Communicating Implemented Improvements

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Session Outcomes

Upon completion of the session, attendees will be able to

• Identify evidence-based improvements inside and outside of program assessment

• Communicate evidence-based improvements to a larger audience

• Encourage program coordinators to adopt successful improvement strategies from other programs
Section 8: Student Achievement

• Student learning and student success are at the core of the mission of all institutions of higher learning.

• Effective institutions focus on the design and improvement of educational experiences to enhance student learning and support student learning outcomes for its educational programs.

• To meet the goals of educational programs, an institution provides appropriate academic and student services to support student success.
Section 2 (a) Student outcomes: educational programs

- The institution identifies expected outcomes,
- assesses the extent to which it achieves these outcomes, and
- provides evidence of seeking improvement based on analysis of the results in the areas below:
  - a. Student learning outcomes for each of its educational programs.
“Effective institutions demonstrate a commitment to principles of continuous improvement...”

- The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.
Forensic Assessment

- Program Review
- Budget Documents
- Curriculum Committee Forms
Publish Accomplishments

• Recognize program improvements
• Provide examples of strategies that are
  • Relevant
  • Effective
  • Achievable
Implemented Improvements Report

• By program
• Mission and Outcomes
• Implemented Improvement
  • Related Outcome
  • Implemented Action
  • Evaluation
  • Data
The mission of the Bachelor of Applied Arts and Sciences degree program is to develop business managers and leaders by providing majors a high quality and relevant education in business management including small business and entrepreneurship. The program provides the majors the ability to professionally communicate, reason ethically, become globally business aware, and integrate business knowledge with their technical, military, or supervisory experience. Serving undergraduate students with previous technical training, military training, and/or supervisory experience, this program will prepare graduates to lead and manage an organization within the chosen technical field, move on to leadership and management positions within other industries, and further their education in a selected graduate level business or management program.
Academic Outcomes

• Demonstrate proficiency in written communications
• Demonstrate proficiency in oral presentations
• Evaluate the implications of an ethical dilemma from a variety of ethical frameworks.
• Design and defend a reasoned resolution to an ethical challenge.
• Identify the differences in business environment between countries may impact business decisions.
• Exhibit cross-cultural competencies that will aid in working with people from different cultures.
• Demonstrate knowledge proficiency in the core business disciplines.
• Integrate knowledge across multiple business disciplines.
• Demonstrate how technology can support business decision making.
• Increase program rigor.

• **Outcome:** Demonstrate how technology can support business decision making.

• **Action:** Provide additional instruction in GBK 311 for conducting analyses using real (raw) datasets (sets with \( n > 30 \)). This additional instruction will take the student from using technology to analyze the data through conducting actual analysis and determining the results (for decision making). Each faculty member will choose the best method that fits their teaching style, with the intent of NOT teaching the quizzes. This will be accomplished for both the face-to-face (F2F) and online teaching modes.
The GBK 311 faculty members developed the quizzes for the assessment. Therefore, the quizzes are unlike the assignments and tests that students see throughout the term. This caused some consternation with students and is possibly a contributing factor in the low overall scores. To combat the “fear” of taking quizzes, which look different from an exam or assignment, GBK 311 faculty members will be conducting additional instruction. Faculty members need to pay particular attention and provide additional instruction, beyond the previously recommended teaching change, to ensure the online students understand the material as well as, if not better, than the F2F students.
• Business Statistics: Faculty developed three quizzes in Spring 2016 to test the knowledge of a student’s use of technology to analyze data and understand the results, such that appropriate decisions could be made. The average score of the three quizzes was used as the final score for the assessment.

• In 2016, the B.B.A. (including individual majors) and B.A.A.S. programs, overall, did not meet the expected target. All majors were compared, and we found there were no significant differences in their average scores (p = 0.059). Online versus F2F sections were analyzed to determine if there were differences in the average scores. There were no significant differences, when comparing the proportions of students earning an average of 75% or more, between the two modes (p = 0.105). However, both modes were compared for overall differences, which was found to be significant (p = 0.029).

• In 2017, B.A.A.S. students scored the highest of all the majors with 58% achieving the target, up 24% from the previous calendar year (CY). However, they still did not meet the 70% target. In terms of online sections versus F2F sections, 60% of the F2F students achieved the target, which is a 22% increase from the previous CY. Of the online students, 28% achieved the target, which is down 1% from the previous CY.
Student Success encourages personal development of students through student-centered best practices and community-engaged opportunities that enhance student achievement. As a result, TAMUCT students expect the best in the future and work to achieve it. Each believes that the future is something that he or she can effectively adapt to and thrive in.
Administrative Outcomes

• Students will apply fundamental writing strategies to the development of effective academic or professional written communication
• Students will deliver effective oral presentations in a variety of settings
• Students will clearly and concisely articulate methods in which they have or will overcome obstacles
• Students will demonstrate an ability to analyze a prior experience and describe how it can become a positive learning experience to be improved upon
• Students will clearly describe how they can positively impact their future goals and pursuits
• Students will analyze how they can positively contribute to a complex and multifaceted issue
• Students will defend the importance of the world’s interconnections in addressing and overcoming obstacles
• Students will articulate how they personally construct environments that are supportive of diversity
• Develop processes that optimize office for student success
• Enhance and increase resources that support students
• Enhance monitoring and predicting of student progress and support
• Enhance mentoring and predicting of student progress and success
• Enhance student success and retention by minimizing barriers experienced by students
• Optimize current and emerging learning assistance resources to help increase student success
• Provide comprehensive resources that increase graduation and credit accumulation rates
Administrative Implemented Improvement

• Increased student retention.

• **Outcome:** Identify students who require intervention to complete academic programs.

• **Action:** Implement an Early Alert Intervention System for transfer students.
The university provides upper-level undergraduate instruction requiring all students to complete a minimum of 30 semester credit hours before enrolling. Unable to calculate a traditional retention rate without the requisite first-year full-time cohort, we measure the percentage of students enrolled the following fall semester. The university’s rate increased ten percentage points since 2009.
Data

- Retention rates for all undergraduate students one year after admission:

<table>
<thead>
<tr>
<th>Entered in Fall</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Returning Following Year</td>
<td>61.32</td>
<td>59.09</td>
<td>62.68</td>
<td>68.75</td>
<td>66.04</td>
<td>67.95</td>
<td>70.78</td>
</tr>
<tr>
<td>Newly Admitted Students</td>
<td>393</td>
<td>381</td>
<td>351</td>
<td>416</td>
<td>452</td>
<td>518</td>
<td>592</td>
</tr>
</tbody>
</table>
Communication

• Program Coordinators
• Webpage
• Department Meetings
• Deans and Chairs
• University Council
• Provost Council
Questions

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