Introduction to Improve KSU
Assessment Team

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Workshop Outline

• Introductions and Overview
• Continuous Improvement Cycle
• Online System
• Resources
• Questions and Discussion
History and Purpose

• Launched in Fall 2016
• Purpose is simple: To improve KSU
• Emphasis on use of results for improvement
• Focus on areas with the most room for improvement
• Helps us better serve students and internal customers, fulfill our mission and vision, and live our values
Assessment should be meaningful and inform the work.
Who Participates at KSU?

• Educational Programs
• Academic and Student Services
KSU’s Continuous Improvement Cycle

- Determine Outcomes
- Provide Learning Opportunities or Services
- Measure Effectiveness
- Use Results for Improvement
- Foundational Documents: Vision, Mission, Strategic Plan, Values
Determine Outcomes

• **Student Learning Outcomes**: Expected knowledge, skills, attitudes, or competencies that students are expected to acquire

• **Performance Outcomes**: Specific goals or expected results for an academic or student services units

• Where is there the most room for improvement?
- Specific, Strategic
- Measurable, Motivating, Meaningful
- Attainable, Action-Oriented, Aligned
- Relevant, Result-Oriented, Realistic
- Time-bound, Trackable
Student Learning Outcomes (SLOs)

- Educational programs
- 3 SLOs per program
- Knowledge/skill areas with a need for improvement
- Aligned with industry standards/needs
- Written in clear, succinct language
- Use of action verbs (Bloom’s Taxonomy)
SLO Examples

- Students will demonstrate effective oral communication skills.
- Program graduates will be able to define and interpret methodological and statistical constructs.
- Students will be able to explain how key values and social practices associated with American life have evolved in distinct historical periods.
Pitfalls in Identifying SLOs

- Failing to involve faculty
- Identifying too many SLOs for improvement
- Focusing on multiple knowledge/skill areas within one outcome
- Writing SLOs in vague terms
- Failing to define observable behaviors
Performance Outcomes (POs)

• An area of unit performance with a need for improvement
• 3 POs per academic and student services unit
• Currently POs are optional for educational programs, departments, and colleges
Performance Outcome Examples: Academic and Student Services

- Increase internal/external customer satisfaction
- Increase the efficiency of the ______ process
- Improve staff morale
- Decrease department turnover
- Decrease expenditures/costs related to ______
- Enhance staff knowledge or skills (be specific)
- Expand services offered to campus constituents
- Increase funding from grants and contracts
Performance Outcome Examples: Student Affairs

PO1 - Student Learning

PO2 - Program Performance
- Improve the alignment of programming with student needs
- Increase student participation in programs

PO3 - Retention, Progression, Graduation
- Improve Student Affairs’ impact on RPG through targeted programming and services
Performance Outcome Examples: Colleges, Educational Departments, and Programs (optional)

- Increase utilization of advising services
- Reduce bottlenecks in course scheduling
- Increase graduate school acceptances prior to KSU graduation
- Increase certification/licensing exam pass rate
- Increase research productivity
- Increase community engagement of faculty/students
Pitfalls in Identifying POs

- Failing to involve staff and/or faculty
- Focusing on “easy” outcomes just to comply with a requirement
- Not using improvement language
- Focusing on one-time projects that are not measured over time
- Listing strategies for improvement instead of an outcome or measure
Provide Learning Opportunities or Services
Measure Effectiveness

• Specific method used to collect evidence of the outcome
• At least two measures per outcome
• *Individual* items on an assessment instrument may be considered separate measures.
• The same instrument may be used to assess different outcomes.
  ✓ Rubric or exam items
  ✓ Internship evaluation items
  ✓ Survey items
  ✓ Focus group questions
Measures of SLOs

Direct Measures:

- **Must have at least one**
- Tangible, visible, and compelling evidence of what students have learned
- Usually assessed by instructor or individuals with content expertise/knowledge

Indirect Measures:

- Signs or perceptions of student learning
- Self-assessments or surveys
Example SLO Measures

DIRECT MEASURES OF STUDENT LEARNING (at least one per outcome; two are preferred):

- Exam item
- Assignment, project, or presentation rubric item
- Licensure/professional exam item
- Portfolio assessed with a rubric
- Pre/post-test item
- Thesis/dissertation defense rubric
- Comprehensive exam item
- Standardized test item
- Internship supervisor evaluation
- Employer rating of student skills

INDIRECT MEASURE OF STUDENT LEARNING (may supplement direct measures):

- Student self-assessment of skills using a rubric or self-evaluation form
Measures of POs

• Direct Measures: Tangible, visible, and compelling evidence of the outcome
• Indirect Measures: Signs or perceptions of the outcome
• Quantitative: Numerical data
• Qualitative: Lists, themes, or descriptive analyses
Example PO Measures

Increase classroom utilization rate across the campus
- Percent classroom utilization for 8am to 5pm, Monday - Friday
- List of classrooms currently not being utilized regularly

Decrease the average number of days for work order completion
- Average number of days for work order completion
- Business process analysis of work order completion (including list/flow chart of steps and issues that cause delays)

Increase internal customer service
- Survey item(s) related to internal customer service
- List of themes from open-ended comments on survey
- Number and list of complaints from internal customers
Outcomes and Measures: Guiding Questions

What is the area of improvement/focus for each outcome?

- What is the expectation related to student learning or unit performance?
- Is the outcome clearly articulated?

Does the outcome follow the SMART mnemonic?

Are the measures appropriate for the outcomes?

What, if any, challenges might arise during implementation of the plan?
Pitfalls in Measuring Effectiveness

• Failing to involve faculty and staff
• Failing to use existing measures
• Using measures that are too holistic (i.e., course grades as measures of SLOs)
• Attempting to measure too many things
• Failing to collect the data, or creating unmanageable data collection processes
• Setting arbitrary targets (targets are optional)
Use Results for Improvement

Analyze and summarize the data

✓ Reported annually
✓ Means and/or frequency distributions
✓ Graphs to visualize results and illustrate trends
Use Results for Improvement

Identify trends and strategies for improvement related to the outcome

- Required every 3 years; option to add the template annually if desired
- Create an implementation plan for strategies

Discuss results and strategies for improvement with supervisor and faculty/staff
Use Results for Improvement: Guiding Questions

What are the big take-a-ways from the results?
  • What are the specific problem areas?

What factors are contributing to the areas for improvement?
  • How can we address these factors?

What is the overall strategy for improvement?
  • What are the specific action steps needed to implement the strategy?
  • What are the timeframes for each action step?

Who else needs to be involved?

What resources do we need?
Pitfalls in Using Results for Improvement

• Over-complicating the analyses or written report
• Failing to involve others
• Failing to implement identified strategies for improvement
• Implementing too many strategies
• Failing to improve upon an ineffective assessment process
Review/Modify the Assessment Plan

- Ensure Outcomes are still meaningful and a priority for improvement
- Review and modify Measures as needed (upload in the Measures field)
- Eventually use the same Outcomes and Measures in order to see improvement over time
- Improve the process of collecting data if needed
Example Timeline

- Sept. 30, 2018: Submit Assessment Plan
- Oct. 1, 2018 - June 30, 2019: Collect data
- July 1, 2019 - September 29, 2019: Analyze data
- Sept. 30, 2019: Submit Improvement Report
Cohort Schedule and Lists

The grid below depicts the annual continuous improvement reporting requirements for each College Cohort (see Cohort Lists for assigned cohorts).

**College Cohorts A-F pertain to educational programs without a specialized accreditation self-study exemption. Approved centers and service units aligned with the College are also included in the cohort, but they do not participate in CIP (see below).**

- Results from Prior Year: Submitted in the online system; every year and includes a summary of analyses for each program. *Due date: October 16, 2020*
- Interpretations and Trends & Strategies for Improvement: Submitted in the online system; every 3 years and includes interpretations of analyses, trends related to the outcome, and strategy for improvement selected for implementation during the next 3 year cycle. *Due date: October 16, 2020*
- APR (Academic Program Review): Submitted every 6 years and includes a self-study process (TBD) for educational programs without a specialized accreditation self-study exemption. *Begin process in the fall, due at the end of the academic year; Due date: TBD*

**For educational programs with a specialized accreditation self-study exemption, ongoing assessment and reporting is aligned with their accreditor’s schedule. The above cycle does not apply.**

### Annual reporting of Results

- **Interpretation and Trends / Strategies for Improvement** every 3 years

  (if not added, it is not required)
Online System

- Link to Online System: improve.kennesaw.edu
- Feedback on Assessment Plan and Improvement Report
- Templates
- Report Uploads (with approval only)
- Downloading a PDF of the plan/report
Other Uses of Assessment Data

• Inform the development of university strategic plan through common themes
• Measure progress for university and unit strategic plans
• University and specialized accreditation/reaffirmation
• Academic Program Review
• Other assessment initiatives
Culture of Continuous Improvement

• Begin with a core set of institutional values
• Communicate expectations and model the process
• Involve all facets of the university
• Utilize and build on existing tools and programs
• Identify and communicate common ties among initiatives
• Communicate how assessment results have been used for improvement
• Keep continuous improvement “top of mind” and part of the institutional lexicon
• Enhance data/information literacy skills among faculty and staff
• Encourage academic innovation -- test novel or innovative solutions
• Integrate with HR systems: job descriptions, performance reviews, recognition and reward systems
KSU Resources

Improve KSU Website
- Online system guide
- Resource documents
- Cohort Schedule and Lists

Written Qualitative Feedback
- Assessment Plan Feedback
- Improvement Report Feedback

Individual and Team Consultations
Drop-In Help Sessions
Workshops
Helpful Links

Online system: http://improve.kennesaw.edu/

Improve KSU Website: https://cia.kennesaw.edu/assessment/improve-ksu.php

A Simple Model for Learning Improvement: Weigh Pig, Feed Pig, Weigh Pig

Association of American Colleges & Universities (AAC&U) VALUE Rubrics
http://www.aacu.org/value-rubrics

IDEA Paper #45: Assessing Your Program-Level Assessment Plan
Thank you for attending!

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