Closing the Loop

How to Make and Measure Changes

What is "Closing the Loop"?

Assess
- Select an outcome
- Collect and score artifacts

Report
- Discuss findings
- Decide changes to make

Measure
- Make changes
- Measure effectiveness

What is "Closing the Loop"?

- Using the results of assessment activities are used to make improvements in student learning

- Instructional and non-instructional

- Making changes and measuring their effectiveness

Why?

Improve Student Learning

- Performance measured
- Adjustments made

Accreditation

- Proficiency
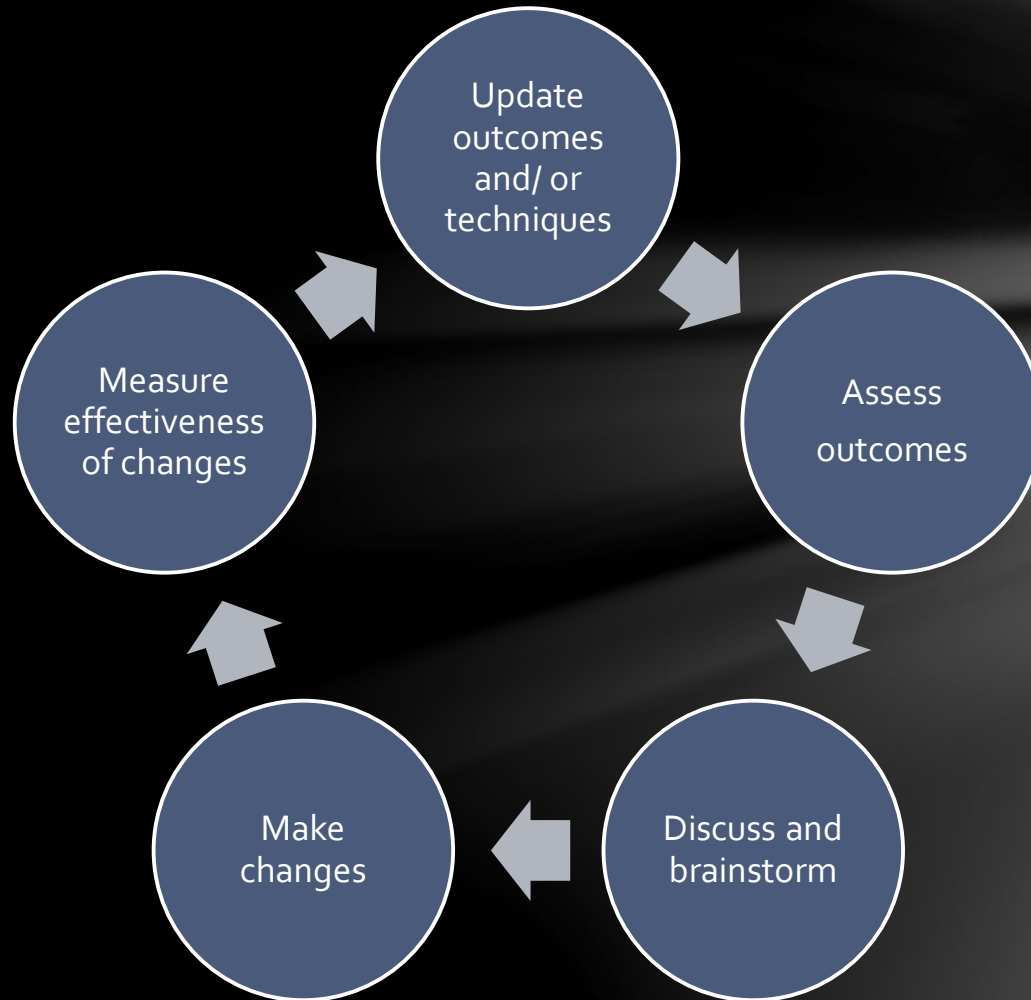- Continuous quality improvement

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes
(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Student Learning Outcomes *(Sample institutional behaviors)*
Proficiency	• Student learning outcomes and authentic assessment are in place for courses, programs and degrees. • There is widespread institutional dialogue about the results of assessment and identification of gaps. • Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning. • Appropriate resources continue to be allocated and fine-tuned. • Comprehensive assessment reports exist and are completed and updated on a regular basis. • Course student learning outcomes are aligned with degree student learning outcomes. • Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
Sustainable Continuous Quality Improvement	• Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. • Dialogue about student learning is ongoing, pervasive and robust. • Evaluation of student learning outcomes processes. • Evaluation and fine-tuning of organizational structures to support student learning is ongoing. • Student learning improvement is a visible priority in all practices and structures across the college. • Learning outcomes are specifically linked to program reviews.

A Continuous Cycle of Assessment

Update outcomes and/ or techniques

Assess outcomes

Discuss and brainstorm

Make changes

Measure effectiveness of changes

How to "Close the Loop"?

Re-assess	• Same method • Different method	
Student Survey	• Quantitative • Qualitative	
Faculty Survey	• Quantitative • Qualitative	

Sample Student Survey – ANTH 3

This semester, as always, your instructor made some minor changes to this course in order to improve student learning. We'd like to get your opinion about how effective these changes have been.

Visuals/ multiple instructional modes

1) How helpful is it when your instructor includes visual images (through Power Points, videos, website demonstrations, etc.) or other instructional modes (student presentations, group discussions, hands-on projects, etc.) in addition to lectures on specific topics?

(Circle one letter)
A) Very helpful
B) Moderately helpful
C) Only slightly helpful with some topics
D) Distracting/ not helpful

2) What was the most helpful learning activity that your instructor asked you to engage in this semester?

_____
_____
_____
_____
_____

Answering Essay Questions

3) How helpful was it when your instructor provided information/ tips on how to perform better on essay questions?

(Circle one letter)
A) Very helpful
B) Moderately helpful
C) Only slightly helpful with some topics
D) Distracting/ not helpful

The CTL Form

Discipline_____   **Semester & Year**_____

Assessment "Closing the Loop" Form

Use this form to report changes that were made as a result of an assessment(s) in a course(s), degree(s)/ certificate(s), or institutional outcome in the past, as well as how effective these changes were in improving student learning. This form may be used to report on the changes made as the result of one assessment or, where multiple assessments resulted in the same recommended changes, the impact of these changes may be reported on a single form.

Convene a meeting of all faculty involved in the outcome(s) being assessed (and/or communicate via alternative means) to summarize and discuss the SLO assessment results/analyses for <u>all</u> sections.

DEPARTMENT	
Meeting Date (if applicable) And/or Alternative Means of Communication	
Faculty/Staff Participating (# fulltime, # adjunct, and total)	
Number of Faculty Sharing Assessment Results	
Number of Course Sections Assessed	
Course SLO(s) or Degree/ Certificate SLOs(s) Originally Measured	
Identify Course(s) and Degree/ Certificate(s) and dates/ semesters when the original assessment(s) took place.	
Original Assessment Conclusions	
Describe the changes that were made to improve student learning as the result of assessment	

How was the impact of these changes measured?	☐ Repeat of original assessment activity (reassessment) ☐ Survey of faculty teaching the course ☐ Student survey ☐ New assessment activity to reassess same outcome(s) (describe below) ☐ Other (please describe): **Additional Explanation:**
Based upon the above measure(s), how effective were these changes in improving student learning? Will additional changes be made? If so, what?	
Reassessment When will these SLO(s) be reassessed?	

DEPARTMENT	Art
Meeting Date (if applicable) And/or Alternative Means of Communication	December 9, 2011
Faculty/Staff Participating (# fulltime, # adjunct, and total)	Cynthia Hooper Emily Silver Dean Smith Claire Joyce Becky Evans
Number of Faculty Sharing Assessment Results **Number of Course Sections Assessed**	5 instructors of Art 17 shared their assessment results.
Course SLO(s) or Degree/ Certificate SLOs(s) Originally Measured **Identify Course(s) and Degree/ Certificate(s) and dates/ semesters when the original assessment(s) took place.**	Art 17 SLO #3 (Depict and verbally describe the concepts of line, composition, value, space, perspective, color, texture, and other skills for representational and non-representational image-making in drawing.) The original assessment activity took place on December 5, 2008.
Original Assessment Conclusions **Describe the changes that were made to improve student learning as the result of assessment**	1. More technology-based projects (and technology-based instruction) is a priority for the teaching of Art 17. 2. At least 2 projects per semester should be devoted to abstraction and conceptually-driven postmodern art practices. 3. Color as a theme should be covered in each section

	of Art 17. **Changes:** Technology-based instruction has improved overall and refinements to the use of MyCR are on-going. All instructors of Art 17 now include abstraction and conceptually-driven post modern art themes in their assignments. Color as a theme is now covered in every section of Art 17, though this may change with our agreed-up adoption of many of the SLOs from the new C-ID descriptor for Introduction to Drawing. (The C-ID descriptor for Intro to Drawing does not specifically list color use or Color Theory as part of its SLO inventory.)
How was the impact of these changes measured?	☐ Repeat of original assessment activity (reassessment) X Survey of faculty teaching the course ☐ Student survey X New assessment activity to reassess same outcome(s) (describe below) ☐ Other (please describe): **Additional Explanation:** In December 2010, a follow-up survey was conducted for the Eureka campus Art 17 instructors. The original assessment conclusions were discussed by 5 Art 17 instructors on December 9, 2011. A new Art 17 assessment activity was also conducted on this day.
Based upon the above measure(s), how effective were these changes in improving student learning? Will additional changes be made? If so, what?	With the help of the Institutional Research department, an analysis of Eureka campus Art 17 student success rates from Spring 2005 to Spring 2011 was conducted in the summer of 2011, and the results were somewhat disappointing. A slight decline in overall success rates was detected during this timeframe, and we do not yet know if this decline was the result of factors specific to our department, or caused by external factors. As a result of this discovery, we decided to take a different tack with our Art 17 assessment activity in Fall 2011. Instead of using selected student projects as artifacts during our Fall 2011 activity, we used our individual grading rubrics as artifacts, and discussed our specific grading strategies as well as how closely these strategies matched our stated SLOs.