



UNC CHARLOTTE
Office of Assessment and Accreditation

**Criteria for Good Evidence of Closing
the Loop**

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OBJECTIVES

**At the end of this session, participants will know
or be able to:**

- **Reflect on examples and discuss why the reports were selected as models**
- **Understand criteria for the selection of model reports**
- **Understand the methodology used to communicate results to the Faculty Council President**

UNIVERSITY BACKGROUND

- **Urban research**
- **Students:**
 - **29,000 enrolled with 24,000+ undergraduates**
 - **50% of undergraduates are transfer students**
 - **Large % of FTICs and commuter students**
- **286 degrees, certificates, and minors**
- **Seven Colleges**



2018 Designee

MOTIVATORS

- **Faculty Council President email**
- **SACSCOC standard 8.2.a (Fifth-Year Report due)**
- **“Return of the Pig: Learning Interventions”**

CLOSING THE LOOP QUESTIONS

- **How were SLO results being used to inform decision making about curricular and programmatic changes?**
- **How did programs assess the impact of the improvements made?**

UNIVERSITY CHALLENGES & PRACTICES

Challenges

- **Lack of reporting**
- **A single data reviewer and decision maker**
- **Faculty not invested in or value SLO process**

Practices

- **Discussed importance of Practitioners' role**
- **Shared information with senior leadership**
- **Publically recognized models of excellence**
- **Offered funding & professional development**

DATA COLLECTION & ANALYSIS

- **Who?**
 - **Trained Graduate Assistant**
 - **Two semesters for \$10,000**
- **What?**
 - **Reviewed 286 SLO Reports**
 - **Components & expectations**
 - **Impact of last year's improvements**
 - **Planned improvements for next year**
- **Compiled a draft of model examples**

GROUP ACTIVITY

- **Review the SLO report**
- **How does the report demonstrate that results will be used to inform decision making?**
- **If the program implemented improvements, were they assessed in the next year?**
- **Why might the GA have selected this as a model?**

ASSESSMENT MODELS

- **37 programs (13%) had model assessment plans and reports**
- **One of the following occurred:**
 - **changes were informed by the assessment**
 - **collaborative efforts among faculty**
 - **impacts were well-documented**
 - **changed the academic support used in a course**
 - **made changes to the course curriculum and instruction**

MODELS OF EXCELLENCE

- **25 programs (9%) were models of excellence**
 - **multiple changes were informed by the assessment**
 - **some demonstrated learning improvement from the prior year**
- **Public recognition and monetary support for future efforts provided for some**

RESPIRATORY THERAPY- STUDENT LEARNING OUTCOMES TRANSPARENCY



MOST EXEMPLARY ASSESSMENT MODEL COLLEGE OF BUSINESS



REFERENCES

Fulcher, K., Smith, K., Sanchez, E., Ames, A., & Meixner, C. (2017). Return of the pig: Standards for learning improvement. *Research and Practice in Assessment, Volume 11.*

Questions?