PAB Site Visitor Training

Planning Accreditation Board

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Goals for Today

- Examine the role of Site Visitors
  - Reviewing information and making interpretations of standards
  - Behavior during visit
- Discuss outcomes assessment
  - Program improvement
  - Student learning outcomes
- Be prepared to judge outcomes assessments

Outline

- Part I: Accreditation Standards and Site Visits
  - Case studies
    - Interpret standards
    - Behaviors on site visits

Outline

- Part II: Outcomes Assessment
  - Program Improvement Plans
  - Student Learning Outcomes (SLOs)
    - Definitions
    - Assessments
- Questions and Answers (throughout and end)

Role of Site Visitors 2016

- Eyes/Ears of PAB
  - Gather necessary written/oral/visual information
  - Understand the context of the Program being visited
  - Interpret the standards ("no one is perfect")

Role of Site Visitors 2016

- Understand PAB Standards
  - Currently in revision - simplify
  - Greater clarity, less redundancy
  - Focus on outcomes, not just inputs
  - Accountability requirements (public information, etc.)

Case Studies #1 and #2

Fictional case studies to provide examples of:

- The interpretation process
- The PAB standards
- How to frame questions during the visit

8:25

Case Studies #1 and #2

Questions for each case:

- How would you interpret the standards?

- What key questions would you ask during the visit? Of whom?

- How would you "grade" the Program and why?

9:20

Case Studies #3, #4, and #5

Behaviors on site visits

- "Dissent among faculty"
- "Site visitor behaving badly"
- "It's a small world"

9:40

Case Studies #3, #4, and #5

Questions for each case:

- What are the principles at play in this situation?

- How would you respond and why?

Break Time

Reconvene at 10:30, please

Outcomes Assessment in Accreditation

Two sets of assessments

- Program improving?
- Students learning what they will need for entry-level jobs and their careers?

Focus: What is the role of site visitors in this process of assessing outcomes?

Why assess program improvement <u>and</u> student learning outcomes?

- Monitor the progress of **programs** in meeting their goals (productivity, quality, contribution to profession and knowledge, service to community, etc.)

- Identify the **learning of students** (knowledge, skills, experience, predispositions/values, etc.)

- Make continuous **adjustments and improvements** to both

Site Visitor Roles and Responsibilities

- Understand/appreciate distinction between program improvement/ strategic planning **and** student learning outcomes

- Evaluate efficacy of program goals and learning outcomes in the context of the program's mission

Site Visitor Roles and Responsibilities

- Examine ways to measure outcomes (improvement and learning)
- Review assessment plans for program goals and student learning outcomes (measures, data, analysis, feedback – what, how, when)
- Identify how the program has used OR intends to use results

Program Improvement
Mission → Plan → Progress

Program Strategic Plan *(Standards 1 and 7)*

- Mission

- Vision

- Goals

- Actions

- Measures and Benchmarks

- Progress

Program Improvement
Mission → Plan → Progress

Program Strategic Plan

- Program **mission**
  - What the program's purpose and reason for being…
    - Concise
    - Outcome-oriented (action, targets, progress)
    - Inclusive
- Program's **vision**

Program Improvement
Mission → Plan → Progress

- Program **mission**

  Typically related to teaching, research, service

  - Teaching to achieve student learning and success (we'll come back to this)

  - Research to inform practice *or* advance knowledge *or* understand planning issues better *or* help students learning research skills

  - Service to contribute to communities *or* provide opportunities for students for community engagement

Program Improvement
Mission → Plan → Progress

- Given vision, mission, context, resources, distinctive characteristics
  - What are the program's future goals (strategic, necessary, and aspirational)
  - What are the plans to achieve them?
    - Outcomes/objectives
    - Performance indicators/measures
    - Benchmarks
    - Timeframe

Program Improvement
Mission → Plan → Progress

➡ What are the program's goals?

  ➡ Example, Increase Student Diversity

    ➡ **Current**: 5% of student headcount is U.S. Hispanic or non-white

    ➡ **Aspirational:** 20% in 10 years

    ➡ **Realistic:** 10% in 5 years (planning/action horizon)

10:45

Program Improvement
Mission → Plan → Progress

- What are measurable objectives for those goals?
  - Plan with logic:
    - Increase number of targeted applications from own institution (applicants → students)
    - Expand market area for recruitment (applicants → students)
    - Improve retention (factors affecting retention: Student preparation, financial considerations, fit, culture, etc.)

Program Improvement
Mission → Plan → Progress

- What are measurable objectives for those goals?
  - Objective 1: Double number of targeted applicants from own institution for Fall 2015 entering class
  - Objective 2: Establish working relationships in two new targeted recruitment areas by Spring, 2016
  - Objective 3: Improve year-to-year retention rates for targeted population by 5% by Fall 2017 census

Program Improvement
Mission → Plan → Progress

- What are the methods for evaluating **progress and** making **improvements to your plan**
  - What evidence do you have to assess the achievement of those goals?
  - What are your results?
  - Interpret and act – Success? Progress? Revise? Rethink?

Program Improvement
Mission → Plan → Progress

- What is the **process** by which the strategic plan is revised, refreshed, and disseminated
  - New plan in response to poor performance
  - Revised plan due to changed circumstances (internal or external)
  - Define frequency, approach, responsibility

The Other Big Outcome Assessment

Student Learning Outcomes *(Standard 6B)*

- Central to our task as educators
- Changes way we think
    - Student learning is the Focus
    - Curriculum, faculty quality, student quality as Means

11:00

Student Learning Outcomes

- "More unusual" to define and measure learning
  - Measure graduation rates, employment rates
  - No defined approach to measure learning
  - There are "better ways" and "good practice"

Student Learning Outcomes

Practitioners: Think about some of your best entry-level planners

What attributes do you see?

Educators: Think about some of your best graduates from your program

What attributes do you see?

Student Learning Outcomes

Definition: Student learning outcomes clearly state the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire at an institution of higher education.

- National Institute for Learning Outcomes Assessment

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Student Learning Outcomes

For planning programs
- Knowledge
- Skills
- Values/Ethics
- Competencies or have experience doing

Student Learning Outcomes

What influences program-level outcomes?

- Program/University mission or vision
- What graduates are expected to do and where
- Current needs and future expectations for professional practice and competence
- PAB definitions in Standard 4

Student Learning Outcomes

How do programs plan to achieve those student learning outcomes?

- ➡ Course content and syllabi and assignments
- ➡ Faculty expertise and qualifications
- ➡ Student quality and ability
- ➡ Student activities during program
- ➡ Curriculum content and structure

All are "inputs" designed to achieve a set of student learning "outcomes"

Student Learning Outcomes

Programs need to demonstrate student learning outcomes were achieved

- Curriculum, courses, activities provide the **opportunity** to learn….

- But must **demonstrate** that **students** actually **learned**

- Musts –

  - Defined outcomes

  - Appropriate measures/schedule for data collection

  - Interpret results and action

Student Learning Outcomes

Measures

- Not hold to same standard as published research

- Never perfect, but provide evidence, indications, useful for improvement

Student Learning Outcomes

Measures

- Direct are best
  - Tests/Test items (correct items, scores and pass rates on licensure exams)
  - Rubrics applied to project or paper (portfolios of student work, capstone projects)
  - Field supervisor ratings and employer ratings (If ratings address knowledge, skills, and values)

Student Learning Outcomes

Measures

- Indirect are easier but flawed:
    - Course grades (do not distinguish which knowledge, skills, values areas achieved – courses address more than one learning outcome)
    - Surveys (if they measure opinions and satisfaction)
    - Student self-ratings (lack objectivity)
    - Alumni satisfaction with learning (satisfaction is subjective)
    - Honors, awards, scholarships (uncertainty in criteria applied)

Student Learning Outcomes

Measures

- Multiple measures provide corroborating evidence
  - Exam pass rate
  - Rubrics applied to thesis/portfolio
  - Employer surveys

Student Learning Outcomes

- Feels "new" for many in education
- Puts a different spin on teaching for many of us faculty members
- Can be difficult
- Very valuable to students (and therefore faculty who teach them)

11:20

Let's Practice

Example Learning Outcome:

Planning Process Methods (Criterion 4.A.2.e)

► Tools for stakeholder involvement, community engagement, and working with diverse communities

Let's Practice

Demonstrate learning in Criterion 4.A.2.e? **Internships**

- Demonstrated by Activity [length and type of experience, e.g., "six weeks of full-time equivalent work, in a planning or planning-related office, involved in professional (not clerical) activity"]

- Demonstrate by Learning:

  - Assisting with public meetings, etc.

  - Working with diverse communities

  - Professional attitudes (timeliness, completion) and ethics (confidentiality, conflict)

Let's Practice

Example Learning Outcome:

Planning Process Methods (Criterion 4.A.2.e)

- How to measure:
    - Survey:
        - Internship supervisors (not HR)
        - Specific topics, student experience, and competency in that area
    - Sample Questions:
        - Did the student have an experience in conducting a stakeholder involvement program?
        - Did the student meet, exceed, or not meet your expectations for an entry-level planner?

Let's Practice

Example Learning Outcome:

Planning Process Methods (Criterion 4.A.2.e)

- How to measure/analyze/improve:
    - Frequency of survey
        - Random sample annually OR complete sample less frequently (dependent on other learning outcomes that employer survey could accomplish)
    - Compile data
        - Review with faculty
    - Celebrate or revise

Student Learning Outcomes

Work of Site Visitors

- Are learning outcomes **defined**? Appropriate?

- How are outcomes **measured**? Appropriate?

- Is there an **assessment plan**?

    - Routine not episodic

    - Schedule – by outcome, measure, data collection

- Is there a feedback loop and **improvement** included? Celebrate? Revise? Rethink?

Review of What We've Covered

- Distinguish between:
  - Program Improvement Goals and Outcome Measures
  - Student Learning Outcomes and Measures
- Challenges in defining and measuring outcomes

Review of What We've Covered

- Need better efforts by programs in…
  - Specifying program goals/objectives and student learning outcomes
  - Establishing measures and data collection (approach, timetable, action)
- It's all about progress toward program improvement, student learning