Closing the Loop
HOW TO DO IT AND WHY IT MATTERS
Who is this guy!

- Teaching 9 years
- Taiwan and United States
- Degrees from OSU
- Created the Virtual Academy for Tulsa Boys Home
Introduction of me

- 918.595.7451
- Logan Phillips
- Office 2110
Outcomes for this class

- Gain understanding on how to close the loop
- Define the loop
Presentation Outline

- What does “closing the loop” really mean?
- What is the assessment process?
- How do you “close the loop”?
- Why should you “close the loop”? 
Don’t recreate the wheel

Outcomes

Objectives

Develop an assessment plan for the upcoming academic year; make sure to incorporate changes suggested by the previous year’s assessment results (April - May)

• Aggregated and analyzed results; update annual assessment report with the results (April - May)

• Decide how assessment results should be used to improve the program; write a report accordingly (April - May)

• In common with the program and student learning (August)

CURRICULUM
Where in the curriculum do they learn and achieve what you want them to?

ASSESSMENT
How and when will students show their learning and achievements? What assessment do you use?
The Assessment Loop

1. Outcomes, questions
2. Means of Assessment and Benchmarks
3. Gathering and Summarizing Evidence
4. Use of Results

(Closing)
Other steps in the assessment process . . .

- Planning
- Mapping goals onto curriculum
- Adding outcomes to syllabi
- Offering faculty development
- Reporting
- Communicating
- Adding assessment to Program Review
- Assessing the assessment
New terms, same work, just a place to put it
Step #1: Learning outcomes and the hierarchy of specificity

Institutional Outcomes (Core Competencies)

Program Outcomes

Course-level outcomes
Levels of specificity – an example: Business Administration

Oral & written communication

Ability to write for business

Ability to write a business plan
Step #2 Means of Assessment and Benchmarks

- Make your assessment meaningful
- Don’t make assessment a lot of work for you
  - Quality Assessment vs. Quantity Assessment
- Assessment types
  - Direct vs. Indirect Assessment
  - Embedded Assessment
  - Formative vs. Summative Assessment
  - Authentic Assessment
Step #3: Gathering and Summarizing Evidence

- An inclusive, collegial “community of judgment”
- Meaning out of data
- Shared understanding of strengths, weaknesses, needs
- Decisions, planning for action
- Communication about planned action
- Catalyst for change in campus culture
Step 3: We Have Measurements

Student Data

- A: 4, 3, 2
- B: 5, 4, 3
- C: 3, 2, 1
- D: 6, 5, 4

Years:
- 2013
- 2014
- 2015
Step #4: Use of Results

- Defining the action
- Planning for implementation
  - Who will manage? Contribute?
  - What expertise, support will it take?
  - What funding is needed?
  - How will we get what we need?
- Implementing
Closing the loop: Back to Step #1

- Sometimes your results support the status quo
- What do the findings tell us now?
- Did our “measure” improve learning?
- What else do the findings show?
- What’s the next step?
- What have we learned about our assessment process? Infrastructure? What can be improved?
Closing the loop not about finishing, it is about building further.
Examples of closing the loop...

- If results suggest the need for change here are some things that might be considered
  - Pedagogy
  - Curriculum
  - Student Support
  - Faculty Support
  - Equipment/Supplies/Space
  - Conduct further assessment
  - Assessment Process (outcome, means of assessment and/or benchmark)

- Make sure to document what you have done
  - WEAVE, meeting notes, Program Review
Why the loop should be closed -

- Return on the investment in #1, #2
- Improvement of learning
- Stronger programs
- Fewer silos, more integration
- More collegiality
- Happier, more successful students
- Happier, more satisfied instructors
- More willing participants
Closing the loop in 3 steps

- Select appropriate measures that can be administered, analyzed, and interpreted for evidence of student learning outcomes.
- Communicate assessment findings to those involved in the process of assessment.
- Use feedback to make changes and inform curricular decisions and reevaluate the assessment process with the intent to continuously improve the quality of student learning.
So where does your program stand?

- Where are you on the loop in terms of assessing your programs and courses?
- What are the major impediments that you need to address?
- How can you address them?
  - What resources can you draw on?
  - What strategies can you use?
FLC’s and them

- Faculty learning community
- Not committee
- Meets once a month
- Group to help better our assessment methods in our classrooms.
- Excellent professional development.
Have a great day.