University Assessment Symposium 2018

Closing the Loop: Using Assessment Data

Friday, October 26, 2018
8:30-11:30; Skutt Ballroom
Using Assessment Results: Examples from Other Institutions

2018 Assessment Symposium
Objectives:

Describe why closing the loop is important.

Recognize higher education institutions’ examples of using assessment results to improve teaching and learning.
Closing the Loop

“Using assessment evidence to improve student learning and inform curricular decisions”

(Baker, Jankowski, Provezis & Kinzie, 2012)
Program & Class-Level Improvements:

• Setting faculty priorities
• Securing resources for professional development
• Improving student support services
• Revising curriculum, courses & assignments
• Informing program reviews / departmental self studies
• Aligning curriculum
• Improving program outcomes
**example**  
*noun*

ex-a-mple  |  

\ig-zam-pel 

*Definition of example (Entry 1 of 2)*

1. : one that serves as a pattern to be imitated or not to be imitated
   // a good example

2. : a punishment inflicted on someone as a warning to others
   *also*: an individual so punished

3. : one that is representative of all of a group or type

4. : a parallel or closely similar case especially when serving as a precedent or model

5. : an instance (such as a problem to be solved) serving to illustrate a rule or precept or to act as an exercise in the application of a rule
Lessons learned from institutional case studies of:

- Augustana College
- Carnegie Mellon University
- Colorado State University
- Juniata College
- LaGuardia Community College
- North Carolina A&T State University
- St. Olaf College
- Texas A&M International University
Augustana College

- Data to identify students who need special attention – additional support
- Grants to junior & senior students for hands-on learning
- Implementation of capstone experiences
Examples in:

- Arts: project briefs
- Engineering: study of computer clusters
- Humanities: difficulty with high-level grammar in modern languages
Colorado State University

• Sharing and showcasing infrastructure
  • BS Natural Resource Recreation and Tourism: difficulty with public speaking
  • BS Chemistry: Class size for chemistry majors only
  • BA Anthropology: faculty training for capstone students
Juniata College

- College writing seminars
LaGuardia Community College

• Physical therapy assistant: critical literacy & communication – paired business faculty with physical therapy assistant faculty
• ePortfolio use
North Carolina A&T State University

• Focus groups with students to improve teaching – leading to new policies
• Focus on first-generation needs
St. Olaf College

• Psychology: consults for curriculum revision
• Religion: writing rubric
• Exercise Science: reflection on instructional learning outcomes at midterm and end
Texas A&M International University

• First year writing program
• Writing across all programs’ curricula
• Benchmarks
• History: pre and post tests of content
• Sociology: understanding professional literature scores -> seminar
What can we collectively or individually do to use student learning outcomes to enhance our teaching and ultimately student learning?
References

http://www.learningoutcomeassessment.org/publications.html
Panelist Session
Closing the Loop: Using Assessment Data

Welcome and Introduction of Panelists:

- Brian Kokensparger, PhD, Journalism, Media & Computing Department
- Anna Domina, OTD, OTR/L, Occupational Therapy, School of Pharmacy & Health Professions
- Rachel Gibson, MS, Creighton Edge, Academic Affairs
- Nalini Govindarajulu, PhD, Department of Business Intelligence and Analytics, Heider College of Business
- Christina Murcek, MS, Ed., Executive Director, Outcomes Improvement and Educational Innovation, College of Nursing
Panelist Session
Closing the Loop: Using Assessment Data

• Part of “closing the loop” is determining if specific assessment activities or processes were successful or not. Can you talk about a particularly successful assessment project that you/your team completed? Do you have an example of a project that failed or did not work out as anticipated?

• Getting a team involved in assessment can be challenging. Can you speak to any specific obstacles your area had to overcome? How have you used a team approach to making substantive changes using assessment results?

• How do you determine future assessment projects and is there an upcoming project that you would like to share?

• Symposium participant questions?