Incorporating Students in Graduate and Professional Programs' Continuous Improvement Models

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2023 Assessment Institute

October 31, 2023

We Shall Achieve

Learning Outcomes

- **Describe** the components of a Assessment Cycle/Continuous Improvement Cycle used to measure programmatic effectiveness and inform programmatic improvement.

- **Discuss** the reasoning behind incorporating students' and other stakeholders' feedback data in a programmatic evaluation model.

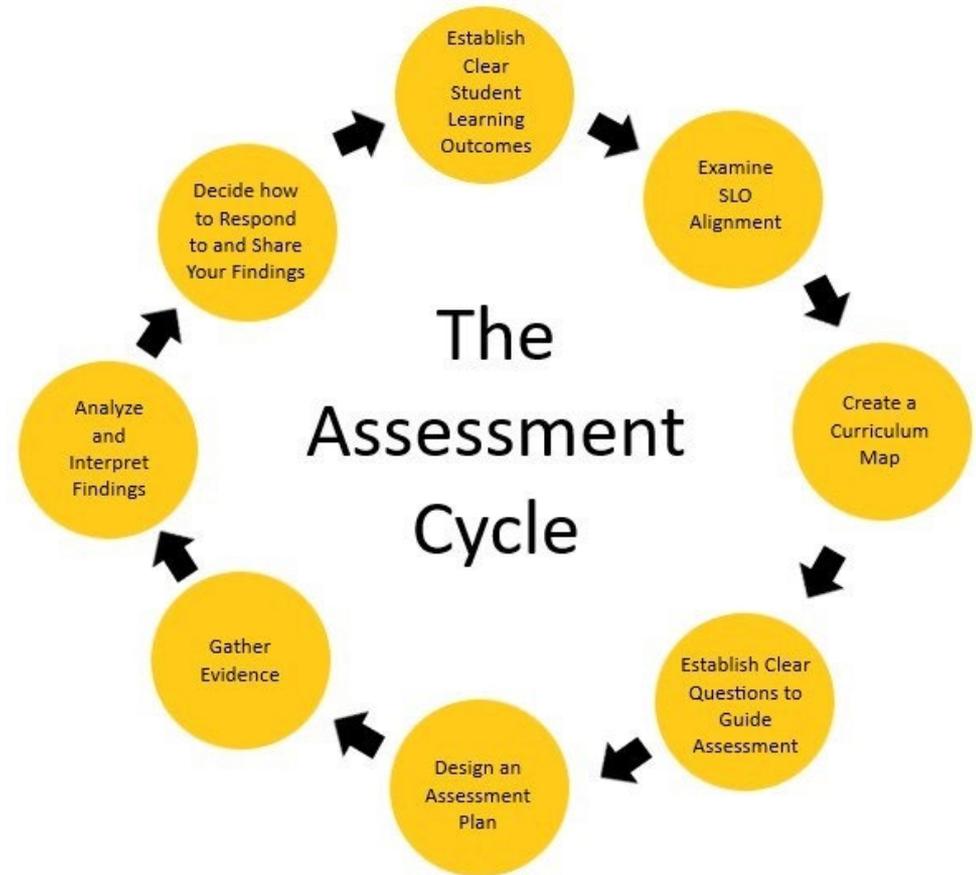- **Apply** the model to their specific programmatic/institutional assessment needs.
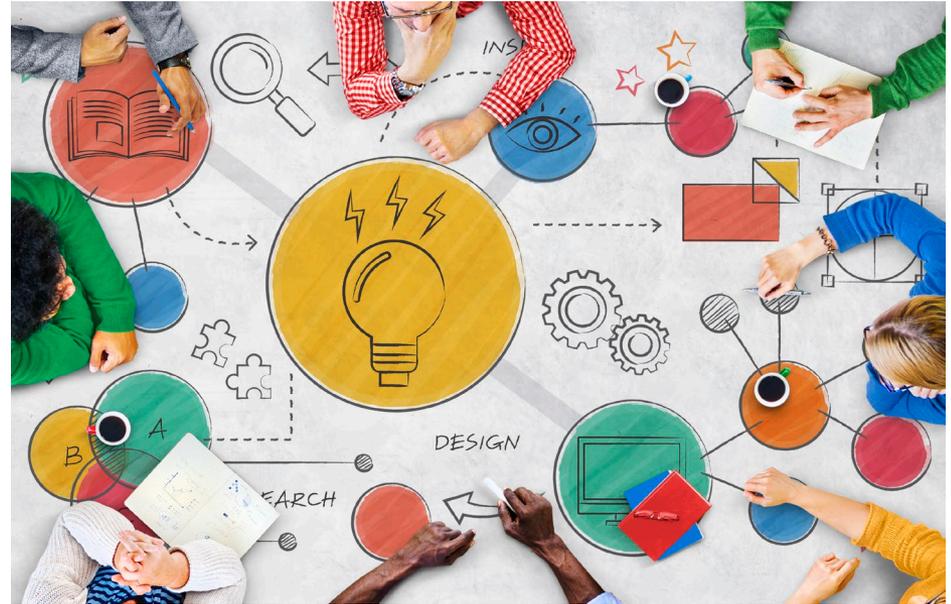
Who are you? What interests you?

Components of an Assessment Cycle
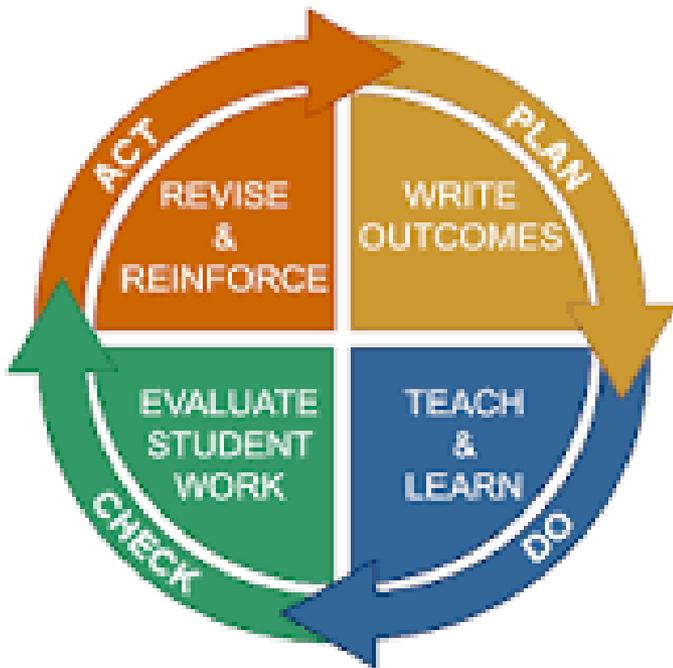
Continuous Improvement Assessment Cycle

"The systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development" *(Banta & Palomba, 2015, p. 2).*

Gather data from multiple types of assessment and feedback tools at multiple points across the program of study.

Literature Citations

Quality Assurance System (QAS)

Collect, Track, & Report
Data to inform Programmatic
Improvement

Systematic…tied to discipline specific accreditation bodies that identify the essential competencies, skill sets, and program specific knowledge

Efficient…consolidate measures, eliminate redundancies, missed data cycles

Consistent… Commonality across programs

Timely…Continuous data collection, analysis & review

Meaningful… Data that are relevant, actionable, and applicable

Assessment Across Professional Programs

Programmatic Assessment & Evaluation Across Professional Programs
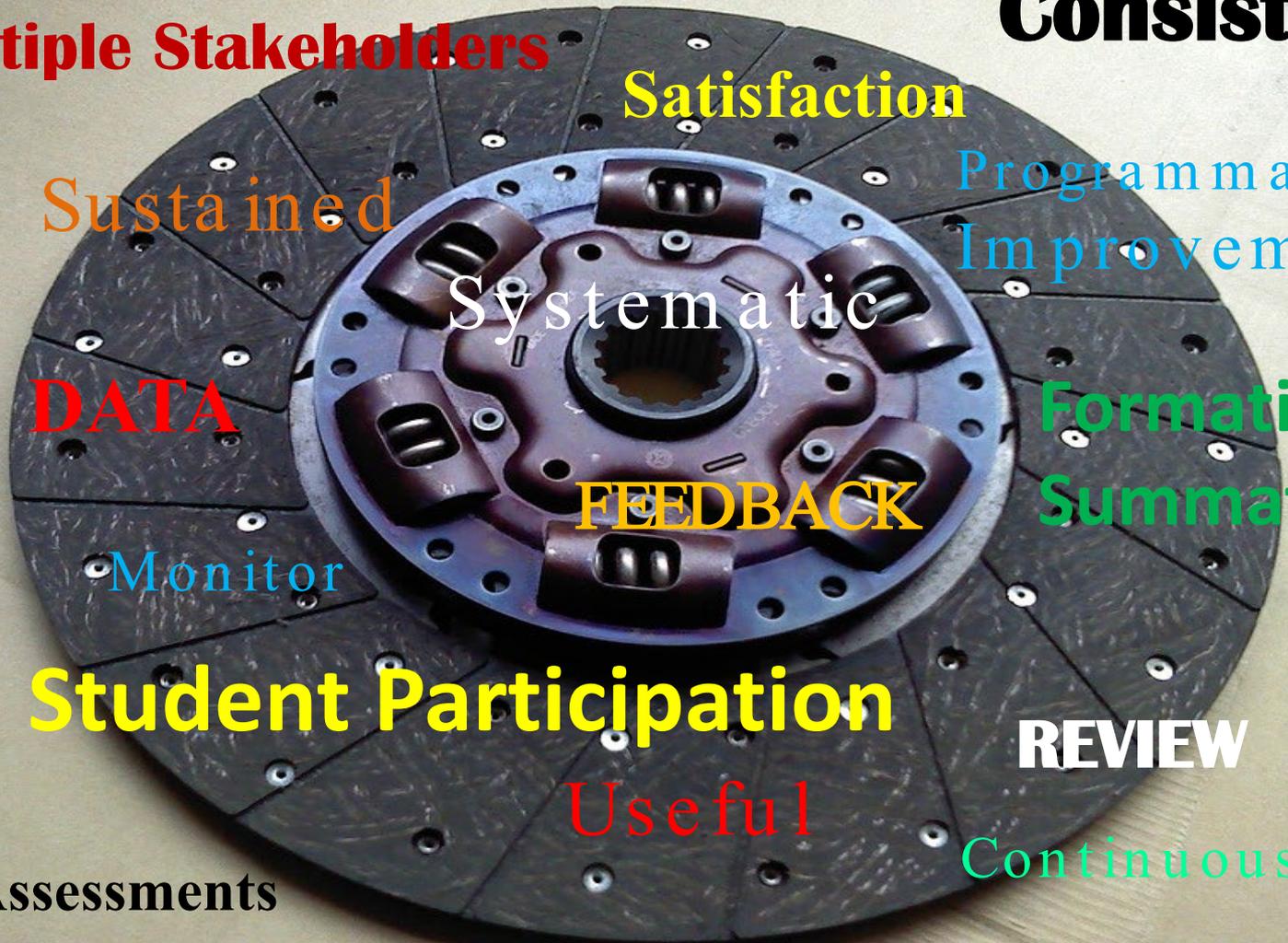
Evaluation Data & Planning

What we were doing:

Data Collection, Analysis, Reporting:

- Standardized Test Scores
- Course Grades
- Certification Exam Scores
- Case Log Summaries
- Clinical Performance Evaluation
- Semester Conferences with Faculty Advisor
- Alumni Surveys
- Employer Feedback Surveys
- Faculty Evaluation of:
  - Student Mastery of Competencies
  - Self-Evaluation of Program
  - Institution
- Student Evaluation of:
  - Courses
  - Preceptors
  - Clinical/Residency Sites
  - Program via Exit Survey
  - Self-evaluation of Competencies

What we were missing:

Student voice, interpretation, and problem solving regarding NON-DISCIPLINE aspects of the program…

Admissions Processes
Orientation
Advising
Sense of Belonging/Community
Access to Institutional Resources

Student Engagement in Data Review Process

Bringing students to the table and listening to their voices enables and engages [them] in the process and is an essential component in interpreting student learning assessment findings.

Collaborations with students, in the reviewing of assessment data, brings diverse perspectives and expands understanding (Damiano, 2018).

How might students become engaged in the process at your institution?

Programmatic data are used to foster Continuous Improvement Cycle

*Tied to Program Outcomes, Competencies, and Standards *(see Program Curriculum Map)*

MPH:ND/CD Faculty Define/Design/Develop*

Course/Program Content

Learning Outcomes

Assessment Methods

Criteria for Success

Delivery of Curriculum

Implement design

MPH Full Faculty review/approval

Student Feedback/Evaluation Data collected:

1. Course evaluation survey via OPEIR[1]

2. Program evaluation tools via QAS[2]

      a. 1st Semester Feedback Survey

      b. Advising Feedback Survey

      c. 1st year Feedback Survey

      d. Exit/Completion Survey

      e. Employment/Post-Graduation Survey

Added

MPH Evaluation/Program Committee Review:

Data informed improvement/changes/revisions recommendations

Faculty Identify Gaps & Develop:

1. Programmatic/curricular recommentations

2. Action plan

Stakeholder Evaluation Data collected via QAS:

1. Employer Feedback Survey

2. Alumni Survey

3. Advisory Council

Faculty review/analyze Evaluation Data:

1. Student Course Evaluation Data

2. Feedback survey data

3. Faculty reflection and analysis of course

4. Student outcome/achievement data

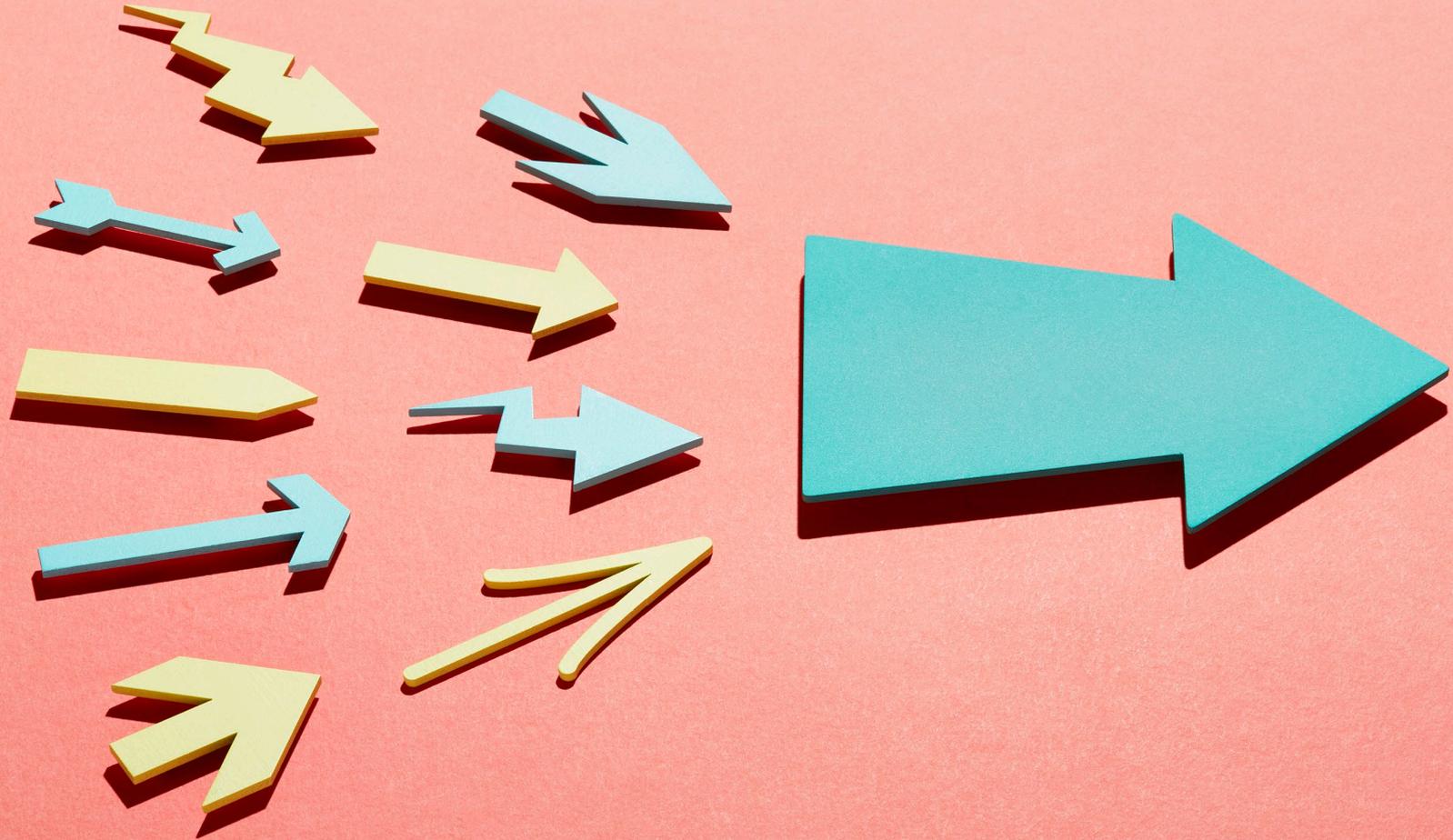5. Programmatic goals reviewed/instructional plan based upon data

Student participation in data review

1=OPEIR: Office of Planning Evaluation & Institutional Research

2=QAS: Quality Assurance System

Closing the Loop

Student Feedback

Programmatic Revision/Change

Examples

Student/Faculty co-constructed survey questions:

Please indicate your level of agreement with the following statements:

- Institutional Resources
  - *I have access to the specific software and technology necessary to support my learning.*
  - *I have access to academic support services, when needed, to support my learning.*

- Belonging and Inclusion
  - *I feel supported as a member of the XXX program.*
  - *I feel the program's overall climate was welcoming and inclusive.*
  - *I feel that faculty were welcoming and inclusive of ME.*
  - *I am able to participate in activities/experiential learning opportunities that are inclusive of a variety of populations and ideas.*

- Faculty Support and Advising
  - *The faculty are readily available to support my learning.*
  - *My interaction(s)/communication(s) with faculty/instructors are positive.*
  - *I have received the advising necessary to support progress in my program of study.*

Examples

Faculty/Staff constructed purposeful advising checklist

Ideas/Examples from your program(s)?

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