Trends in Outcomes and Plans of Academic Programs

Presented to State Assessment Meeting
Valencia College, Orlando, FL
June 19-20, 2014
Introductions

- Dr. Susan Schultz, DNP, CNE,
  - Professor of Nursing, I.E. Faculty Co-Chair
- Jametoria Burton, BA, MLIS,
  - Associate Director of Program Development / General Education Assessment
- Derrick Johnson, MEd
  - Student Success Advisor / Student Life Skills Instructor
- Janice Amos, MA
  - Program Manager of Career Education / Public Safety Management
Objectives

Demonstrate our process of accomplishing the following

- Examine trends in links between general education outcomes and program outcomes for all academic programs at one institution.

- Explore the process of analyzing patterns in action plans and improvements achieved collected in one year from all academic programs at one institution.

- Discuss recommendations for college action based on analysis of program assessment plans and reports.
Collegewide Institutional Effectiveness Committee

Mission - The Collegewide Institutional Effectiveness Committee accomplishes the following:

- providing oversight, guidelines and resources for institutional effectiveness activities
- supporting unit-level development and implementation of academic and non-academic assessment activities
- supporting and monitoring College activities pertaining to SACSCOC standards of institutional effectiveness
- supporting the College's commitment in establishing institutional effectiveness as an ongoing and integral part of its culture and emphasis on quality programs and services.
Committee Responsibilities

Ongoing/Underway

• 30 members: 20 from academic programs, 10 nonacademic units
• Continue to enhance knowledge and application of institutional effectiveness processes at the College
• Guide full implementation of ongoing institutional effectiveness cycles across the College, within all units and programs
• Evaluate procedures for monitoring progress and implementing appropriate modification within the institutional effectiveness cycle
• Enhance review of annual unit/program IE plans and provide feedback on reports
• Participate in assessing the effectiveness of the institutional effectiveness process, system, and resources
• Provide overall report to senior management at least once per year
• Working groups were established to meet specific goals for the year
General Education College Model

- Communication
- Information Literacy
- Critical Thinking
- Scientific & Quantitative Reasoning
- Global Sociocultural Responsibility

Communications: Courses
Humanities: Courses
Mathematics: Courses
Natural Sciences: Courses
Social & Behavioral Sciences: Courses
Working Group #7
Analyze Plan Elements
11/22/13

Members:
Terry Sawma
John A. Woodward
Julia M. Keller
Derrick B. Johnson
Rose C. Nettles
Doug Kuberski
Purpose of Working Group #7

Analyze IE reports of outcomes, measures, and targets to determine multi-year patterns and trends across groups of programs and units; and draft recommendations for college action

- Recorded the amount of different types of outcomes linked to the General Education Outcomes being assessed by each division for each program
- Analyzed the findings into data graphs
- Tracked trends and patterns across programs
The Five Programs Analyzed

- Arts and Sciences (15 divisions)
- Baccalaureate programs (10 divisions)
- Career - Technical programs (45 divisions)
- Special Academic programs (5 divisions)
- Workforce Certificate programs (42 divisions)

Each program has multiple divisions.
Each division identifies multiple outcomes assessed.
General Education Outcomes

- Communication
- Critical Thinking
- Information Literacy
- Scientific and Quantitative Reasoning
- Global Socio-Cultural Responsibility
- Discipline Program-Specific Learning Outcomes

For each Gen. Ed. Outcome category, we recorded which type of outcomes each division within the programs assessed.
Arts and Sciences Outcomes

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent (N=35)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>22.9</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>22.9</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>11.4</td>
</tr>
<tr>
<td>Scientific and Quant. Reasoning</td>
<td>11.4</td>
</tr>
<tr>
<td>Global Socio-Cultural Responsibility</td>
<td>8.6</td>
</tr>
<tr>
<td>Discipline Program-Specific...</td>
<td>22.9</td>
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</table>
Baccalaureate Outcomes

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent (N=48)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>18.8</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>18.8</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>14.6</td>
</tr>
<tr>
<td>Scientific and Quant. Reasoning</td>
<td>18.8</td>
</tr>
<tr>
<td>Global Socio-Cultural Responsibility</td>
<td>14.6</td>
</tr>
<tr>
<td>Discipline Program-Specific</td>
<td>14.6</td>
</tr>
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</table>

Florida State College at Jacksonville
Career-Technical Programs Outcomes

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent (N=103)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>19.4</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>26.2</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>9.7</td>
</tr>
<tr>
<td>Scientific and Quant. Reasoning</td>
<td>11.7</td>
</tr>
<tr>
<td>Global Socio-Cultural</td>
<td>3.9</td>
</tr>
<tr>
<td>Discipline Program-Specific</td>
<td>29.1</td>
</tr>
</tbody>
</table>
Special Academic Programs Outcomes

- Communication: 21.1%
- Critical Thinking: 21.1%
- Information Literacy: 15.8%
- Scientific and Quant. Reasoning: 5.3%
- Global Socio-Cultural Responsibility: 10.5%
- Discipline Program-Specific: 26.3%

Florida State College at Jacksonville
Workforce Certificate Programs Outcomes

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent (N=98)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>25.5</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>23.5</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>11.2</td>
</tr>
<tr>
<td>Scientific and Quant. Reasoning</td>
<td>7.1</td>
</tr>
<tr>
<td>Global Socio-Cultural Responsibility</td>
<td>3.1</td>
</tr>
<tr>
<td>Discipline Program-Specific...</td>
<td>29.6</td>
</tr>
</tbody>
</table>
All 5 Program Outcomes

- Communication: 21.8%
- Critical Thinking: 23.4%
- Information Literacy: 11.6%
- Scientific and Quant. Reasoning: 10.9%
- Global Socio-Cultural Responsibility: 6.3%
- Discipline Program-Specific Learning: 26.1%

Percent (N=303)

Florida State College at Jacksonville
Trends and Recommendations

- **Global Socio-Cultural Responsibility**
  - Least linked Gen. Ed. Outcome overall
  - Generally the least linked Gen. Ed. Outcome in each program

![Bar Chart: Global Socio-Cultural Responsibility](chart.png)

- **Florida State College at Jacksonville**
Trends and Recommendations

- **Scientific and Quantitative Reasoning**
  - Lower used Gen. Ed. Outcome overall
  - Generally lower amount used in each program

### Scientific and Quantitative Reasoning

<table>
<thead>
<tr>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Sciences</td>
</tr>
<tr>
<td>Baccalaureate programs</td>
</tr>
<tr>
<td>Career - Technical programs</td>
</tr>
<tr>
<td>Special Academic programs</td>
</tr>
<tr>
<td>Workforce Certificate programs</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Florida State College at Jacksonville
Next step in Group #7 Work

- Look At Non-Academic Units
  - Record Outcome Data
  - Analyze Data
  - Find Trends

Thank you!
Working Group #8
Analyze Report Elements

Janice Amos
Jametoria Burton
Michel Moses
Wayne Singletary
Nancy Sutton
Purpose of Working Group #8

- Analyze the Action Plans and Improvements Achieved
- Determine patterns and trends across groups of programs and units; and
- Draft recommendations for college action
The Task

- Using the IE Reports (2012-2013) for all Academic Programs:
  - School of Arts and Sciences (e.g., Humanities, Math) – 18 programs reviewed
  - Baccalaureate Degrees (e.g., Biomedical Sciences, Business Administration) – 15 programs reviewed
  - Career/Technical Programs (e.g., AS in Accounting Technology, AS in Computer Information Technology) – 41 programs reviewed
  - Special Academic Programs (e.g., Developmental Education English, SLS) – 6 programs reviewed
  - Workforce Certificate Programs (e.g., PSAV Automotive Service Technology, PSAV Paramedic) – 44 programs reviewed
I. Action Plans

We reviewed the Action Plans for every program and determined which category/ies most related to what was being proposed by the program.
Overall Findings

Academic Program Action Plans

- Assessment Methodology
- Pedagogy
- Curricula Change
- Measure Change
- Achievement/Target Change
- Outcomes/Objectives Change
- Budget Request
- Process Revision
- Faculty Development/Training
- Other: NONE/No Action Plan
- Other: Entire Program Info Missing
- Other: Involve Advisory Committee 1
- Other: Unspecified

Categories (i.e., "the action plan related to...")
Program Findings

Program Trends Related to Action Plans
The Recommendations

Related to the top categories (Pedagogy and Assessment Methodology):

- Survey to faculty regarding needs. Adjunct instructors should be included or respond to a separate survey.
- Professional Development in these areas
- IE Day Workshops related to these areas

Related to the fact that a significant number of programs lacked Action Plans:

- Administrative follow-up may be needed
- Voluntary or required IE Refresher Workshops for process facilitators

Related to the fact that only one program had an Action Plan that included a budget request:

- IE Day Workshop on this topic may be helpful (i.e., how much? what can be included? turn around time?)
II. Improvements Achieved

We reviewed the Improvements Achieved reported by every program and determined which category/ies most related to what was being reported by the program.
Overall Findings

Academic Programs ~ Improvements Achieved

Categories (i.e., "the improvements achieved related to...")
Program Findings

Program Trends Related to Improvements Achieved

<table>
<thead>
<tr>
<th>Improved Course Assignments</th>
<th>Improved Student Test Scores/Performance</th>
<th>Improved Student Learning Assessments</th>
<th>Improved Reporting Procedures</th>
<th>Revised Courses</th>
<th>Collaborated with Other Programs/Units</th>
<th>Held Faculty Development Training</th>
<th>Purchased New Equipment</th>
<th>Improved Internship Advising</th>
<th>Increased Academic Success Center Referrals</th>
<th>Integrated Instructional Best Practices</th>
<th>Other: NONE</th>
<th>Other: New Learning Outcome/First Time Evaluated</th>
<th>Other: Changed Textbook</th>
<th>Other: Nonspecified</th>
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</thead>
<tbody>
<tr>
<td>School of Arts and Sciences</td>
<td>8</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>8</td>
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<td>0</td>
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<td>4</td>
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<td>Baccalaureate Degrees</td>
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<td>2</td>
<td>0</td>
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<td>2</td>
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<td>0</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>4</td>
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<tr>
<td>Career/Technical Programs</td>
<td>6</td>
<td>8</td>
<td>4</td>
<td>6</td>
<td>3</td>
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<td>2</td>
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<td>0</td>
<td>0</td>
<td>23</td>
<td>2</td>
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</tbody>
</table>


The Recommendations

Related to the top categories (Improved Course Assignments; Improved Test Scores/Performance, and Revised Courses):

- Professional Development and/or IE Day Workshops related to these areas

Related to the fact that a significant number of programs did not report any Improvements Achieved:

- Administrative follow-up may be needed
- Voluntary or required IE Refresher Workshops for process facilitators

Related to the fact that most of the Improvements Achieved related to courses and student performance:

- Could this be a “Can’t see the forest through the trees” effect? Four years into this process, it may be a good time to re-assess the direction of overall program assessment.
III. Achievement Status

We reviewed each program report to determine whether their targets were met, partially met, or not met.
Overall Findings

Academic Programs ~ Achievement Status Details

- Met: 64%
- Partially Met: 17%
- Not Met: 19%
Program Findings

Program Trends Related to Achievement Status Details

<table>
<thead>
<tr>
<th></th>
<th>Met</th>
<th>Partially Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Arts and Sciences</td>
<td>10</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Baccalaureate Degrees</td>
<td>8</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Career/Technical Programs</td>
<td>149</td>
<td>42</td>
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</tr>
<tr>
<td>Special Academic Programs</td>
<td>7</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Workforce Certificate Programs</td>
<td>91</td>
<td>15</td>
<td>19</td>
</tr>
</tbody>
</table>
The Recommendations

Keep up the good work!
Conclusions

- Analysis of plans and reports revealed a trend to use certain general education outcomes more than others and some common patterns in programs’ improvements and action plans.
- A few variances were noted between disciplines. These findings led to recommendations for professional development, administrative follow-up, and program assessment.
- The Committee offered suggestions to faculty and program facilitators for additional outcomes to consider in their assessment plans which were consistent with college goals and the quality enhancement plan.
- Survey questions were developed to help determine professional development needs of faculty related to program assessment and evaluation, which will be used for future workshops.