

CLOSING THE LOOP

Best Practices in Assessment,
March 7 & 8, 2012

PARTS Of OUR ASSESSMENT PLAN

1. Choose an intended outcome to assess. Write a learning outcome. (For AES areas write an outcome related to service.)
2. Relate the intended outcome to one (or more) of the General Education Requirements.
3. Relate the intended outcome to one (or more) component of the College Strategic Plan (2011 – 2013).

PARTS OF OUR ASSESSMENT PLAN (cont.)

4. Determine what means of assessment will be used, what type of data will be collected, and what is the desired result.
5. Implement the plan and collect the data.
6. **Summary of the results.**
7. **Recommendations for improvement.**

Closing the Loop

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Evaluating Assessment Results:

- Sharing results
- Addressing results
- Implementing Changes

Planning the Next Assessment Cycle

SUMMARY OF RESULTS

- Report results in a clear fashion. They should be brief and to the point.
- Only share aggregate results, not individual student results.
- Present results completely, fairly, and objectively.
- Do not include the actual data, but the departments should keep the data for at least one year.

ASSESSMENT LIAISONS SHOULD:

- Communicate assessment information widely and transparently.
- Help colleagues with the analysis and interpretation of results as needed.
- Call upon Institutional Research to help if needed.

USING ASSESSMENT RESULTS

Good assessment plans are those whose results are **used** to improve teaching and learning in the academic areas or which improve services in the AES areas; Good assessment plans also inform planning and budgeting decisions.

SHARING POSITIVE RESULTS

Academic & AES Departments

1. Positive assessment results should be shared with your colleagues.
2. Discuss what made the results positive.
3. Discuss how to use the results to continue having success or to implement change.

SHARING DISAPPOINTING RESULTS

1. Provide corroborating evidence.
2. Document the quality of your assessment strategy.
3. Acknowledge possible flaws in your assessment plan.
4. As a group, identify possible solutions.

HOW TO IMPLEMENT CHANGE AS A RESULT OF ASSESSMENT

1. Start with department successes. What are you doing well?
2. Ask yourselves what your department can improve upon to have even better results.

Addressing Disappointing Results - Academic Departments

Consider how the material is presented?

- Is enough time spent on the topic?
- Where does the topic fit in the course/program?
- Do students have multiple opportunities to study and practice important learning goals?

Review Assessment Strategies and Tools:

- Was the assessment tool well written?
- Was it administered properly?
- Was it too ambitious?

Addressing Disappointing Results: AES

Consider the service involved:

- What seems to be the main component of the service that is problematic?
- Analyze the service to determine how it can be improved.
- Involve staff in developing alternate approaches.

Review assessment strategies and tools:

- Was the assessment tool well written?
- Was it administered properly?
- Was there sufficient time to accumulate meaningful data?

Planning the Next Assessment Cycle

1. Start with the just completed assessment cycle.
2. Get consensus from your department on how it can build upon the assessment results.
3. Think about what your department wants to learn from the next assessment cycle.
4. Encourage faculty/staff to articulate their visions and values. Relate assessment outcomes to their interests.

For more information, contact:

- Joann Marzocco
jmarzocco@bergen.edu
X7902
- Gail Fernandez
gfernandez@bergen.edu
X7525

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Assessing Student Learning, 2nd edition, Suskie, Jossey-Bass.