CLOSING THE LOOP

Best Practices in Assessment, March 7 & 8, 2012

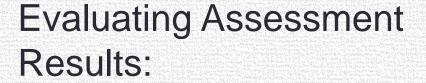
PARTS OF OUR ASSESSMENT PLAN

- 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.
- Relate the intended outcome to one (or more) component of the College Strategic Plan (2011 2013).

PARTS OF OUR ASSESSMENT PLAN (cont.)

- 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



- 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

- Positive assessment results should be shared with your colleagues.
- 2. Discuss what made the results positive.
- 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.
- 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.
- Encourage faculty/staff to articulate their visions and values. Relate assessment outcomes to their interests.

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Acknowledgements:

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