ALLOCATING RESOURCES
BASED ON OUTCOMES-
BASED ASSESSMENT
PROGRAM REVIEW

Marilee J. Bresciani, Ph.D.
Professor, Postsecondary Education and
Co-Director of the Center for Educational Leadership, Innovation, and
Policy
San Diego State University
3590 Camino Del Rio North
San Diego, California, U.S.A.
619-594-8318
Marilee.Bresciani@mail.sdsu.edu
Bresciani, M.J.

Session Outcomes

1) identify how their institutional/divisional decision making aligns with their institutional/divisional values

2) identify the role that outcomes-based assessment plays in the decision-making process

3) determine how resources can be allocated or re-allocated in alignment of institutional/division values

4) determine how outcomes-based assessment informs the allocation or re-allocation of resources when institution/divisions are aware of their values
Select a Context for the Conversation

- Institutional
- College/Division
- Department
- Program
Framing Questions

What does your institution/division/college/department value?
Are your values prioritized?
Framing Questions, Cont.

How are those values made evident in your decision-making?
A. Program planning?
B. Outcomes-based assessment program review process?
C. Re-allocation of resources?
D. Hires?
E. Evaluation of personnel?
Framework with Modifications
(Bresciani, 2010 & Bresciani, et.al, in progress)

- Identify and articulate values
- Prioritize values
- Allocate resources
- Align outcomes to values and Implement outcomes-based assessment
- Define the criteria for quality within the context of the values and identify capacity for meeting the criteria of quality
- Gather the results and determine at which level the decision for resource re-allocation or allocation resides
Allocate or re-allocate resources to improve your outcomes within your context and capacity for quality and in alignment with your values.
If we can Align our Values...we can Align our Outcomes

There can be several other boxes of values that feed into each level of values

Institutional

Division/College

Program

Workshop/Service

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The Iterative Systematic OBPR Cycle
(Bresciani, M.J.)

- Values influence every aspect of this cycle.

Mission/Purposes
Goals
Outcomes

Gather Data
Interpret Evidence

Implement Methods to Deliver Outcomes (Action Planning) and Methods to Gather Data

Document decisions to improve programs; enhance student learning and development; inform institutional decision-making, planning, budgeting, policy, public accountability

Strategic Planning/Inputs/Capacity
External Review

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Outcomes-Based Assessment can be Implemented at Multiple Levels

Decisions are made at multiple levels - some decisions reside only at one level.
## Types of Resource Decisions Informed by Outcomes-Based Assessment

<table>
<thead>
<tr>
<th>Downturn (Bresciani, In Progress)</th>
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<tbody>
<tr>
<td>Distinguish essential from peripheral learning/development outcomes</td>
</tr>
<tr>
<td>Reallocate or recalibrate departmental resources</td>
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<tr>
<td>Motivate and focus student efforts</td>
</tr>
<tr>
<td>Identify more <em>efficient</em> strategies/tactics within your context for value</td>
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<tr>
<td>Clarify adverse budget impacts for institutional stakeholders or higher level decision makers</td>
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</table>
We need a context for quality and values
- What is your context and criteria for quality?
- Given your context and criteria, what is your capacity for quality?
- Given your departmental, division, or institutional values, how do you prioritize those values with regard to your context/criteria for quality?

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WHAT IS YOUR INSTITUTIONAL/DIVISIONAL/DEPARTMENTAL CONTEXT FOR QUALITY AND VALUES?

How does the capacity for quality match with or affect your context and criteria for quality?
AN EXAMPLE OF USING PROGRAM ASSESSMENT TO INFORM SUCH DECISIONS
The criteria for quality within the context values were informed by departmental values of access, equity, and student success.

- You can also use context for college/division and/or of the university.
The Criteria and Context for Quality and Values

- Informed by professional standards/literature – both present and future
- Those who hire graduates from the degree
- Those who admit graduates into doctoral programs
- Expectations of the faculty
- Expectations of the community you serve

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Determining Capacity for Quality and Values

- Capacity can not be identified apart from the context for quality and values
- However, capacity is not always readily identifiable
- The WASC capacity review assists with this process
- Yet it really is about considering what level of quality, within your context, is sustainable
Next, all the characteristics that contribute to quality and values clarifications can be prioritized so that decisions reinforce priorities.
Be sure to clarify assumptions – for example:

1. All faculty are teaching their courses well and care about quality student learning.
2. All faculty are committed to access, equity, and student success.
3. All faculty already have full workloads – we are at capacity.
4. All faculty know how to use hybrid courseware.

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1. What are your values?
2. What is the context for quality and value?
3. What is the capacity for reaching your context for quality and value?
4. What is the priority of those values and the context for quality?
5. How does that affect capacity of vice versa?
6. What are the assumptions you are making?
1. Distinguish essential from peripheral learning/development outcomes
1. **Dropped three program learning outcomes** that were related to budget/finance; legal foundations; and grant writing
   - assumption is graduates can learn this on the job and through prof. dev. opp.

Refined and tightened other learning outcomes
   - replaced some more relevant learning with other learning

No resources to add more courses
2. Reallocate or recalibrate resources
2. **Doubled the size** of research courses and internship courses
   - added **volunteer graduate assistants** who have previously used research rubric to assist with providing feedback to students
   - also using **team-teaching**
     - implemented **aggressive orientation** for adjuncts
EXAMPLE FROM PROGRAM ASSESSMENT IN A DOWNTURN TIME

3. Motivate and focus student efforts
3. Make program review results and discussion transparent
   - posted on website
   - invited students to summer retreat where we reviewed results and made decisions
   - report decisions to students at program orientation and in first week of classes
EXAMPLE FROM PROGRAM ASSESSMENT IN A DOWNTURN TIME

4. Identify more efficient strategies/tactics
Decisions Made Cont.

4. Added voluntary seminars to bridge gaps in student learning and requested specific type of learning be put into internships and graduate assistantships
   - Enhancing courses via hybrid/alternative offerings
   - Increasing number of group projects
   - Increasing number of invited volunteer lecturers
EXAMPLE FROM PROGRAM ASSESSMENT IN A DOWNTURN TIME

5. Clarify adverse budget impacts for institutional stakeholders and higher-level decision makers
5. Communicated results and decisions to program advisory board and students

- preparing students to address their learning mastered and needs for future professional development in their portfolios and job/graduate school interviews

- written report to high-level decision-makers – tied to institutional values
Given these ideas, what evidence would you need to collect to inform such decisions?

- what steps might you need to take?
MYTH BUSTERS

Latest research says…
There is a disconnect between what revenue sources influence versus what the budgeting process influences. Why do you think this is?

There is a disconnect between the institutional budgeting processes and the ability to use allocation of resources to improve student learning and development. Does that make sense to continue?

If 74% of the initial allocation of funding is done annually, why aren't outcomes-based program review results used to inform initial allocations of resources?
If strategic planning and outcomes-based assessment program review findings only influence resource re-allocations and not initial allocations, how will leadership be able to influence long-term improvement in student learning and development?
Small Group Discussion
Questions

- How well do your resource budgeting and allocation processes align?
- How much do you utilize planning and assessment processes to allocate or re-allocate resources to refine your priorities?
- Does this proposed framework offer any practical value for your division/institution?
- What are some immediate next steps that you can implement?
Framework with Modifications
(Bresciani, 2010 & Bresciani, et.al, in progress)

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Bresciani, Gillig, Weiner, & McCully
Allocate or re-allocate resources to improve your outcomes within your context and capacity for quality and in alignment with your values.

Bresciani, Gillig, Weiner, & McCully
QUESTIONS?

Marilee Bresciani – marilee.bresciani@mail.sdsu.edu
References


Bresciani, M.J. (In Progress). *Clarifying Quality and Values when Prioritizing Resource Decisions Based on Outcomes Results*.


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