Leading with Strategy and Evidence

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Pierce College
Lakewood, Washington

Library Assessment Conference
August 4, 2014
Culture of Inquiry

Value   Contribution   Relevance
teaching ♦ learning

support ♦ educ partner
teaching → learning

support → educ LEADER!
#1 Contextualize!

Provost and President Priorities?
Institutional Concerns and Issues?
Key Words Repeated?
Grants or Initiatives Gaining Attention?
Institutional Effectiveness Connections?
An extra point is also awarded each time a student increases achievement from one year to the next.

- **Basic Skills**
  1 point for making nationally recognized test gains in math, English language, or reading as measured by pre- and post-testing or by earning a high school diploma or equivalency certificate.

- **College Readiness**
  3 points for completing the highest pre-college (remedial) math course; 2 points for completing the highest-level pre-college English course. 1 extra point for completing a college-level math or English course within the same year.

- **15 College Credits**
  1 point for completing the first 15 college credits.

- **30 College Credits**
  1 point for completing 30 college credits.

- **45 College Credits**
  1 point for achieving 5 college-level math credits in computation, math, or logic.

- **Completions**
  1 point for completing certificates, degrees and apprenticeships.
<table>
<thead>
<tr>
<th>Institutional Outcome/Core Theme</th>
<th>Criteria</th>
<th>Overall Criterion Rating</th>
<th>Individual Indicator Ratings</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Access</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Opportunities</td>
<td>Low</td>
<td>Attention Area</td>
<td>Educational Goals</td>
<td>Data indicates strong transfer rates, but improvements needed in completion and persistence rates. Programming is relative to local industry demand.</td>
</tr>
<tr>
<td>Support Services</td>
<td></td>
<td></td>
<td>Business and Industry</td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>Standards Met</td>
<td></td>
<td>Student and Service Area Demographics</td>
<td>Leading high school graduate enrollment in service area. Pierce student body has more females and persons of color than service area.</td>
</tr>
<tr>
<td>II. Student Learning and Success</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retention and Persistence</td>
<td>Attention Area</td>
<td></td>
<td>Student Achievement Initiative</td>
<td>Could show improvement in retention of military students, basic skills transition rates, successful completion of state supported developmental math courses, transition from developmental to college level courses, and graduation rates.</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>Attention Area</td>
<td></td>
<td>Retention and Persistence</td>
<td>Positive CSSE feedback for active and collaborative learning, student effort and academic challenge, but could improve student-faculty interaction. Overall core ability rating above benchmark, but below for transitional education. FAKs outcomes were strong. Student gains for ABE/ESL students were mixed.</td>
</tr>
<tr>
<td>Transfer and Work Readiness</td>
<td>Low</td>
<td>Attention Area</td>
<td>Transfer Rates and Success</td>
<td>Good transfer success rates. Employment rate for professional/technical graduates just below 70% benchmark. However, benchmark exceeded for job relatedness and preparedness.</td>
</tr>
<tr>
<td>III. Excellence</td>
<td></td>
<td></td>
<td>Prof/Tech Completers Employed</td>
<td></td>
</tr>
<tr>
<td>Department and Program Outcomes</td>
<td>Low</td>
<td>Attention Area</td>
<td>Grade Distribution</td>
<td>For FS and FY state supported students, all divisions and sites exceed 70% benchmark except transitional education. Results lower for eLearning. Military sites and modalities met benchmark.</td>
</tr>
<tr>
<td>Professional Development</td>
<td></td>
<td></td>
<td>Employee Feedback</td>
<td>Strong awareness and support for professional development. Improvements could be made in relative opportunities and accurate job descriptions.</td>
</tr>
<tr>
<td>Institutional Viability</td>
<td>Standards Met</td>
<td></td>
<td>Fiscal Health</td>
<td>The institution was fiscally healthy and key planning documents were in place. Accreditation standards were met.</td>
</tr>
<tr>
<td>IV. Positive and Diverse College Environment</td>
<td></td>
<td></td>
<td>Planning</td>
<td></td>
</tr>
<tr>
<td>Decision-Making</td>
<td>Attention Area</td>
<td></td>
<td>Classroom Technology</td>
<td>Decision making feedback from both students and employees could be improved.</td>
</tr>
<tr>
<td>Climate and Commitment</td>
<td>Attention Area</td>
<td></td>
<td>Commitment</td>
<td>Positive student climate. Improvements could be made in student-personnel relationships, and creating a more positive climate for employees. Could increase Hispanic/Latino and veteran hires.</td>
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<tr>
<td>V. Contribution to the Community</td>
<td></td>
<td></td>
<td>Employee Diversity</td>
<td></td>
</tr>
<tr>
<td>Partnerships</td>
<td>Standards Met</td>
<td></td>
<td>Educational Pathways</td>
<td>Educational pathways, work-based learning rates, contracts and advisory committees are healthy.</td>
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<td>Visibility</td>
<td>Attention Area</td>
<td></td>
<td>Contracts</td>
<td></td>
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<td>Economic Impact</td>
<td>Attention Area</td>
<td></td>
<td>Transfer Education Impact</td>
<td>Headcount and SAI points generally decreased for basic skills students, as well as goal attainment. Decreases in Worker Education, WorkFirst SAI points. UWT degrees increased for transfer students; mixed SAI points.</td>
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Rating Key: Meets or Exceeds Standards [Green] Immediate Action Needed [Red] Area of Attention
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<th>RETENTION AND PERSISTENCE</th>
<th>LEARNING OUTCOMES</th>
<th>TRANSFER AND WORK READINESS</th>
<th>DEPARTMENT AND PROGRAM OUTCOMES</th>
<th>III. EXCELLENCE</th>
<th>PROFESSIONAL DEVELOPMENT</th>
<th>INSTITUTIONAL OUTCOMES</th>
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Participation in the PILR project resulted in considerably greater progress and achievement as measured by student achievement points.

Basic skills points per student for participants was 2.8 compared to 1.6 for non-participants. Similarly, the total points-per-student for project participants was 3.3 compared to 1.7 for non-participants.

The average points per student... is higher for each year of the project. In some cases, the differences are substantial.
PIERCE COLLEGE

Institutional Learning and Assessment Portfolio

Submitted to the Council for Learning and Student Success by

the Pierce College Assessment Team

January 2010-June 2011
#2  Respond to Research that Aligns with Institutional Priorities

- Determine the learning/retention/persistence/success gaps and link to the research
- Design/Refine new library interventions in light of the research
- Assess and Revise Intervention
Student Engagement and Persistence

- Active learning
- Structures beyond the classroom designed to foster learning
- Feeling connected; Relationships and interactions with caring staff and faculty
- Collaboration among students
- Respect for diverse learning styles
- Educationally effective institutions channel student energy toward the right activities

Tinto
Chickering & Gamson
McLendon
Kuh
Student confidence is key to retention and success

“I Came in Unsure of Everything: Community College Students Shifts in Confidence,” CCRC 2013
AIM: Students develop tenacity and strategies to persist despite challenges.

Students have skills, habits, and know-how to succeed in college setting.

Students feel socially tied to peers, faculty, and the course.

Students believe the course has value.

Faculty and college support students’ skills and mindsets.

Students believe they are capable of learning math.

SOURCE: These drivers are excerpted from the January 2013 version of Carnegie’s Productive Persistence Driver Diagram. To see the complete diagram, please visit www.carnegiefoundation.org/productive-persistence.
#3 Keep on Top of the Trends in Higher Ed and Plan Strategically

- Predictive Analytics
- Performance Based Funding
- Competency based learning
- Early alert systems and dashboards
- Intrusive interventions
- “Wrap around” services
1. Institutional context matters
2. Respond to research that aligns with institutional priorities
3. Proactively consider trends in higher education
Under the direction of the Head of User Experience, the Assessment Coordinator supports assessment initiatives in XXX University Libraries. S/he collects, analyzes, and documents data useful for evaluating library operations and understanding user needs; supports data management, analysis, and reporting needs across the Libraries; and coordinates and delivers training on evaluation, data, and reporting tools.
Assessment Coordinator  Under the direction of the Head of User Experience, the Assessment Coordinator LEADS assessment initiatives in the University Libraries. S/he collaborates with all units to design innovative assessments that link the library’s resources, education, and programming to student learning and success at the course, discipline, and degree levels and to key university initiatives and institutional effectiveness efforts. Coordinator is a key member of the library dean’s executive team, assisting all units in applying assessment results to develop creative library strategies focused on continuous improvement and engagement with students and faculty at all levels of the university. The coordinator stays abreast of key higher education research literature that connects with the universities strategic plan and proposes links between that research and library assessment. The coordinator assists the processes and discussions on continuous improvement, assisting the department head and dean in creating a culture of evidence and inquiry and continuous improvement in the library. The coordinator partners with other campus units to design collaborative assessments and strategies that demonstrate library integration throughout the institution. The coordinator participates in institutional effectiveness efforts, transfers data/evidence to all relevant campus dashboards and databases, and is an active member of the campus assessment community, proposing links to library evidence wherever relevant.