



**UNC CHARLOTTE**

Office of Assessment and Accreditation

**Closing the Loop: Evidence of  
Seeking Change and/or  
Improvement**

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# LEARNING OUTCOMES

At the end of this session, participants will know or be able to:

- Understand initiatives implemented to encourage the preparation of quality and meaningful plans and reports
- Understand criteria for the selection of exemplary SLO reports through the reflection and discussion of examples

# UNIVERSITY BACKGROUND

- Urban research
- 2018 student profile:
  - Near 29,000+ enrolled with 24,000+ undergraduates
  - 50% of undergraduates are transfer students
  - 3,700 entering Freshmen
- 286 degrees, certificates, and minors
- Seven Colleges



2018 Designee

# MOTIVATORS

- Faculty Council President email
- SACSCOC standard 8.2.a (Fifth-Year Report due in Spring 2019)
- “Return of the Pig: Learning Interventions”

# CLOSING THE LOOP QUESTIONS

- How did programs use assessment results to make changes?
- How did programs assess changes and demonstrate improvement(s)?
- Did the changes demonstrate improvements in the area of curriculum or instruction?

# UNIVERSITY CHALLENGES & PRACTICES

## Challenges

- Lack of reporting
- A single data reviewer and decision maker (chair or coordinator level)
- Faculty not invested in or value SLO process

## Practices

- Discussed importance of University-level and College-level Practitioner roles
- Shared information with senior leadership
- Publically recognized models of excellence
- Offered funding & professional development

# DATA COLLECTION & ANALYSIS

## ➤ Who?

- Trained Graduate Assistant
- Two semesters for \$10,500

## ➤ What?

- Reviewed 286 SLO Reports
  - Components & expectations
  - Impact of last year's improvements
  - Planned improvements for next year
  - Compiled examples

# GROUP ACTIVITY

- Review the SLO report
- How does the report demonstrate that results will be used to inform decision making?
- If the program implemented changes, did the changes lead to improvement(s)?
- Why might the Graduate Assistant have selected this as a model?



## **BAAFRS03: Write final papers that conform to the writing styles in the social sciences and/or humanities.**

### **Effectiveness Measure**

All the 71 final papers written in Research Methods and Senior Seminar were used for data collection. Each paper results from a semester-long project under the supervision of a professor. Evaluators examine: Content & Development, Organization, Language, and Conventions.

### **Methodology**

The assessment committee will use common scoring rubrics to evaluate each essay/presentation paying attention to the four indicators of effective writing.

### **Expected Performance Outcome**

80% of the student headcounts/products assessed will achieve a score of good or excellent for effective writing.

### **Current Year's Assessment Data**

Of the 71 student headcounts assessed in the spring and fall of 2016, 93% scored good or excellent.

### **Reflection on the Continuous Improvement of Student Learning**

93% is 13 points above the expectation (80%). The course instructors and assessment committee attribute this to the small size of the classes, and the one-on-one pedagogically coaching experience that were put in place. These include detailed review of paper drafts, and scaffolding of feedback on critical and analytical paper writing and oral presentation. The faculty in general also attribute the improvement to the department's curriculum roadmap that enabled these skill sets to be implemented and reinforced throughout the courses in AFRS major.

**BSRT02: Students will apply knowledge of neonatal, pediatric, and adult critical care pathophysiology to interpret pertinent clinical information to select appropriate therapeutic intervention.**

### **Effectiveness Measure**

The measure used to gauge acquisition of the SLO is the CCM Comprehensive assessment in Adult Critical Care Pathology (RESP 4204).

### **Methodology**

The assessment will consist of 50 multiple choice questions taken from question banks prepared by faculty. The questions will be structured like the NBRC exams.

### **Expected Performance Outcome**

The performance outcome is that 80% or more of the students will achieve a grade of 80% or higher on the comprehensive assessment.

### **Current Year's Assessment Data**

92% of students achieved a grade of 80% or better on the comprehensive assessment.

### **Reflection on the Continuous Improvement of Student Learning**

The BSRT faculty felt it would be best to split up RESP 4204 into an adult critical care pathophysiology course and create RESP 4106 as the neonatal/pediatric version of critical care pathophysiology. Having two separate courses would give students the opportunity to have multiple course modules focusing more thoroughly on the anatomy of various patient demographics as well as the pathophysiology of vast cardiopulmonary disease states the profession of respiratory therapy manages.

# ASSESSMENT MODELS

- 37 programs (13%) had model assessment plans and reports
- One of the following occurred:
  - changes were informed by the assessment
  - collaborative efforts among faculty
  - impacts were well-documented
  - changed the academic support used in a course
  - made changes to the course curriculum and instruction

# MODELS OF EXCELLENCE

- 25 programs (9%) were models of excellence
  - multiple changes to the curriculum
  - demonstrated learning improvement from the prior year
  
- Public recognition and monetary support for future efforts provided for some

# RESPIRATORY THERAPY (2018)



# COLLEGE OF BUSINESS (2018)



# MIDDLE, SECONDARY, AND K-12 (2019)



# REFERENCES

**Fulcher, K., Smith, K., Sanchez, E., Ames, A., & Meixner, C. (2017). Return of the pig: Standards for learning improvement. *Research and Practice in Assessment, Volume 11.***



**Questions?**