CLOSING THE ASSESSMENT LOOP:

Strategies for effective and meaningful use of assessment results and a plan towards improvement
Program Assessment Process

- Learning Outcomes
- Means of Assessment
- Collection and Analysis of Findings
- Review and Discussion
- Close the Loop: Improvement Plan
<table>
<thead>
<tr>
<th>I. PSLO(s) alignment to ISLO(s)</th>
<th>II. CSLO(s) courses, activities where PSLOs will be assessed</th>
<th>III. Means of assessment and expectations (i.e. targets) of student work</th>
<th>IV. Results</th>
<th>V. Review hypotheses/reasons/reflection</th>
<th>VI. Evaluation of assessment process</th>
<th>VII. Intended changes</th>
<th>VIII. Closing the assessment loop—plans for improvement</th>
</tr>
</thead>
</table>

Planning & Assessment Plan
First Step: Defining Student Success

Where does your program set the bar for successful student work?

- Targets: what is needed for goals to be met
  - Example: 80% of student work will score “4” or higher on the presentation rubric
 Targets:

Met:
- Publicize
- Celebrate
- Continue

Not Met:
- Evaluate process
- Incorporate changes
- Make improvements
Targets Met: Ways to Publicize the Good News

- Share with students in class and in advising
- Share at Faculty and Chairs Meeting
- Post on website
- Flyers on department bulletin board
Keep it going!

• Continue with what is working
• Share strategies with ALL instructors within department
• Share strategies across departments where useful
When the quality of work is sustained

- Consider raising the standards
- Motivate students to achieve more
- Keep assessing but in a more informal manner for a while and revisit again
Targets Not Met: WHY??

Investigate..
- Ask other faculty to speculate
- Review the common reasons¹
  1. ALIGNMENT
  2. CURRICULUM
  3. STUDENTS
  4. ASSESSMENT PROCESS

¹Adapted from University of Hawai‘i at Mānoa
Targets Not Met:
Common Reason #1a:
Assessment assignment NOT ALIGNED with rubric or scoring method

Review

- Directions for assessment assignment
  - Assignment Descriptors = Rubric Competencies?
  - Target = Rubric Competencies?
- Assignment
- Rubric / scoring method

Remedy

- Change assessment assignment directions as needed
- Ensure targets match what’s in rubric
- Change or revise assignment
- Change or revise rubric
Targets Not Met: Common Reason #1b: Assessment assignment NOT ALIGNED with learning activities

Evaluate

• Time and opportunities for students to learn
• Ways in which skills are assessed in class
  • Similar to how they are assessed formally?

Remedy

• Provide multiple opportunities to learn and practice
• Ensure all faculty teaching the outcome are aware of the assessment task
  • Practice in other courses
Targets Not Met: Common Reason #2: Curriculum

Determine

• Does the curriculum provide enough learning opportunities?
• Are expectations and outcomes adequately communicated?

Remedy:

• Encourage multiple courses in the program to use same assignment when appropriate
• Increase opportunities as skill becomes more complex
• Review syllabi
  • Confirm sound alignment of student learning outcomes to what is covered and assessed in program courses
  • Discuss with faculty in the program, make sure everyone is in agreement
• Evaluate instruction methods
  • Are they varied to meet different learning styles of our students?
• Review curriculum maps
  • Alignment of ISLO: PSLO: CSLO/learning activities
    • What do your current maps show-- are they current and accurate?
  • Course: SLOs relationship- in how many courses are each SLOs being covered, and to what extent (e.g., introduction, advanced, mastery)
  • Where can we add instruction and practice for specific outcomes?
  • Should we create a new course?
Targets Not Met: Common Reason #3: Motivation and Awareness of Students

Determine:

- Is the assessment taken seriously?
- Does it count towards students’ grades?
- Are students knowledgeable about assessment and why it matters?

Remedy:

- Course-embedded assessments
  - Use existing assignments (or update them if necessary) that measure the SLOs you plan to assess
- Share information about assessments
- Share assessment findings and your improvement plans with students
Targets Not Met: Common Reason #4a: Assessment Process - PLANNING

Evaluate:

- Did the program plan out the steps leading up to the assessment?
- Selection of SLOs, targets and means of assessment
- Were curriculum maps reviewed?
- Were syllabi reviewed?
- Were rubrics reviewed?

Remedy:

- Ensure faculty are informed and trained on the scoring methods in a timely fashion
- Norming of rubrics and scoring methods
- Allow time for faculty to have the opportunity to offer suggestions/changes
- Confirm that faculty members who will assess artifacts are knowledgeable about the subject matter in order for them to provide objective and accurate evaluations
- Review curriculum maps, syllabi and rubrics to ensure information is current and relevant
Targets Not Met: Common Reason #4b: Assessment Process - SAMPLING

Review:

- Representative of course/program
- Small program?

Remedy:

- Randomly select student artifacts
- Large enough sample to make inferences to entire program population (to extent that it possible and not overwhelming)
- For small programs, collect assessment work over multiple semesters/years
EXAMPLES OF HOW PROGRAMS CAN MAKE IMPROVEMENTS AND CHANGES

Change in **curriculum** when students are not meeting targets to ensure a better fit

- Are PSLOs current?
- Revise course SLOs to better match programs outcomes for students
- Provide additional opportunities in class and outside of class to learn and practice competency in outcomes
  - Vary ways of learning
- Research best practices
EXAMPLES OF HOW PROGRAMS CAN MAKE IMPROVEMENTS AND CHANGES

Add more learning and practice **resources** for students

- Educational websites/articles/books/journals
- Technology
- Tutoring/Supplemental Instruction
- Peer led groups
- Clubs
- Off campus trips
EXAMPLES OF HOW PROGRAMS CAN MAKE IMPROVEMENTS AND CHANGES

• Take advantage of advising - a way to increase awareness²
  • Advisors and faculty can work together to communicate importance of achieving SLOs
  • Advisors can use a list of SLOs from programs to guide course registration

• Other student services that may also have a vested interest
  • Career Development
  • Writing Center
  • Student Success

² Adapted from University of Hawai‘i at Mānoa
Ensure the assessment assignment and assessment process is meaningful to faculty

- Review SLOs, what do we want to know more about now?
- Are there exciting developments in our field that we want our students to learn?
- Based on current research, what do our students need to do well?
- Incorporate into faculty development
Today’s activities:

1) Review 2015 assessment findings and formulate an improvement plan based on the findings (“close the loop”)

2) Related to #2 above, review and update program curriculum maps to ensure they are accurate and current

3) Evaluate how well your program closed the loop on assessments in 2014
COMMON REASONS WHY TARGETS NOT MET:

1. ALIGNMENT
   1. Assessment task to rubric or scoring method
   2. Assessment task to course and other learning activities

2. CURRICULUM
   1. Curriculum to number and types of learning opportunities
   2. Curriculum to information in syllabi
   3. Curriculum to PSLO:CSLO maps

3. STUDENTS
   1. Motivation
   2. Awareness

4. ASSESSMENT PROCESS
   1. Planning
   2. Sampling