSMENT RESULTS



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.

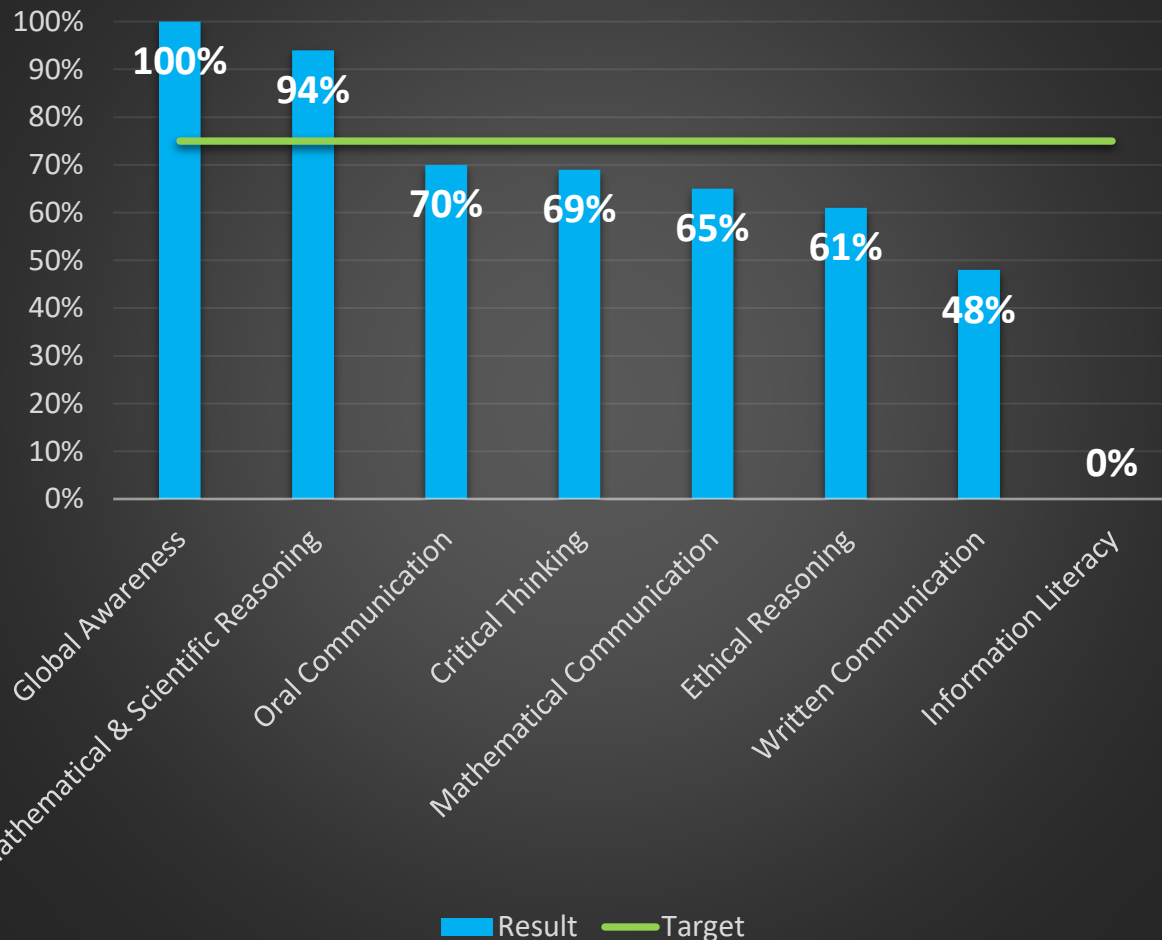
Continuous Improvement Efforts:

- Provide more in-class examples to give students more practice and experience with coordinating an event.



ASSESSMENT RESULTS

SLO: 2021-22 General Education Competencies



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.

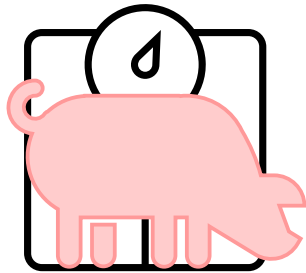
Continuous Improvement Efforts:

- 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

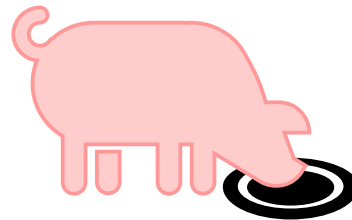
- We “close the loop” on assessment results by implementing action plans to improve student learning or operations.
- Then re-assess outcomes to determine any effect of actions implemented.
 - Not all improvements can be implemented quickly.
 - It may take time to realize the impact of improvements

Weigh Pig



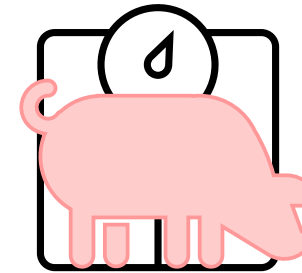
Assess

Feed Pig



Intervene

Weigh Pig



Re-Assess

ENGAGE OTHERS IN ASSESSMENT

TIPS FOR Engaging FACULTY
in Assessment Reporting

SHARE THE WHY
When it comes to assessment, all roads lead to Institutional Effectiveness!

- Explain that this reporting is part of the annual Institutional Effectiveness (IE) process (visit broward.edu/ie)
- Assessment reporting is required for accreditation
- This helps us to demonstrate how we use assessment to guide continuous improvement in operations and student learning

Why am I being asked to do this?

GATHER QUICK INSIGHTS
Faculty are the key to effective interpretation of the findings. Communicate early to engage them in the process.

- Request data: Student assignment scores, rubrics, and sample student artifacts
- Request brief context about the results:
 - What factors enabled student success?
 - What factors hindered student success?
 - What best practices should we consider as a team going forward to maintain or increase learning?

Will I have time to do this?

AMPLIFY COLLABORATION
Engage faculty in the ideation and implementation of improvements based on assessment results.

- Share insights with all relevant faculty and staff
- Gain consensus and buy-in about the next steps
- Engage faculty in the implementation of the improvements

How will this be used?

INSTITUTIONAL EFFECTIVENESS OUTCOMES ASSESSMENT

Assessment Resources

[Annual IE Cycle](#)
[Learning Outcomes Assessment](#)
[Webinars](#)
[Quick Links](#)

[IE Cycle Timeline](#)

[Program Assessment Plan](#)
[Service Area Assessment Plan](#)
[IE Guides \(login required\)](#)
[Annual IE Cycle](#)
[Learning Outcomes Assessment](#)
[Webinars](#)
[Quick Links](#)

[CTEL Assessment Resources](#)

[General Education Assessment](#)



Thank you!



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