

Gaining Insight into Assessment

A Case Study of a Data-Driven Evaluation Cycle

Presenters:

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HARRINGTON
COLLEGE OF DESIGN

Objective

Stimulate thought and discussion surrounding the methods used in a case study of a data-driven assessment cycle based on end-of-cycle results.

College Overview

- Private, For-Profit
- Located in Chicago, Illinois
- Founded in 1931
- Design focused programs –
 - Communication/Graphic Design
 - Digital Photography
 - Interior Design
- Enrollment – approximately 700 students
 - Associates: 20%
 - Bachelors: 63%
 - Masters: 17%

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Planning and Assessment Overview

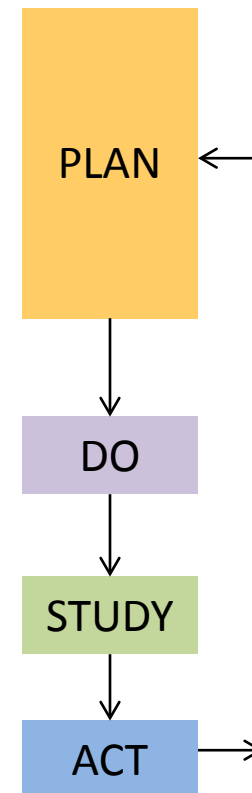
Purpose :

- Improve student outcomes
- Improve institutional effectiveness

Planning and Assessment Overview

Process*:

1. research and environmental scanning
(including operational indicators)
2. analyze feedback and data
3. identify critical issues
4. create (revise) initiatives or plans
5. implement initiatives or plans
6. monitor initiatives or plans
7. evaluate /reflect on initiatives or plans
8. communicate with key stakeholders
9. repeat steps 4 through 8 as necessary

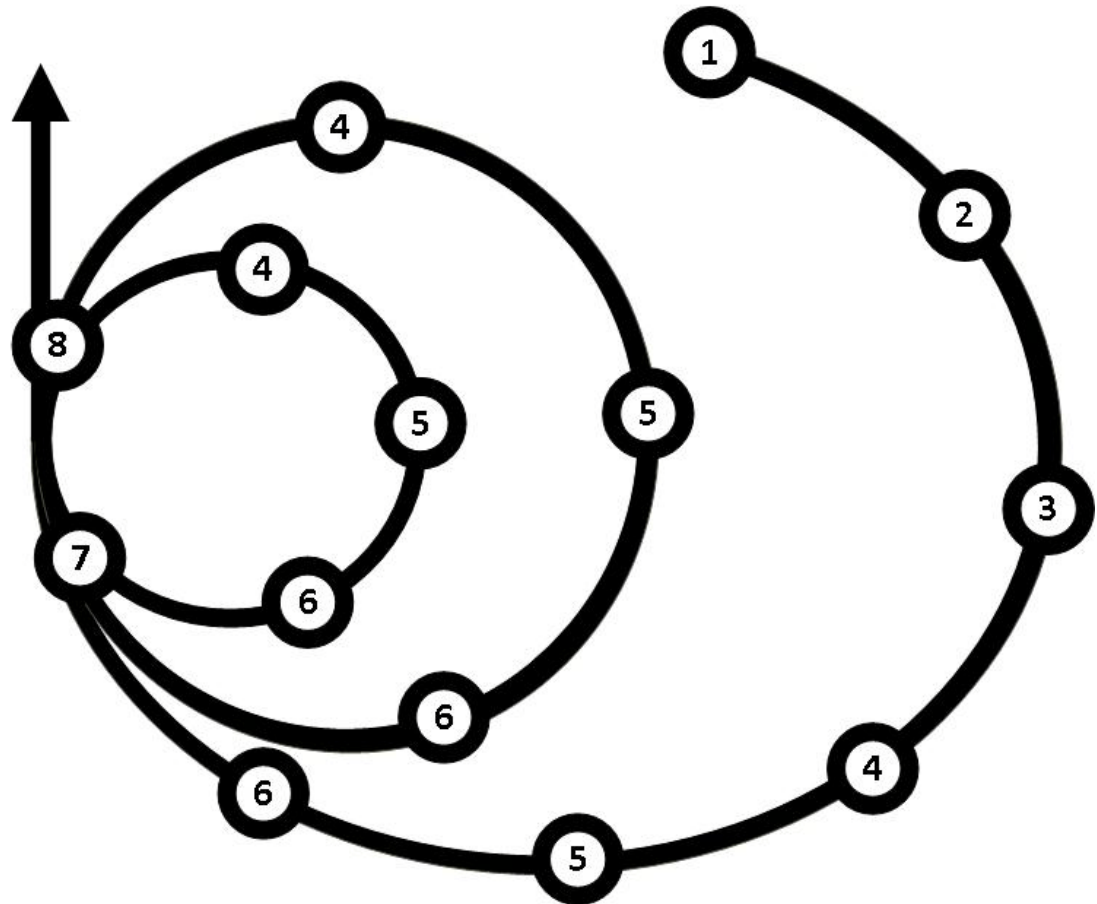


*Based on a W. Edward Deming PDSA Quality Assurance Cycle

Planning and Assessment Overview

Process Model

1. research and environmental scanning
2. analyze feedback and data
3. identify critical issues
4. create (revise) initiatives or strategic plans
5. implement initiatives/plans
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8. communicate with key stakeholders



Case Study

Background Information:

2007:

Spring – Harrington students participated in National Survey of Student Engagement (NSSE)* for the first time

Fall – NSSE results/benchmarks received

* www.nsse.iub.edu

Case Study

2007 Survey Results

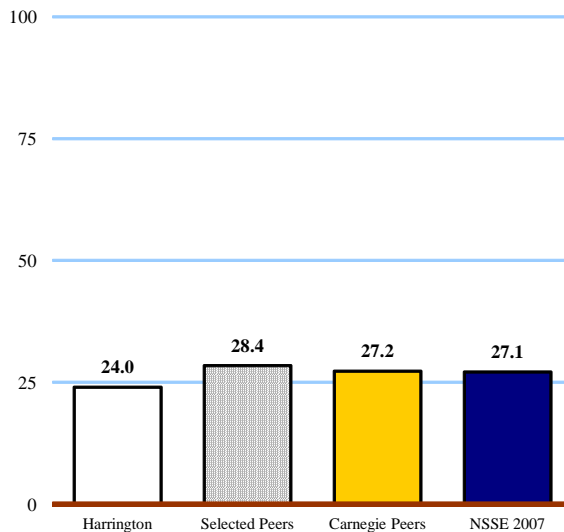
Enriching Educational Experiences (EEE)

Benchmark Comparisons

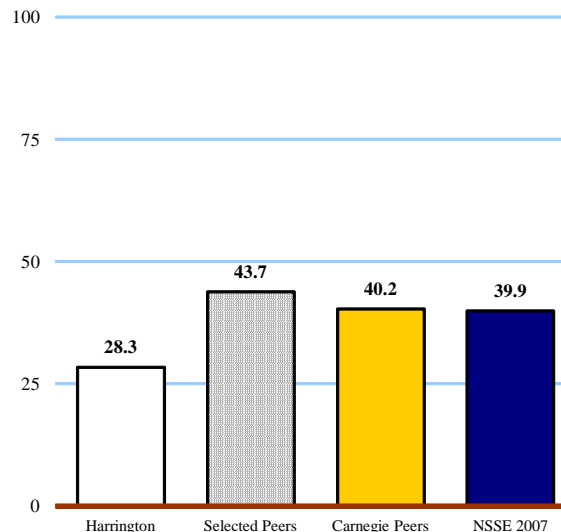
Harrington compared with:

Class	Harrington	Selected Peers			Carnegie Peers			NSSE 2007		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	24.0	28.4	***	-.36	27.2	***	-.25	27.1	***	-.24
Senior	28.3	43.7	***	-.85	40.2	***	-.70	39.9	***	-.65

First-Year



Senior



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Enriching Educational Experiences (EEE) Items*

- Participating in co-curricular activities (organizations, publications, student government, sports, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework & study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)

*EEE Items are excerpted from the *2007 National Survey of Student Engagement*, Center for Postsecondary Research, Indiana University – www.nsse.iub.edu

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Enriching Educational Experiences (EEE) Items*

- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity
- Using electronic technology to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

*EEE Items are excerpted from the *2007 National Survey of Student Engagement*, Center for Postsecondary Research, Indiana University – www.nsse.iub.edu

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2008: Began planning process for 5-Year Strategic Plan

Environmental scanning and data analysis*:

- Macro level - focus on political, economic, social/cultural, technological, legal and environmental impacts (PESTLE analysis**)
- Industry level – identify “competitive advantages”
- Internal level - identify “core competencies”
 - analyze institutional operational indicators (persistence, graduation rates, etc.) and survey data (NSSE, Noel Levitz, NPS, etc.)
- Used Scenario Planning and SWOT analysis as tools in this phase of the process

* www.whatmakesagoodleader.com/Strategic-Planning-Guide.html

**www.cipd.co.uk/hr-resources/factsheets/pestle-analysis.aspx

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Planning process cont.

- Identified critical issues
- Created initiatives and action plans

EEE related initiatives:

- Encourage engagement with the community
- Partner with organizations
- Promote a career culture prior to graduation
- Model the Institutional Student Learning Outcomes (ISLOs) throughout the college
- Integrate the ISLOs with degree program outcomes

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Initiative/Action Plan Template

Initiative:

Action Plan Champion/s:

Achievement Metric:

Intended Results:

Additional Information:

Project	Title	Description	Owner(s)	Completion Date	Goal	Measurement
1						
2						
3						

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Planning process cont.

- Created the 5-Year Strategic Plan document
- Began implementing the initiatives
- Provided initiative status updates at least annually

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Planning process cont.

- Created additional EEE related initiatives *outside* of the planning process
 - Curriculum changes
 - a. class projects requiring interaction with external constituents
 - b. incorporated capstone courses into each degree program (thesis, portfolio)
 - Created institutionally funded service-based scholarship
 - Created a peer mentor program

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Fast forward to 2011 . . .



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2011:

Spring – Harrington students participated in National Survey of Student Engagement (NSSE) for the second time

Fall – NSSE results/benchmarks received

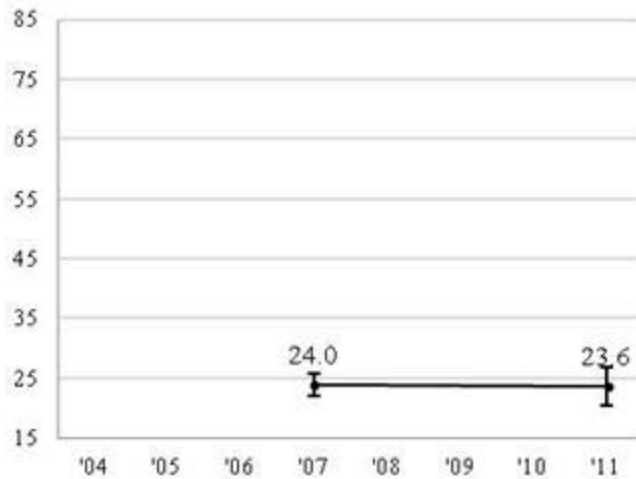
- 2007/2011 comparisons included
- Results did not meet expectations

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NSSE 2007/2011 EEE Benchmark Comparisons

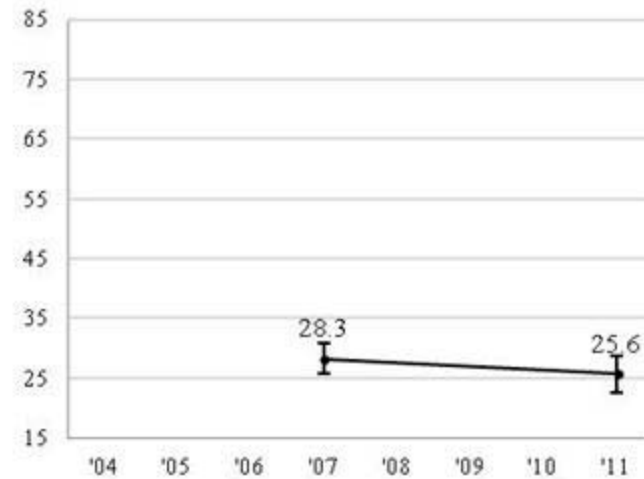
First Year

Enriching Educational Experiences (EEE)



Senior Year

Enriching Educational Experiences (EEE)



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2011 NSSE results prompted reflection and discussion regarding:

- what the scores represent
- why the scores were a surprise

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Reviewed survey items that should have shown improvement:

NSSE 2007/2011 Survey Item Frequency Distributions

			<i>FY 2007</i>	<i>FY 2011</i>	<i>SY 2007</i>	<i>SY 2011</i>
Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ (ACL)	Never	81%	73%	74%	76%
		Sometimes	14%	18%	21%	19%
		Often	3%	7%	2%	3%
		Very often	1%	2%	3%	2%

			<i>FY 2007</i>	<i>FY 2011</i>	<i>SY 2007</i>	<i>SY 2011</i>
Community service or volunteer work	VOLNTR04 (EEE)	Have not decided	26%	20%	21%	20%
		Do not plan to do	8%	11%	24%	24%
		Plan to do	40%	43%	27%	29%
		Done	27%	25%	28%	28%

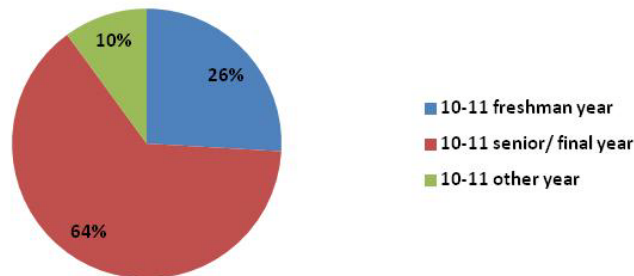
			<i>FY 2007</i>	<i>FY 2011</i>	<i>SY 2007</i>	<i>SY 2011</i>
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04 (EEE)	Have not decided	31%	41%	8%	12%
		Do not plan to do	13%	11%	7%	17%
		Plan to do	55%	49%	57%	56%
		Done	1%	0%	28%	15%

			<i>FY 2007</i>	<i>FY 2011</i>	<i>SY 2007</i>	<i>SY 2011</i>
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04 (EEE)	Have not decided	12%	14%	2%	10%
		Do not plan to do	3%	2%	1%	7%
		Plan to do	74%	77%	51%	49%
		Done	12%	7%	46%	34%

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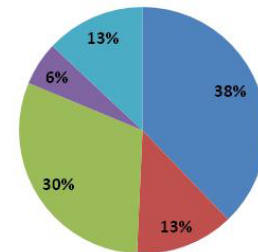
- Reviewed enrollment in capstone experience/community-based project inclusive courses by grade level
- Analyzed enrollment in capstone experience/community-based project inclusive courses by program
- Analyzed the number of courses at each grade level which contained a capstone experience or community-based project
- Examined changes in respondent characteristics from 2007 to 2011

2010-11 Capstone/Community-Based Project
Course Enrollment by Grade Level



2010-11 Capstone/Community-Based Project
Course Enrollment by Program

■ BFA-ID ■ AAS-ID ■ BFA-CD ■ BFA-CP ■ AAS-DP



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Conclusions:

1. Initiatives were poorly designed

- Took data at face value
- Made assumptions regarding the meaning of data
- Achievement metrics were not always indicators that could be measured
- Initiatives created outside of the planning process were not assigned achievement metrics
- Initiatives did not clearly define how benchmarks/metrics would be measured or monitored (i.e. specific reports or analyses)

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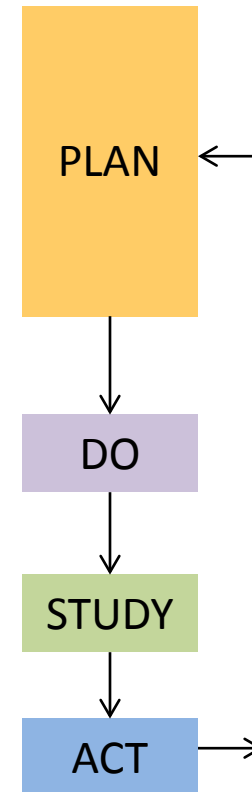
Conclusions cont.:

2. Routine monitoring (assessment) of initiatives did not occur
3. Routine reflection and revision of the initiatives did not occur
4. Initiatives created outside of the planning process were not documented
5. Accountability for initiatives or projects within initiatives was not clearly tied to annual faculty/staff goals

Case Study

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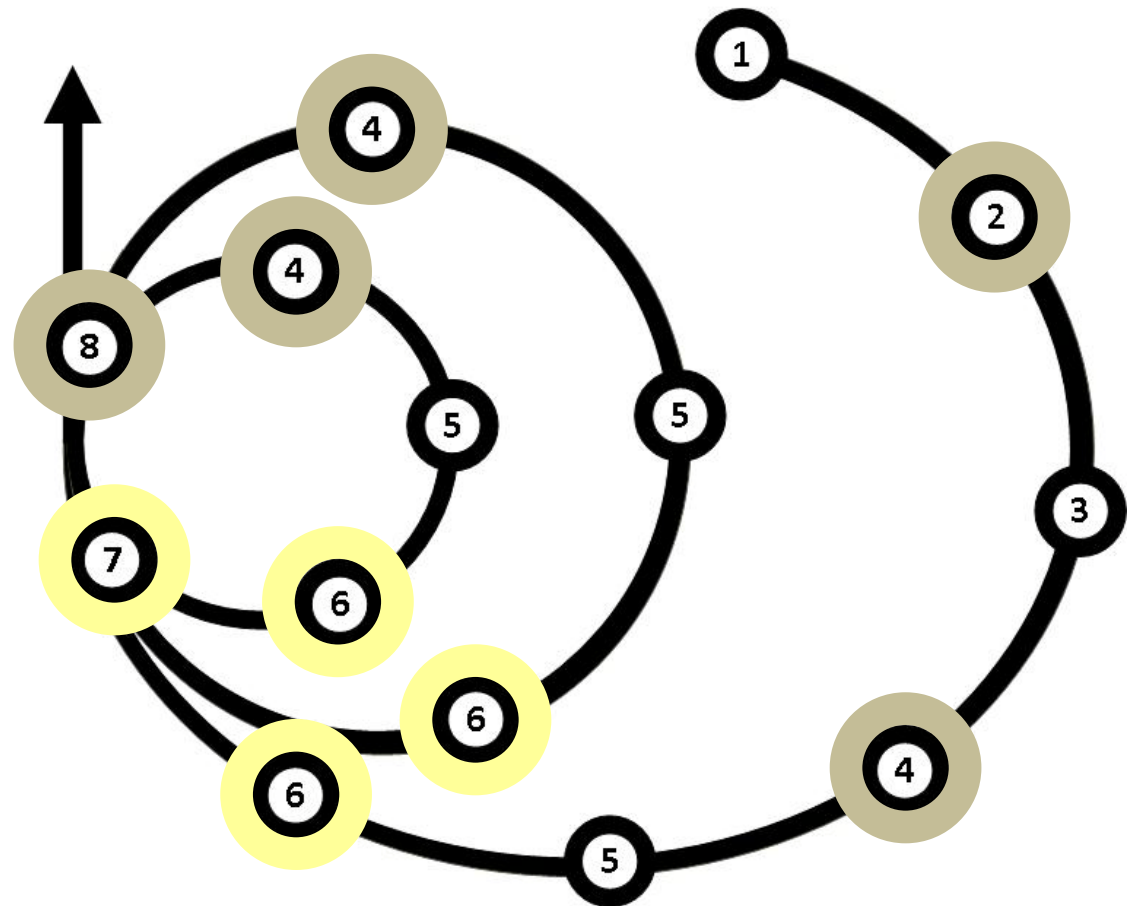


Planning and Assessment Overview

 Incomplete Step
 Missed Step

Process Model

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Next Steps

Assessment:

- Re-examine data on a deeper level
- Refine or discontinue existing plans and initiatives
- Create benchmarks and achievement metrics that can be measured
- Create benchmarks and achievement metrics that have value/meaning
- Specify by what methods monitoring will occur

Next Steps

Process Level:

- Create a sustainable framework for the planning and assessment processes
- Build accountability for each step of the planning and assessment processes into the new framework
- Build a framework that insures assessment at both the macro level (strategic initiatives), as well as the micro level (projects within or outside of the plan)

Discussion

- Best practices
- Questions

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