

How to Engage in Outcomes- Based Assessment Program Review: Connecting to your Performance Indicators and Budgeting Priorities

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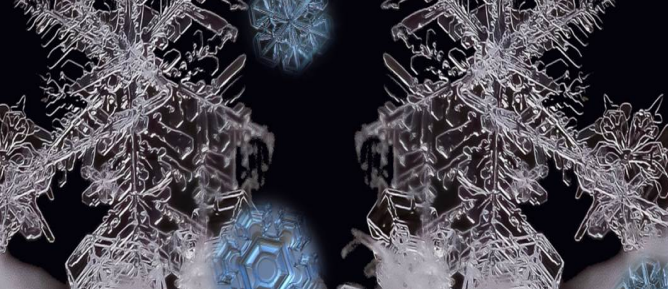
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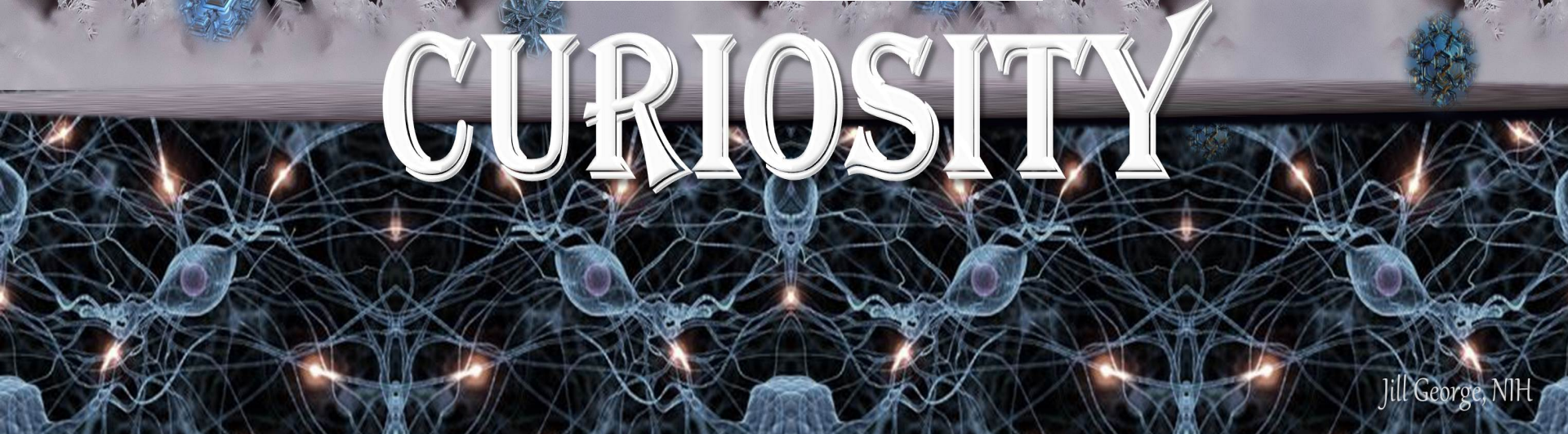
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Chat Reflection – What do you need to take away from this workshop?



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What question(s) regarding
program review - in times
like these – is(are) at the
forefront of your mind?

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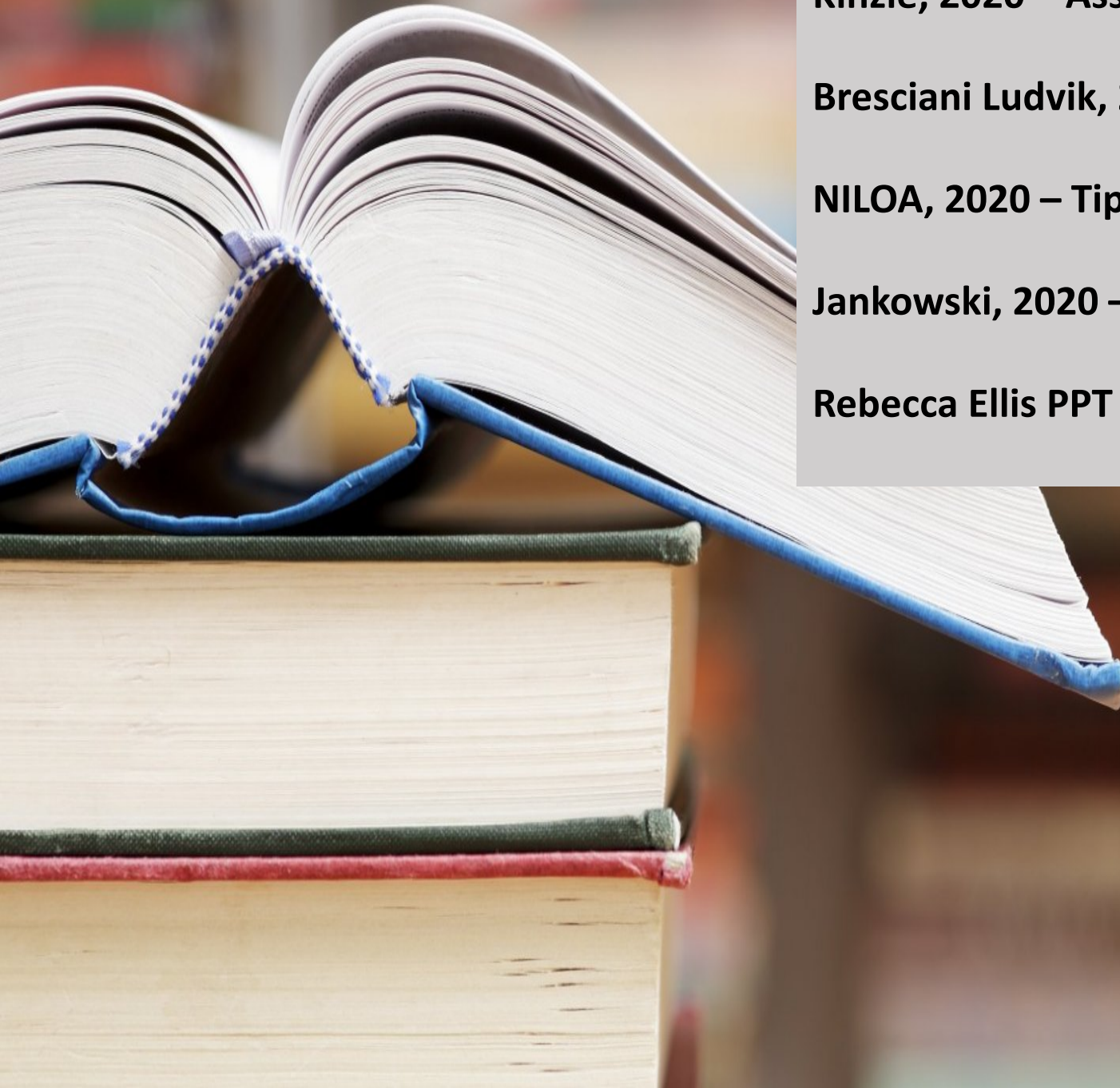
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Overview of Session Format

- Individual Reflection
- Group Interaction/Assignment
- Mini-Lectures
- Report-outs
- Questions to Consider
- Comments
- Resources

Session Learning Outcomes

- At least one way in which to refine or affirm your current outcomes-based assessment program review methodology in the midst of the Pandemic
- At least 2 ways in which to link your program review findings to institutional performance indicators, and
- Identify some key questions to bring back to your institutional team to inform ongoing dialogue of how this process can inform the re-allocation of resources



Kinzie, 2020 – Assessment Update

Bresciani Ludvik, 2020, IUPUI AU

NILOA, 2020 – Tip Sheet

Jankowski, 2020 – Survey Results

Rebecca Ellis PPT (2020) to Colleagues

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What do you think your organization needs to continue doing OR doing more of, less of, or just doing differently to support you, your colleagues, and the students and community you serve as it pertains to evidence-based decision making?

3 Callers Please: What did you notice?
01-619-733-3278



Learning Organization Definition

“Learning organizations are where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.

The basic rationale for such organizations is that in situations of rapid change, only those that are flexible, adaptive, and productive will excel. For this to happen, it is argued, organizations need to discover how to tap people’s commitment and capacity to learn at *all* levels.”
(Senge, 2006, p. 114)

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Which of your ideas to refine or not refine your program review process embody the definition of a learning organization?

Importance of Being/Becoming a Learning Organization

- The organization remains focused on what they care about
- The organization demonstrates resilience by responding thoughtfully to crisis/change while guided by what they care about
- The organization moves out of crisis and survival mode through the use of inquiry
- The organization can solve important educational problems such as repairing inequities

“Never waste a good crisis.” – Winston Churchill

What systematic inquiry processes are used (or could be used) at your institution to show evidence you are a Learning Organization?

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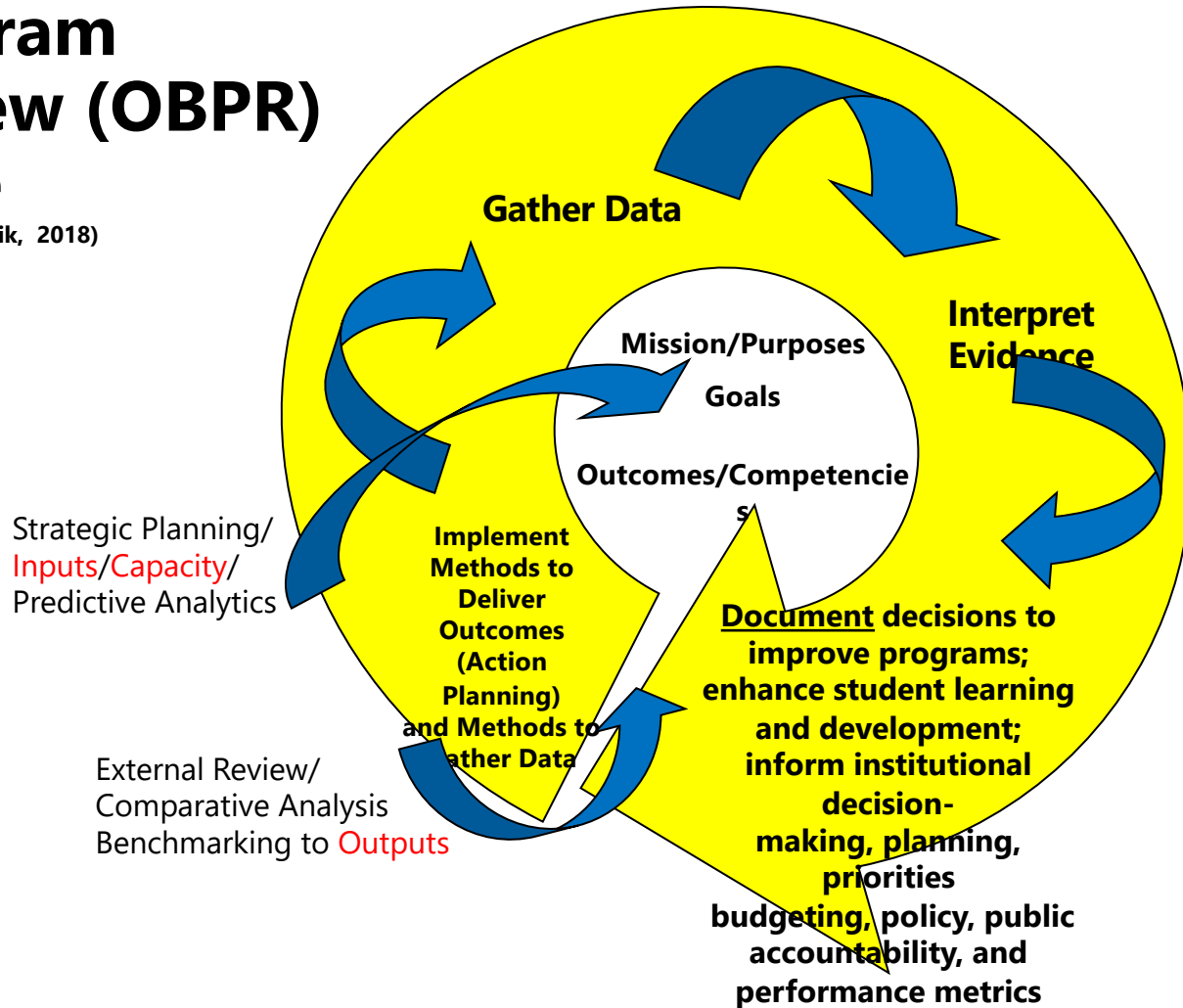
3 Callers Please: Tell us More...

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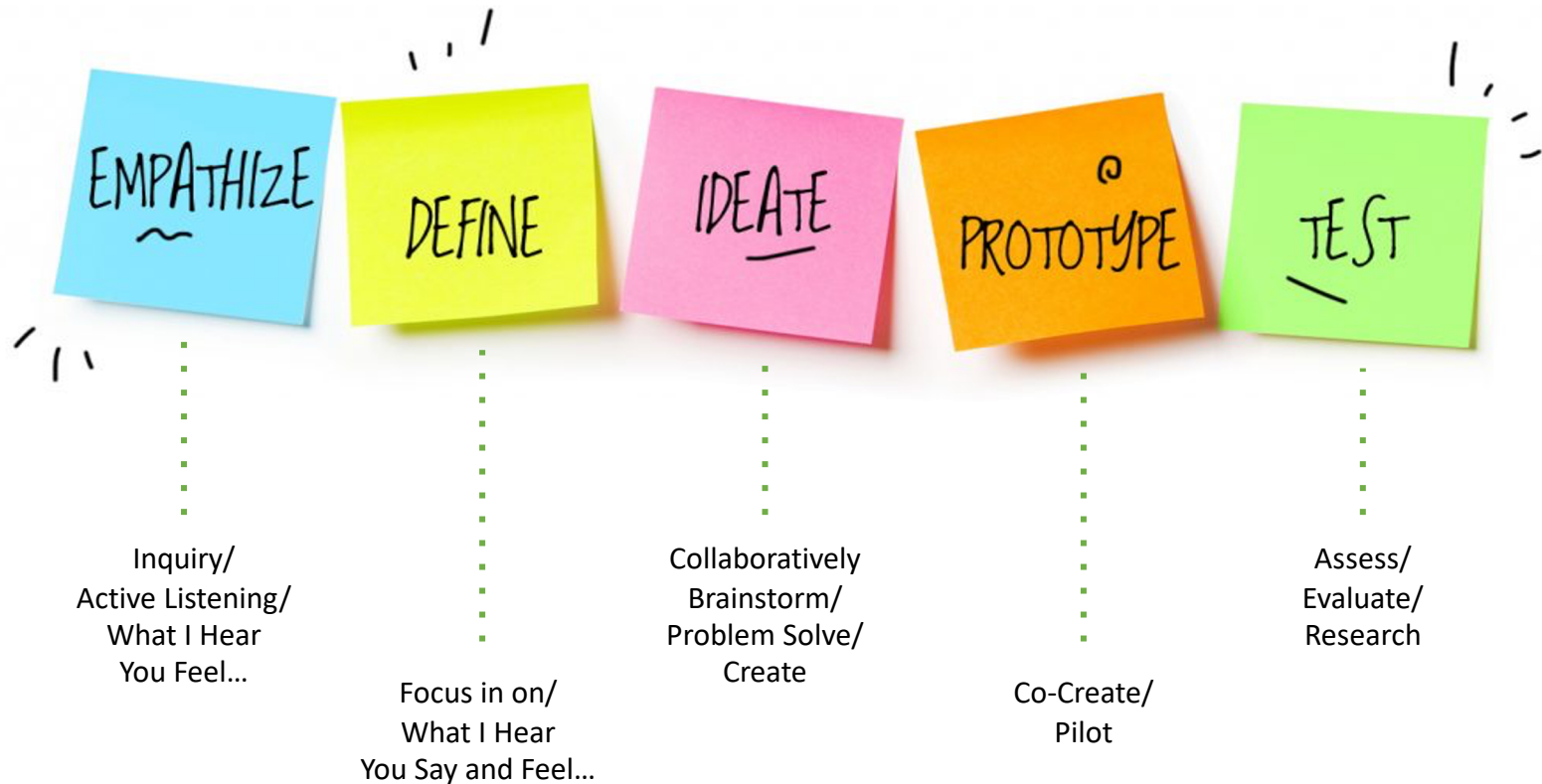
The Iterative Systematic Outcomes-Based Program Review (OBPR) Cycle

(Bresciani Ludvik, 2018)



To Aid Interpretation:
* Leverage previous Research
* Correlate with Performance Indicators, Prediction and Modeling

Design Thinking to Refine OBPR



(From Stanford's Design School)

Astin's (1991) I-E-O to Refine OBPR

Inputs

- ▶ Identities/Identifiers
- ▶ Neuroscience pre-assessment scores
- ▶ Career readiness skills
- ▶ Values, interests, passion & goals
- ▶ HS GPA
- ▶ Pre-college exam scores
- ▶ Evidence of students' learning and development
- ▶ Lived experience

Environment

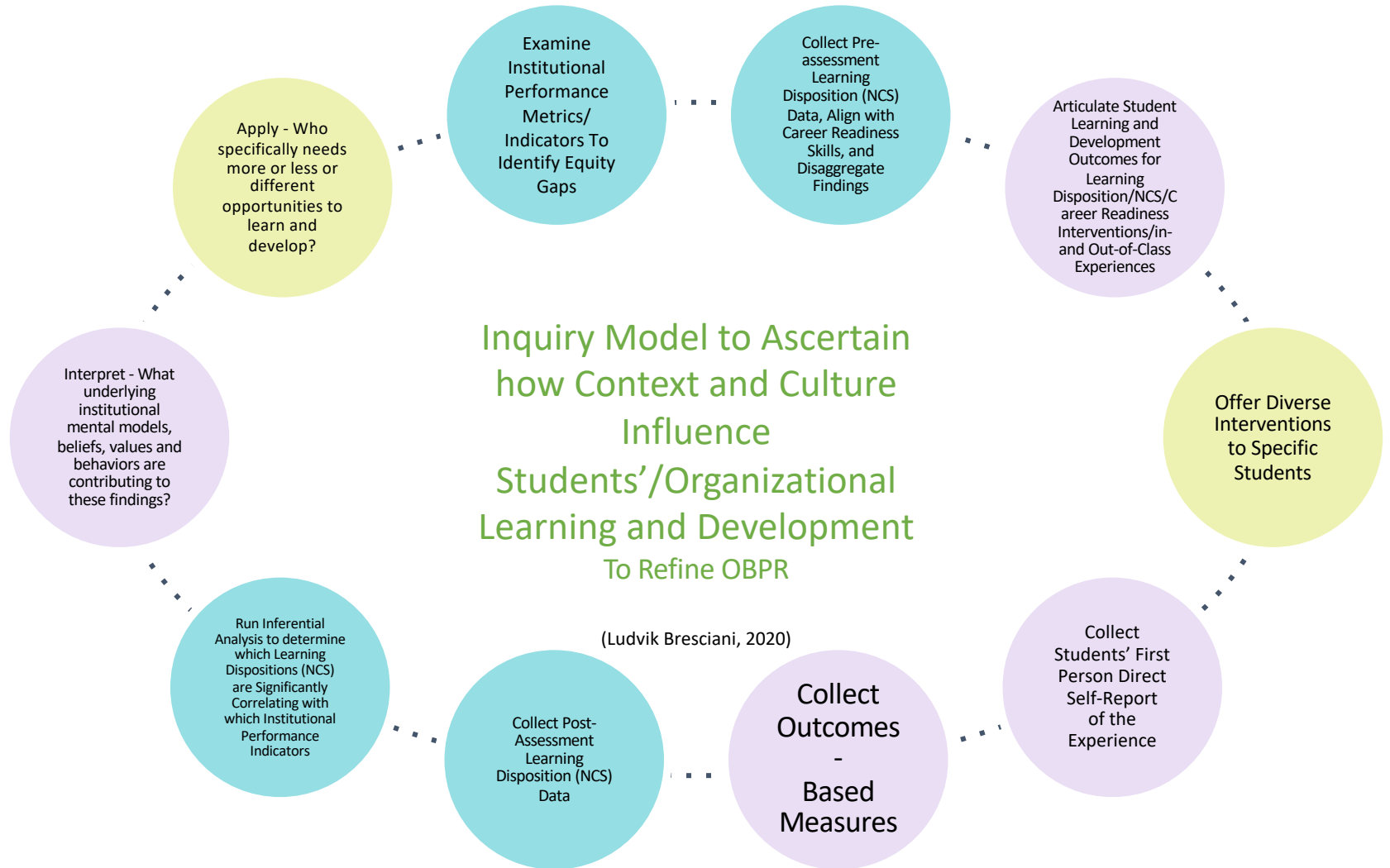
- ▶ In-class experiences
- ▶ Out-of-class experiences
- ▶ Context
- ▶ Culture
- ▶ Capacity

Outputs

- ▶ Identities/Identifiers
- ▶ Neuroscience post--assessment scores
- ▶ Career readiness skills
- ▶ Values, interests, passion & goals
- ▶ Cum GPA
- ▶ Time-to-degree
- ▶ School loan indebtedness
- ▶ Job placement
- ▶ Evidence of students' learning and development
- ▶ Ability to live the life you would love living (aka Positive Future Self)

Inquiry Model to Ascertain
how Context and Culture
Influence
Students'/Organizational
Learning and Development
To Refine OBPR

(Ludvik Bresciani, 2020)



Which model – if any - will
support your
Learning Organization?

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3 Callers Please: Why to the Model Selected...

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How well does your systematic inquiry process at your institution connect evidence to key performance indicators for which you are held accountable?

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Alignment is Important

(Bresciani Ludvik, 2018)

- Outcomes to goals

(state, institutional, division, program) including high achievement for all students performance indicators or predictive metrics

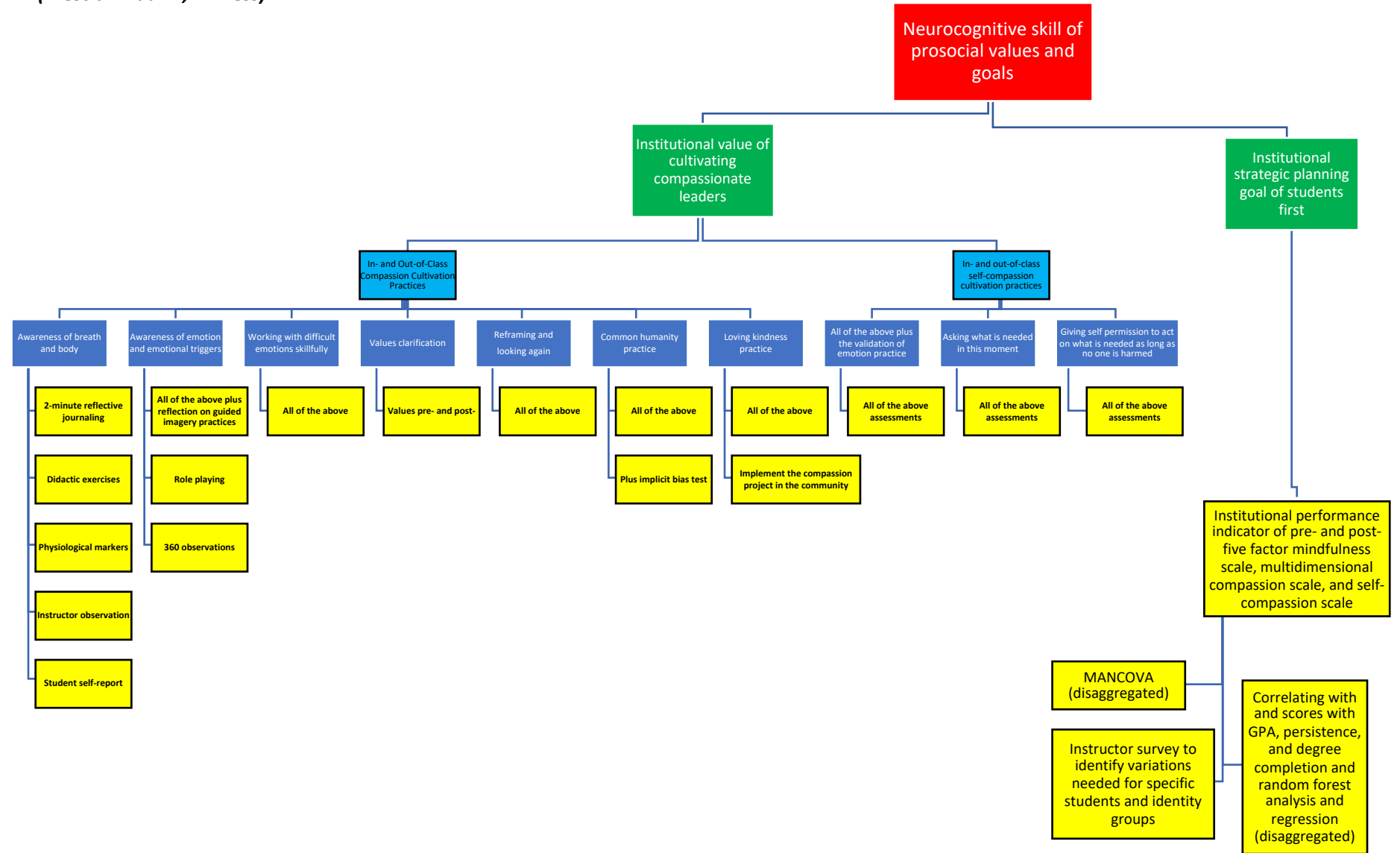
For example, “students will self-report improved overall well-being (SDSU strategic goal #3, Ryff’s score, GPA, time-to-degree)”

- Evaluation methods/criteria to outcomes
- Results to outcomes
- Decisions to outcomes
- Resource requests to outcomes

Figure 5.5

Alignment of Neurocognitive Skill With Institutional Values and Strategic Plan With Interventions, Assessment Tools, and Institutional Performance Indicators

(Bresciani Ludvik, In Press)



Questions to Consider

(Bresciani Ludvik, In Press)

- How well are our values represented in our purpose, goals, and outcome statements?
- How well are our values represented in the way we evaluate our institutional effectiveness (e.g., our selection and use of KPIs, how we engage in equity-driven, high achievement for all outcomes-based assessment)?
- How well does the design of student learning and development opportunities intended to meet our outcomes align with what is contained within our goals and purpose statements (if those reflect our values well)?
- What within our daily work is in line with our values?
 - How are we assessing that valued daily work so we know what, when, and how to improve for whom?
 - How are we aligning those assessment results with indicators for which we are measuring the achievement of our values (e.g., KPIs)?
- How well are we inviting all members of our community to help us design and assess how well we are meeting our values through this equity-driven, high-achievement-for-all process?
- Where we identify, with evidence, how we are failing to meet high-achievement-for-all expectations, how are we prioritizing resources to repair those inequities?
- Where is the priority for professional development in all of this?
- Where we are failing to prioritize resources to repair those inequities? What are we saying about what and whom we value?

3 Callers Please: Questions and Comments

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How well does your systematic inquiry process at your institution connect to budgeting processes or the re-allocation of resources?

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Steps to Consider

(Bresciani Ludvik, In Press)

- Identify and articulate values or strategic initiatives generated from strategic planning, KPIs, or other processes wherein shared values evolve.
- Prioritize those values or strategic initiatives in order of importance.
- Allocate revenue and other resources, such as time, according to the prioritized values or strategic initiatives.
- Explore and understand the alignment of all programmatic outcomes to the prioritized values or strategic initiatives.
- Define the criteria for quality within the context of the values and identify capacity for meeting these criteria for each expressed value or strategic initiative for all students.
- Implement outcomes-based assessment program review for those programs whose outcomes align to each value or strategic initiative.
- Gather the disaggregated results, and determine at which level (program, department, college/division, or institution) the decision for resource reallocation or allocation resides. (Remember that allocation of time is also a resource.)
- Allocate or reallocate resources to improve outcomes for specific students and improve the capacity for quality; do so in alignment with your values or strategic initiatives .
- Communicate resource gaps back to the leaders involved in selecting institutional priorities and values and refine strategic planning, if necessary.
- Communicate the expected results of continued limitations or abundance for resource allocations based on this framework and the institutional values and priorities.

Questions and Comments

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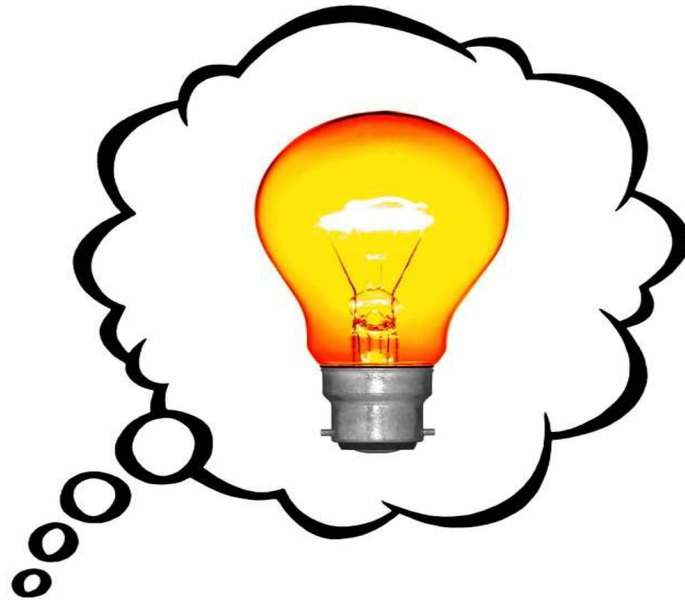
Additional Questions to consider

These need to be edited

1. Seriously consider the consequences of using program review to sunset programs that don't appear to be economically viable during these times
 - ▶ Rather, take a design thinking lens to their reformation, leveraging program review evidence
 - ▶ What could that look like for you?
2. Which program review model might work best for which programs?
 - ▶ What needs to be modified?
 - ▶ What do you really need to know about program quality right now?
 - ▶ What does it look like to center the process on your values? Or on the opportunities we have before us right now?
3. Which programs/disciplines need to have their program review cycles suspended?
 - ▶ Which ones can move forward with their program review processes?

Questions and Comments

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Look for the
Forthcoming Book
and Interactive Online
Course from
NASPA on the **EQHA**
Inquiry Process

www.naspa.org

