

A SYSTEMS-LEVEL ASSESSMENT PLAN: KEYS TO EFFECTIVE AND EFFICIENT ASSESSMENT OF AN HONORS PROGRAM

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CREATING THE NEXT®

OUTCOMES



After participating in this session, you will be able to:

- Describe the importance of alignment in creating a systems-level plan.
- List three important design considerations in creating a systems-level plan.
- Describe how creating a systems-level plan can create opportunities for continuous improvement.

- Established in 1885, opened for classes in 1888
- Major research institution and member of the Association of American Universities (AAU)
- STEM-focused public Institution within the University System of Georgia
- **Fall 2018 Census Enrollment:** 32,722
 - 16,047 Undergraduate and 16,675 Graduate
- **Outreach:** regional, national, and global (Savannah, France, Singapore, Shenzhen, etc.)
- **Location:** Urban (midtown Atlanta)
- **Vision:** Georgia Tech will define the technological research university of the twenty-first century. As a result, we will be leaders in influencing major technological, social, and policy decisions that address critical global challenges. **"What does Georgia Tech think?"** will be a common question in research, business, the media, and government.
- **Mission:** Technological change is fundamental to the advancement of the human condition. The Georgia Tech community - students, staff, faculty, and alumni - **will realize our motto of "Progress and Service" through effectiveness and innovation in teaching and learning**, our research advances, and entrepreneurship in all sectors of society. We will be leaders in improving the human condition in Georgia, the United States, and around the globe.

THE GEORGIA TECH HONORS PROGRAM



- Founded: 2006
- Currently 951 Honors Program (HP) students across all classes
- 51% female/ 49% male
- Fall 2018 Cohort: 209
- Fall 2012 Cohort 6-YR Graduation Rate: 92.3%
- Fall 2017 Cohort 1st YR Retention Rate: 96.6%



THE GEORGIA TECH HONORS PROGRAM: MISSION



- A diverse community of highly motivated, curious, and creative individuals is integral to an innovation accelerator.
- The Honors Program community realizes our vision (accelerator for innovation) by partnering to design and deliver learning opportunities.
- Our learning opportunities enable our students to innovate in “Progress and Service” and to be leaders in transcending boundaries to improve and enrich their own lives and the world.



THE GEORGIA TECH HONORS PROGRAM: STRATEGIC GOALS



- 1. Provide and continuously pilot new “HP-style” classes that actively engage students in the learning process and that challenge students to learn across disciplinary and global boundaries and the boundary between theory and practice.**
2. Encourage and enable HP students to concentrate meaningful portions of their HP curriculum around research, service, or global engagement.
- 3. Provide an intellectually vibrant, culturally and socially engaged, healthful and mutually supportive living learning community (LLC) experience for HP students.**
4. Promote and support connections across the broader HP community.
5. Engage HP students in active collaboration in advancing the HP strategic plan as co-inventors and co-owners of the HP.

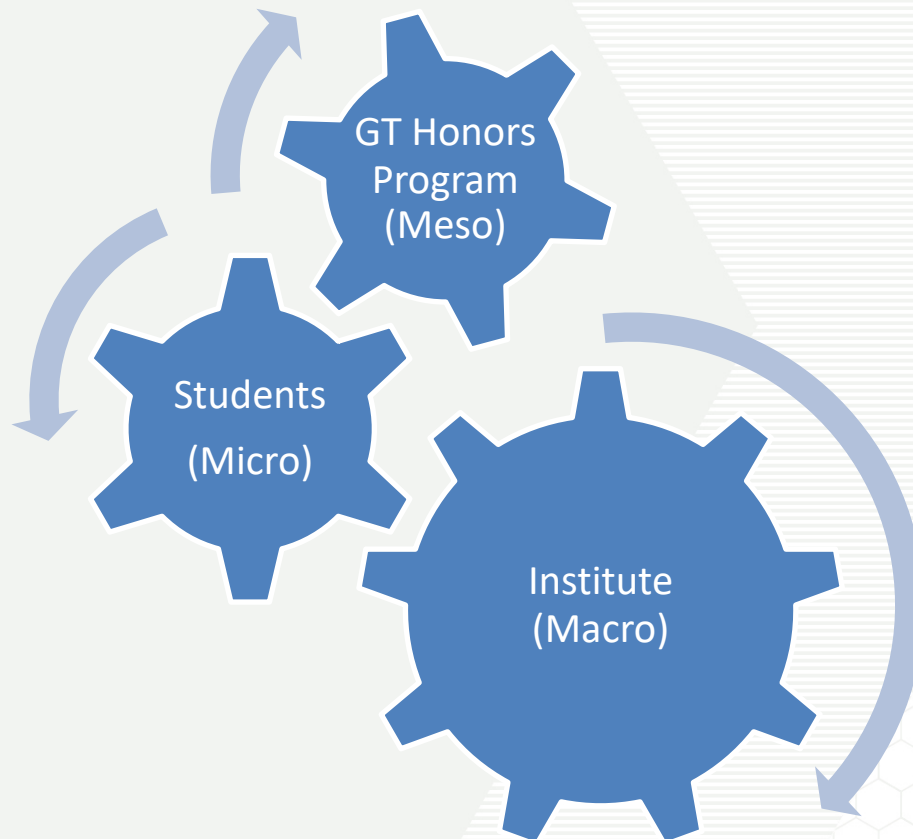
- **Why Assessment?:** <https://www.academiceffectiveness.gatech.edu/wp-content/uploads/2018/08/ColbertGates-clip.mp4>
- **“Bean Counting”:** We knew how many students were involved in the HP or participated in certain events, but not what impact it had on them
- **Summative:** We knew certain final outcome for our students (grades, graduated, retained, or left), but did not know what role we played in that process
- **Scope:**
 - Assessment was not tied to the HP strategic plan so it was difficult to determine if we were advancing our goals or how well
 - HP faculty not located within the HP, limited control over course content or assessment, course offerings change over time, HP programming happens inside and outside the classroom
- **Diagnostics:** We did not receive sufficient or organized information that would help us adapt or improve the program

DISCUSSION GROUP

- List 1-3 strategic goals you can identify for your program related to your mission.
- What information do you now receive about whether your program is advancing those goals? (institute surveys, anecdotal information, home grown surveys, focus groups, institute feedback, etc.)
- How do you currently make sense of this information? How helpful are each of these types of input in helping you advance your goals?



WHAT IS A SYSTEMS-LEVEL PLAN?



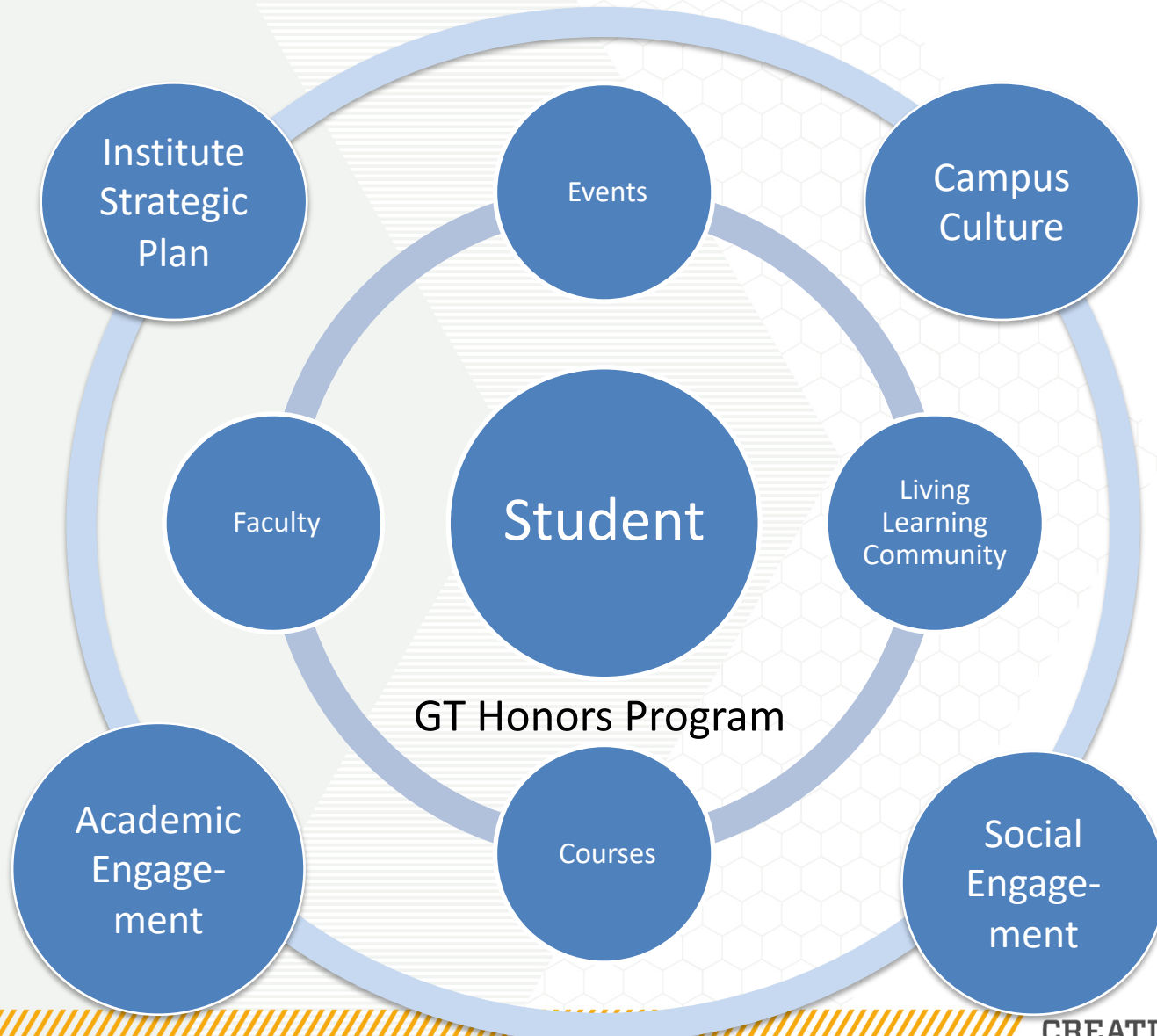
Assessment at Each Level of the System:

Microsystem/Student: student needs, student experiences, student learning outcomes

Mesosystem/ Honors Program: HP course structure and support, HP sponsored events, HP student-faculty interactions, HP Living Learning Community

Macrosystem/ Institute: campus culture, academic and social engagement on campus, Institute strategic plan

A SYSTEMS PERSPECTIVE: THE ECOSYSTEM OF AN HONORS PROGRAM STUDENT



WHAT IS A SYSTEMS-LEVEL PLAN?

Considers HP assessment from all levels of the ecosystem

- Alignment: What's the point?
 - Institute and Program Mission and Strategic Plan
- Design: How do I do it?
 - Measurable and Actionable
 - Understanding Stakeholder perspectives
- Continuous Improvement: How do I use it?
 - Looking for solutions



CREATING A DIAGNOSTIC PLAN



Outcome 1: Students in the HP will experience active learning as a major component of HP classes.

Assessment Methods: Syllabi Review/Student Survey/Student Focus Group

Map to Strategic Goal: HP Goal 1

Outcome 2: Students in the HP will engage with faculty both inside and outside of the classroom.

Assessment Methods: Student Survey/ Student Focus Group

Map to Strategic Goal: HP Goal 3

Outcome 3: Students in the HP will have opportunities for interdisciplinary learning experiences.

Assessment Methods: Student Survey/ Student Focus Group

Map to Strategic Goal: HP Goal 1

What we learned:

What we are doing:

Students are experiencing active learning in their HP classes and find it valuable

- Share findings with faculty
- Support more off-campus activities for students and faculty

Students highly value relationships with faculty but want more opportunities to interact outside of the classroom

- Instituted “Take a Prof to Coffee” initiative

Many courses incorporate interdisciplinarity when possible

- Share student feedback with faculty

GROUP DISCUSSION

- Identify 1-2 outcomes and 1-2 assessment methods for that outcome that would:
 - Advance one of the goals you identified
 - Consider multiple perspectives
 - Lead to actionable information
 - Consider multiple levels of your program's ecosystem



- **Create connection:** Create outcomes that allow you to measure your progress towards your strategic plan and your institute's strategic plan
- **Involve different perspectives:** Include student and faculty voice in data collection, analysis, and discussions surrounding closing the loop.
- **Take action:** ask questions in a way that you can create change; don't just ask what's working, ask what's not
- **Take a step back:** recognize the role you play as a leader in a system; when you change and improve, the system changes and improves
- **Practical Considerations:**
 - Start small: If staff or time resources are an issue, start small but rigorous
 - Rotate voice: Focus on student outcomes one year and faculty the next
 - Rely on existing research to guide your process
 - One measure → multiple outcomes

QUESTIONS??