Elements of a Culture of Informed Decision-Making

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Overview

• How can you support the evolution of a meaningful culture in a way that reduces resistance and workload at the same time?
• How do you evolve and sustain a meaningful data-informed culture over time?
• What are you currently doing that you need to stop doing, or what do you need to modify, or what should you start doing that you are not doing currently?
• How to evaluate the extent to which you have developed a culture of data-informed decision making.
• How do you know when you have arrived?
What motivates us to participate?

• What is good for the institution or the program (e.g., compliance with institutional mandates, accreditation)?

• What is good for students (e.g., improved learning, meaningful engagement)?

• Too much focus on the PROCESS of assessment (necessary but not sufficient)

• Not enough focus on student learning (did the time and effort put in the process really make an improvement in student learning?)

20+ years later
Elements of a “culture”

- Vocabulary
- Written Materials
- Formal & Informal Policies and Procedures
- Organizational Structure
- Social Knowledge
- Reward Structure
- Rites & Rituals

Modified from Susan Hatfield, HLC Senior Scholar

Culture of learning

- Purpose of assessment is to understand what students know and can do
  - In and of itself, assessment does not produce learning
  - It enables faculty to understand when, where, if student learning is taking place
- What do we know about the processes that promote student learning?
- Research on the principles of student learning are in and the evaluation of the data collected (assessment) should help us to understand how we can capitalize on those principles.
Research results--Students learn best when:

- Learning occurs best when we build on what students already know
- Student learning is cumulative over time
  - What students learn in one course, they use, practice, and develop in other courses.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Formative</td>
</tr>
<tr>
<td>2</td>
<td>Summative</td>
</tr>
<tr>
<td>3</td>
<td>Summative</td>
</tr>
<tr>
<td>4</td>
<td>Summative</td>
</tr>
</tbody>
</table>

- Enables programs to be proactive.
- Enables programs to be reactive.
- Level of success at reaching the desired outcome
- Identify problems and progress toward achieving the desired outcome

CUMULATIVE EFFECT OF LEARNING OVER TIME

Satisfactory summative performance
Unsatisfactory summative performance

Enables programs to be proactive.
Enables programs to be reactive.
Research results--Students learn best when:

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• Student learning is cumulative over time
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• Learning is an active process (importance of students active involvement in their own learning)

 VS

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  • What students learn in one course, they use, practice, and develop in other courses.
• Learning is an active process (importance of students active involvement in their own learning)
• Learners perform better when expectations for their learning is clear
Importance of language

- The absence of a common language impedes the ability to engage in meaningful conversations
- There is no common language in higher education around outcomes assessment
- Institutions/programs should develop a common language in spite of differences among accrediting agencies/professional societies
- Language conveys meaning and clarity

<table>
<thead>
<tr>
<th>ASSESSMENT TERMS</th>
<th>OTHER POSSIBLE TERMS FOR THE SAME CONCEPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Educational Objectives</td>
<td>Goals, Outcomes, Purpose, Mission, etc.</td>
</tr>
<tr>
<td>Student Outcomes</td>
<td>Goals, Objectives, Competencies, Standards, etc.</td>
</tr>
<tr>
<td>Performance Indicators</td>
<td>Performance Criteria, Competencies, Outcomes, Standards, Rubrics, Specifications, Metrics, etc.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Evaluation</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Assessment</td>
</tr>
<tr>
<td>TERMS</td>
<td>DEFINITIONS</td>
</tr>
<tr>
<td>------------------------------</td>
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</tr>
<tr>
<td>Program Educational Objectives</td>
<td>Program educational objectives are broad statements that describe what graduates are expected to attain within a few years of graduation. Program educational objectives are based on the needs of the program’s constituencies.</td>
</tr>
<tr>
<td>Student Outcomes</td>
<td>Student outcomes describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire as they progress through the program.</td>
</tr>
<tr>
<td>Performance Indicators</td>
<td>Specific, measurable statements identifying student performance(s) required to meet the outcome; confirmable through evidence.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment is one or more processes that identify, collect, and prepare data to evaluate the attainment of student outcomes. Effective assessment uses relevant direct, indirect, quantitative and qualitative measures as appropriate to the outcome being measured. Appropriate sampling methods may be used as part of an assessment process.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Evaluation is one or more processes for interpreting the data and evidence accumulated through assessment processes. Evaluation determines the extent to which student outcomes are being attained. Evaluation results in decisions and actions regarding program improvement.</td>
</tr>
</tbody>
</table>

**Importance of language**

- The absence of a common language impedes the ability to engage in meaningful conversations
- There is no common language in higher education around outcomes assessment
- Institutions/programs should develop a common language in spite of differences among accrediting agencies/professional societies
- Language conveys meaning and clarity
- Programs should have a common understanding of the performance indicators for the outcomes.
Language of student learning outcomes (Social knowledge)

- Students will demonstrate effective communication skills appropriate to the audience.
- Who decides what are indicators of “effective communication skills?”
- What type of communication skill?
  - Written
  - Oral
  - Graphical
- At what level of performance?

| Business Administration Map |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                            | Econ 207 | Econ 208 | CS 214 | Eng 208 | Math 1180 | Bus 201 | Bus 203 | Bus 211 | Bus 241 | Bus 251 | Bus 262 | Bus 281 | Econ 371 |
| **Writing Competencies**    |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Identify a subject and formulate a thesis statement | I | R |
| Organize ideas to support a position | I | R | R | R |
| Write in a unified and coherent manner appropriate to the subject matter | I | R | R |
| Use appropriate sentence structure and vocabulary | I | R | R | R |
| Document references and citations according to an accepted style manual | I | R | R |
| **Critical Thinking Competencies** |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Identify business problems and apply creative solutions | I | R | R | R | R | E |
| Identify and apply leadership techniques | I |   | R | E |
| Translate concepts into current business environments | I | R | R | R | R | E |
| Analyze complex problems by identifying and evaluating the components of the problem | I | R | R | E |
| **Quantitative Reasoning Competencies** |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Apply quantitative methods to solving real-world problems | I | R | R | R | R | E |
| Reform necessary mathematical computations to solve quantitative problems | I | R | R | R | E |
| Evaluate information in tabular, numerical or graphical form | I | R | R | R | E |
| Recognize the real-world relevance | I | R | R | R | E |

I = Introduce (knowledge/comprehension)
R = Reinforce (application/analysis)
E = Emphasize (evaluation/synthesis)
### Ability to write effectively

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Exceeds standard</th>
<th>Meets standard</th>
<th>Progressing to standard</th>
<th>Below standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting details provided to enhance the quality of the report</td>
<td>Provides clarity of detail that enhances the overall quality of the report</td>
<td>Provides details that support the premise of the report</td>
<td>Includes some details, but also includes extraneous or loosely related material</td>
<td>Includes inconsistent or few details which interfere with the meaning of the text</td>
</tr>
<tr>
<td>Logical organizational pattern is used to enhance understanding</td>
<td>Organizational pattern is logical and conveys completeness &amp; wholeness</td>
<td>Organizational pattern is logical but minor lapses</td>
<td>Evidence of organization but completeness &amp; wholeness is lacking</td>
<td>Little evidence of organization or any sense of wholeness &amp; completeness</td>
</tr>
<tr>
<td>Use of language is appropriate to audience</td>
<td>Uses effective language, makes engaging, appropriate words for audience</td>
<td>Uses effective language, makes engaging, appropriate words for intended audience &amp; purpose</td>
<td>Limited &amp; predictable vocabulary, perhaps not appropriate for intended audience &amp; purpose</td>
<td>Has a limited or inappropriate vocabulary for the intended audience &amp; purpose</td>
</tr>
<tr>
<td>Application of the rules of standard English</td>
<td>Consistently follows the rules for Standard English for conventions</td>
<td>Basically follows the rules for Standard English for conventions with only minor lapses</td>
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</tr>
<tr>
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<td>Figures and charts are appropriate, clear and communicate well to the audience</td>
<td>Figures and charts are clear and, with a few exceptions, communicate clearly to the audience.</td>
<td>Figures and charts are used to communicate but lack consistency in format and style detracting from audience understanding.</td>
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Not everything that counts can be measured; not everything that can be measured counts.
Research results--Students learn best when:

- Learning occurs best when we build on what students already know
- Student learning is cumulative over time
  - What students learn in one course, they use, practice, and develop in other courses.
- Learning is an active process (importance of students active involvement in their own learning)
- Learners perform better when expectations for their learning is clear
- Learners perform better when they get feedback on their performance

### Ability to write effectively

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<tr>
<th>Performance Indicators</th>
<th>Excellent 16-20</th>
<th>Good 11-15</th>
<th>Fair 6-10</th>
<th>Poor 1-5</th>
</tr>
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</table>

Student total possible points = 100
COMMUNICATION SKILLS
(60 STUDENTS/2 SECTIONS)

Social knowledge: What is the role of the faculty
Faculty as expert and mediator of learning in classroom

Faculty as member of community

Student Outcomes:
- Technical
- Ethics
- Global
- Teams
- Cultural
- Communications
- Skills
- Contemporary Issues
Faculty as member of community

“Thinking about the work we do...requires talking to one another about it...We discover that the reason seniors can’t write a report or make an argument in a presentation is because none of our lower-level courses provided practice in that. Who knew? But now we know, we can talk about how to fix those problems. We can engage in discussion about curriculum, sequencing, and learning outcomes. Our shared interest takes on an urgency beyond, “What’s wrong with students today?”

p. A52

Difference between Data and Information
### Work Effectively in Teams

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Developing</th>
<th>Satisfactory</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research &amp; Gather Information</td>
<td>Does not collect any information that relates to the topic.</td>
<td>Collects very little information--some relates to the topic.</td>
<td>Collects some basic information--most relates to the topic.</td>
<td>Collects a great deal of information--all relates to the topic.</td>
</tr>
<tr>
<td>Fulfill Team Role's Duties</td>
<td>Does not perform any duties of assigned team role.</td>
<td>Performs very little duties.</td>
<td>Performs nearly all duties.</td>
<td>Performs all duties of assigned team role.</td>
</tr>
<tr>
<td>Share in work of team</td>
<td>Always relies on others to do the work.</td>
<td>Rarely does the assigned work--often needs reminding.</td>
<td>Usually does the assigned work--rarely needs reminding.</td>
<td>Always does the assigned work without having to be reminded.</td>
</tr>
<tr>
<td>Listen to Other Teammates</td>
<td>Is always talking--never allows anyone else to speak.</td>
<td>Usually doing most of the talking--rarely allows others to speak.</td>
<td>Listens, but sometimes talks too much.</td>
<td>Listens and speaks a fair amount.</td>
</tr>
</tbody>
</table>

#### Work effectively in teams

<table>
<thead>
<tr>
<th>Percent of students with satisfactory or exemplary performance n=60 (population)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
</tr>
<tr>
<td>80%</td>
</tr>
<tr>
<td>75%</td>
</tr>
<tr>
<td>60%</td>
</tr>
<tr>
<td>40%</td>
</tr>
<tr>
<td>20%</td>
</tr>
<tr>
<td>0%</td>
</tr>
</tbody>
</table>

Threshold
Work effectively in teams

Percent of students with satisfactory or exemplary performance  n=60 (population)

Threshold

59%

Work effectively in Teams

Percent students with satisfactory or exemplary performance  n=60 (population)

Threshold

90%

Research

Information

Fulfill Roles

Share in work

Listening

72%

49%

33%

90%
We now have information...what’s next?

Evaluation

• Assessment is not a controlled experiment
• This is a data-informed, not data-driven process
• Evaluation
  • One or more processes for interpreting the data and evidence accumulated through assessment processes
  • Determines the extent to which student outcomes are being attained
  • Results in decisions and actions regarding program improvement
Evaluation

• Evaluation = data + wisdom
  • Data are necessary but not sufficient
• Take advantage of faculty wisdom and insight
  • NOT just anecdotal, but includes the human element as well
  • Data tell you WHAT
  • Wisdom tells you WHY
    • Why are students not at the level of learning that we anticipated?
• Action taken should be consistent with principles of student learning
"I think you should be more explicit here in Step Two."

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</tr>
</thead>
<tbody>
<tr>
<td>I = Introduce; R = Reinforce; E = Emphasize</td>
<td>Econ 207</td>
<td>Econ 208</td>
<td>CS 214</td>
<td>Eng 200</td>
<td>Math 1165</td>
<td>Bus 201</td>
<td>Bus 203</td>
<td>Bus 211</td>
<td>Bus 231</td>
<td>Bus 241</td>
<td>Bus 251</td>
<td>Bus 252</td>
<td>Bus 261</td>
<td>Bus 262</td>
<td></td>
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</tbody>
</table>
Data

Exit survey results

Analysis: Weigh actions

Faculty and peer assessments

Curriculum map

Evaluation

PEER EVALUATIONS

CAPSTONE, 2012
347 Responses

Produces research info
Understanding team roles when assigned
Shares in the work of the team
Demonstrates good listening skills

Unsatisfactory
Developing
Satisfactory
Exemplary
COMPARE FACULTY & PEER EVALUATIONS

Satisfactory/Exemplary

Faculty n=52; Peer N=347

- Produces research info: Faculty 84%, Peer 82%
- Understanding team roles when assigned: Faculty 72%, Peer 91%
- Shares in the work of the team: Faculty 75%, Peer 77%
- Demonstrates good listening skills: Faculty 91%, Peer 77%

SENIOR SURVEY ITEM

Experience in my major

N=108

- Strongly Agree/Agree: 89%
- Don’t Know: 5%
- Disagree/Strongly Disagree: 5%

My experience in my major gives me confidence that I will be able to work with others effectively on project teams.
FORMATIVE ASSESSMENT

U=Unsatisfactory  D=Developing  S=Satisfactory  E=Exemplary

<table>
<thead>
<tr>
<th>COURSE 2001</th>
<th>COURSE 3001</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=378</td>
<td>N=389</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Uns</th>
<th>Dev</th>
<th>Sat</th>
<th>Ex</th>
<th></th>
<th>Uns</th>
<th>Dev</th>
<th>Sat</th>
<th>Ex</th>
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</thead>
<tbody>
<tr>
<td>Produces</td>
<td>10</td>
<td>11</td>
<td>74</td>
<td>5</td>
<td>Produces</td>
<td>4</td>
<td>11</td>
<td>80</td>
<td>5</td>
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<tr>
<td>research info</td>
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<tr>
<td>Understanding</td>
<td>13</td>
<td>10</td>
<td>72</td>
<td>5</td>
<td>Understanding</td>
<td>5</td>
<td>16</td>
<td>74</td>
<td>5</td>
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<td>team roles</td>
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<td>team roles</td>
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<td>when assigned</td>
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<tr>
<td>Shares in the</td>
<td>25</td>
<td>8</td>
<td>57</td>
<td>10</td>
<td>Shares in the</td>
<td>8</td>
<td>18</td>
<td>64</td>
<td>10</td>
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<tr>
<td>work of the</td>
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<td>team</td>
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<tr>
<td>Demonstrates</td>
<td>18</td>
<td>5</td>
<td>60</td>
<td>17</td>
<td>Demonstrates</td>
<td>9</td>
<td>7</td>
<td>67</td>
<td>17</td>
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<tr>
<td>good listening</td>
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</tbody>
</table>

FORMATIVE DATA

PEER ASSESSMENTS

Satisfactory/Exemplary Rating

- 2010-Course 2001; n=378
- 2011-Course 3001; n=389
COMPARE FORMATIVE/SUMMATIVE: PEER ASSESSMENTS

PEER ASSESSMENTS
Satisfactory/Exemplary Rating

Course 2001; n=378
Course 3001; n=389
Peer Evaluation, n=347

SUMMATIVE TREND DATA

EFFECTIVE TEAMING SKILLS
Satisfactory/Exemplary Rating

Threshold = 80%
Student Outcome: Students will demonstrate the ability to work effectively in teams.

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Educational Strategies</th>
<th>Method(s) of Assessment</th>
<th>Where Summative Data are Collected</th>
<th>Where Formative Data are Collected</th>
<th>Summative Data Cycle (Yrs)</th>
<th>Time of Data Collection</th>
<th>Threshold of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Produces research information for the team</td>
<td>1011, 2001, 2060, 3001, 4092</td>
<td>Peer Evaluations</td>
<td>4092</td>
<td>2001 (2nd of cycle), 3001 (y3 of cycle)</td>
<td>3 yrs</td>
<td>2009, 2012</td>
<td>80%</td>
</tr>
<tr>
<td>2. Demonstrates understanding of team roles when assigned</td>
<td>1011, 2001, 2060, 3001, 4092</td>
<td>Peer Evaluations</td>
<td>4092</td>
<td>2001 (2nd of cycle), 3001 (y3 of cycle)</td>
<td>3 yrs</td>
<td>2009, 2012</td>
<td>80%</td>
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<tr>
<td>3. Shares the work of the team</td>
<td>1011, 2001, 2060, 3001, 4092</td>
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<td>4092</td>
<td>2001 (2nd of cycle), 3001 (y3 of cycle)</td>
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Results Summary (direct measures) 2009: A sample of 56 students (52% of 2009 cohort) were assessed for the summative assessment. This represents 2 of 4 sections of 4092 (which is the second semester of a two-semester team experience.) The percent of the sample that demonstrated each indicator at satisfactory or exemplary were as follows: Indicator 1 - 72%; Indicator 2 - 65%; Indicator 3 - 62%; Indicator 4 - 89%.

Actions 2010: The faculty who integrated teaming into their courses met in the fall of 2007 and 2008 to review the formative data and make recommendations for changes during those academic years. Based on the analysis of the summative results, the department asked faculty to provide the teaming scoring rubrics to students with the course assignments where the students were provided opportunities to demonstrate their teaming skills as defined by the outcomes. A sub-committee of the department Curriculum Committee met to review the outcomes. It was decided not to make any changes at this time. Faculty decided that they would review their assignments to be sure that students were given adequate opportunities to demonstrate the performance identified for teaming. Faculty also agreed to make students' performance on the performance indicators a part of their grade for the activity. The Teaching/Learning Center will also provide a seminar for faculty on how to integrate effective teaming into the classroom.

Second-Cycle Results Summary 2012: A sample of 59 students (51% of cohort) were assessed for the summative assessment. This represents 2 of 4 sections of 4092 (which is the second semester of a two-semester team experience.) The Teaching/Learning Center was asked to provide the department faculty some feedback on the indicators and also provide other examples of teaming indicators. This will be one of the issues that will be discussed at the Department retreat for possible revisions for the 2014 academic year.

Student Outcome: Students can work effectively in teams

Results Summary (direct measures) 2009: A sample of 56 students (52% of 2009 cohort) were assessed for the summative assessment. This represents 2 of 4 sections of 4092 (which is the second semester of a two-semester team experience.) The percent of the sample that demonstrated each indicator at satisfactory or exemplary were as follows: Indicator 1 - 72%; Indicator 2 - 65%; Indicator 3 - 62%; Indicator 4 - 89%.

Actions 2010: The faculty who integrated teaming into their courses met in the fall of 2007 and 2008 to review the formative data and make recommendations for changes during those academic years. Based on the analysis of the summative results, the department asked faculty to provide the teaming scoring rubrics to students with the course assignments where the students were provided opportunities to demonstrate their teaming skills as defined by the outcomes. A sub-committee of the department Curriculum Committee met to review the outcomes. It was decided not to make any changes at this time. Faculty decided that they would review their assignments to be sure that students were given adequate opportunities to demonstrate the performance identified for teaming. Faculty also agreed to make students' performance on the outcomes a part of their grade for the activity. The Teaching/Learning Center will also provide a seminar for faculty on how to integrate effective teaming into the classroom.
Student Outcome: Students can work effectively in teams

Results Summary (direct measures) 2009: A sample of 56 students (52% of 2009 cohort) were assessed for the summative assessment. This represents 2 of 4 sections of 4092 (which is the second semester of a two-semester team experience). Based on the second semester of the sample the following percentages were as follows: Indicator 1 - 72%; Indicator 2 - 65%; Indicator 3 - 62%; Indicator 4 - 89%.

Actions 2010: The faculty who integrated teaming into their courses met in the fall of 2007 and 2008 to review the formative data and make recommendations for changes during those academic years. Based on the analysis of the summative results, the department asked faculty to provide the teaming scoring rubrics to students with the course assignments where the students were given opportunities to demonstrate their teaming skills as defined by the outcomes. It was decided not to make any changes at this time. Faculty decided that they would review their assignments to be sure that students were given adequate opportunities to demonstrate the performance identified for teaming. Faculty also agreed to make student performance on the outcomes a part of their grades. The Teaching/Learning Center will also provide a seminar for faculty to integrate effective teaming into the classroom.

Learning occurs best when we build on what students already know.

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Learners perform best when expectations for their learning are clear.

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Faculty evaluation of evidence leading to decision-making.

Faculty evaluation of evidence leading to decision-making.

Student Outcome: Students can work effectively in teams

Second-Cycle Results Summary 2012: A sample of 59 students (51% of cohort) were assessed for the summative assessment. This represents 2 of 4 sections of 4092 (which is the second semester of a two-semester team experience.) Based on changes made, the following improvements were seen: Indicator 1 - +12% (84%); Indicator 2 - +7% (72%); Indicator 3 - +13% (75%); Indicator 4 - +2% (91%).

Actions 2013: The faculty who integrated teaming into their courses met in the fall of 2010 and 2011 to review the formative data and make recommendations for changes during those academic years. Although progress was made on all indicators, the Curriculum Committee recommended that the department take another look at all the indicators related to teaming. The Teaching/Learning Center was asked to provide the department faculty some feedback on the indicators and also provide other examples of teaming indicators. This will be one of the issues that will be discussed at the Department retreat for possible revisions for the 2014 academic year.
Evaluation

Curriculum map

Faculty and peer assessments

Data

Exit survey results

Implement formative assessment

Analysis: Weigh actions

Faculty seminar

Information

Action

Feedback

Modified from: http://www.soltiusme.com/soltius/services/continuous-improvements
People – Who do we involve?

• Most important resource above all is PEOPLE.
• Don’t squander faculty time.
• Some faculty should be involved in:
  • Assessment committee work
  • Data collection
  • Data analysis
  • Outcome “champion”
• All faculty should be involved in:
  • Affirming performance indicators for outcomes
  • Mapping curriculum to performance indicators
  • Reviewing results—at some level
  • Implementing recommendations—at some level

Faculty as member of community
People – Who do we involve?

• Students
  • Avoid a “stealth” assessment process.
  • Students should be knowledgeable about the STUDENT OUTCOMES.
  • Students should know the level of performance that is expected of them.
  • Students should be given timely feedback on their performance related to the student outcomes.

People – Who do we involve?

• Students
  • Research on learning is definitive:
    • Students learn best when expectations for their performance is clear AND they get timely feedback on their performance.
How to Sustain (strengthen or support)

• Identify what is working
• Have courage to stop doing things that aren’t working
• Don’t confuse data collection with actionable information (necessary but not sufficient)
• Widen circle of active participants with a clear, shared purpose
• Petition for needed resources (link to strategic initiatives)
• Educate through communication and participation

How to Sustain:

• Empower others
• Coordination with current initiatives
  • e.g., Digital initiative
• Produce meaningful results
• Reassess your strategies if necessary
  • Continuous improvement applies to processes as well as outcomes
• Celebrate success (formally and informally)
• Keep your eye on the prize
Elements of a “culture”

✓ Vocabulary
✓ Written Materials
✓ Formal & Informal Policies and Procedures
✓ Organizational Structure
✓ Social Knowledge
✓ Reward Structure
✓ Rites & Rituals

How do you know you have arrived?

Modified from Susan Hatfield, HLC Senior Scholar
## Self-assessment

<table>
<thead>
<tr>
<th>CLIMATE</th>
<th>CULTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isolated</td>
<td>Pervasive</td>
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<tr>
<td>Temporary</td>
<td>Ongoing</td>
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<td>Structurally Driven</td>
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<tr>
<td>Externally driven</td>
<td>Internally driven</td>
</tr>
<tr>
<td>Program accreditation</td>
<td>Improvement &amp; Validation</td>
</tr>
</tbody>
</table>

“You don’t have to be bad to get better.”