

# University of Arkansas Pine Bluff

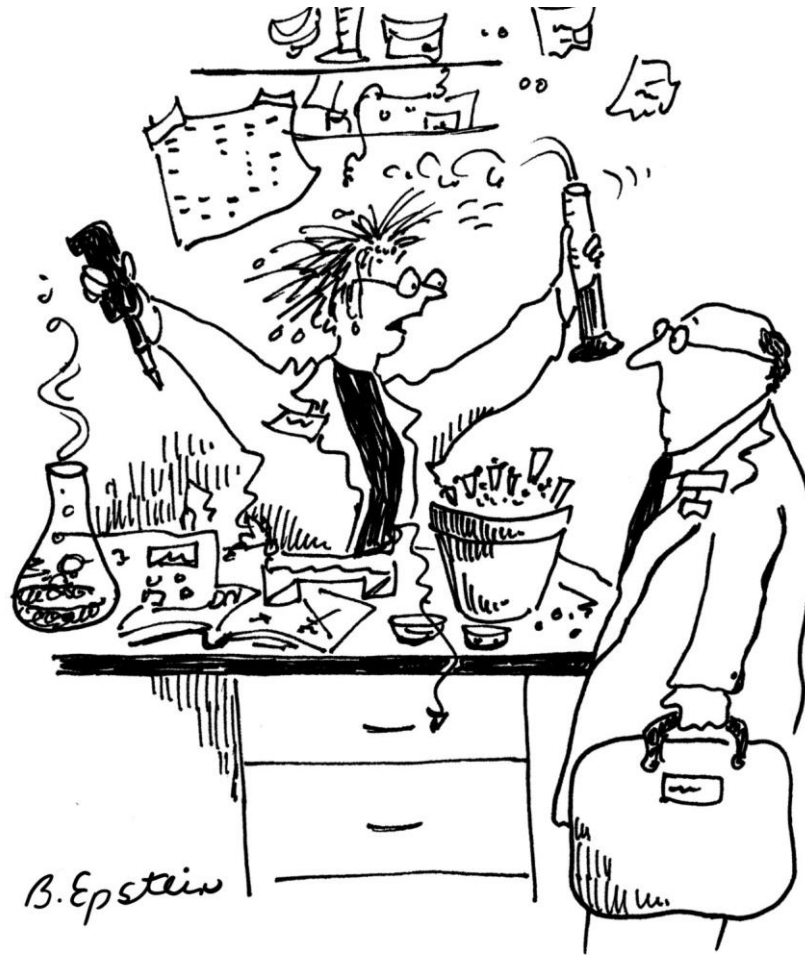
Assessment Data

Your Building Blocks to Program  
Improvement and Closing the Loop

Presenter: Charles “Chuck” Maher, President  
Career, Education and Management Consulting  
[Chuck.Maher@cemconsulting1985.com](mailto:Chuck.Maher@cemconsulting1985.com)

# Introductions

# Building a Culture of Assessment



B. Epstein

“You can’t keep running in here demanding data every five years!”

# In's and Out's of A Culture of Assessment

- **“A culture of assessment within a program** implies faculty routinely establish program outcomes, and student learning is evaluated based on those outcomes. **By evaluating outcomes, both students and faculty identify the concepts or skills that have been mastered.** Faculty use this information to inform and improve their teaching, and this in turn improves student learning. A culture of assessment equates to a culture of improvement. Assessment, from this perspective, is a deeply rooted and continuous process. **When a culture of assessment exists within a program, assessment is so embedded in teaching and learning it may go unnoticed by faculty and students.”**

# Outside Stakeholders

- **“For outside stakeholders a culture of assessments** implies a culture of assurance or evidence. To be assured a program is fulfilling its responsibilities, stakeholders look for evidence of student learning. By definition, **evidence offers visible proof something has occurred**. In this case, evidence is the outwardly visible indicators of what students have learned. For those outside of a program, **a culture of assessment exists only if there is visible and tangible evidence of student learning.**”

[New Forums Press, On May 10, 2016](#)

Dr. Connie Schaffer is an Assistant Professor in the Teacher Education Department at the University of Nebraska Omaha and is involved in campus-wide assessment

# The benefits of closing the loop

- Improvement of learning
- Stronger programs and courses
- Better retention and graduation rates
- More successful accreditation review
- Shared understanding of mission, learning outcomes, and what is being done to achieve them

# How are you creating a culture of assessment



“Remember, Bob, statistics of student achievement are in the eye of the manipulator.”

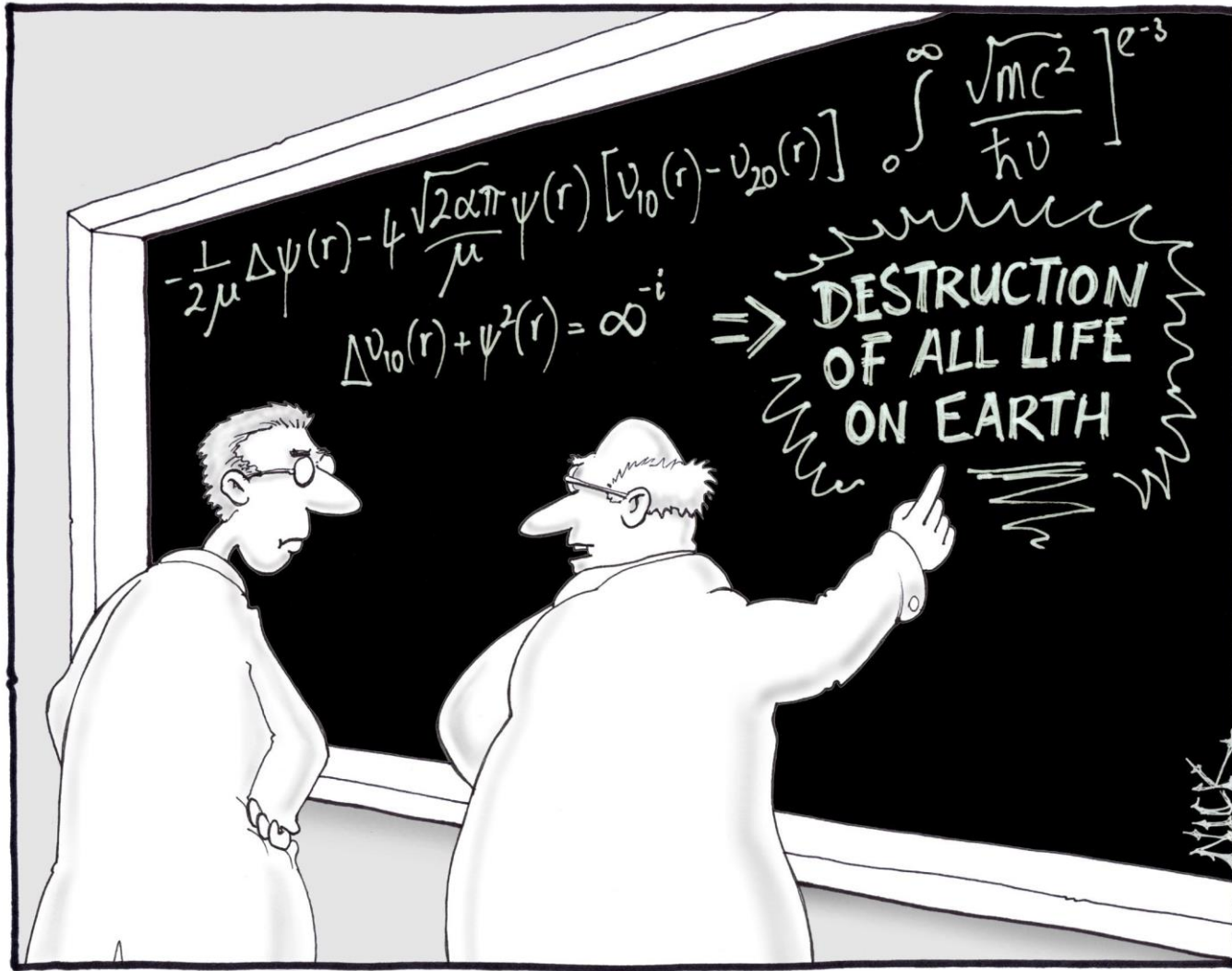


# Fifteen Elements Needed for Your Assessment Culture on Campus

(July 2009 AAUP)

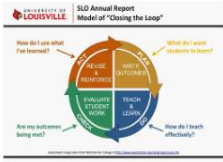
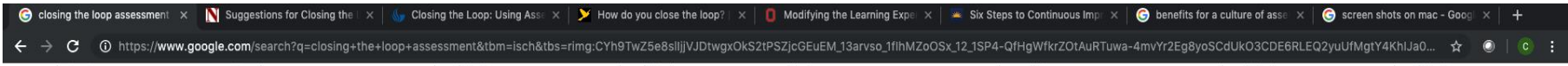
- clear general education goals
- common use of assessment-related terms
- faculty ownership of assessment programs
- ongoing professional development
- administrative encouragement of assessment
- practical assessment plans
- systematic assessment
- the setting of student learning outcomes for all courses and programs
- comprehensive program review
- assessment of co-curricular activities
- assessment of overall institutional effectiveness
- informational forums about assessment
- inclusion of assessment in plans and budgets
- celebration of successes
- responsiveness to proposals for new endeavors related to assessment.

# Closing the Loop – Does It Ever Close?



*"This isn't a BREAKTHROUGH, Colbert! This is CIRCULAR REASONING!  
All you've done here is re-state our original objective!"*

# Google "Closing the Loop"



Student Learning Outcomes (SLOs) Mo...  
slideplayer.com



Closing the Assessment Loop  
wids.org



Closing the Loop in Assessment - ppt ...  
slideplayer.com



Peer Review and Assessment Worksho...  
slideserve.com



Institutions Use Evidence of Assessment...  
slideplayer.com



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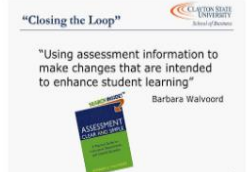
Product Life-Cycle Assessment: Closing ...  
bioenergyconsult.com



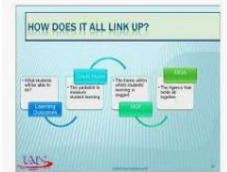
Lifecyle-Plan-Collect-Analyze-Improve ...  
aefis.com



Program Learning Assessment | Vice Provost  
carleton.ca



School of Business 1. "Closing the Loop ...  
slideplayer.com



Outcome-Based Education (OBE) - ppt ...  
slideplayer.com



KCKCC | Organization of Academic Asses...  
kckcc.edu



Events  
cauld.edu

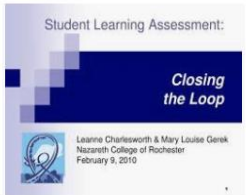
Assessment Report School of The Arts...  
slideplayer.com



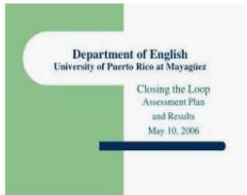
360 Degrees: Conducting a Comprehensive ...  
slideplayer.com



Closing The Loop Assessment: Nation...  
loverelation.in



PPT - Student Learning Assessment: Clo...  
slideserve.com



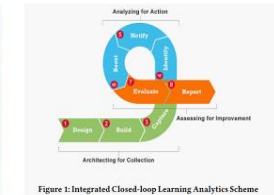
PPT - Closing the Loop PowerPoint ...  
slideserve.com



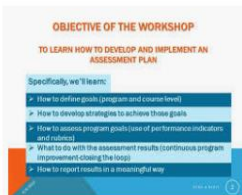
Closing the Loop: Curriculum...  
docplayer.net



Using Data to Improve Student Outcomes  
futurelearn.com



Learning Analytics Modular Kit ...  
sites.nd.edu



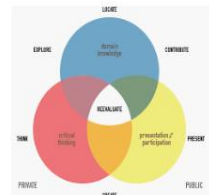
EVIDENCE-BASED DECISION MAKING ...



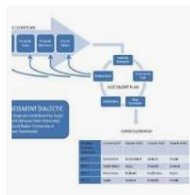
Learning & Teaching in FCA: Pathways ...



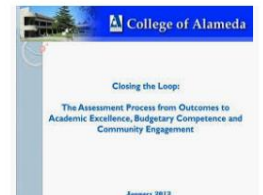
Closing The Loop Assessment: A...



Closing The Loop Assessment: Ass...



Closing the loop with assessment...



The Assessment Process from Outcomes to ...



Clinical Competency Based Assessments

# Everyone says the same thing!!

- Plan
- Assess
- Interpret
- Change
- Start Over

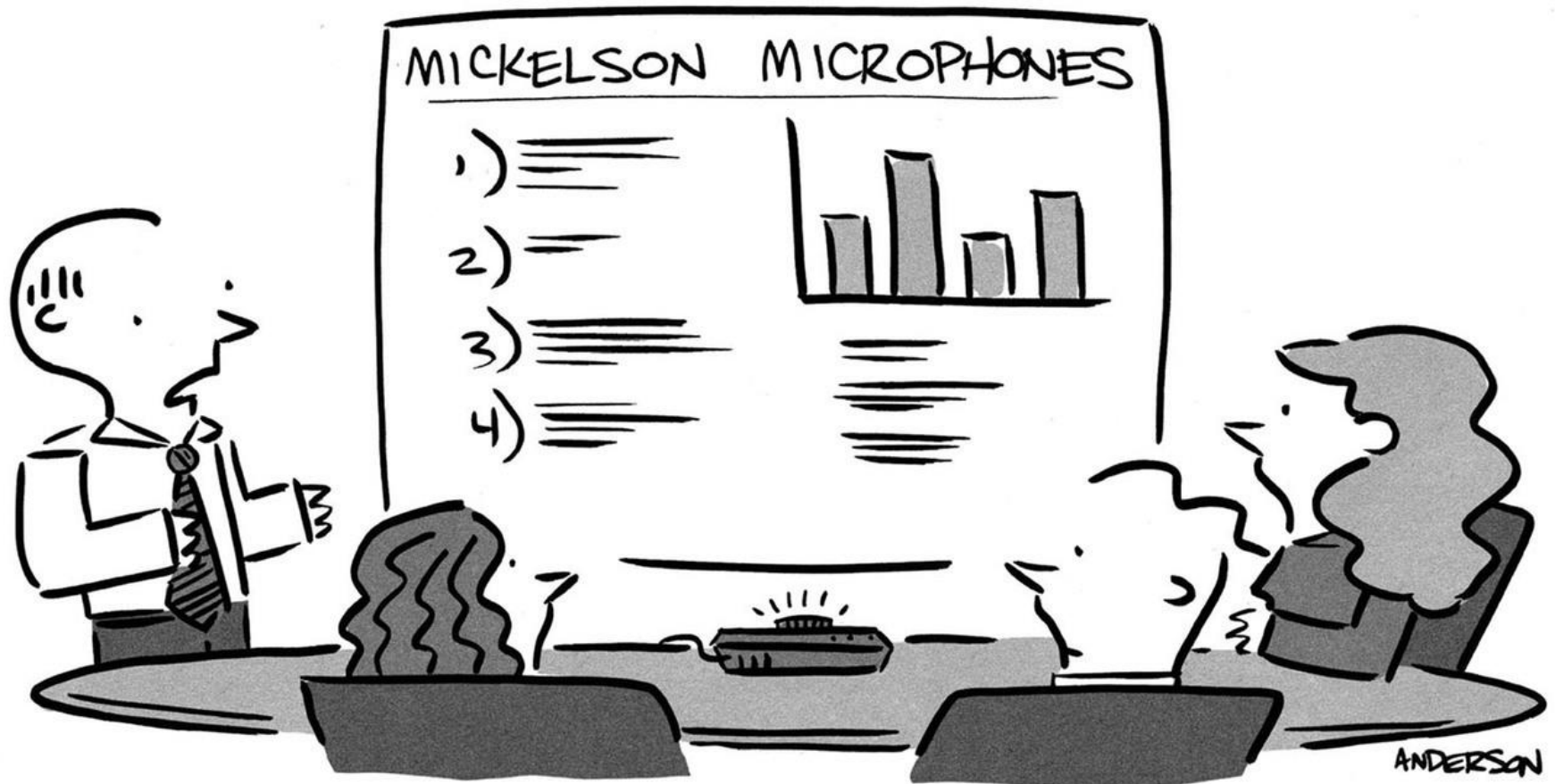
In fact – do this a minimum of 3 years!

# UAPB Assessment Plan Process

- Presented by Dr. Steven Lochmann

# Interpreting Your Data

© MARK ANDERSON, WWW.ANDERTOONS.COM



"The good news is we're getting a lot of feedback.  
The bad news is we're getting a lot of feedback."

# “Know Your Numbers”

- <https://youtu.be/OmlvaoKIE7k>
  - [GatesFoundationPublished on Feb 1, 2016](#)
    - Michelle Cooper, president of the Institute for Higher Education Policy (IHEP)

# Current HLC Report on UAPB

- <https://www.hlcommission.org/component/registry/?Itemid=&Action=ShowBasic&instid=1033>



January 30, 2017

Dr. Laurence Alexander  
Chancellor  
University of Arkansas at Pine Bluff  
1200 North University Drive  
Mail Slot 4982  
Pine Bluff, AR 71601

Dear Chancellor Alexander:

This letter serves as formal notification and official record of action taken concerning University of Arkansas at Pine Bluff by the Institutional Actions Council of the Higher Learning Commission at its meeting on January 23, 2017. The date of this action constitutes the effective date of the institution's new status with HLC.

**Action.** Action. IAC continued the accreditation of University of Arkansas at Pine Bluff with the next Reaffirmation of Accreditation in 2026-27. In conjunction with this action, IAC required the following interim monitoring.

**Interim Report.** An Interim report due 10/15/2018 on student outcomes and enrollment plans (4C).

Further, IAC voted to change the team's evaluation of Criterion 2B, 3C, and 4B from "Met with Concerns" to "Met" with the following evidence:

**2B Met:** The team conclusion of "Met with Concerns" rests on having an outdated catalog on the website even though a current version exists. The team also felt that some information within the catalog could have been more clear. IAC did not agree that this rose to the level of needing interim monitoring and instead determined the issue needs institutional attention.

**3C Met:** The team conclusion of "Met with Concerns" rests with the weighting of areas for faculty evaluation not written out although the team notes that there seems to be an understanding of the expectation through conversations with members of the faculty and administration. IAC did not agree that this rose to the level of needing interim monitoring and instead determined the issue needs institutional attention.

**4B Met:** The team conclusion of "Met with Concerns" is based on the institution having only two years of solid assessment data and on the institution not having a centralized system of recording student complaints. It is noted that the assessment process is working within a new plan and there is two "solid" years of assessment data. It was noted that student complaints are collected but that analysis is not robust due to it being non-centralized. IAC did not agree that this rose to the level of needing interim monitoring but determined it can be reviewed again at the time of the next assurance review in four years.

**Rationale:** IAC concludes that areas of concern noted from 2B and 3C do not reach the level of met with concern. It was noted for 2B that the catalog is complete although not on the website and in 3C faculty and administration have an understanding of how tenure components are weighted. In 4B, an assessment plan is in place although there was only two years of data.

University of Arkansas at Pine Bluff

You say your program works but why should I believe you?



Because I have evidence.



[freshspectrum.com](http://freshspectrum.com)

# What did your assessment show

- Rubric Reports:
  - Discussion of What's there and What's Missing
    - Review of the 17/18 AY Assessment Report

Curricular Unit	Student Learning Outcome	What did the Assessment show?	What will be done to improve Learning
Unit A	Critical Thinking	<p>Missing – everything – this was left blank.</p> <p>If you did not assess these outcomes during this semester you might want to say so.</p>	<p>Missing – everything</p> <p>Suggestion – never leave anything blank...</p>
Unit B	Critical Thinking	<p>No results for freshmen. Sophomores and Juniors are on track in the 3's except for Context_Assumptions and Selecting_Evidence. Even those are essentially on track for this stage of their undergraduate career. Seniors show uniformly lower scores across all components. Seniors struggled especially with Student Position and Conclusions Outcomes.</p> <p>What's there: identified components of rubric that shows struggles</p>	<p>Curriculum map will be examined to insure freshman assessment is not being overlooked. Students appear to be on-track toward mastery next year.</p> <p>Missing: what are they going to do to ensure next year seniors are on track in the areas identified. Did they change anything from last year?</p>

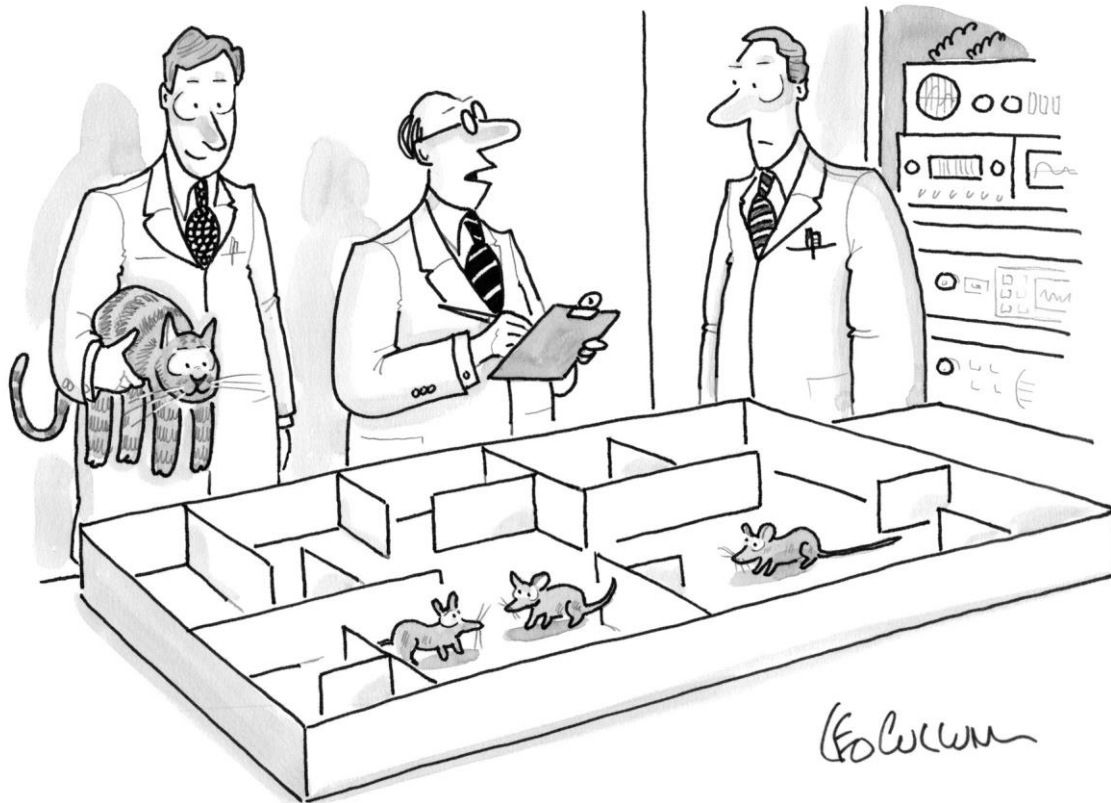
Curricular Unit	Student Learning Outcome	What did the Assessment show?	What will be done to improve Learning
Unit A	Oral Communication	<p>Freshmen had little to no capability in Oral Communication, but there were only 2 Freshmen assessed, so it is entirely possible that this result is due to sample error and not student ability. Again, Sophomores and Juniors are on track toward mastery scoring 3 or better in all components of the SLO. Seniors scored slightly below Sophomore/Junior students and were weakest in developing their Central Message.</p> <p>There: identified components of rubric that shows struggles; showed flaws in the assessment data</p>	<p>Additional opportunities for students to speak will be incorporated in the curriculum. Special attention will be paid to developing the central message and supporting the message with appropriate reference materials.</p> <p>There: what they are going to do to improve with areas students are struggling.</p> <p>Missing: Why might the seniors have scored lower than others. Was there changes made in the previous year that help the younger students?</p>

Curricular Unit	Student Learning Outcome	What did the Assessment show?	What will be done to improve Learning
Unit B	Oral Communication	No weak areas noted (below 2.5). There was significant variation between classes but no significant variation between topics.	<p>Missing – this was left blank in the reports.</p> <p>Where is your bar set?</p> <p>2.5 might be ok for freshman – but what about a senior? Are they moving toward mastery? And what do you mean by significant variation between classes but not topics?</p>

# What other data is available?

- LiveText (WaterMark) available reports
  - Rubric based program reports
    - <https://www.livetext.com>

# Preparing for Breakout Session



**"You will note that their ability to comprehend, assess and process information increases dramatically when Professor Podhertz throws in the cat."**



# What did the data Show?

- Rubric
  - At an element level
  - formative assessment over courses and grade level
  - Program strengths and weaknesses
  - ETC.....

# What will be done to improve outcomes in the future

- Curriculum Changes
  - Program Level: change the artifact, change the criteria for success, etc
  - Course Level: change delivery methods, change content flow, etc..
- Resource Allocations (can provide quantitative evidence)
  - Equipment
    - Program
    - Classroom
  - Student Resources

# Short Break

Please be back in 15 minutes

# Breakout Session

- We will be dividing into 5 groups
- Utilize handouts in your discussions
- Follow outline on program agenda for reporting back to entire group

# Questions to consider when closing the loop

## Data Related

- What does the data tell you?
- What is the program doing effectively?
- What outcomes are you meeting? What outcomes are you not meeting?
- Why are those outcomes not being met?
- Did you collect sufficient data to explain what the problem might be?
- What are the strengths, weaknesses, and needs?
- What kind of changes can you implement to get different outcomes?

## Assessment Related

- Have you defined expectations for performance at grade level? If so, how can you improve?
- Have you identified how you will communicate to students these expectations and how they will be assessed? If yes – How can you improve on this process?
- Are you holding the students to the highest possible achievement at grade level? Are they achieving the bar set – if yes celebrate; if not did you figure out why students did not achieve the levels expected – was it student cohort related or was it student experience related? (school resources provided)
- Have you evaluated the data on low achieving students to determine what has worked and what has not worked with in helping them achieve success?
- Are your assessment rubrics allowing faculty to assess the elements and also provide a holistic assessment? Are they aligned to the outcome standards being assessed?

# Programs report on Breakout Session

- Review and discuss results of data
- Interpret data to determine strengths and weaknesses
- Brainstorm types of resources curriculum changes and other types of action
- Discussed strategies that could improve use of assessment data

# Program Expectations for closing the loop

- Programs
- Faculty
  - How do you engage them?

# Ashley Finley on the Future of Assessment in Higher Education

- <https://youtu.be/6mysEnar8zl>



Below I have provided links to some resources that you might find helpful.

- <https://www.aaup.org/article/establishing-culture-assessment#.XSX5E5NKhTY>
- <https://www.insidehighered.com/advice/2018/03/22/how-administrator-can-build-culture-excellence-their-academic-unit-opinion>
- <http://www.learningoutcomeassessment.org/documents/occasionalpaperseventeen.pdf>
- Produced by the Center for Engaged Learning at Elon University (<http://www.centerforengagedlearning.org>)
  - <https://youtu.be/6mysEnar8zl>

# The Assessment “Pyramid””

Common measures, rubrics, and learning outcomes are communicated downward through the university hierarchy

When assessments are performed in LiveText, data flows back upwards to the appropriate level.

## Institution-wide

(Gen. Ed. Outcomes, Core Competencies, Regional Accreditation)

## Program Level

(College or Department outcomes, National Accreditation)

## Course Level

