



Close the Loop:  
Leverage Technology, Planning and Data  
for Use of Results

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## Mission, Vision & Values

## Session Objectives



### OBJECTIVES

- Discuss common setbacks and practical solutions
- Application of project management
- Focus faculty efforts
- Using technology to streamline tracking and follow-up
- Self-assess current use-of-results processes




"If you don't know where you're headed, you'll probably end up someplace else."

Douglas J. Eder, Ph.D

"The road to success is always under construction."

Lily Tomlin





What are the most common issues you encounter when closing the loop?

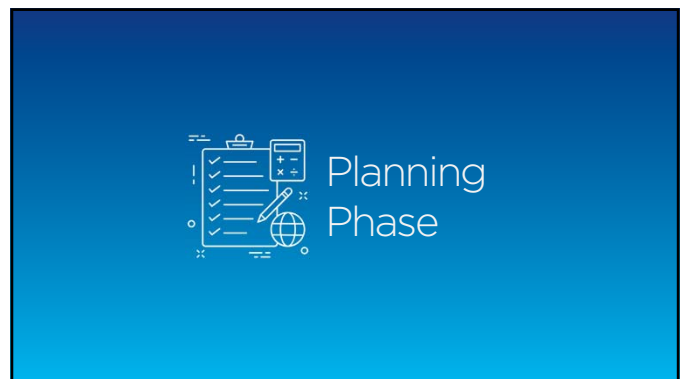
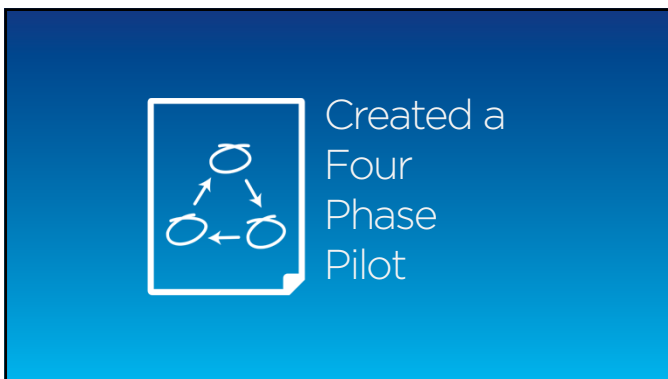
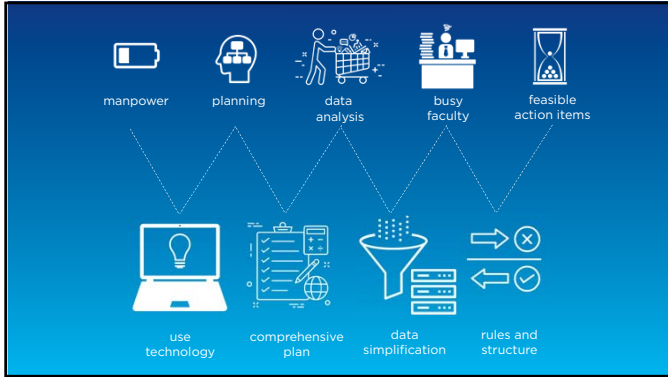
- too much data - unfeasible interventions - not enough data - lack of manpower - poor planning - chaotic process - no process - inconsistent follow-up - no follow-up - defensive faculty - overwhelmed faculty - sloppy tracking - inadequate communication -

You are not alone!

### Self-study Opportunities



manpower    planning    data analysis    busy faculty    feasible action items





Planning Phase

**Strategize solutions**

1. Design a system for "closing the loop"
2. Use available technology to maximize manpower
3. Put comprehensive plan on paper
4. Create a "closing the loop" calendar

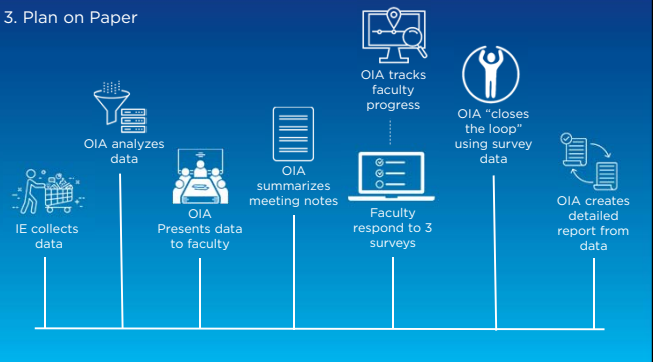
**1. System for "Closing the Loop"**

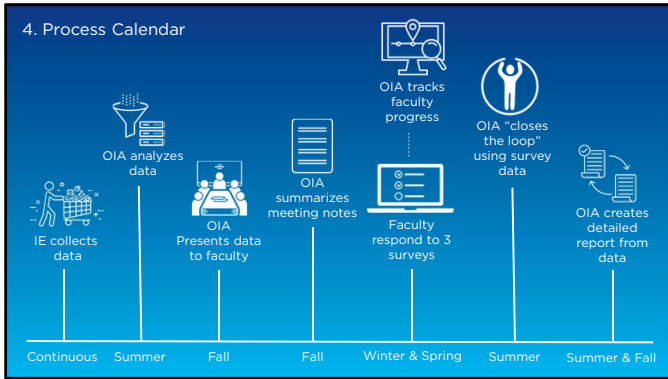
Need a balance of in-person engagement and online correspondence  
 Need to simplify process for office of assessment and faculty  
 System has to be accessible and user-friendly

**2. Technology Maximizes Manpower**

Use online surveys for status updates  
 Action plan approval survey  
 Action item reminder survey  
 Action item follow-up survey  
 Survey system serves as organizer and repository for data

**3. Plan on Paper**





## Data Analysis Phase

### Data Analysis Phase

#### Data Solutions

1. Mine data for trends
2. Present data in organized, engaging fashion
3. Provide extra time for faculty to reflect

### 1. Mining Data for Trends

Faculty were overwhelmed by mountains of data

Had difficulty pinpointing trends

Became unfocused

OIA began mining data and finding trends

### 2. Presenting Data

Designed a presentation template for organizing data

Don't present entire reports during meetings

Present only relevant trends

Needs to be well organized

Needs to be visually engaging

Uniform across all programs and locations

### 3. Provide Time for Reflection

Faculty need data presentations in advance

Should reflect on data before meetings

Ensure presentation provides probing questions

Use of Results  
Visual Effects  
Atlanta  
2017 Undergraduate

SCAD





#### Action Item Development

1. Need in-person meetings
2. Need to provide rules and structure for actions

#### 1. In-person Meetings

##### Traditional in-person engagement

- Provides clearer communication than email
- Allows for clear and open discussion of data
- Faculty provide more detail in face-to-face meetings
- Provides more visibility to assessment
- Enhances culture of assessment

#### 2. Provide Rules and Structure

##### OIA follows meeting best practices

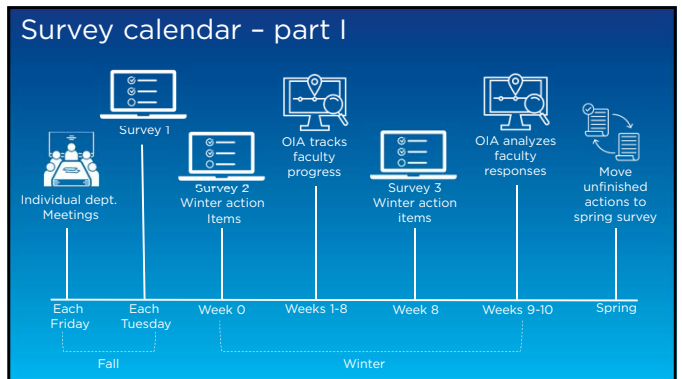
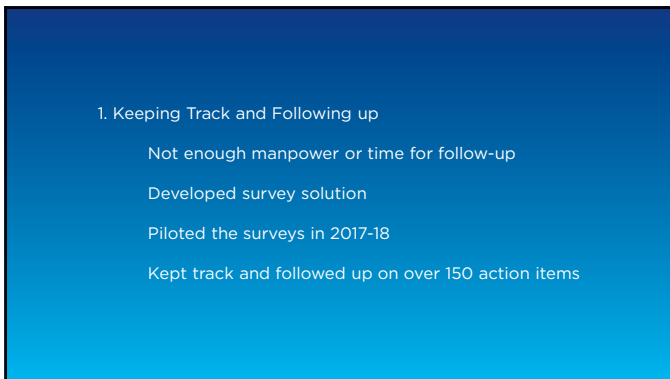
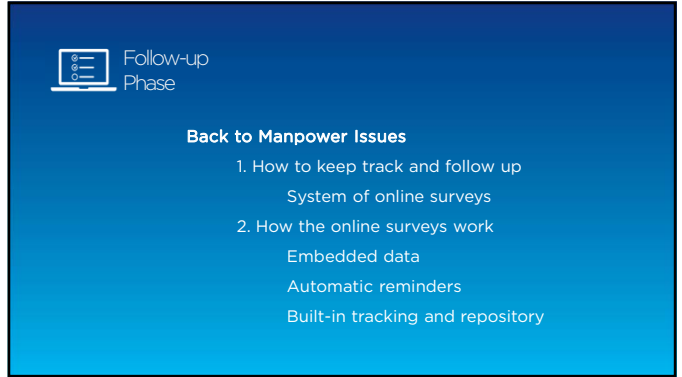
##### Structure

- Discuss process, purpose and importance
- Gather action items and details
- Summarize and restate action items
- Wrap up and discuss next steps

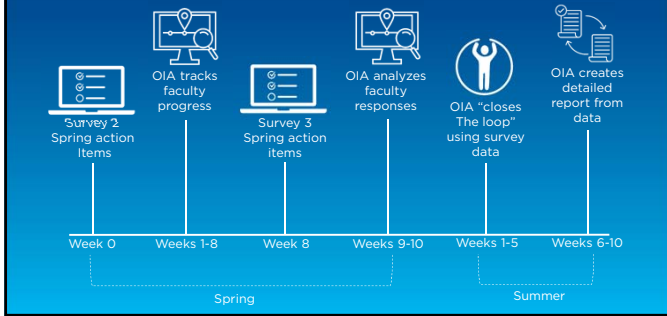
##### Expectations

- Action items must be based on data
- Actions should be manageable and actionable within one academic year
- Actions must impact student learning





### Survey calendar - part II



### 2. How It Works

#### Embedded data

- Data stored in csv files, uploaded to survey application
- Matching coding for survey and csv file headers
- Survey application reads the stored data
- Customizes the survey display for each recipient in the file

### Survey Panel (csv file) - Embedded Data

1	FirstName	LastName	PrimaryEmail	School Name	Program Name	Quarter Collected	Action Item 1	Degree Affected	Location Affected	Quarter of Implementation	Action Item 1 Description
1	Valerie	Kite	vkite@csad.edu	Communication Arts	Photography	Winter 2016	1.B.F.A.	Savannah	Spring 2017		During the 2016-16 academic year, students scored lowest on criterion 3.2. Student exhibits a comprehensive knowledge of the medium, photographic theory, and contemporary practitioners and markets. Faculty noted that the current assessment system does not provide enough information/evidence to accurately assess this criterion. In order to address this, faculty are going to add a short exit survey to the portfolio requirements where students provide context for their work and intended markets. The form will be about 10% of the student's grade in order to ensure students contribute focus to this task. The form will be introduced in PROF 339 and PROF 314 to prompt students to consider context and markets related to their work early on. Additionally, there is an opportunity to improve the inter-rater reliability for most criteria. Adding a third rater will help investigate concerns with interpreting the scoring guide criteria in the same way. The third rater will be the faculty member teaching the class, and will be able to respond to criterion 3.2 better than faculty who have not had the student in class.

### Survey Application - Embedded Data Coding

Display This Question:  
If Action Item 1 Is Not Empty

Q1 Action Item  $\{e://Field/Action\%20Item\%201\}$ :

Degree(s) Affected:  $\{e://Field/Degree\%20Affected\%20Action\%20Item\%201\}$

Location(s) Affected:  $\{e://Field/Location\%20Affected\%20Action\%20Item\%201\}$

Quarter of Proposed Implementation:  $\{e://Field/Quarter\%20of\%20Implementation\%20Action\%20Item\%201\}$

$\{e://Field/Action\%20Item\%201\%20Description\}$

### Survey Application - Final Appearance

**Action Item 1:**  
**Degree(s) Affected:** B.F.A.  
**Location(s) Affected:** Savannah  
**Quarter of Proposed Implementation:** Spring 2017

During the 2015-16 academic year, students scored lowest on criterion 3.2-Student exhibits a comprehensive knowledge of the medium, photographic theory, and contemporary practitioners and markets. Faculty noted that the current assessment system does not provide enough information/evidence to accurately assess this criterion. In order to address this, faculty are going to add a short exit survey to the portfolio requirements where students provide context for their work and intended markets. The form will be about 10% of the student's grade in order to ensure students contribute focus to this task. The form will be introduced in PHOT 319 and PHOT 314 to prompt students to consider context and markets related to their work early on. Additionally, there is an opportunity to improve the inter-rater reliability for most criteria. Adding a third rater will help investigate concerns with interpreting the scoring guide criteria in the same way. The third rater will be the faculty member teaching the class, and will be able to respond to criterion 3.2 better than faculty who have not had the student in class.

### Automatic Reminders

- Maximizes manpower
- Survey application provides automatic reminders
- Can be set up in advance for custom days and times
- Reminders can also be customized with embedded data
- Only emails those who have not responded

### Survey Application - Automatic Reminders

The screenshot displays a list of reminder messages for 'Week 7 Survey 1 Panel'. The top summary bar shows: 'Email to Contact List: Week 7 Survey 1 Panel', 'Sent On: 10 Nov 2017 9:36 AM EST', and '8 Emails Sent'. Below this, four individual reminder messages are listed, each with a 'Show Details' link and a 'Duplicate Email' indicator.

Reminder Message	Sent On	Emails Sent	Duplicate Email
Reminder message to: Unfinished Respondents (8)	14 Nov 2017 4:52 PM EST	6 Emails Sent	1 Duplicate Email
Reminder message to: Unfinished Respondents (5)	17 Nov 2017 9:02 AM EST	5 Emails Sent	1 Duplicate Email
Reminder message to: Unfinished Respondents (5)	20 Nov 2017 9:03 AM EST	5 Emails Sent	0 Duplicate Email
Reminder message to: Unfinished Respondents (2)	29 Nov 2017 4:09 PM EST	2 Emails Sent	0 Duplicate Email


### Data Tracking and Repository

- Survey panels (csv files) keep action items organized
- Automatic reminders help track responses and progress
- Survey application keeps responses organized and accessible

Survey Application – Data Tracking and Repository

Recorded Date	Q8 - Contributor(s): Please indicate who is completing this survey. If there are...	Q9 - Please indicate your approval or need for edits below for Action Item [Fiel...	Q10 - Please indicate your approval or need for edits below for Action Item [Fiel...	Q11 - Please indicate your approval or need for edits below for Action Item [Fiel...	Q16 - Please indicate your approval or need for edits below for Action Item [Fiel...	Actions
Oct 8, 2018 8:40 PM	Joaquin Roesch	Action Item Approved	Action Item Approved	Action Item Approved		▼
Oct 5, 2018 9:20 PM	Daniel Green	Action Item Approved	Action Item Approved	Action Item Approved		▼
Dec 8, 2017 8:37 PM	Chris Mills (Chair of Writing, Lee Guitrie (professor of writing, graduate program coordinator)	Action Item Approved	Action Item Approved	Action Item Approved	Action Item Approved	▼
Nov 30, 2017 10:37 AM	Frederic Spector	Action Item Approved	Action Item Approved	Action Item Approved		▼
Nov 22, 2017 8:03 AM	John Rauh	Action Item Approved	Action Item Approved	Action Item Requires Edits	Action Item Requires Edits	▼



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- Self-analysis
1. How are you planning your use-of-results processes and calendar in advance?
  2. How are you maximizing your manpower and technology?
  3. How are you helping faculty understand their data?
  4. How are you ensuring feasible action items and interventions?
  5. How are you providing constant and consistent follow-up with faculty about action items?

