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

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

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Practices</th>
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<tbody>
<tr>
<td>Lack of reporting</td>
<td>Discussed importance of Practitioners’ role</td>
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<td>A single data reviewer and decision maker</td>
<td>Shared information with senior leadership</td>
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<td>Faculty not invested in or value SLO process</td>
<td>Publically recognized models of excellence</td>
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<td>Offered funding &amp; professional development</td>
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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


Questions?