

Outcomes Assessment without the Elbow Patches:

Examining the Value of Continuous Improvement
outside the Classroom

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Learning Outcomes

1. Discover ways to stay abreast of shifting changes within the organization to maintain the engagement of college personnel in assessment processes and new accreditation requirements.
2. Practice strategies for guiding individuals and teams through customized assessment consultation.
3. Develop a feedback rubric customized for your institution to engage assessment planners through motivating summative and formative feedback.
4. Identify ways to quantify feedback to determine training and resources needed across the institution.

The only thing that
is constant is change.
~ Heraclitus



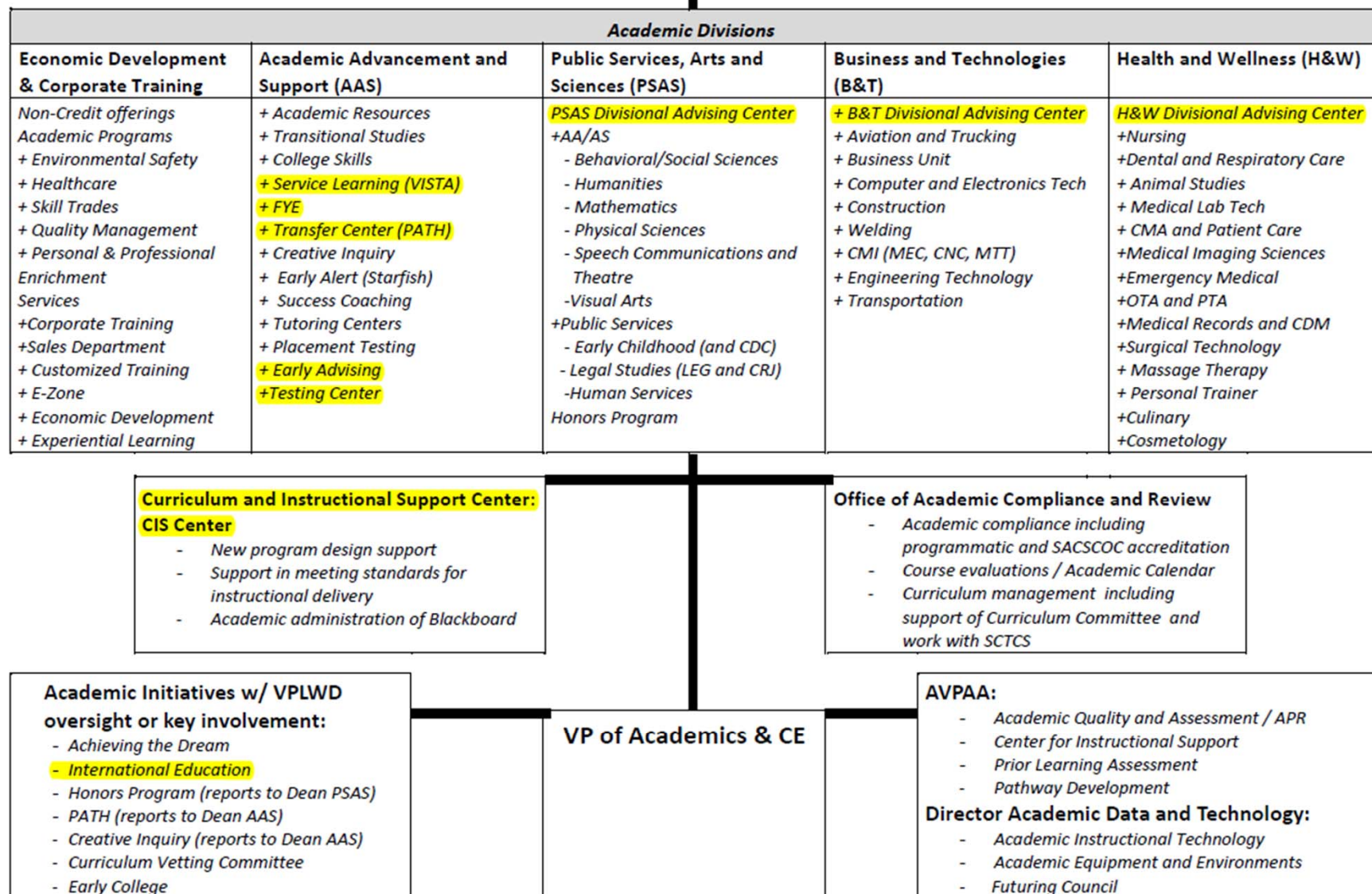
Responding to Organizational Change

- Organizational analysis each year
 - Review org charts and position descriptions
 - 34 units with 10 more on board this fall
- Gain support from leadership (Division VPs) and stay in the loop

CHALLENGES

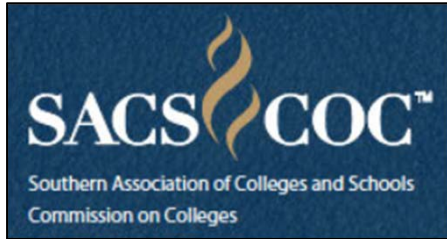
- Satellite campuses managed by several individuals reporting through separate divisions (Student Affairs, Academic Affairs, and President)
- “Hidden Hybrids” – if you can improve, you can assess

Greenville Technical College transforms students' lives and helps our community thrive by providing a world-class, affordable education to students and building an educated, engaged workforce committed to life-long learning.



Units highlighted in yellow are those that were identified four years after an initial organizational analysis. These units should be participating in assessment and will jump on board Fall 2018.

Shifting Accreditation Requirements



- Academic and Student Support Services departments must now assess student learning (new SACSCOC standard 8.2.c)



- Council for the Advancement of Standards in Higher Education (CAS) student learning and development outcomes



Sample CAS Student Learning and Development Outcomes

Practical competence	Pursuing goals	Sets and pursues individual goals; articulates rationale for personal and educational goals and objectives; articulates and makes plans to achieve long-term goals and objectives; identifies and works to overcome obstacles that hamper goal achievement
	Communicating effectively	Conveys meaning in a way that others understand by writing and speaking coherently and effectively; writes and speaks after reflection; influences others through writing, speaking or artistic expression; effectively articulates abstract ideas; uses appropriate syntax and grammar; makes and evaluates presentations or performances; listens attentively to others and responds appropriately
	Technological competence	Demonstrates technological literacy and skills; demonstrates the ethical application of intellectual property and privacy; uses technology ethically and effectively to communicate, solve problems, and complete tasks; stays current with technological innovations
	Managing personal affairs	Exhibits self-reliant behaviors; manages time effectively; develops strategies for managing finances
	Managing career development	Takes steps to initiate a job search or seek advanced education; constructs a resume based on clear job objectives and with evidence of knowledge, skills, and abilities; recognizes the importance of transferrable skills
	Demonstrating professionalism	Accepts supervision and direction as needed; values the contributions of others; holds self accountable for obligations; shows initiative; assesses, critiques, and then improves the quality of one's work and one's work environment
	Maintaining health and wellness	Engages in behaviors and contributes to environments that promote health and reduce risk; articulates the relationship between health and wellness in accomplishing goals; exhibits behaviors that advance the health of communities
	Living a purposeful and satisfying life	Makes purposeful decisions regarding balance among education, work, and leisure time; acts in congruence with personal identity, ethical, spiritual, and moral values

Source: Council for the Advancement of Standards in Higher Education (CAS) student development outcomes
<https://www.cas.edu/learningoutcomes>

Communication and Productivity Tools



- Email merge with excel – customize messages to make it more personal




- Adobe fillable forms for rubrics and data analysis



- Training and Consultation Sessions – signup.com

Setting up Consultation Sessions




Tk20 Tuesday

Tue Apr 24, 2018 – Tue Oct 9, 2018


Greetings Planners! If you need assistance with closing out your 2017-2018 records and/or starting your 2018-2019 plans, beginning April 24, we will be having Tk20 Tuesdays on the second and fourth Tuesday of every month until the October 15 deadline. This includes technical assistance and assessment consultation. You may attend as many sessions as needed. All spots are for individual planners with the exception of one 2.5 hour slot for teams on the second Tuesday. Room 203 in building 123 has been reserved for the team slots. The location for

[Share this Invite](#)


Find Spots By Date












☒ Hide Past Spots ☐ Hide Full Spots


 Tue Jun 12, 2018

1 of 1 Filled


 Tue Jun 26, 2018

3 of 3 Filled

SPOT	TIME	FILLED	PARTICIPANTS	
 Tk20 Assistance One-on-one spot! Please sign ...	9:00am – 10:00am	1 of 1	 (0) 	<div>FULL</div>
 TK20 Assistance One-on-one spot! Please sign ...	10:30am – 11:30am	1 of 1	 (0) 	<div>FULL</div>
 Tk20 Assistance TEAM SPOT! Up to 8 attendee...	1:00pm – 3:30pm	1 of 1	 (0) 	<div>FULL</div>

 Tue Jul 10, 2018

2 of 4 Filled

 Tue Jul 17, 2018

0 of 3 Filled

<http://www.signup.com>

Create Value through Consultation

“to deliberate together”



- Acknowledge that not everyone understands assessment the way you do – meet them where they are
 - global thinkers following a linear process
- Start with a simple conversation to build rapport
 - Give them a chance to show their passion
 - Ask lots of questions
 - Take notes and paraphrase to check for mutual understanding



Make the “A” Word Less Intimidating

- Break out the process into smaller steps within several emails, phone calls, and meetings
- Set baselines to see “where we are now” instead of jumping into where we think we should be
- Hold off on getting into the technology until there is a full understanding of the process and plans are well developed

Simplify the Process

Keep outcomes general and adjust measures each year as needed



The Center for Professional Excellence will provide ongoing professional development opportunities to equip faculty with the resources, tools, and skills needed to enhance teaching and learning.

2015-2016	2016-2017	2017-2018
<p><u>MEASURE</u>: Through mastery quizzes new faculty will demonstrate the ability to perform required teaching tasks in Blackboard.</p> <p><u>TARGET</u>: 90% of new faculty will score 100% on the mastery quizzes on basic tasks in Blackboard</p>	<p><u>MEASURE</u>: The CPE will provide training to instructors who teach online and blended courses.</p> <p><u>TARGET</u>: In consultation with Academic Leadership, the CPE will upgrade and enhance the Teaching with Blackboard Course by December 31, 2016 to ensure that knowledge and skills required for online teaching are addressed.</p>	<p><u>MEASURE</u>: In response to faculty members who experienced Soft Chalk lessons in the Teaching with Blackboard course, the CPE will collaborate with CISC to offer professional development sessions in the use of Soft Chalk for developing course content.</p> <p><u>TARGET</u>: The CPE will offer at least three professional development sessions in the use of developing course content in Soft Chalk.</p>

The Value of Internal Measures

- Not all assessment needs to be in big data (persistence, retention, etc.)

What can be controlled within individual departments?



The Student Success Center will develop and implement efficient and effective pathways to enrollment.

Measure	Target	Results
The SSC will work to resolve student challenges through a variety of communication mediums.	As a result of working with individual students, the SSC will retain 45% of the students with whom they work.	Files were kept on 232 individual students so that the SSC could track students who contacted the office more than once. 97 students were retained to Fall 2017 (42%)
The primary cohorts were: Student who had directly contacted the SSC for Assistance; and Students who had signed an Academic Plan via Financial Aid. The cohort expanded as students made contact with the department. As faculty members sent Kudos or raised grade and/or attendance flags for this group, the SSC followed up with an email offering information, help, and encouragement. The students in the academic plan cohort were assigned to a Progress Coordinator. Each Progress Coordinator communicated with the assigned cohort members throughout the semester reminding them of deadlines and upcoming events.		

Create Value through Consultation *“to deliberate together”* **PRACTICE**

- Ask questions
- Take notes
- Check for mutual understanding
- Write a general outcome together
- Determine possible internal measures



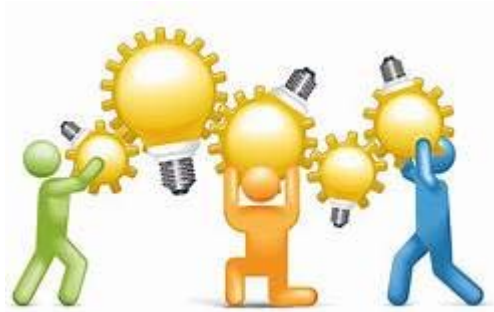
Create Value through Consultation

“to deliberate together”

OBSERVATIONS

- Planners: what did you find particularly engaging about the consultation process?
- Coordinators: what did you find particularly challenging about the consultation process?





Collaborate and Apply

- Invite teams together in assessment planning so everyone has a voice – sometimes good old fashioned complaining can bring many unknown successes and potential opportunities to the surface
- For those new to assessment, provide a chance to apply the process to departmental history



Applying the Process to Departmental History ***EXAMPLE***

1. Brain Dump – struggles and accomplishments over three years (planner)
2. Meet to discuss brain dump and look for patterns (together)
3. Create outcomes and measures (together)
4. Fill out one outcome by cycle on chart as an example (coordinator)
5. Fill out remaining outcomes, measures, and results on chart (planner)
6. Provide feedback on outcomes, measures and results (coordinator)
7. Add analysis and action plans - the glue between cycles - for one outcome (coordinator)
8. Fill out remaining analysis and action plans (planner)

Summative Feedback

- Rubric / Checklist – decide what is expected in every assessment record by component and how they meet or exceed the standard
- Review records from the last two to three cycles



Summative Feedback *PRACTICE*



- Indicate descriptors met with a check mark
- Highlight the strengths
- Motivate through language
- Ask questions
- Provide suggestions

How do we compare?

Quantify Feedback Results

- Based on summative feedback from several cycles, award points by standard

Does not Meet Standard (1 point per descriptor)
Meets Standard (3 points per descriptor)
Exceeds Standard (5 points per descriptor)

- Total possible points for each criteria by standard

Criteria	Meets Standard	Exceeds Standard
Mission and Purpose	at least 6	11-21
Outcomes	at least 18	23-33
Measures	at least 9	14-24
Baselines / Targets	at least 9	14-19
Results	at least 9	14-19
Analysis	at least 6	11-16
Action Plan	at least 6	11-31

Sample Output to Excel from Adobe Fillable Form

K	Z	AK	AT	BD	BL	BW	BX
MISSION TOTAL ▼	OUTCOMES TOTAL ▼	MEASURE TOTAL ▼	TARGET TOTAL ▼	RESULTS TOTAL ▼	ANALYSIS TOTAL ▼	ACTION TOTAL ▼	Total Score ▼
0	8	2	2	0	0	0	24
6	10	9	4	3	0	3	64
6	16	12	9	0	0	0	80
16	22	6	6	3	0	6	102
11	23	12	11	0	0	0	103
6	19	12	14	2	0	4	108
21	19	9	2	9	0	7	113
21	15	17	9	3	0	3	115
16	15	19	6	6	0	4	116
21	21	3	7	9	4	4	117
11	16	12	6	11	6	6	125
21	21	7	8	12	0	6	129
21	24	17	14	0	0	0	131
6	21	7	9	14	6	6	132
6	23	12	7	14	6	3	136
21	16	16	6	6	6	8	137
6	18	14	14	6	8	6	138
6	23	19	9	9	3	4	140
11	23	9	7	14	6	6	141
6	16	19	19	9	0	6	144
16	28	12	9	6	8	3	148
21	21	11	9	14	3	6	149
11	18	14	14	14	3	6	149
21	28	14	9	9	5	1	153
6	18	19	14	11	11	6	164
6	23	14	9	16	11	6	164
16	28	14	9	9	6	11	170
11	25	19	14	14	3	6	173
21	21	10	14	19	6	11	183
6	28	19	14	9	3	16	184
11	28	19	14	14	13	11	209
16	31	19	19	14	11	11	226
21	28	19	19	19	3	16	229
21	28	17	19	14	11	16	231

Training Needs Analysis

Greenville Tech Results

Criteria	Did not Meet Standard	Met Standard	Exceeded Standard
Mission and Purpose	3%	32%	65%
Outcomes	24%	32%	44%
Measures	15%	32%	53%
Baselines / Targets	32%	33%	38%
Results	24%	33%	43%
Analysis	53%	30%	17%
Action Plan	30%	47%	23%

Adjust rubric based on observations during use (Analysis)

- Added one descriptor for “does not meet standard”
- Edited one descriptor for “meets standard”
- Removed one descriptor for “exceeds standard”
- Added one descriptor for “exceeds standard”

Use Results from Year to Year for you Own Assessment Records



Criteria	Met or Exceeded Standard (baselines for 2018-2019)	Targets for 2019-2020
Mission and Purpose	94%	100%
Outcomes	76%	80%
Measures	85%	90%
Baselines / Targets	71%	75%
Results	76%	80%
Analysis	47%	50%
Action Plan	70%	75%

Formative Feedback

Divide the plan year into steps providing feedback after each step



CYCLE STEP	OPEN	DUE	FEEDBACK
1. Continuous Improvement - Report on action plans executed during previous cycle	August 15	September 15	October 15
2. Make edits to Continuous Improvement based on feedback (if needed)	October 15	November 15	
3. Assessment Plan - Continuing and new outcomes, measures, and targets	October 15	November 15	January 15
4. Make edits to Assessment Plan based on feedback (if needed)	January 15	February 15	
5. Results, Analysis and Action Plan	January 15	July 15	August 15
6. Make edits to Analysis and Action Plan based on feedback (if needed)	August 15	September 15	

Additional Communications

March 15 – execution of action plans from previous cycle? PDF email response

March 15 – collection of results of measures? PDF email response

Additional Deadlines

Audits – Sept 15, Nov 15, July 15

November 15 – packaging of reports and supporting documents of previous cycle



Future Goals for Assessment at GTC

- Produce a promotional video highlighting one academic program, one student support services department, and one administrative unit that improved services by participating in assessment.
- Develop a resource manual to be used throughout the plan year organized by phase availability and deadlines.
- Incorporate peer feedback.

Questions or Comments?

