



## Closing-the-Loop: Engaging Faculty in Developing, Reviewing, and Improving the Assessment of Student Learning

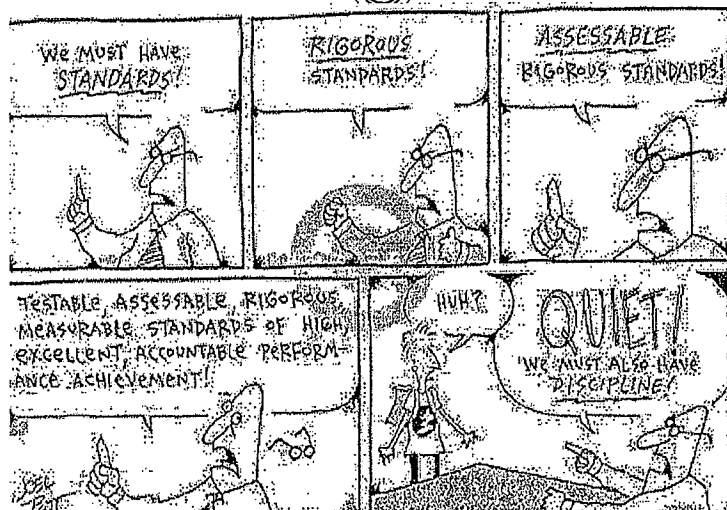
Presentation at the Assessment Institute

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<http://www.butler.edu/institutional-research/>

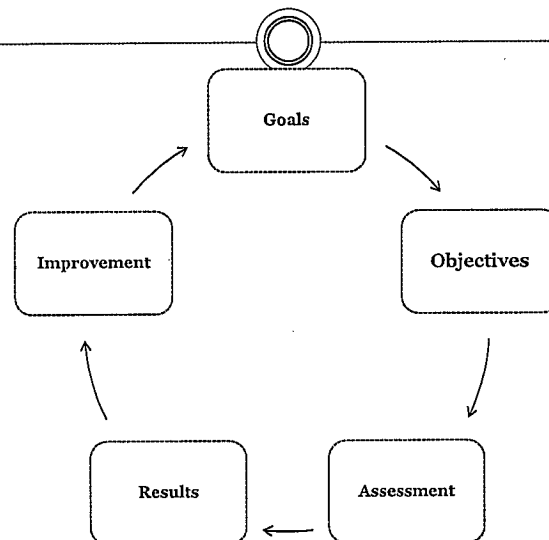
## AH ASSESSMENT!!



## Background and Purpose of Outcomes Assessment at Butler University

- Designed to improve teaching and learning at the academic department and program level.
- University-wide requirements that stimulate assessment activities in academic and administrative units.
  - Academic departments and programs set student learning outcomes for majors, assess these goals, and use assessment findings to improve programs.
- Responsibility for academic assessment resides at the unit level so faculty play key role in shaping student learning outcomes and assessment methods (Palomba, 2002), and the learning inherent to assessing these outcomes enables faculty to improve the curriculum and instruction (Banta, Jones, & Black, 2009; Hutchings, 2010).

## Assessment Process



## Purpose of Academic Assessment Committee

- Provides leadership in outcome assessment as members facilitate these processes and serve as resources.
  - Associate Provost for Faculty Affairs and Interdisciplinary Programs, Associate Deans of 6 Colleges, Faculty Coordinators of Assessment in Professional Colleges, Institutional Research and Assessment Professionals
- Develop guidelines for assessment reviews and documents that describe the process and results through annual assessment reports.
- Regularly evaluate assessment reports and provide feedback on student learning outcomes, assessment methodologies, established criteria for success, assessment findings, and identified needs as well as strategic responses.

## Annual Academic Assessment Report Template

- Uses a matrix to chart student learning outcomes, identifies two assessment methodologies for each outcome (one direct and one indirect method), establishes criteria for baseline competency in the student learning outcomes, and indicates when assessment evidence will be collected.
- Collecting assessment evidence is scheduled over three years so each outcome is assessed once every three years.

Student Learning Outcome (SLO)	For each SLO, list two methodologies and the criteria for successful performance (such as a measurement, rubric or scale that indicates a baseline for competency).				Term Assessed
	Methodology 1	Criteria for Success	Methodology 2	Criteria for Success	
1.					
2.					
3.					
4.					

## Annual Academic Assessment Report Template



- Summarize assessment findings for each student learning outcome reviewed and include supporting documentation (assessment measures, questionnaires, rubrics, and results).
- Discuss :
  - Any programmatic changes made in response to findings
  - Support services or resources that would help faculty assess its student learning outcomes
  - Revisions made or being considered to current student learning outcomes
- Map program-level student learning outcomes to the twelve Butler University student learning outcomes.

## Annual Academic Assessment Report Template



- Account for when the student learning outcomes are introduced or refined through courses in the curriculum. This reveals gaps and redundancies in departments and improves articulation of student learning outcomes across all program segments..

List all courses in the program and map each of your student learning outcomes to the curriculum in which the learning occurs, indicating the extent to which the outcome is introduced (I) or refined (R).

For example:

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
Course 1		I				
Course 2		I				
Course 3			I		I	
Course 5						R
Course 6						
Course 7	R		R	I		I
Course 8	I	I				

- Indicate whether outcomes have been addressed outside the classroom and explain where and how students experienced these opportunities.

## Peer Review of Academic Assessment Reports



- 1) Were the student learning outcomes appropriate and well-specified?
  - 2) Were the assessment methodologies (rubrics, scores, etc.) available as well as understandable and did the department use a direct and indirect assessment methodology for each outcome?
  - 3) Were the "criteria for success" established high enough so there were some failures in reaching the level of perfection?
  - 4) Were the findings understandable and did they reflect reasonable effort?
  - 5) Did the program identify any needs and strategic responses to deficits demonstrated by assessments?
  - 6) Did the assessment report show adequate understanding of university assessment expectations and if not, what suggestions for improvement might be offered?
- Written report summarizes feedback and is sent to faculty authors as well as appropriate college deans and institutional leaders.

## Findings and Implications



- In 2010, 88% of academic departments and programs submitted suitable assessment plans (37 of 42). All reports were reviewed and feedback was generated for each plan.
- Academic assessment committee clearly understand the review process and have solid guidelines to formulate recommendations about assessment.
- Committee requested summary of previous feedback to determine whether earlier recommendations were addressed.
  - Acknowledge improvements that occurred
  - Provide targeted direction and support to units that consistently struggle with planning assessments or reporting findings
- Annual assessment reports and feedback helped to reinforce expectations about assessing student learning outcomes and sustain momentum about assessment.

## Moving Ahead - 2011



- In 2011, Office of Institutional Research and Assessment (OIRA) offered modest funding for assessment-related activities, through mini-grant program.
  - Grants for departments and programs that were making curricular changes as a result of assessment process.
  - Continual assessment and innovation often requires extra meetings and materials that department and program budgets may not be able to comfortably support.
  
- University Assessment Committees no longer provide commentary on all individual assessment reports.
  - Now OIRA reads and provides feedback on assessment reports, and visits with each area separately to provide feedback about what is working well and respond to ongoing questions or concerns.
  - OIRA briefly summarizes feedback results to the Assessment Committees.
  - The goal is to provide feedback by the end of the fall semester so the spring semester can be spent—among department chairs or individual programs, or among administrative units—considering the results, making change, and closing the loop.

## Administrative Assessment Template



Goals	Annual Performance Objectives (APO)	Methods of Assessment	Results	Improvements identified or made	Year assessed

## Administrative Assessment Reports

- Admissions
- Alumni and Parent Programs
- Athletics
- Building Services
- Butler Institute for Research and Scholarship
- Butler University Police Department
- Butler University Police Department
- Center for Citizenship and Community
- Center for Faith and Vocation
- Center for Global Education
- Center for High Achievement and Scholarly Engagement
- Conferences and Special Events
- Constituent Management
- Counseling and Consultation Services
- Development
- Dining Services
- Diversity Programs
- Exploratory Studies
- Financial Planning, Budgets, and Grants
- Greek Life
- Honors
- Health Education and Outreach Programs
- Information Technology
- Institutional Research and Assessment
- Internships and Career Services
- Libraries
- Maintenance Services
- Orientation Programs
- Programs for Leadership and Service Education (PuLSE)
- Recreation
- Records and Registration
- Residence Life
- Student Health Services
- Student Disability Services
- University Band and Spirit Programs
- University Relations

<http://www.butler.edu/institutional-research/administrative-assessment/administrative-assessment-reports/>

## Questions and Comments

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## References



Banta, T. W., Jones, E. A., & Black, K. E. (2009). *Designing effective assessment: Principles and profiles of good practice*. San Francisco: Jossey-Bass.

Hutchings, P. (2010, April). *Opening doors to faculty involvement in assessment*. Champaign, IL: National Institute for Learning Outcomes Assessment.

Palomba, C. A. (2002). Scholarly assessment of student learning in the major and general education. In T. W. Banta (Ed.), *Building a scholarship of assessment* (pp. 201-222). San Francisco: Jossey-Bass.