

Annual Report: Institutional Assessment 2016-2017

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Institutional Assessment
www.valenciacollege.edu/via

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Valencia's Institutional Assessment (VIA) office is located in the District Office where we work with colleagues to assess student learning; explore and apply research in the field; and evaluate and improve programs through initiatives such as:

- The Academic Initiative Review process
- The College-wide Learning Outcomes Assessment Cycle
- Community College Survey of Student Engagement (CCSSE)
- Student Feedback on Instruction (SFI) in CourseEval
- The Institutional Review Board (IRB) activities

Our annual report follows the format used across all areas of Curriculum and Assessment, beginning with data then moving to accomplishments and recommendations. We hope that our contributions to the college-wide culture of assessment and evaluation are evident in the activities and the conversations that we have helped to design and implement throughout the year. **We seek to build capacity** at the college for the meaningful use of data as we facilitate conversations, participate within working teams, and provide workshops to strengthen the assessment and evaluation skills of faculty and staff members.

We support strategic planning by referring back to the college-wide goals in campus-specific strategic planning sessions. We help to develop projects that are informed by multiple sources of data to inform specific priorities of the 5-Year Impact plan. **We encourage the strategic use of data** and try to design studies and share the results in ways that are meaningful for multiple audiences (rather than creating and using datasets in silos). **We draw on effective practices in evaluation**, previously published research, rigorous research methods, and external sources of data, in order to strengthen strategic planning and evidence-based decision-making college-wide.

Participation (campus and college-wide – 2016-2017)

Assessment Day May 2016 participants (from sign-in sheets on file) - 145

Assessment Day post-survey completions - 39, 44% response rate

Institutional Review Board (IRB) applications processed - 23

Program assessment plans submitted in Xitracs:

- Technical Certificates (83): 39 completed; 8 started
- Degrees (97): 67 completed; 3 started; 1 not reported
- Career Certificates (8): 2 completed; 1 not reported
- General Education (13): 13 completed

Student Feedback on Instruction (SFI) return rates:

- Spring 2017: 30,471 (31% response rate)
- Fall 2016: 34,015 (31% response rate)

Professional development provided – headcounts:

4: LOBP 3331 Developing Meaningful Assessment Plans: Social Sciences (3PD)

4: LOBP 3334 Using Rubrics to Create Dialogue (3PD)

43: LOBP 3334 Using Rubrics to Create Dialogue - SLS 1122 New Student Experience (3PD)

29: SOTL 3271 Principles of Good Practice – IRB for TLA

5: Research at Valencia and the Institutional Review Board (IRB)

23: Survey Design and Development Using Qualtrics

15: Survey Data Analysis and Reporting in Qualtrics

107: Using Course Success, Subsequent Course, and SFI interactive workbooks focused on at-risk student data (in Tableau) - face-to-face sessions (no credit) for deans and faculty

84: CCSSE Administrators training - face-to-face sessions (no credit)

1. Highlights - Goals / Accomplishments

Goal 1 Strategic Support for Planning and Decision-Making:

- I. This past academic year Valencia and UCF faculty and staff collaborated as part of the **Downtown Campus planning efforts, focused on developing goals and plans for research and scholarship**. We led the work, identifying five goals along with design principles outlining our shared beliefs regarding research and scholarship. Overall the team agreed that we wanted to leverage university, college, and community assets to build a robust environment that will support research, scholarship, and creativity. Five goal areas emerged, along with recommendations and implementation plans:

Goal 1: Research and Community Collaboration (Blasi)

Goal 2: Scholarly Research in Teaching and Learning (Kavalec and Koopman)

Goal 3: Enabling Research and Innovation (Jentsch)

Goal 4: Research Capacity (facilities) (Hanney and Rovito)

Goal 5: Efficient Research Enterprise (Reinhart)

- II. Working collaboratively with faculty members, we co-facilitated the **Undergraduate Research** committee's activities related to assessment and evaluation. After reviewing related resources from the Council for Undergraduate Research, standards for Undergraduate Research from the Council for the Advancement of Standards in Higher Education (CASHE) were used to develop an inventory to evaluate the progress of the program development. After aligning activities, outcomes, and assessments, a pre- post-survey for students was developed and it will be piloted this fall. . **In 2017-2018 we will further develop and pilot the pre- post- survey for faculty mentors in the Undergraduate Research program.**

- III. Throughout this past spring the administration of **Community College Survey of Student Engagement (CCSSE)** was organized by campus coordinators on each of the campuses and we recently received their reports and our data. In our initial dive into the data we looked at at-risk populations, with a specific interest in tutoring and related behaviors as this is the focus of the Academic Initiative Review (AIR).

Faculty and staff members use the CCSSE data to ask specific questions in order to learn more about students' experiences across the campuses. For example, we looked at the student responses to the survey question asked: **"How much does Valencia encourage you to spend significant amounts of time studying?"** We are able to see that 87% of African American males on West Campus agree or strongly agree when asked that question (compared to East Campus at 74% and Osceola Campus at 71%).

On the **West campus** African American and Hispanic males and all non-native English speakers report visiting skill labs more often than those on the other campuses. On the **East campus** African American and Hispanic males more often report using tutoring when their responses are compared to students at the other campuses. Non-native English speakers most often report being encouraged to spend significant amounts of time studying on the **Osceola campus**. They also more frequently report using tutoring on the Osceola campus than those on the other campuses.

While these responses provide insight into students' reported experiences, we can also then investigate the strategies being used at the most successful campuses; perhaps there are approaches that can be shared and tried at other campuses. When we look at the experience of at-risk populations the experience of African American males has been of specific interest college-wide; overall

there are several categories of students that have been identified as “at-risk.” Please contact our office for details.

Our overall response rate for the 2017 CCSSE was 60% (N=4846) calculated out of all enrolled in the courses where the CCSSE was administered, with the base and oversample combined. We “oversampled” so that we could invite additional students enrolled in the NSE course to take the survey, beyond the original “base sample.” **Our response rate for the number of surveys that included VIDs was 48% (N=3863) out of all enrolled who were expected to take the survey.** VIDs allow us to analyze the data by student characteristics and campus locations, so moving forward most of our reports will draw on those results.

The CCSSE Executive Summary is online (<https://valenciacollege.edu/VIA>) along with specialized reports from CCSSE, showing our results in the comparison with other groups (e.g. Hispanic-serving institutions). The full dataset will be online in Tableau in early September. Any reports provided by the CCSSE national office draw only on our base sample (57%, N=1407) and compare our results to the 2017 cohort of colleges administering the CCSSE. . **In 2017-2018 we will be organizing college-wide discussions of the data for Academic Learning Support Services as well as for Faculty Development.**

- IV. Results from the **Developmental Education survey and focus groups** from that were administered in fall and discussed this past spring related to at-risk students were analyzed by faculty members and deans leading to findings that were discussed during Assessment Day, with several focused on advising:

- **Students need a checklist to structure their decision-making**, helping them to factor in time-management, meta-major/degree requirements, and financial aid.
- **Exercises transitioning students from their high school learning mindset toward college-level writing competencies would help** faculty members more consistently prepare all students.
- **Students might be able to more clearly articulate their needs when seeking support, if they had access to learning modules** helping them to pinpoint specific skills or areas to strengthen.
- **A system of peer resources (like mentors or guides) who act as “cultural brokers” might help students to engage** the more formal resources available to them in college, with a stronger sense of trust.
- **Students want to learn strategies for finding and accessing math learning support resources** (e.g. a skill shop or something like the instruction provided by the library).

Separate surveys were administered for English and for math: English survey of students (n=1,387 13% response rate), 1 focus group (n=7), and 7 student interviews, Math survey of students (n=1,226 12% response rate), 3 focus groups (n=23), and 5 student interviews Faculty and staff analyzed the data in conversation (n=24) in January, 2017.

The data were first used in discussion with faculty and staff members focused on Developmental Education. The data were later analyzed and discussed separately by Student Affairs staff members during summer 2017, as they were working on their own internal evaluation. This is an example of the ways in which we aim to use data to inform the work of the college rather

than compartmentalizing it for use within specific projects. **In 2017-2018 we plan to integrate the data into college-wide discussions about advising.**

Goal 2 Implementing our Program Evaluation Model (AIR):

We have been supporting the Academic Initiative Review (AIR) of tutoring college-wide, co-chairing the work with Dr. Karen Reilly, Dean of Academic Learning Support.

Through a combination of survey responses, focus groups, and data related to student visits the Data Team has identified several findings. Over 2,700 students responded to the survey sharing their perceptions and experiences. Using visitation data linked to VIDs from Fall 2014 – 2016, we were able to look at patterns (for example, by campus, grade distribution, and retention). In Fall 2016 we noted that 12,764 students used online and face-to-face tutoring services (28.6%) out of 44,572 enrolled, as compared to 22.1% in Fall 2014. The number of students using both modes of tutoring is small when compared to the overall population enrolled, but they did noticeably better than students who used only one mode of tutoring. It is possible that this increase can be attributed to multiple factors, such as increased services, the reduction of developmental course offerings, changes in faculty outreach, and improvements in the collection of data at each of the campuses. The external evaluator, Dr. Liz Zachry of MDRC completed her visit and the final report from the co-chairs with recommendations with feedback from the evaluator will be presented in the September meeting of the Learning Leadership Council (LLC). **The focus of the 2017-2018 AIR process has not yet been decided.**

Quote from a Tutor: From Our Focus Groups

“While the focus group may have been constructed to better understand the roles of tutors and possible areas for improvement, I found it beneficial in understanding other tutors' perspective and methods.” (AIR Tutoring focus group participant, tutor)

Goal 3 Strengthening our Learning Outcomes Assessment Cycle:

Throughout the past academic year we continued to strengthen the learning outcomes assessment cycle. **All Learning Outcomes Leaders (LOs) met with Deans in September and February and they led their individual Assessment Day gatherings in May.**

- I. For the first time they prepared in advance with small group data discussions with the **goal of identifying and exploring the performance of at-risk student populations**. This was one of the goals for their analysis and they were using multiple sources of interactive data in Tableau; Nichole Jackson in our office and Cissy Reindahl in Institutional Research facilitated these conversations. **This emphasis on exploring achievement gaps provides a lens when looking at the data – it is not a departure from the learning outcomes currently in place**. In part the work was catalyzed by the approval of the 5-Year Impact Plan, with the added emphasis on equity issues that was a priority for the Board of Trustees. They used multiple data sources, looking at course progression data, along with other sources of data, such as the Student Feedback on Instruction (SFI) course evaluation results. **In 2017-2018 there will be a coordinated effort to provide more training for the use of multiple sources of data throughout the institutional effectiveness cycle.**

Quotes from Faculty and Deans: Assessment Day

“We have had excellent LOs who have received a lot of help from [Institutional Assessment], which we appreciate.” (Assessment Day Survey 2017, Dean)

“Faculty are devoted to helping students be more successful in a course. We've learned our faculty are effective in collaborating on curriculum improvements.” (Assessment Day Survey 2017, LOL)

“We learned that we are not the only ones working on the skills we have targeted so students will have multiple exposures to these concepts.” (Assessment Day Survey 2017, LOL)

“... I have had so much positive feedback about how it went this year. I think presenting the data with engaging activities and having a guest speaker come in really helped. Instead of the entire time working with\engaging with the data, having that be part of it followed by something else that connected it... I learned that our faculty can enjoy the data. Half of our full-time faculty joined the work team for the summer.” (Assessment Day Survey 2017, LOL)

II. In **General Education**, there have been clear indicators for most of the outcomes (e.g. critical thinking, cultural and historical understanding, and writing). This spring the indicators for the information literacy outcome were revised by the librarians to reflect current standards in the field. Information Literacy is the theme for the 2017-2018 professional development events. Annually the theme helps us to direct resources in support of one of the seven General Education outcomes that have been in place for nearly ten years. The themes are shown below along with the map of our seven outcomes. **In 2017-2018 faculty members will be approving the newly defined indicators for scientific and quantitative reasoning and they will be working on the indicators for ethical responsibility and speech.**

Annual Gen Ed Outcome Focus for Faculty Development	
2015-2016	Critical Thinking
2016-2017	Written Communication
2017-2018	Information Literacy
2018-2019	Cultural and Historical
2019-2020	Oral and Interpersonal
2020-2021	Quantitative and Scientific
2021-2022	Ethical Responsibility
2022-2023	Critical Thinking
2024-2024	Written Communication

The Assessment of Student Learning Outcomes in General Education

General Education Learning Outcomes		Communications			Humanities Assignment with Checklist Randomized Sample	Mathematics Exam Randomized Sample	Science Exam All Students	Social Science Exam Randomized Sample
		NSE Assignments with Checklist Randomized Sample	English Assignment with Checklist Randomized Sample Comp I & II	Speech Assignment with Checklist Randomized Sample + Self-Assessment				
Critical Thinking								
Quantitative Reasoning						X All Gen Ed. Math Classes		
Scientific Reasoning							X All Gen Ed. Science Classes	
Communications	Written Communication		X		X			X
	Oral Communication	X		X				
	Interpersonal Communication	X		X				
Ethical Responsibility								X
Cultural & Historical Understanding					X All Gen Ed. Humanities Classes			
Information Literacy			X		X			X

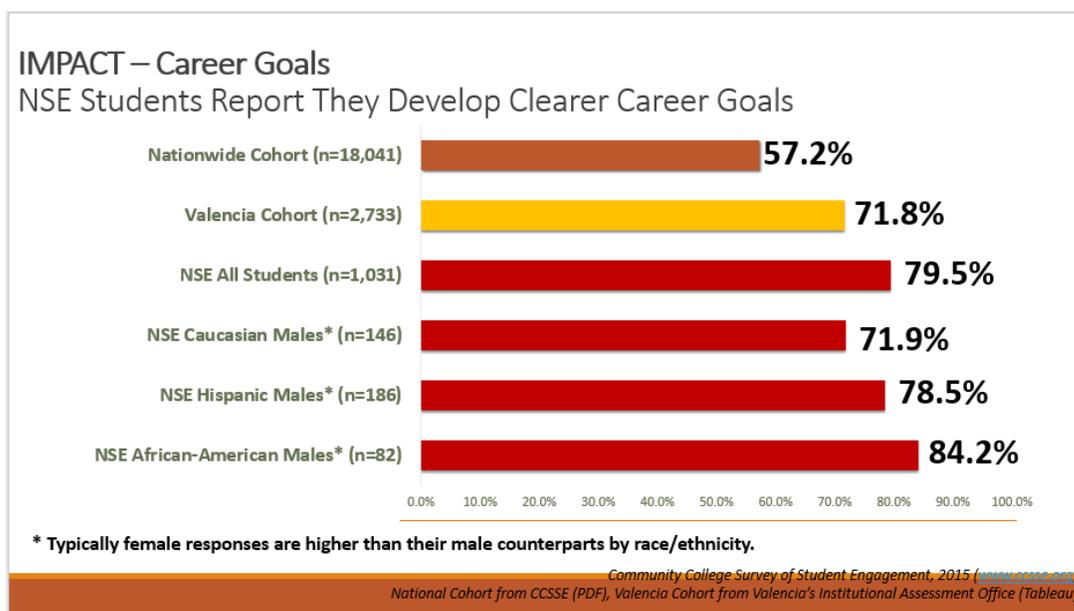
III. We have been working with our colleagues the Writing-Across-the-Curriculum initiative as well as with the recent Gordon Rule writing assessment activities, in an effort to **make connections with the General Education learning outcomes assessment focused on writing**, drawing on the synergy of these related efforts and eliminating redundancy when possible. **In 2017-2018 we will implement a revised approach to assessing student writing that will focus on the collection and analysis of authentic, embedded assessments.**

IV. **Through an analysis of all of the outcomes in the A.S. degree areas we** learned that most of the programs (67/73) have at least one outcome focused on developing workplace skills. Outcomes focused on communication and analytic skills are also evident (respectively 44/73 and 36/73). Fewer have an outcome focused on ethical responsibilities specific to the field of study (29/73). **In 2017-2018 we plan to strengthen the alignment between General Education and the A.S. programs specific to: critical thinking, communication, and ethical reasoning.**

Goal 4 QEP Evaluation – New Student Experience (NSE):

The NSE Assessment Team met in early November and confirmed that that we have evolved to a point where their rubrics in conjunction with their SFI results are now sufficient in assessing for the General Education outcomes and the 6Ps. To ensure the integrity of the data with the common rubrics as a primary source for assessment, LOBP 3334 Using Rubrics to Create Dialog was adapted to a specialized NSE version to increase the uniform and consistent use of the rubrics. The workshop was offered 4 times with over half the full-time and part-time NSE faculty attending for professional development credit. NSE faculty incorporated a new rubric for Interpersonal Communication into their assessment plan. The rubric and associated assignment and learning activities were developed in collaboration with the Interpersonal Communication faculty. **For 2017-2018 we have embedded filters in the CCSSE 2017 interactive datasets that will allow users to compare college-wide responses to the reported experiences of students who have completed SLS 1122, the New Student Experience (NSE) course.**

Graphic 1: This graph using CCSSE 2015 data specific to the students in the NSE was part of Welcome Back 2016 conversations and referred to by Campus Presidents.



This photo captures the excitement of the NSE faculty members during their 2017 Assessment Day meeting in May, which was held on the Osceola campus.



2. Engagement with 5-Year Impact Plan:

Goal Areas that are Using Assessment and Evaluation Data

In 2017-2018 we aim to continue to provide data to the areas of the 5-Year Impact Plan as we are called into the conversations being held in each of the goal areas.

	Focus Groups	Surveys	Other
EDUCATION Opportunity and Equity		Goal #2 Objective 2 Include equity in outcomes measures for evaluation of all programs and initiatives. (AIR tutoring disaggregated by gender/ethnicity in Tableau)	Goal #2 Objective 2. Include equity in outcomes measures for evaluation of all programs and initiatives. (SFI data for programs and disciplines disaggregated by gender/ethnicity in Tableau)

	Focus Groups	Surveys	Other
EDUCATION Education Ecosystems	Goal #2 Objective 2. Develop hypotheses about student readiness factors. (Developmental Education research, AIR tutoring)	Goal #2 Objective 2. Develop hypotheses about student readiness factors. (Developmental Education research, AIR tutoring)	Goal #2 Objective 2. Develop hypotheses about student readiness factors. (NSE SFI data disaggregated by gender/ethnicity).
EDUCATION DirectConnect 2.0	Goal #2 Objective 2. Develop advising recommendations based upon curriculum alignment. (Developmental Education research).	Goal #2 Objective 2. Develop advising recommendations based upon curriculum alignment. (Developmental Education research).	
	Goal #3 Objective 1. Clarify a common understanding of the way students experience the transfer process. (Title V East research).		
EDUCATION Online Learning	Goal #2 Objective 1. Review and evaluate current student service and learning support strategies to discern additional needs. (AIR Tutoring).	Goal #2 Objective 1. Review and evaluate current student service and learning support strategies to discern additional needs. (AIR Tutoring).	Goal #2 Objective 1. Review and evaluate current student service and learning support strategies to discern additional needs. (CCSSE 2015 with filter for online students).
	Goal #2 Objective 2. Implement additional student service and learning support strategies.(AIR Tutoring).	Goal #2 Objective 1. Implement additional student service and learning support strategies. (AIR Tutoring).	
EDUCATION New Student Experience		Goal #1 Objective 1. Develop a coordinated, co-curricular	

	Focus Groups	Surveys	Other
		experience. (Qualtrics survey design for co-curricular assessment).	
EDUCATION Part-Time Faculty			Goal #1 Objective 1. Review and redesign the Associate Faculty program. (SFI data disaggregated by FT/PT faculty).
WORKFORCE AND ECONOMY Accelerated Training		Goal #2 Objective 1. Create opportunities for underemployed, underrepresented and unemployed populations to participate in accelerated trainings. (Qualtrics survey design for naming and recruitment).	
WORKFORCE AND ECONOMY Tech Express to Valencia			
WORKFORCE AND ECONOMY Work-based Learning			
WORKFORCE AND ECONOMY Knowledge and Innovation Economy			
COMMUNITY Quality of Life: Arts, Health, and Civic Engagement			

	Focus Groups	Surveys	Other
COMMUNITY Safety			Goal #2 Objective 3. Develop fire protection programming. (PLOA data and SFI data for Fire Science)

3. Completed College Publications and Presentations

Publications

Newsletter	Article	Date	Newsletter Open Rate	Newsletter Recipients	Grove Pageview
Faculty Insight	Assessment Day 2016 Results are In	8/25/2016	29%	2263	55
Faculty Insight	Business Leaders Assist with Learning Assessment	9/29/2016	27%	2171	29
Faculty Insight	Nationwide Survey of Student Engagement Coming This Spring	11/17/2016	27%	2231	33
The Juice	Nationwide Survey on Student Engagement is Coming to Valencia This Spring	1/10/2017	39%	4213	48
Faculty Insight	CCSSE 2017: Aiming to Improve Students' College Experience	1/26/2017	28%	2210	56
Osceola and Lake Nona Campus Concentrate	All Campuses to Participate in Community College Survey of Student Engagement	2/5/2017	34%	930	38
West Campus Concentrate	All Campuses to Participate in Community College Survey of Student Engagement	2/9/2017	35%	1260	38
East and Winter Park Campus Concentrate	All Campuses to Participate in Community College Survey of Student Engagement	2/17/2017	31%	1505	47

Newsletter	Article	Date	Newsletter Open Rate	Newsletter Recipients	Grove Pageview
East and Winter Park Campus Concentrate	All Campuses to Participate in Community College Survey of Student Engagement	3/2/2017	31%	1544	24
Faculty Insight	You're Invited to Assessment Day	4/27/2017	27%	2231	150
Faculty Insight	Assessment Day 2017: Students are the Focus of Improvement Plans	5/25/2017	24%	2287	35

Presentations

Blasi, L., Jackson, N., Vatcher, A. (2017, April) *Pre-conference Workshop: Responding to the call for transformational change: Collaborative strategies & skills*. Assessment and Institutional Research (A&IR). 57th Annual Forum. Washington, DC.

Jackson, N., Vatcher, A. and Blasi, L. (2017, April). *Evidence-based outreach to support enrollment decisions of students at-risk*. Assessment and Institutional Research (A&IR). 57th Annual Forum. Washington, DC.

Blasi, L. (2017, Feb.). Invited presentation: *Perception requires imagination: Ways you can use data to spark meaningful conversations about student success*. Indian River State College (IRSC) 14th Annual Professional Enhancement Day. IRSC: Fort Pierce, FL

Blasi, L., and Jackson, N. (2016, Nov.). *Strategies and tools for supporting meaningful discussion and decision-making with visual analytics*. The Moving the Needle Conference. St. Petersburg, FL.

Blasi, L., and Jackson, N. (2016, Nov.). Invited panel: *Building capability and capacity through training* The Moving the Needle Conference. St. Petersburg, FL.

4. Recommendations Specific to College-wide Outcomes Assessment

Based on an internal evaluation of the college's learning outcomes assessment activities we identified the following strengths following the "SWOT" framework: (a) the work is faculty-driven; (b) whenever possible we aim to use embedded assessments; (c) all deans and faculty leaders are involved in the college-wide assessment meetings; and (d) the lead Learning Outcomes Leaders (LOs) receive compensation / recognition for this important work.

We also identified the following weaknesses: (a) there are inconsistencies between year-over-year assessments; (b) at times we lack the ability to aggregate across disciplines due to inconsistent data collection; (c) we lack longitudinal progress measures; (d) for some programs and disciplines we are unable to disaggregate by population, so faculty and staff cannot effectively use assessment to advance the "closing the gaps" effort that is part of the 5-Year Impact plan. The difficulties that faculty members and deans face strategizing and communicating across campuses and their varying comfort levels with technology are **two of the greatest threats to the assessment activities college-wide.**

We identified opportunities as (a) faculty would like to more systematically collect and use their data; (b) the impact of the work will be amplified as a result of the more comprehensive institutional effectiveness cycle; (c) there is support of the integrated use of data throughout that cycle (rather than confining the use of data to specific meeting); (d) building on our work with student focus groups, student voices can become more central to this important conversation. It is also important to note that colleagues from the library, counseling, learning support, and student affairs are potential partners in the assessment of learning outcomes and there are several existing collaborations at the college. The college's educator competencies are already in place, supporting faculty development activities aiming for meaningful assessment, evidence-based teaching and learning, and the achievement of desired student learning outcomes.

Quotes from Students: Focus Groups

"It's always a pleasure to be at the focus group, glad to be a part of Valencia's progressive plan." (AIR Tutoring focus group participant, student)

"Love that you guys are asking for students' opinions, [it] means a lot!"
(Developmental Education research focus group participant, student)

In order to reflect on the strengths and areas to strengthen related to Valencia's culture of assessment we applied the rubric used for competitive review by the National Institute for Learning Outcomes Assessment (NILOA) for their annual Excellence in Assessment (EIA) Designation (a detailed analysis is on file). We found that we had areas of strength and areas that we are still developing. Those areas that we have not yet developed would need to be addressed before we would be able to submit a competitive application for NILOA's Excellence in Assessment (EIA) Designation. We would need to engage external stakeholders in learning assessment asking them to actively participate and receive results on a regular basis (e.g. graduates, employers, admissions staff and/or faculty from programs where our graduates frequently apply). Students should have access to the learning outcomes. Campus-level assessment results should be considered in combination with assessment results at other levels of the institution. Changes made as a result of assessment, including those to policy and procedure, should be consistently communicated along with the results that were used in making the decisions. Campus policies and procedures providing support and recognition for faculty members should be clearly evident.

The college's consistent participation in comprehensive assessment planning with college and campus-level leadership participating alongside full and part-time faculty is a strength according to the NILOA rubric. This strength is magnified whenever this interaction is connected to learning outcome statements that outline the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire. Regularly scheduled faculty and staff development activities are also notable strengths, when they are designed to promote best practices in understanding, developing, implementing, communicating, and using evidence of student learning.