

Assessment that Connects with Institutional Performance Indicators to Advance Equity

Chat Conversation: What do you need to take
away from this session?

Marilee Bresciani Ludvik, PhD

Pronouns: She/Her/Hers

Indigenous Residence: Kumeyaay

Professor, Educational Leadership

Faculty Fellow, Office of Curriculum, Assessment, & Accreditation

San Diego State University

mbrescia@sdsu.edu



**SAN DIEGO STATE
UNIVERSITY**

Our SDSU Team



SAN DIEGO STATE
UNIVERSITY

Marilee Bresciani Ludvik, PhD, Professor and Faculty Fellow, Curriculum, Assessment, and Accreditation

Stephen Schellenberg, PhD, Assistant Vice President for Curriculum, Assessment, and Accreditation

Randy Timm, EdD, Associate Vice President for Student Life and Dean of Students

Nina Potter, Ph.D., Director of Assessment, College of Education

Sandy Kahn, EdD Candidate, Director of Institutional Research, College of Education

Rey Monzon, PhD, Director of Student Affairs Research & Assessment

In collaboration with SDSU colleagues:

Rogelio Becerra Songolo, Caryl Adams, Lisa Gates, Kra Bauer, Jenna Hazelton, Melissa Gonzales, Omar Baza, Justin Villasenor, and More

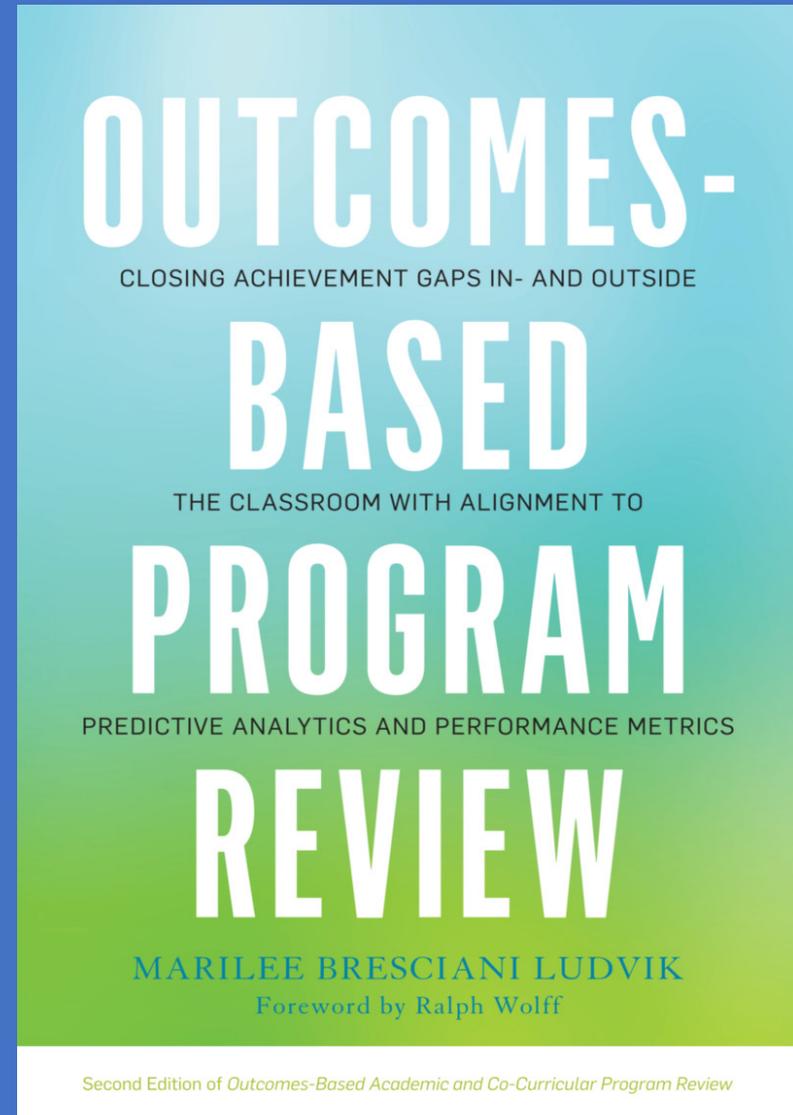


*Please email
mbrescia@sdsu.edu
for these materials*

- Good Practice Equity-Driven Outcomes-Based Assessment Framework
- Good Practice Criteria
- Examples of Equity-Driven High Achievement Performance Indicators that can also be used in Predictive Analytics [**with Caution**]
- Reflective Student Portfolio Instructions

For This Case Study:

Good Practice in an
Outcomes-Based
Framework:
Criterion Number One
drawn from . . .



For This Case Study:

Good Practice in an Outcomes-Based Framework: Criterion Number One

1. While the institution may serve many purposes, **its primary priority is to demonstrate that it is a learning organization committed to human flourishing for all and to continuously investigating how it can improve high-quality student learning and development for all of the students it serves.**
 - a. The institution embodies evidence that it is a learning organization, engaged in continuous collaborative and reflective inquiry and dialogue_and finding ways to improve its inquiry and dialogue processes, as well as committed to the professional development of all of its people.
 - b. **There is notable differentiation in the processes used to collect and report for compliance purposes and in the use of that same data as well as OBPR data to inform decisions for improvement.**
 - c. Evidence of intentional cultivation of human flourishing for every being that is associated with the organization is apparent.
 - d. Every meaningful piece of data is scrutinized and investigated for its system connections (e.g., connections across department/division lines).
 - e. Authentic generative questions are posited to investigate where improvements can be made or to explore what other questions need to be asked.
 - f. There is a passion to discover how to improve and a playful curiosity in discovering how to improve it.
 - g. **Evidence of a meta-assessment of the organization's own inquiry process or that it is continually researching how well it embodies a learning organization is present.**
 - h. The organization posits lines of institutional research inquiry and refines processes to better understand how well it is creating what was intended.

THEORETICAL CONTEXT SETTING: NEURODIVERSITY

Learning and Development are
inextricably intertwined

Student Learning Imperative, 1996

Performance Metrics such as graduation rates, persistence rates, time to degree, matriculation into graduate school, and job placement

Easily Identified Learning through test scores and standardized exams

Application of skills such as:

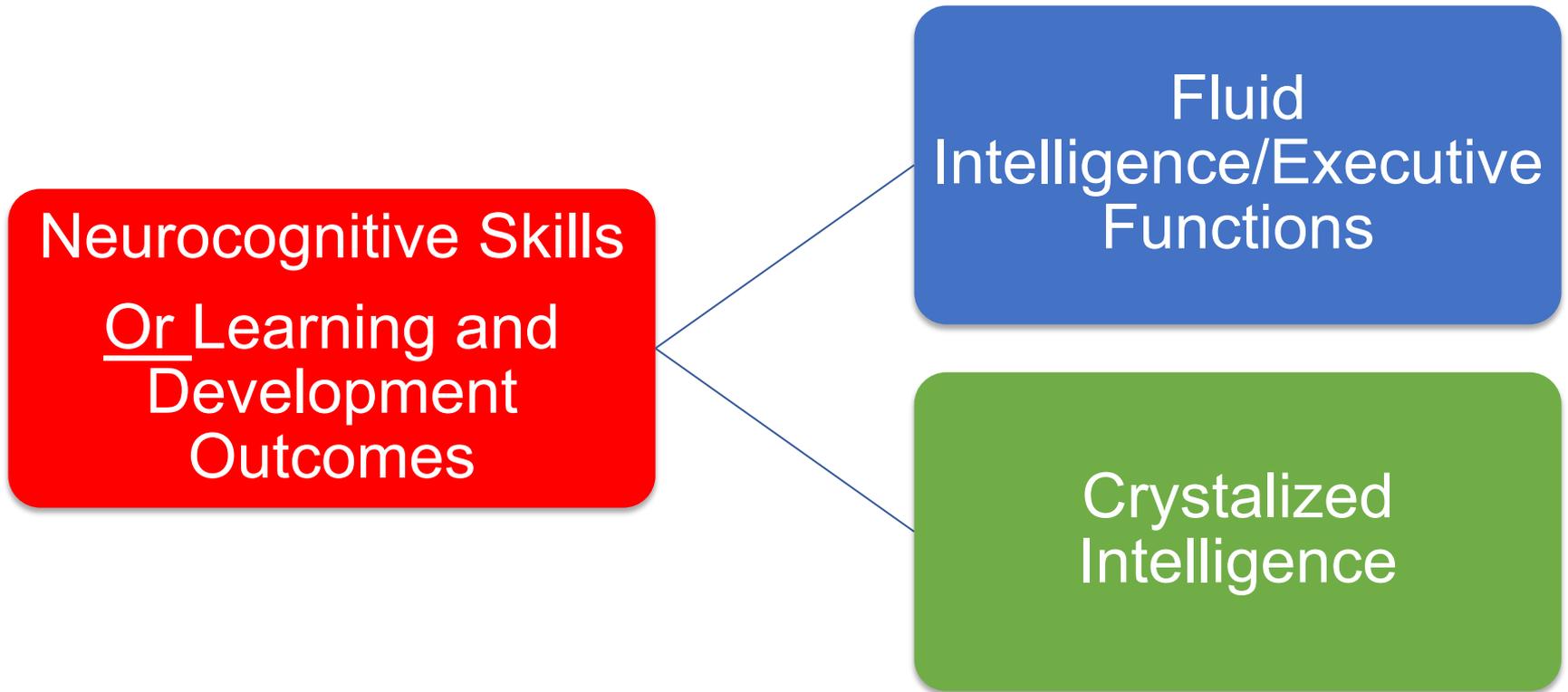
- Attention Regulation,
- Emotion Regulation,
- Active Listening,
- Empathetic Listening,
- Growth Mindset,
- Resilience,
- Prosocial Behavior,
- Implicit Bias Regulation,
- Implicit Stereotype Threat,
- Empathy,
- Openness,
- Reflective Learning,
- Conscientiousness,
- Effortful Control,
- Academic Self-Efficacy, and
- Deliberate Problem Solving

Iceberg Analogy of Dispositional Learning
Adapted from
Bresciani Ludvik (2019)

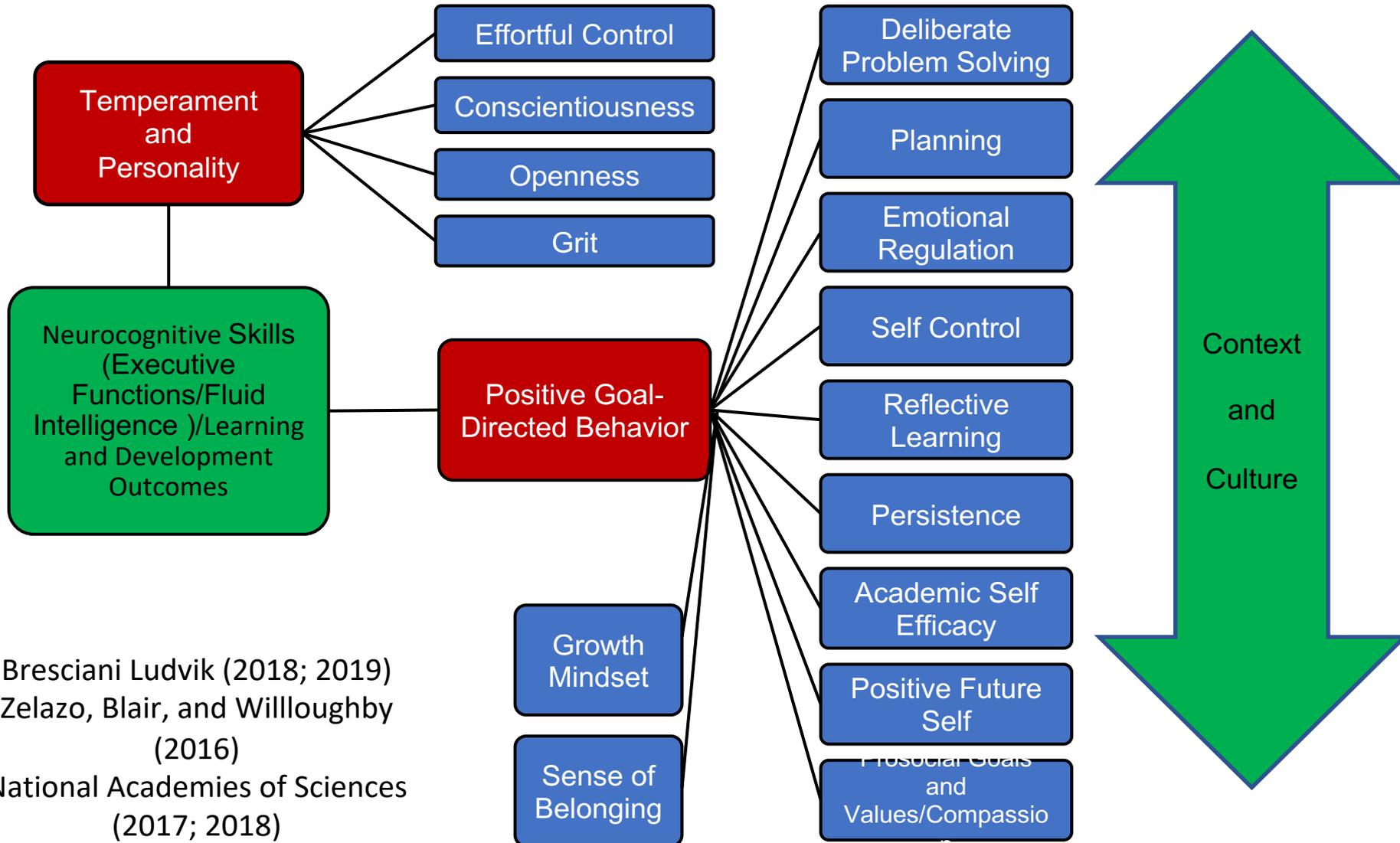


Learning and Development as Neurocognitive Skills

(Bresciani Ludvik, 2018; Zelazo, Blair, and Willoughby, 2016)



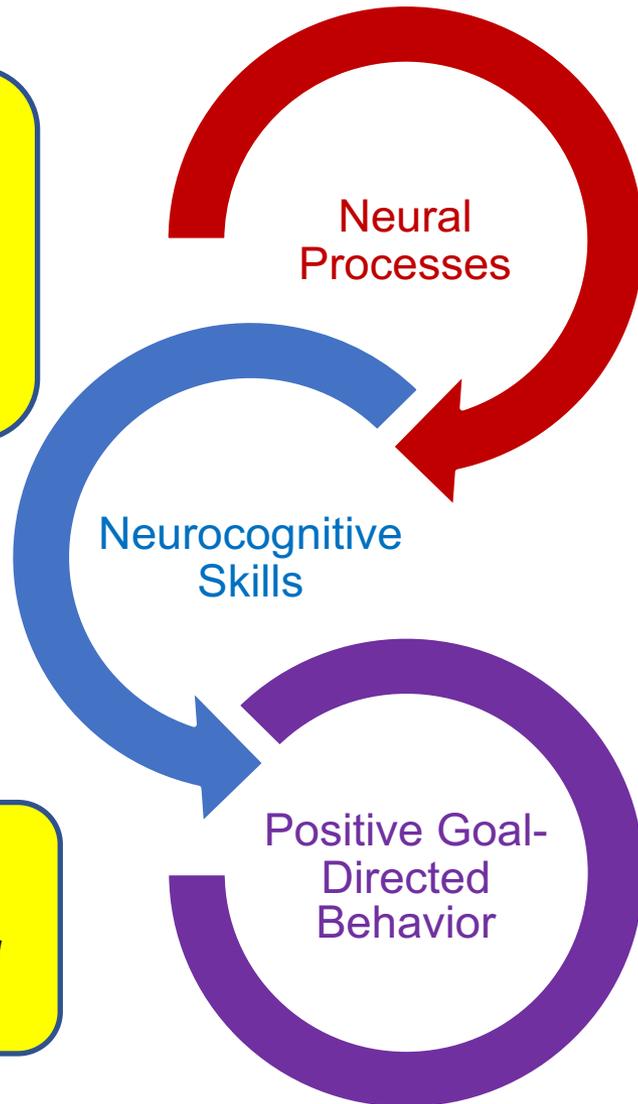
Map of Fluid Intelligence/Executive Functions to Specific Learning and Development Outcomes



Educational Theoretical Characterization

(Bresciani Ludvik, 2017)

Whole Brain/Self Learning
to Cultivate **Neurocognitive Skills** (includes Emotional Awareness)



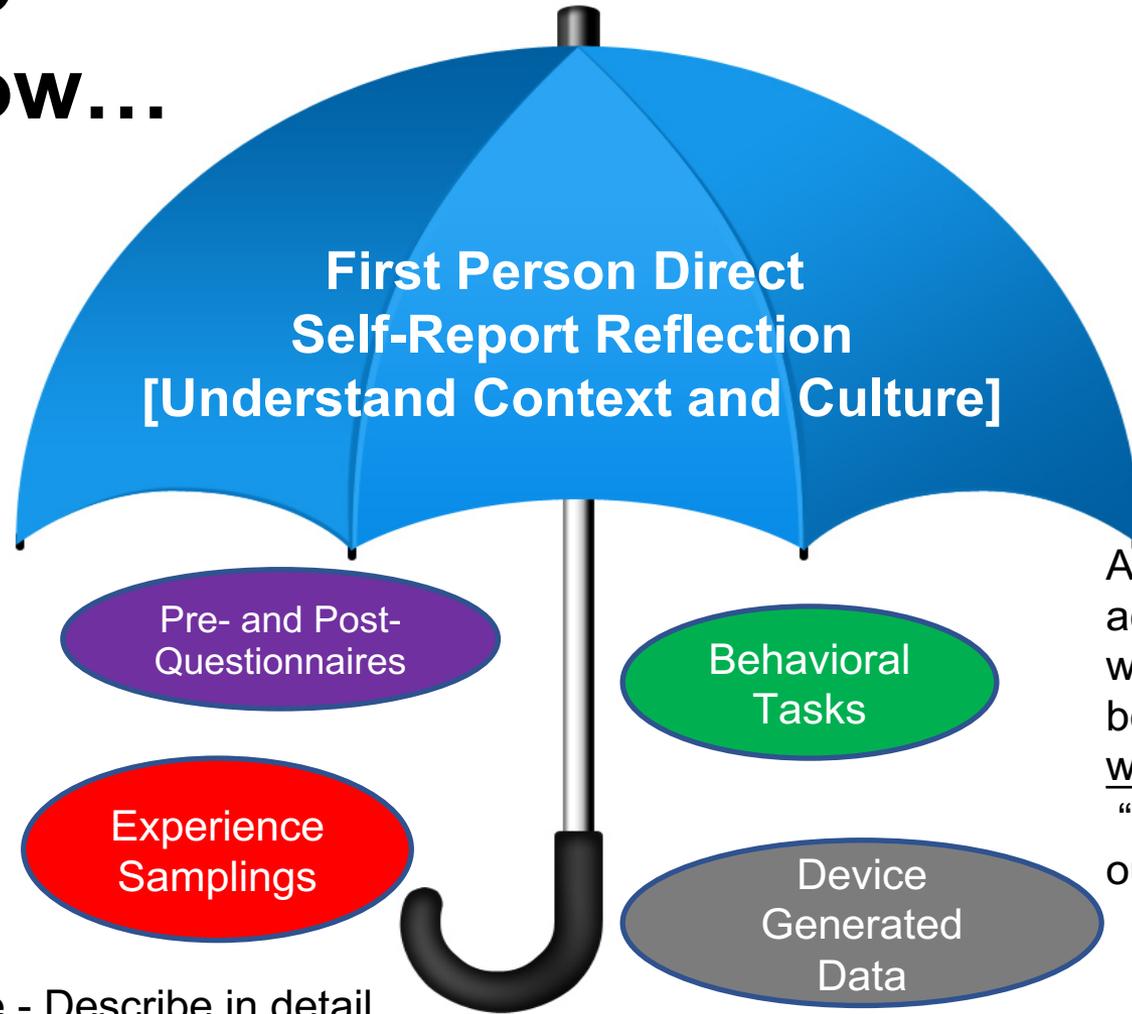
Environmental influences (**context and culture**) and empowered individual choice influence the ongoing development or change of **Neural Processes**

Learning and development theories are designed to influence **Neurocognitive Skills** with the hope that behavior positively changes

Self-Reflection connects **Neurocognitive Skills** (including emotions) and **Behavior**

Assessment Measures focus on **Neurocognitive Skills** and **Observed Behavior**

How Do We Know...



Examples include:
BAI; PSS; FFMQ;
MDCS, etc

Assessed activity/assignment where behavior can be observed either within the designed “intervention” or outside of

Reflective Practice - Describe in detail where emotion regulation was experienced – within or outside the designed “intervention” and 360 observations

Not Applicable Here

Emphasizing Equity

(Bresciani Ludvik et al., In Press)



- Neurodiversity teaches us that not all students learn and develop in the same ways; it is not an absolute truth!
- Pre-post-equity institutional indicators (aka Intrapersonal Competencies) help us identify who needs more or less alternative methodologies
- When in doubt, ask the students what they would love to share with you or observe them “doing” what they love – there are clues for us in all of that

Live Polling with Mentimeter

1. OPEN A NEW WINDOW go to [mentimeter.com](https://www.mentimeter.com) to access the site on your computer OR Download the Mentimeter app on your smartphone
2. When prompted with a polling question, enter the code provided
3. Write your answer and submit!
4. We'll show the results so you can see how your peers answered.

9:02 ↗
◀ App Store

 **Mentimeter**

Please enter the code

[Submit](#)

The code is found on the screen in front of you

[Powered by Mentimeter](#) [Terms](#)

Participant Critique and Application



- Based on the science of learning and development, how do you see your institution applying Criterion 1 to provide evidence that your “*primary priority is to collaboratively demonstrate that your institution is a learning organization committed to human flourishing for all and to continuously investigating how it can improve high- quality student learning and development for all of the students it serves*”?



Participant Critique and Application, Cont.

- Where are your opportunities to gather authentic student voice to inform your data analytics and performance indicators?

Context of Case Study



- The University was most vulnerable to commuter students
- Pilot program unveiled commuter challenges
- This led to the creation of several interventions

Commuter Life Evolution and Interventions



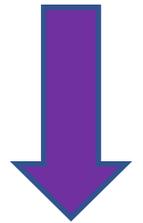
Overarching
Learning
Community

Peer
Academic
Mentoring

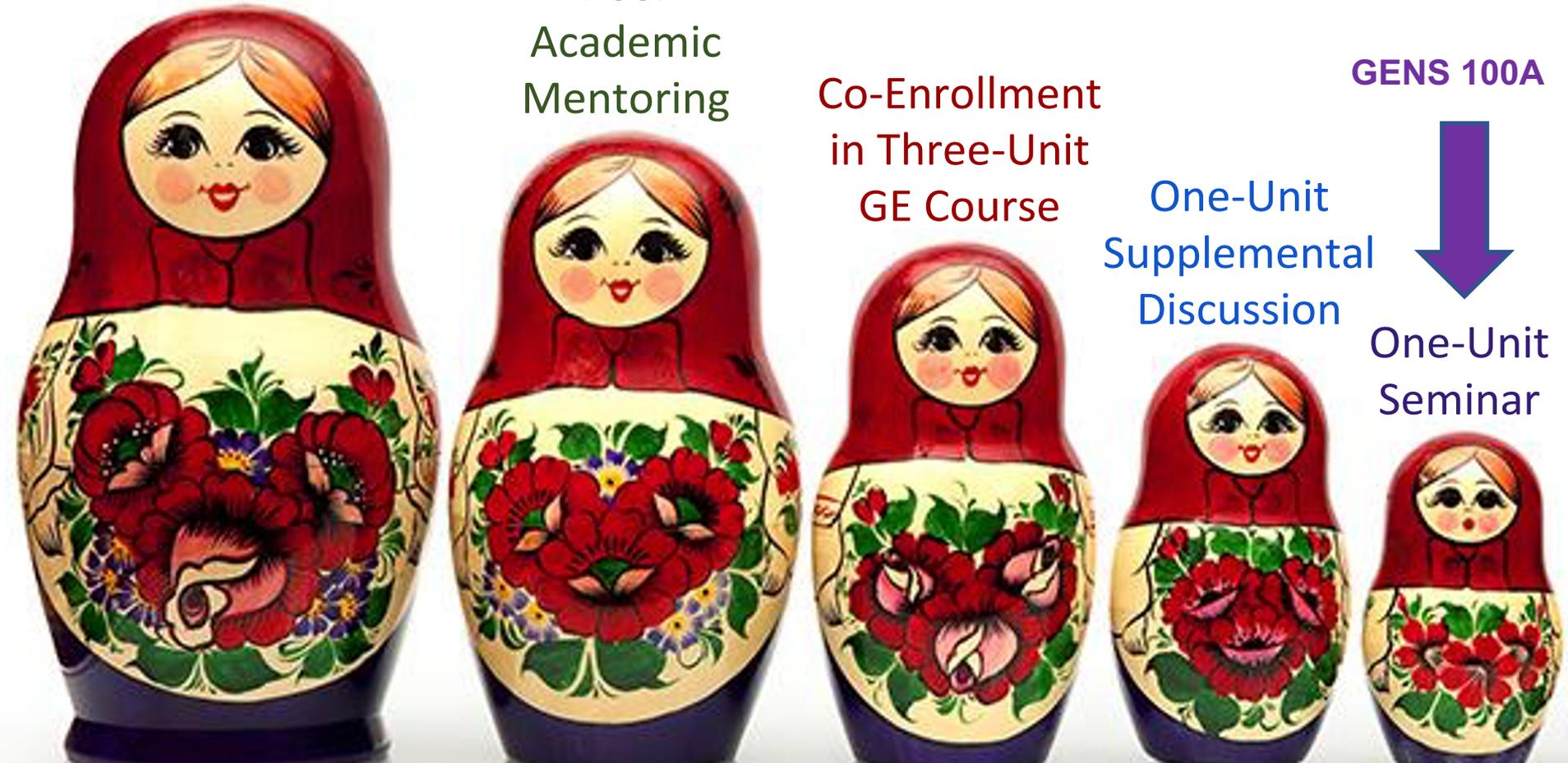
Co-Enrollment
in Three-Unit
GE Course

One-Unit
Supplemental
Discussion

GENS 100A



One-Unit
Seminar



Fall 2018 Redesign of One-Unit Seminar



- Flipped the Classroom
- Collaborated with faculty and staff experts across the campus to redesign this experience
- Put forward many of the people who cared
- Put forward a variety of faces and lived experiences with whom to connect
- Enhanced the Learning Community for the Course Instructors (PELSA Graduate Students) and provided them with weekly support

Fall 2018 Redesign

Data Collection Strategies



SAN DIEGO STATE
UNIVERSITY

First-Person Direct Self-Report Reflections

- Journal Entries
- Focus Groups
- Survey of Students' Perspective on the Seminar

Other Data

- Instructor Observations
- Survey of Instructors' Perspective on the Seminar
- Program Coordinator notes from meetings with students (indirect student voice)
- Pre- and Post-Assessment Inventories
(e.g., sense of belonging, psychological well-being, metacognitive awareness, anxiety, leadership)

Comparison Groups to Check for High Achievement for All



SAN DIEGO STATE
UNIVERSITY

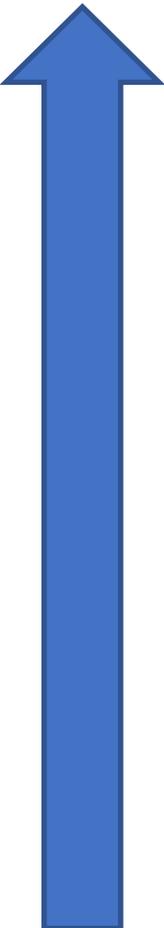
Within Group and Across Group Comparative Analysis
of Pre- and Post-Equity Indicators

Groupings:

1. **GENS 100 A – Commuter Life (n=87)**
2. GENS 100 B – Commuter and Residential Life with additional interventions (n=61)
3. ARP 296 – Leadership Minor (n=20)
4. Residential Life (No University Seminar) (n=129)

Pre/Post Equity Measure Findings

($p = 0.05$; analysis by Potter & Kahn in
collaboration with Bresciani Ludvik, Timm, and Monzon)



1. GENS 100A Commuter Life:

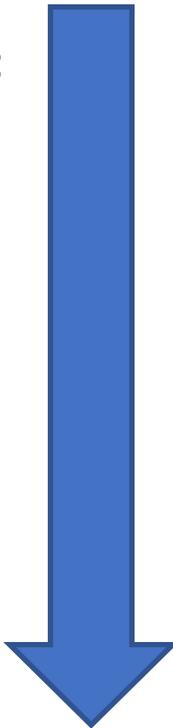
Sense of Well-Being (ONS) .

2. GENS 100B Commuter and Residential Life:

- *Sense of Belonging*
- *Leadership*
- *Autonomy (Ryff's PWB)*

3. ARP 296 Intro To Leadership:

- *Metacognitive Awareness*
- *Sense of Belonging*
- *Leadership*
- *Autonomy (Ryff's PWB)*



1. GENS 100A Commuter Life:

- *Purpose in Life (Ryff's PWB)*
- *Environmental Mastery (Ryff's PWB)*

2. ARP 296 Intro. to Leadership:

- *Environmental Mastery (Ryff's PWB)*

3. Campus Residents:

- *Personal Growth (Ryff's PWB)*

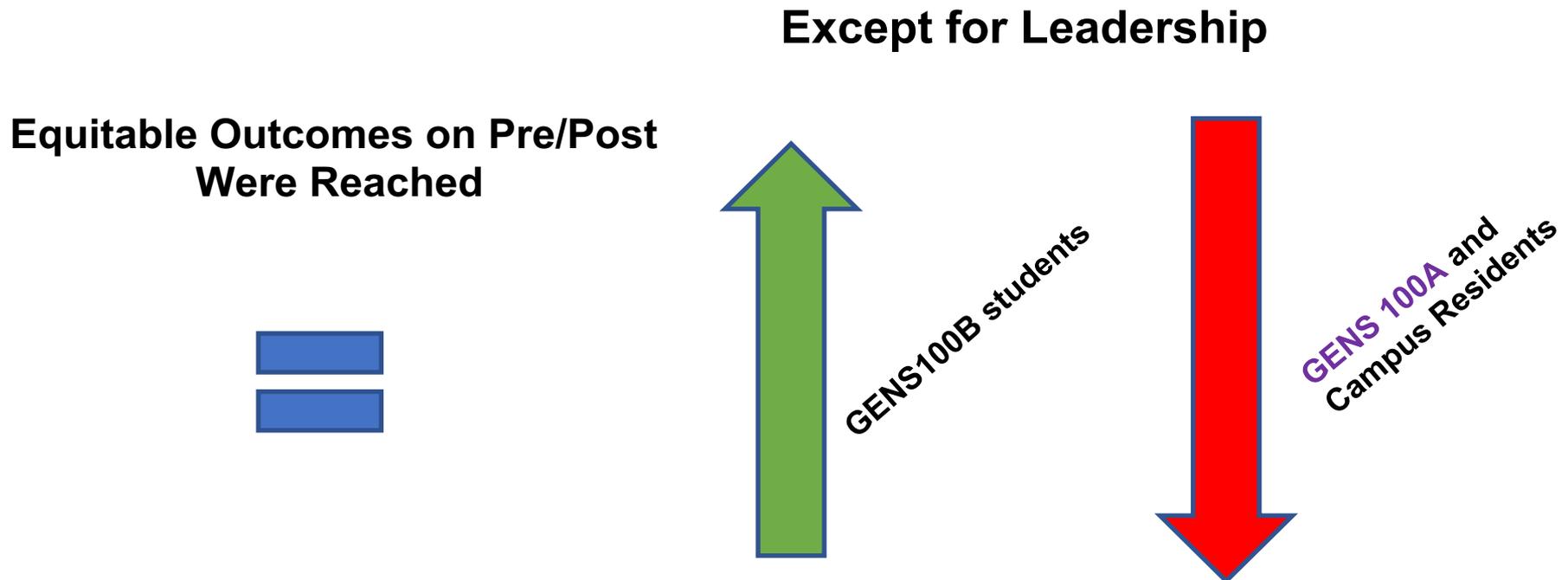
Green: 0.20 - 0.44 Effect Size

Black: 0.45 - 0.79 Effect Size

Post Equity Measure Findings

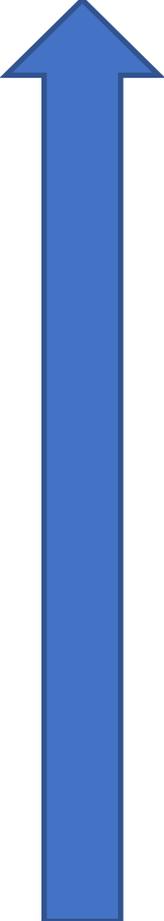
($p = 0.05$; analysis by Potter & Kahn in
collaboration with Bresciani Ludvik, Timm, and Monzon)

- When controlling for Pre-Test Score



Controlling for Pre-Test Score and Sub-divided by First Gen, URM, Gender, and Pell = Pell recipients

($p = 0.05$; analysis by Potter & Kahn in collaboration with Bresciani Ludvik, Timm, and Monzon)



1. Leadership:

- *ARP 296 – Intro to Leadership*
- *GENS 100B*

2. Autonomy (Ryff's PWB)

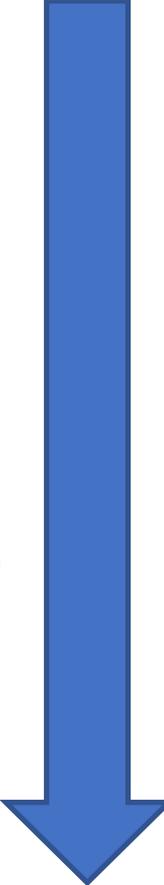
- *ARP 296 – Intro to Leadership*
- *GENS 100B*

3. Personal Growth (Ryff's PWB)

- *GENS 100A*
- *GENS 100B*

4. Positive Relationships (Ryff's PWB)

- *GENS 100B*



1. Leadership

- *Campus Residents*
- *GENS 100A*

2. Autonomy (Ryff's PWB)

- *Campus Residents*

3. Personal Growth (Ryff's PWB)

- *Campus Residents*

4. Positive Relationships (Ryff's PWB)

- *ARP 296 – Intro to Leadership*
- *Campus Residents*

Relationship of Measures to First-Semester GPA



($p = 0.05$; analysis by Potter & Kahn in
collaboration with Bresciani Ludvik, Timm, and Monzon)

- Spearman Correlation between **GPA** and Equity Measures were **significant for**:
 - *Metacognitive Awareness*
 - *Environmental Mastery* – Ryff's Psychological Well-Being
 - *Personal Growth* – Ryff's Psychological Well-Being
 - *Purpose in Life* – Ryff's Psychological Well-Being ($p=0.01$)

Relationship of Measures to First-Semester GPA



($p = 0.05$; analysis by Potter & Kahn in
collaboration with Bresciani Ludvik, Timm, and Monzon)

- *Leadership, Environmental Mastery* (Ryff's PSW), and *Metacognitive Awareness* are significant predictors of GPA controlling for other academic preparedness variables
- Only demographic variable that significantly predicted GPA was gender (females higher)
- **Residential students** continue to have a higher GPA than commuting students
- **ARPE 296** students had a higher GPA than those not enrolled in ARPE 296

Live Polling with Mentimeter

1. OPEN A NEW WINDOW go to [mentimeter.com](https://www.mentimeter.com) to access the site on your computer OR Download the Mentimeter app on your smartphone
2. When prompted with a polling question, enter the code provided
3. Write your answer and submit!
4. We'll show the results so you can see how your peers answered.

9:02 ↗
◀ App Store

 **Mentimeter**

Please enter the code

[Submit](#)

The code is found on the screen in front of you

[Powered by Mentimeter](#) [Terms](#)

Participant Critique and Application



- What portions of the design of this one-unit course and its assessment would work well for you to adopt and adapt at your institution?

Participant Critique and Application, Cont.



- Where are your opportunities to gather authentic student voice to inform your data analytics and performance indicators that are also based on the science of learning?

These Findings Have Informed . . .



- **Fall 2018:** Collection of post-post-data (ABAA design) in hopes of conducting a longitudinal study
- **Fall 2019:**
 - Continued refinement of one-unit USEM course
 - Expanded Course Instructor training/support
 - Inclusion of shared reflection using weekly academic planner
 - Expansion to other colleges to join an expanded pilot
 - Inclusion of additional pre- and post-questionnaires
- **Fall 2020:** Course proposal for three-unit USEM with GE Area E designation (supported by large majority of GENS100A/B students)

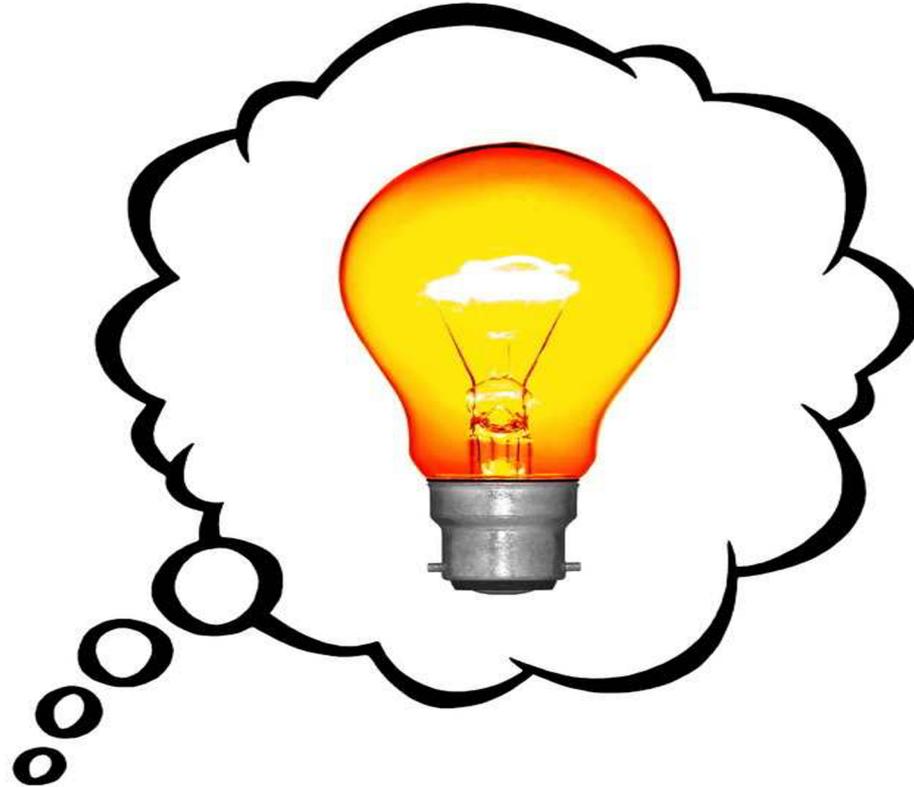
These Findings Have Revealed a Need for . . .



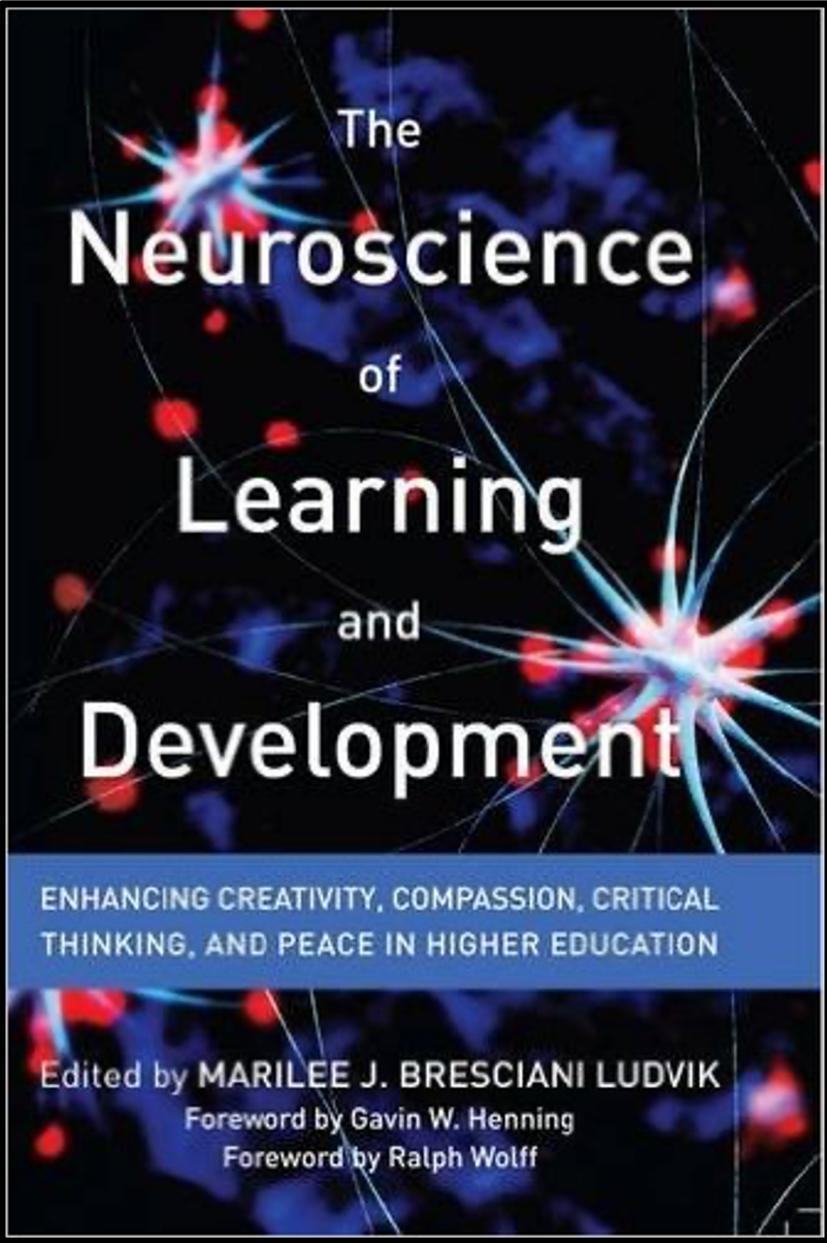
SAN DIEGO STATE
UNIVERSITY

- Continued and expanded dialogue and collaboration across campus, such as:
 - General: *Does the broader campus value these neurocognitive skills (aka learning dispositions) and equity indicators?*
 - Specific: *Why is GENS100 student anxiety increasing at the end of fall? Proximity to final exams? Absence of continued support in spring?*
- Strategic implementation of pre- and post-seminar surveys:
 - Leverage In-College Shape and final seminar session to increase sample
 - Leverage survey technology to optimize transparency and randomization
- Increased infrastructure for data collection, processing, and analysis
- Effective project management software for coordination/collaboration, confidential data sharing, and note keeping (e.g., Asana, Trello, etc.)
- Development of systematic solution for tracking meaningful engagement in various intervention opportunities
- FTE-based and other resources to sustain/expand this “First-Year Experience”

Questions and Comments



Mbrescia@sdsu.edu



The
Neuroscience
of
Learning
and
Development

ENHANCING CREATIVITY, COMPASSION, CRITICAL
THINKING, AND PEACE IN HIGHER EDUCATION

Edited by **MARILEE J. BRESCIANI LUDVIK**

Foreword by Gavin W. Henning

Foreword by Ralph Wolff

by **rock**

OUTCOMES-

CLOSING ACHIEVEMENT GAPS IN AND OUTSIDE

BASED

THE CLASSROOM WITH ALIGNMENT TO

PROGRAM

PREDICTIVE ANALYTICS AND PERFORMANCE METRICS

REVIEW

MARILEE J. BRESCIANI LUDVIK

Foreword By [To Come]

Second Edition Of Outcomes-Based Academic And Co-Curricular Program Review

The Criteria for Good Practice Outcomes-Based Program Review (OBPR)

Excerpt from Chapter Four of Bresciani Ludvik, M. J. (2018). *Outcomes-based program review: Closing achievement gaps in and outside the classroom with alignment to predictive analytics and performance metrics* (2nd ed.). Sterling, VA: Stylus.

Please do not reproduce.

1. While the institution may serve many purposes, its primary priority is to demonstrate that it is a learning organization committed to human flourishing for all and to continuously investigating how it can improve high- quality student learning and development for all of the students it serves.
 - a. The institution embodies evidence that it is a learning organization, engaged in continuous collaborative and reflective inquiry and dialogue and finding ways to improve its inquiry and dialogue processes, as well as committed to the professional development of all of its people.
 - b. There is notable differentiation in the processes used to collect and report for compliance purposes and in the use of that same data as well as OBPR data to inform decisions for improvement.
 - c. Evidence of intentional cultivation of human flourishing for every being that is associated with the organization is apparent.
 - d. Every meaningful piece of data is scrutinized and investigated for its system connections (e.g., connections across department/division lines).
 - e. Authentic generative questions are posited to investigate where improvements can be made or to explore what other questions need to be asked.
 - f. There is a passion to discover how to improve and a playful curiosity in discovering how to improve it.
 - g. Evidence of a meta-assessment of the organization's own inquiry process or that it is continually researching how well it embodies a learning organization is present.
 - h. The organization posits lines of institutional research inquiry and refines processes to better understand how well it is creating what was intended.

2. The institution considers the primary purpose of OBPR to be assuring the educational quality of its students through a meaningful assessment

of the many processes, policies, and practices that are required to assure student success.

- a. All organizational members are committed to discovering how each student best learns and develops.
 - b. The institution defines student success in one or many ways and identifies how those definitions are measured.
 - c. Program learning outcomes are articulated for each possible pathway to degree and/or certificate completion that the college/university provides.
 - d. Students can relate to at least one institutional definition of student success and can also explain how the courses and the out-of-class experiences they choose contribute to that definition.
 - e. Students can explain the set of program learning and development outcomes that have been articulated for their chosen degree/certificate pathway and can also explain how the courses and the out-of-class experiences they choose contribute to those learning and development outcomes.
 - f. Students can describe their expected levels of achievement for each outcome and the importance of meeting those levels so their post-graduation plans can be realized.
 - g. Functional areas within the institution that are not directly related to student learning and development include evidence of how the areas indirectly support student learning and development. If they are unable to do so, then it is expected that the institution will state the purpose of that functional area among its multiple institutional purposes and appropriate evidence of that functional area's organizational learning will be examined in a separate process.
3. The institution demonstrates that evidence of student learning and development obtained is appropriate for the certificate or degree awarded and also consistent with the level of achievement expectations of relevant stakeholders, which includes students, faculty, administrators, staff, parents, guardians, alumni, donors, partners, siblings, offspring, employers, graduate schools, and other community members not specified here.
- a. There are clear mechanisms for how students inform how OBPR outcomes are written, how evidence is gathered and interpreted, and the decisions of how evidence is used.
 - b. There are clear mechanisms for how faculty, staff, and administrators inform how outcomes are written, how the evidence is gathered and interpreted, and the decisions of how evidence is used.

- c. There are clear mechanisms for how community partners (employers, graduate school admissions faculty, community service leaders, parents/ guardians, etc.) inform how outcomes are written, how the evidence is gathered and interpreted, and the decisions of how evidence is used.
4. The institution collaboratively creates learning and development outcomes that inform curriculum design (both in and out of the classroom) which are intended to result in transfer, a degree, or a specific learning and development experience.
 - a. The institution ensures that data collection is embedded in day-to-day activities to cultivate habits of inquiry.
 - b. The institution aggregates and disaggregates data by identity characteristics and the intersecting of those identities, as well as by programs, in order to fully understand which students are achieving which learning and development outcomes at the expected level and how, as well as which students are not and why in order to ensure acting on results that contribute to HAAS.
 5. The institution demonstrates responsiveness to OBPR findings by prioritizing subsequent action plans as well as corresponding resource allocation and reallocation to ensure data-informed needed improvements.
 - a. There is evidence that OBPR results are used in decisions to improve programs as well as to assure that students are achieving what they came to postsecondary education to achieve (graduation with a degree, transfer to a four-year program, admissions into a graduate program, job placement, creation of a new job/company/service industry/social movement, transformation of their lives, transformation of their communities, etc.).
 - b. Improvement plans/action plans include what will be done, personnel responsible, resources allocated or reallocated, time lines, deliverables, and measurement of action plan success. This ensures the institution has determined its capacity to make this improvement and has also prioritized it.
 6. The institution demonstrates evidence of changing or refining institutional administrative policies and practices to enhance student learning and development, as well as advocating for changes in system/district, state, or federal policies and practices that might hinder students' successful progress toward meaningful degree attainment, including transferring from one institution to another.
 - a. There is an understanding of how and why policy decisions have been made among those who are impacted by these policies.

7. The institution is committed to developing its own leadership at all levels who can enact the change that the learning organization's inquiry process shows is required while cultivating human flourishing for all.
 - a. Leaders at all levels compassionately listen to internal and external community members, examine data making connections across systems, leverage strengths, and provide development where opportunities for growth have been identified.
 - b. Leaders at all levels are committed to improving student learning and development and also know how to empower and support those who can make needed improvements.
 - c. Leaders at all levels are emotionally intelligent and engage in accurate self-assessment resulting in an investment in their own professional development.
 - d. Leaders at all levels will not tolerate illegal or unethical use of data and accept responsibility for any evidence-based decision that leads to harming human lives.

8. The institution demonstrates accountability transparently by the ability to use OBPR data to inform how it has reached a specific level of achievement for each performance indicator or how it determines to do so with its action plans and/or policy changes.
 - a. There is evidence of a value-added experience for the students who attend and for the faculty and staff who work there.
 - b. The institution posits lines of institutional inquiry to further research when data gathered do not clearly indicate what needs improvement.
 - c. The institution refines inquiry processes to better understand how well they are creating what they intended or expected.

In essence, good practice institutions establish a process to self-evaluate how well the internal inquiry processes they have in place are moving them in positive and meaningful improvement directions while also informing transparent public accountability. So, while this book was written to establish inquiry processes that are programmatic in nature (which could have many definitions—see chapter 2), it is imperative that the institution as a whole self-reflect about how well the inquiry processes it has in place are contributing to its own ability to demonstrate that it is a learning organization.

The Guiding Questions

1. What is the mission/purpose(s) of our learning organization? Alternatively, has it been selected for us and we simply need to ensure that we

are hiring people committed to that already predetermined mission/ purpose(s) as well as reviewing and retaining people in accordance as well?

2. What is it we specifically want to create? What are our values? What do our constituents value? Or have the answers to these questions already been predetermined? If so, see question 1. Examples of what we want to create could include the following:
 - a. Open access
 - b. Two-year transfer promises for all of our students
 - c. Four-year degree attainment processes for all of our students
 - d. Assurance of workforce skills (but not within a specified time line) for all of our students
 - e. Generation of new knowledge
 - f. Service training programs for the local community within which we reside
 - g. Winning student athletes
 - h. Collaboratively designed start-up companies
 - i. Six-year degree attainment with no student loan debt incurred
 - j. Pathways of inquiry that create new jobs and/or new professions
 - k. Human flourishing for all
 - l. Employees with whom employers are highly satisfied
 - m. Young scholars who collaboratively publish and secure grants with their faculty mentors or in collaboration with other young scholars
 - n. Poet laureates
 - o. Fulbright scholars
 - p. Award-winning performing artists
 - q. Community activists
 - r. A top, 10 college-university as defined by . . . [fill in the blanks]
 - s. And so on (this list can go on and on.....)
3. Given all that we want to create (or have already agreed to create), how do we prioritize those intended areas of creation according to our current capacity to create them?
 - a. How well are we determining our institutional capacity to deliver what we want to create?
 - b. What do we do when we currently don't have the capacity to create what we want to create or is expected of us to create at a high-quality level? Does it become a strategic planning initiative (complete with a business plan or development plan)? Or do we let it go?
 - c. Is there any facet of our organization that doesn't seem to be aligned with what we are about to create? If so, what do we want to do about that?

- d. How well does what we want to create align with our current funders' or resource providers' expectations of what the funding or resources are supposed to/expected to create?
4. Whom does what we create or want to create serve (remember to consider groups of identities within each category and the intersecting of those identities)?
 - a. Students
 - b. Faculty
 - c. Staff/administrators
 - d. Employers
 - e. Prospective graduate school faculty
 - f. Community members
 - g. And so on
5. How well do our existing policies and practices support what we want to create? Or are creating?
 - a. How do we change what needs to be changed?
 - b. What other practices or policies might we need to craft in order to assure quality creations?
6. How does what we create or want to create best serve each group, sub- group, and intersecting identities of each group? To answer this, we need to examine the categories of how we deliver what we intend to create and get more specific about what each component does (e.g., outcome- delivery map):
 - a. Courses
 - b. Out-of-class experiences
 - c. Professional development seminars or skills-building workshops
 - d. Circle of trust dialogue processes
 - e. Planning retreats
 - f. Visioning teams
 - g. Development teams
 - h. Mentoring/coaching (groups and individual)
 - i. Specific prescribed pathways of support
 - j. Start-up costs for labs and businesses
 - k. Formative assessment check-ins for all groups, subgroups, and intersecting of group identities, along with prescribing interventions, if necessary, based on formative assessment results
 - l. Tutoring/supplemental instruction

7. How well do we serve each group, subgroup, and intersecting identities of each group?
This response might be informed by data collected through:
 - a. OBPR documentation and dialogue
 - b. OBPR-generated improvement plans/action plans
 - c. OBPR-generated viability reports
 - d. Reflective student learning and development portfolios
 - e. Reflective staff learning and development portfolios
 - f. Reflective faculty learning and development portfolios
 - g. Predictive analytic analysis
8. Are we collaboratively dialoguing about what all this evidence means with regard to what we want to create in comparison with what we are creating?
9. How do we know we are creating what we intend to create?
 - a. What are our expectations as well as the expectations of those whom we serve for level of achievement (e.g., performance indicators)?
 - b. What are our funders' expectations for level of achievement?
 - c. Are those expectations in conflict? If so, how will we resolve that conflict in a manner in alignment with what we value and the values of those whom we serve?
 - d. How well are we collaboratively dialoguing around what the evidence is showing in relationship to various kinds of expectations?
 - e. How well are we documenting needed decisions, verifying we have the capacity to implement these decisions, and prioritizing them?
10. How do we use documented information to improve our mission/purpose and the process to create?
 - a. How well does the following provide this kind of evidence?
 - i. External reviews
 - ii. Improvement plans/action plans
 - iii. Program viability decisions
 - iv. Refinements in resource allocation and reallocation
 - v. Policy and practice changes
 - b. Are we establishing another reflective review in the future where we can determine how well our decisions influenced the needed improvement?
11. How well are we transparently/publicly communicating what we are learning as an organization?

While this list of good practice criteria and accompanying guiding questions (or this book for that matter) do not prevent the continued perceived conflict of what postsecondary education is to provide or the perceived conflicts among the expectations of all of its stakeholders, it is our hope that through a compassionate yet critical thinking–person’s process and a commitment to transparent compassionate dialogue, each postsecondary education institution can engage in some form of systematic inquiry where the provision of evidence of a learning organization affirms the value of a college educational experience, even if it can’t show an increase in its graduates’ ability to be placed into existing types of jobs six months post-graduation.

In closing, I humbly share that in my 30 years within higher education, I have enjoyed the great privilege of working with many people who care deeply that their students or students they just meet briefly once get a high-quality education and are successful in what they do once they graduate. I have also had the privilege of conversing with many policymakers who do know how complex learning and development is and how difficult it is to tend to individual learning of students in class sizes of 30, let alone 500 or more. I have also witnessed how hard high-level administrators work to listen to all the different needs of their campus community, prioritize those needs, and make decisions that they know will anger some of their community members while pleasing others.

In this learning organization cultivation process it is not helpful to make broad general statements about a group of people. They are simply not accurate for every member you might place in that group. It is challenging to navigate polarized conversations in order to move an organization forward in its learning exploration so we can improve what we are trying to create and provide transparent evidence of what we have created and how we will continue to improve and expand that creation. As such, we have one more set of questions for you, the reader, to use in your own self-assessment. The intention is to use this set of questions to check yourself (a) when you notice you are the one closing down needed learning organization dialogue or OBPR inquiry or when you think someone else is, (b) when you are making sweeping assumptions about a group of people, or (c) when you find yourself leaving a meeting or any encounter with another human being saying, “I just don’t care anymore.”

1. How well am I taking care of my own well-being so I can listen as intently as possible to differing perspectives in order to discover what I think I already know?

2. How willing am I to learn about what others do within our organization so I can help make connections across systems to ensure our organizational ability to improve what we want to create and meet expected performance indicator levels?
3. How well am I holding questions for which our organization seems to have no answers in the belief of the possibility for them to be answered?
4. How well am I choosing to continually believe that there is a way to resolve this conflict, address this resource shortage, or explain this decision in a manner that can be understood by all parties? In other words, perhaps I just don't see that possibility in this moment.
5. How well am I remembering that all these people with whom I lead, serve, and enter these in-class and out-of-class experiences (especially the ones with whom I am in conflict)—are humans who just want to be happy, healthy, and successful, just as I do?
6. What do I need to do in order to take care of myself, so I can be kind, wise, and compassionately engaged in critical inquiry, contributing solutions to this learning organization that seeks to cultivate human flourishing for all?

Key Learning Points

1. While there may be a conflict between what various stakeholders are expecting higher education to create and how to demonstrate accountability, that conflict will not be resolved without evidence to illustrate how what is expected is being created within the organization or not and why.
2. There are many good practice criteria that your institutional leaders can consider adapting for use as you evaluate how well you are embodying the principles of a learning organization.
3. A learning organization must produce evidence of what it creates in a manner that can improve creation. To learn how to do that better, a learning organization must evaluate its own internal inquiry processes (e.g., meta-assessment).
4. Positing guiding questions or research questions may help your organization evaluate its own internal inquiry processes (e.g., meta-assessment).
5. Because the industry of higher education is composed of human beings cultivating other human beings' learning and development, it is important for leaders at all organizational levels to practice compassionate and accurate self-assessment.

More Questions to Consider

1. Which criteria might be useful for your learning organization to evaluate its internal inquiry process?
2. Which criteria might be useful for your learning organization to evaluate its external accountability reporting process?
3. Which guiding questions or research questions might your organization posit so that it can improve its internal inquiry process and external accountability process?

4. How well are you evaluating the way you contribute to the learning organization and compassionately improving the way you show up?

Appendix C

High Performance for All Students

Learning and Development Outcome Measures and Performance Indicators

This Appendix is extracted from Bresciani Ludvik, M. J. (2018). *Outcomes-Based Program Review: Closing Achievement Gaps in and Outside the Classroom With Alignment to Predictive Analytics and Performance Metrics*. Sterling, VA: Stylus.

Adapted from a National Institute for Learning Outcomes Assessment (NILOA) Occasional Paper (Kuh, Gambino, Bresciani Ludvik, & O'Donnell, 2018)

This is an example of how learning outcomes can be used as comparable performance indicators and/or used in predictive analytics when used consistently, ethically, and with integrity. There are many other measures that could be used. This table simply serves to provide some examples for your organization to discuss, consider, and then responsibly choose and implement.

Note that these learning outcomes/performance indicators become more meaningful when the data are aggregated by groupings of student self-identifiers (e.g., race, ethnicity, gender, sexual orientation, religious affiliation, disability, veteran, first-generation, foster youth, commuter, Pell-eligible, number of hours/week working off-campus, etc.). It is also useful to aggregate data by the intersections of these identifiers (e.g., comparing female Muslim first-generation commuters with African American and Black male commuters). Knowing which intersections to aggregate the data by is a topic for another conversation and may require a more sophisticated random forest tree analysis on your campus in order to determine which students need your attention most.

Learning Outcome/Performance Indicator	Data Collection Instrument	Purpose
Term-to-term persistence rates	IPEDS Definition extracted from student transactional system	To determine whether there are gaps among groups of students or types of institutional experiences among students who are persisting from term-to-term to be able to refine OBPR implementation and organizational decision-making
Graduation rates	IPEDS Definition; Data extracted from student transactional system	To determine whether there are gaps among groups of students or types

		of institutional experiences among students who are graduating to be able to refine OBPR implementation and organizational decision-making
Cumulative Grade Point Average (GPA)	IPEDS Definition; Data extracted from student transactional system	To determine whether there are gaps among groups of students or types of institutional experiences among students who are earning below “high achievement” expectations to be able to refine OBPR implementation and organizational decision-making
Learning Outcome Rubrics Scores	AAC&U LEAP rubric scores; data extracted from student transactional system	To determine whether there are gaps among groups of students or types of institutional experiences among students who are earning below “high achievement” expectations of specific learning outcomes to refine OBPR implementation and organizational decision-making
Time to Degree	IPEDS Definition; Data extracted from student transactional system	To determine whether there are gaps among groups of students or types of institutional experiences among students who are not achieving expected time-to-degree expectations for specific degrees in order to refine OBPR implementation and organizational decision-making
Pass rates of Gate-Keeping Courses	Campus definition of Gate-Keeping Courses; Data extracted from student transactional system	To determine whether there are gaps among groups of students or types of institutional experiences

		among students who are not achieving expected time-to-degree expectations for specific degrees in order to refine OBPR implementation and organizational decision-making
Job Placement Rates	Data collected at graduation or in a 6-month alumni follow-up survey	To determine whether there are gaps among groups of students or types of institutional experiences among students who are not securing meaningful or gainful employment for specific degree areas in order to refine OBPR implementation and organizational decision-making
Progress Toward Degree	Campus definition of Progress toward Degree; Data extracted from student transactional system	To determine whether there are gaps among groups of students or types of institutional experiences among students who are not achieving expected progress-toward-degree expectations for specific degrees in order to refine OBPR implementation and organizational decision-making
Discipline Competency Exam Scores	Campus definition; Data extracted from student transactional system	To determine whether there are gaps among groups of students or types of institutional experiences among students who are earning below “high achievement” expectations of specific discipline competencies in order to refine OBPR implementation and organizational decision-making

<p>Licensure and Certification Exam Pass rates</p>	<p>Data extracted from student transactional system</p>	<p>To determine whether there are gaps among groups of students or types of institutional experiences among students who are earning below “high achievement” expectations of specific discipline competencies in order to refine OBPR implementation and organizational decision-making</p>
<p>Number of Major Changes and Hours Accumulated when Change was Made</p>	<p>Campus definition of student activities; Data extracted from student transactional system</p>	<p>To determine whether there are gaps among groups of students or types of institutional experiences among students who are not achieving expected progress-toward-degree expectations for specific degrees in order to refine OBPR implementation and organizational decision-making</p>
<p>Participation Rates in Campus Approved Student Activities and Organizations</p>	<p>Campus definition of student activities; Data extracted from student transactional system</p>	<p>To determine whether there are gaps among groups of students or types of institutional experiences among students who are engaging in college/university community life in order to refine OBPR implementation and organizational decision-making</p>
<p>Participation Rates in High Impact Practices (HIPs)</p>	<p>AAC&U definition of HIPs; Data extracted from student transactional system</p>	<p>To determine whether there are gaps among groups of students who are engaging in HIPs or types of HIPs in order to refine OBPR implementation and organizational decision-making</p>

Academic Self-Efficacy	Academic Self-Efficacy Scale (Chemers, Hu, & Garcia, 2001)	Measures confidence in abilities.
Attention and Emotion Regulation	Five Facet Mindfulness Questionnaire (FFMQ) (Baer et al., 2008)	Measures five facets of mindfulness: observing, describing, acting with awareness, non-judging of inner experience, and non-reactivity to inner experience.
Compassion/Pro-Social Behavior	Multidimensional Compassion Scale (MCS) (Jazaieri et al., 2014)	Measures four components: awareness of suffering (cognitive component); sympathetic concern (empathy) triggered by suffering (affective component); desire to relieve suffering (intentional component); and readiness to help relieve suffering (action component).
Conscientiousness	Chernyshenko Conscientiousness Scales (CCS) (Green et al., 2015)	Measures industriousness, order, self-control, traditionalism, virtue, and responsibility.
Engagement	National Survey of Student Engagement (NSSE)	Measures engagement of higher-order learning, reflective and integrative learning, learning strategies, quantitative reasoning, collaborative learning, discussions with diverse others, student-faculty interactions, effective teaching practices, quality of interactions, and supportive environment.
Grit	Grit Scale (Duckworth & Quinn, 2009)	Measures perseverance in achieving goals and consistency of interests over time.
Growth Mindset	Growth Mindset Intelligence Scale (Dweck, 1999)	Measures self-perceptions of abilities.

Mental Well-Being	Warwick-Edinburgh Mental Well-being Scale (WEMWBS) (2006).	Measures overall mental well-being and the effects of participation in programs and projects on mental well-being.
Personal and Social Responsibility	Personal and Social Responsibility Inventory (Reason, 2013)	Measures five dimensions: striving for excellence; cultivating academic integrity; contributing to larger community; taking seriously the perspectives of others; and ethical and moral reasoning.
Psychological Well-Being	Psychological Well-Being (Ryff & Keyes, 1995)	Measures autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance
Resilience	Brief Resilience Scale (Smith et al., 2008)	Measures ability to “bounce back” following an adverse experience.
Self-Control	Self-Control Scale (Tsukayama, Duckworth, & Kim, 2013)	Measures ability to regulate interpersonal and social impulsivity.
Self-Regulation	Self-Regulation Scale (Schwarzer, Diehl, & Schmitz, 1999)	Measures attentional control in goal pursuit.
Sense of Belonging	Sense of Belonging Scale (Hoffman et al., 2002)	Measures perceived peer support, faculty support/comfort, classroom comfort, isolation, and empathetic faculty understanding.

References

About NSSE. (n.d.). National Survey of Student Engagement (NSSE). Retrieved from <http://nsse.indiana.edu/html/about.cfm>

Baer, R. A., Smith, G. T., Lykins, E., Button, D., Krietemeyer, J., Sauer, S., . . . Williams, J. M. G. (2008). Construct validity of the five facet mindfulness questionnaire in meditating and nonmeditating samples. *Assessment, 15*(3), 329–342.

Chemers, M. M., Hu, L., & Garcia, B. F. (2001). Academic self-efficacy and first-year college student performance and adjustment. *Journal of Educational Psychology, 93*, 55–64. doi:10.1037//0022-0663.93.1.55

Duckworth, A. L., & Quinn, P. D. (2009). Development and validation of the short grit scale (Grit-S). *Journal of Personality Assessment, 91*, 166–174.

Dweck, C. S. (1999). *Self-theories: Their role in motivation, personality and development*. Philadelphia, PA: Taylor & Francis/Psychology Press.

Green, J. A., O'Connor, D. B., Gartland, N., & Roberts, B. W. (2015). The Chernyshenko Conscientiousness Scales: A new facet measure of conscientiousness. *Assessment, 23*(3), 374–385.

Hoffman, M., Richmond, J., Morrow, J., & Salomone, K. (2002). Investigating sense of belonging in first year college students. *Journal of College Student Retention, 4*(3), 227–256.

Jazaieri, H., McGonigal, K., Jinpa, T., Doty, J. R., Gross, J. J., & Goldin, P. R. (2014). A randomized controlled trial of compassion cultivation training: Effects on mindfulness, affect, and emotion regulation. *Motivation and Emotion, 38*(1), 23–35.

Kuh, G. D., Gambino, L. M., Bresciani Ludvik, M., & O'Donnell, K. (2018, February). *Using ePortfolio to document and deepen the impact of HIPs on learning dispositions* (Occasional Paper No. 32). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA). Retrieved from <http://learningoutcomesassessment.org/occasionalpaperthirtytwo.html>

Reason, R. (2013). *Creating and accessing campus climates support personal and social responsibility*. Retrieved from <https://www.aacu.org/publications-research/periodicals/creating-and-assessing-campus-climates-support-personal-and-social>

Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychological Well-being revisited, 69*(4), 719–727.

Schwarzer, R., Diehl, M., & Schmitz, G. S. (1999). *Self-Regulation Scale*. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2442651/#R32>

Smith, B. W., Dalen, J., Wiggins, K., Tooley, E., Christopher, P., & Bernard, J. (2008). The brief resilience scale: Assessing the ability to bounce back. *International Journal of Behavioural Medicine, 15*, 194–200.

Tsukayama, E., Duckworth, A. L., & Kim, B. E. (2013). Domain-specific impulsivity in school-age children. *Developmental Science, 16*(6), 879–893.

Warwick-Edinburgh Mental Well-being Scale (WEMWBS). (2006). NHS Health Scotland, University of Warwick and University of Edinburgh. Retrieved from <https://warwick.ac.uk/fac/med/research/platform/wemwbs/>

Outcomes-Based Assessment Plan and Report for Program Review Purposes Checklist

This is taken from Bresciani Ludvik, M. J. (2018). *Outcomes-based program review: Closing achievement gaps in and outside the classroom with alignment to predictive analytics and performance metrics* (2nd ed.). Sterling, VA: Stylus.

This checklist is designed to accompany the *Assessment Plan and Report for Program Review Purposes within the book*. All questions should be answered as either (a) *yes* – present in the proposed plan or (b) *no* – not present in the proposed plan. If no, an explanation needs to be provided for why that component is missing. The intention of this checklist is to simply guide institutions in selecting which components to include in their OBPR process.

Furthermore, if applicable and if it is helpful to the reviewer and the one being reviewed, the reviewer can rate the quality of the component as *5 = excellent, 4 = very good, 3 = good, 2 = average, 1 = below average, 0 = not present*.

Overall/General

1. Is the plan and/or report written to conform to APA formatting guidelines (6th edition)?
2. Is the plan and/or report void of spelling errors?
3. Does the plan and/or report use proper grammar?
4. Was the plan and/or report submitted by the posted due date?
5. If the plan and/or report includes appendices, are they properly and accurately referred to within the plan?
6. Does the plan and/or report include a properly formatted APA list of references, if applicable?

Program Name

1. Does the plan and/or report provide the program/project/service area name?
2. Does the program name provide an indication of the scope of the OBPR project?
3. Does the plan and/or report list the primary contact information of the person who can answer questions about the plan and/or report?

Program Mission or Purpose

1. Does the plan and/or report provide the program/project/service area mission or purpose statement?
2. Does the plan and/or report provide an explanation of how this program mission or purpose aligns with the mission of the department, college, division, or university wherein it is organized?
3. Does the plan and/or report provide an explanation how the program aligns with institutional values and priorities?

High Achievement for All Students (HAAS) Statement

1. Does the plan and/or report indicate how this program has been designed to advance HAAS?
2. Do the plan and/or report list performance indicators that will demonstrate the closing of achievement gaps and the demonstration of high achievement expectations for all students?
3. Are there related HAAS goals for each performance indicator?
4. Are their related outcomes for each HAAS goal and corresponding performance indicator?
5. Is there indication of how the identity characteristics (e.g., race, ethnicity, gender, sexual orientation, disability) and intersection of identity characteristics of students, faculty, and staff will be aggregated for each outcome, as appropriate?

Descriptive Overview

1. Does the plan and/or report describe the program that is being assessed in a general manner that would be understood by people outside of the program?
2. Does the plan and/or report introduce any learning, development, and engagement theories that undergird the program goals and outcomes?
3. Does the plan and/or report describe a brief history of the program?
4. Does the plan and/or report introduce other relevant literature, such as professional standards or accreditation requirements indicating why the program exists and what it is intended to accomplish?
5. Does the plan and/or report include a vision statement, market research, and/or community needs' assessment about why the program came into being or explain the importance of the program's existence?
6. Does the plan and/or report indicate how the program mission, purpose, goals, and outcomes were derived?
7. Where literature is not obtainable or accessible, does the plan and/or report list assumptions about the program?

Program Goals

1. Does the plan and/or report provide goals that are broad, general statements of what the program expects participants to be able to do or to know?
2. Does the plan and/or report align each program goal to department, college, division, and university goals or strategic initiatives?
3. Does the plan and/or report align each program goal to each HAAS goal and/or performance indicator?
4. Does the plan and/or report describe the alignment of program goals to the program mission?
5. Does the plan and/or report assist in your understanding of how meeting program goals may mean meeting higher-level organization goals and strategic planning initiatives, such as HAAS?

Outcomes

1. Does the plan and/or report include outcomes that are detailed and specific statements derived from the goals?

2. Do the outcomes describe what programs expect the end result of their efforts to be?
3. Can you identify participant learning and development outcomes?
4. Can you identify other program outcomes that address student services, program processes, enrollment management, research, development, alumni outreach, and other practices (if applicable)?
5. Is each outcome aligned with a program goal?
6. Is each outcome aligned with a relevant HAAS goal and/or performance indicator?</NL>

<A>Planning for Delivery of Outcomes/Outcomes-Alignment Matrix<NL>

1. Is there an easy-to-read outcome delivery map or curriculum alignment matrix included?
2. Is it clear that there is an opportunity provided to participants of the program that enables each participant to achieve each listed outcome?</NL>

<A>Evaluation Methods and Tools<NL>

1. Does the plan and/or report describe a detailed inquiry methodology?
2. Does the plan and/or report describe the assessment tools and methods (e.g., observation with a criteria checklist, survey with specific questions identified, essay with a rubric, role-playing with a criteria checklist) that will be used to evaluate EACH outcome?
3. Does the plan and/or report identify the sample or population that will be evaluated for each outcome? (This can go here or in the *Implementation of Assessment Process* section.)
4. Does the plan and/or report provide a description of how the sample size was selected? (This can go here or in the *Implementation of Assessment Process* section.)
5. Does the plan describe the sample by race, ethnicity, gender identity, socio-economic status, and other relevant identifiers? (This can go here or in the *Implementation of Assessment Process* section.)
6. Does the plan and/or report identify one or more evaluation methods or tools for each outcome?
7. Does the plan and/or report include the criteria that will be used with the tool for each outcome to determine whether the outcome has been met?
8. Does the plan and/or report provide a rationale for the measurements used to assess each outcome (e.g., why certain outcomes were measured quantitatively, while others were measured qualitatively, or using mixed-methods)?
9. Does the plan and/or report provide definitions of variables?
10. Does the plan and/or report provide a description of how the analyses will be conducted or were conducted? (This can go here or in the *Implementation of Assessment Process* section.)
11. Does the plan and/or report provide any other relevant discussion of methodological questions important to the context of the program being assessed, such as questions raised by previous or current accreditation, state, or federal standards?

12. Does the plan and/or report indicate (if applicable) the limitations of the evaluation methods or tools? (This can go here or in the *Limitations and Assumptions* section.)
13. Does the plan and/or report include the actual assessment and evaluation tools in the appendices?

Level of Achievement Expected

1. Does the plan and/or report indicate a particular expected level of achievement for each outcome?
2. Does the plan and/or report indicate the level of expected achievement for all program participants?
3. Does the plan and/or report indicate the expected level of achievement for each performance indicator?
4. Does the plan and/or report indicate who determined that expected level of achievement (either for the outcome or for the performance indicator)?
5. Does the plan and/or report indicate how the expected level of achievement was determined (either for the outcome or for the performance indicator)?

Limitations and Assumptions

1. Does the plan and/or report include a list of limitations?
2. Does the plan and/or report include a list of assumptions?
3. Does the plan and/or report detail how race, gender, ethnicity, and other identity characteristics may have been categorized together along with the assumptions and limitations that were made as a result?

Implementation of Assessment Process

1. Does this section describe the plan for the implementation of the assessment process? (In the case of the report, does it indicate what was completed?)
2. Does the implementation plan identify the individuals responsible for conducting each step of the evaluation process? (In the case of the report, does it indicate what was completed?)
3. Does it provide a timeline for implementation and include the points in time when each outcome will be evaluated? (In the case of the report, does it indicate what was completed?)
4. Does the plan identify the individuals who will be participating in interpreting the data and making recommendations? (In the case of the report, does it indicate who participated and how?)
5. Does the plan and/or report provide a timeline for implementing the decisions and recommendations?
6. Does the plan describe how the assessment results will be communicated to stakeholders, including who will see the results, when will they see the results, and who will be involved in making decisions about the program based upon the assessment results? (In the case of the report, does it indicate what was completed?)
7. Does the plan describe who will be connecting the outcomes to the program goals and other performance indicators, including HAAS indicators and goals? (In the case of the report, does it indicate what was completed?)

8. Does the plan include a list of resources (e.g., time, professional development, specific assessment or benchmarking tools that must be purchased, consultants, data entry professionals or analysts that must be hired, etc.) and corresponding budget, if applicable, that need to be provided in order to assure a quality OBPR process? (In the case of the report, does it indicate what resources were used and how much was spent?)
9. Does the plan describe how results will be communicated to all of the stakeholders? (In the case of the report, does it indicate how this was completed?)

Results

1. Are the results summarized for EACH outcome that was evaluated?
2. Are the results summarized for EACH HAAS goal and other performance indicators or benchmarks that were used in the evaluation?
3. In the summary of the results, is there a brief narrative that indicates whether the results met the expected level, particularly relating to the various ways that participant results (e.g., faculty, staff, and students) were disaggregated by characteristic identity and intersection of identities?
4. Are detailed results, if applicable, contained as tables, charts, or narrative in the appendix?
5. Is there a narrative about the process to verify/validate/authenticate the results for each outcome that was evaluated?
6. Is there a brief narrative that illustrates whether results were discussed with students, alumni, other program faculty and/or administrators, or external reviewers?
7. Are the results generated from this OBPR linked to any other program, college, or institutional performance indicators?
 - And if so, is there a brief narrative describing the linkage?
 - Is there a narrative for the rationale of linking the results to those performance indicators?
8. Have the limitations and assumptions and the data analysis section of the plan been updated based on the process and the data analysis that was conducted?
9. Has everything else in the plan that may have changed during actual assessment, such as tool dissemination, data collection, and analysis, been updated?"

Reflection, Interpretation, Decisions, and Recommendations

1. Are the decisions and recommendations summarized for EACH outcome?
2. Are the decisions and recommendations summarized for EACH HAAS and other performance indicators or benchmarks that were used in the evaluation?
3. Is the process described for how to determine whether the results were satisfactory for ALL participants? In other words, be sure to describe the process used to inform how the level of acceptable performance was determined and why it was determined as such, particularly for disaggregated results.
4. If applicable, is the benchmark data that informed your decision of whether your results were “good enough” included?
5. Is there a reminder of what the expectations are for a certain level of learning as well as why that level was expected?

6. Are the decisions and recommendations that may contribute to the improvement of higher-level goals and strategic initiatives, including HAAS, identified as such?
7. Are the people identified who participated in the reflection, interpretation, and discussion of the evidence that led to the recommendations and decisions?
8. Is there a summary of suggestions that arose for improving the assessment process, tools, criteria, outcomes, and goals?
9. Is there an indication of when each outcome will be evaluated again in the future (if the outcome is to be retained)?
10. Are those responsible for implementing the recommended changes identified?
11. If applicable, are the additional resources required to implement the required changes listed? If so, is there a description of what those are or might be?
12. Have you indicated whether a member of the organization at a higher organizational level needs to improve the new resources requested? If so, have you indicated who that is and how the results and recommendations will be communicated to that individual?
13. If making a recommendation for a change that resides outside of the program leadership's locus of control, have the individuals and the process for forwarding the recommendation and the action required/requested been indicated?
14. Are there recommendations for use of or change of use of institutional performance indicators?
15. Are there recommendations for use of or change of use of institutional predictive analytics?

Action Plan, Memorandum of Understanding, and/or Documentation of Higher-Level Organizational Feedback

1. Is there an action plan to indicate how results will be used?
2. Are the specific tasks that need to be completed included?
3. Is the primary responsible party for task completion listed?
4. Does the action plan include the time frame for implementing the decisions, and who will be responsible for that implementation?
5. Does the action plan refer to an assessment plan or performance indicators for how the action plan will be determined successful? Or will the assessment of this action plan be included in the next OBPR cycle?
6. How have the decisions that inform this action plan been disseminated throughout the organization?
7. Have the appropriate people approved the action plan?
8. Have you included the plan and/or budget for the new resources, policy changes, or other information that is required to improve the program learning outcomes that were assessed?
9. Have you noted any changes that will be made to the program goals, outcomes, evaluative criteria, planning processes, and budgeting processes as a result of higher-level organizational feedback, if feedback was already obtained?

External Review Report (If Applicable)

1. Have the members of the external review committee been named and their roles and responsibilities listed?

2. Is there a narrative included describing how they were selected and approved by the appropriate authorizing agent?
3. Are the charge that was given to the external review committee as well as the timeframe for completion indicated in the report?
4. Are the guiding questions that the external review members were given clearly articulated in the report?
5. Is the comparative analysis or benchmarking report included, if applicable or required?
6. Is there evidence that the recommendations made by the external reviewers were considered by program leaders and high-level organizational leaders prior to the action plan being determined?

Program Viability (If Applicable)

1. Has a decision been rendered to continue with action plan improvements or phase out the program been made?
2. Has capacity data (e.g., inputs, market research, community needs data, etc.) been considered prior to the program viability decision being made?
3. Has evidence of human flourishing been considered prior to the program viability decision being made?
4. Is there evidence that the OBPR process, which may or may not include an external reviewer report, has been used to make this decision?

Be Sure to Include Any Additional Appendices Generated From Completing Your OBPR Report

1. Have you included any detailed level results, assessment instruments, rubrics, and/or meetings minutes that identify where accepted level of learning and development were identified and how?
2. Have you included any program syllabi, faculty CVs, enrollment data, admission yield data, outreach data, budget data, market analysis, needs assessment, or any other pertinent data used in interpreting OBPR results?
3. Have you included information that illustrates how the summary of the learning from engaging in the OBPR process has been made public/transparent?
4. Have you included anything else that may be pertinent to understanding the context of this plan and/or report?