Assessment Into Action, Evaluating Results and Continuously Improving

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Pima Community College

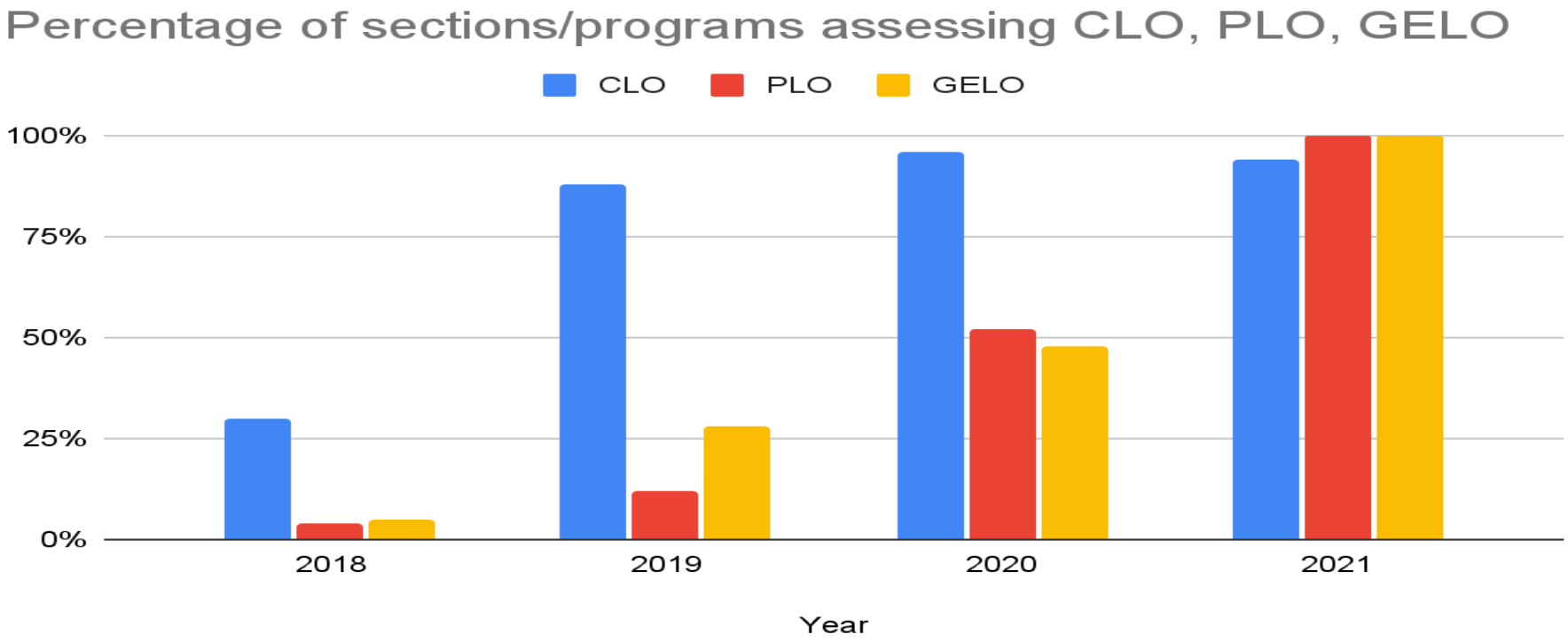
Pima Community College

- Enrollment: ~19,000 Students
- 70% of students are part-time
- Hispanic Serving Institution (HSI)
- About 140 Programs and 2600 Sections per term

Previous State of Student Learning Outcomes Assessment

- Poor Climate: Assessment was contentious without a clear direction or purpose
- Absence of a systematic process to assess student learning
- Insufficient Participation: Assessment happened within pockets at Pima
- Insufficient infrastructure to collect, analyze, report, and act on assessment results

Assessment Growth



Manufacturing Demand

- Identify your “Champions” early on.
- Do not attempt to align your faculty to your vision, attune them. (Speak their language)
- Achieve buy-in by showcasing the data produced and the ease of assessing and documenting actions based on the results. Become the “That’s it?” department.
- Be Focused: Not everything needs an improvement plan (there is still action, standardizing, disaggregating, questions on instrument/artifact)

Training

- Provide many outlets for training:
  - Individual Training
  - Train the Trainers
  - Large Group Settings
  - Peer Training (Student Learning and Assessment Workgroup)
  - Instructional Videos (Create a Youtube Channel)

Reaching the Tipping Point and Sustained Growth

- Annual events to review GELO data will generate excitement and questions.
  - "I teach Critical Thinking! Why am I not included in these results?"
  - "Can we track….?"

- Gather feedback from faculty and use it to improve.

- Disaggregate as far as you can within reason.

- You will know the moment when the culture has changed from a compliance culture to an assessment culture.

Progression of Reports

2016:

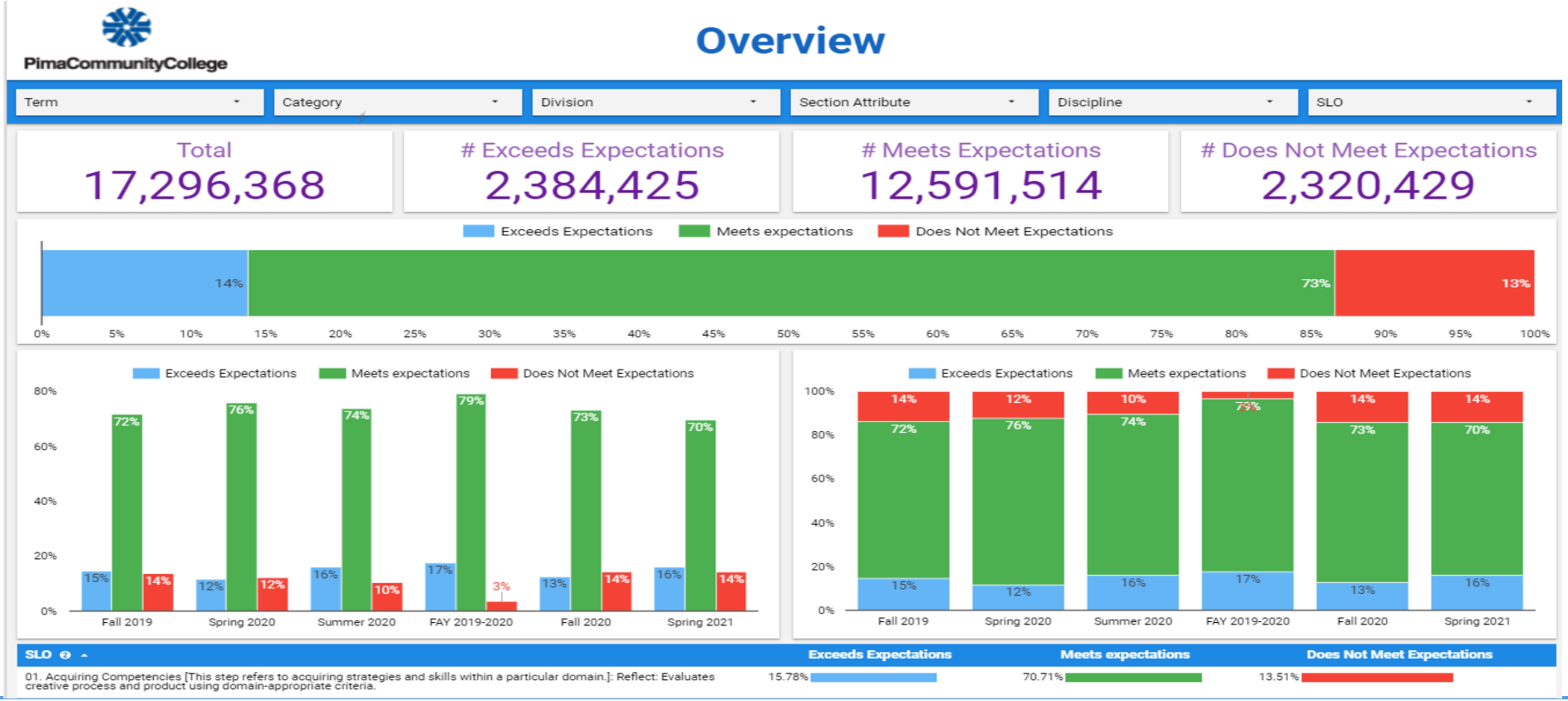
Outcome	CRN	Number of Students	Number Successful	Percent Successful
Analyze variances by determining direct materials variances.	22877	12	12	100.0
Plan for capital investments by using the net present value method.	22877	15	12	80.0
Prepare a cash budget and a budgeted balance sheet.	22877	15	13	86.7

2018:

GELO: 01. Context of and Purpose for Writing [Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s)] Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.

	Exceeds expectations		Meets expectations		Does not meet expectations	
Fall 2018	159	3.45%	3758	81.43%	698	15.12%
Overall	159	3.45%	3758	81.43%	698	15.12%

Dashboard


PimaCommunityCollege
Overview
Term
Category
Division
Section Attribute
Discipline
SLO
Total
17,296,368
Exceeds Expectations
2,384,425
Meets Expectations
12,591,514
Does Not Meet Expectations
2,320,429
Exceeds Expectations
Meets expectations
Does Not Meet Expectations
14%
73%
13%
0%
5%
10%
15%
20%
25%
30%
35%
40%
45%
50%
55%
60%
65%
70%
75%
80%
85%
90%
95%
100%
Exceeds Expectations
Meets expectations
Does Not Meet Expectations
80%
60%
40%
20%
0%
15%
72%
14%
12%
76%
12%
16%
74%
10%
17%
79%
3%
13%
73%
14%
16%
70%
14%
Fall 2019
Spring 2020
Summer 2020
FAY 2019-2020
Fall 2020
Spring 2021
Exceeds Expectations
Meets expectations
Does Not Meet Expectations
100%
80%
60%
40%
20%
0%
14%
72%
15%
12%
76%
12%
10%
74%
16%
79%
17%
14%
73%
13%
14%
70%
16%
Fall 2019
Spring 2020
Summer 2020
FAY 2019-2020
Fall 2020
Spring 2021
SLO
Exceeds Expectations
Meets expectations
Does Not Meet Expectations
01. Acquiring Competencies [This step refers to acquiring strategies and skills within a particular domain.]: Reflect: Evaluates creative process and product using domain-appropriate criteria.
15.78%
70.71%
13.51%

Future Initiatives

- Increased usage of the assessment data to drive improvements in student learning
- Monthly Workshops around assessment topics.
- Improved CLO and more discerning rubrics. Rewrite CLO which consistently score 100%. Variable expected levels of achievement for each CLO.
- Peer review of assessment activities
- Integrate CLO and GELO into Program Review

Challenges

- Not everyone will be as excited about changes as you are.
  - Buy in from senior leadership does not always match your own enthusiasm.
- Complaints, poorly constructed SLO, incorrect artifacts, thinking data entry is the same as analysis. Individual faculty wanting their own SLO/Rubrics.
- Shifting assessment processes from reactionary to systematic.
- Collecting the data is easier than getting areas to act on it.
  - Interventions do not always succeed
  - Resistance to change

Lessons Learned

- Dashboards- Create excitement, showcase results, and create visual representations of the data
  - Meet people where they are in regards to data presentation.
- You need a critical mass, advocates and champions
  - Define your threshold for success. (100% of full time employees, 90% of the discipline)
- Tie assessment to curriculum modifications
- Faculty will be at different levels of understanding throughout the journey.
- Create a website to house your training, results, and other resources.