

Closing the Assessment Loop of Program Learning Outcomes:

# **Institutional Strategies for Accreditation Needs**

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# ONU AT A GLANCE

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OHIO  
**NORTHERN**  
UNIVERSITY



# Accreditation Demands of Closing the Assessment Loop

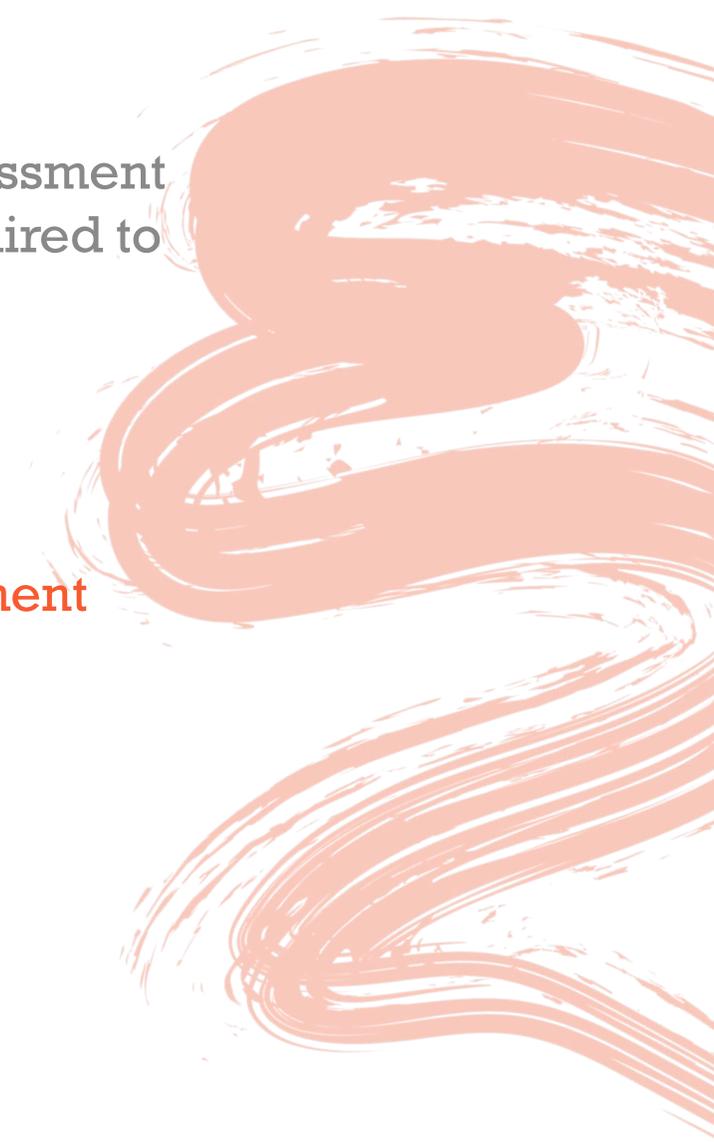
Accrediting bodies have increasingly emphasized the use of assessment results to improve teaching and learning, and institutions are required to provide evidence of closing the assessment loop.



HIGHER LEARNING COMMISSION

**4.B.2. The institution uses the information gained from assessment to improve student learning**

Professional Program Accreditors including:  
AACCP, ABA, AACSB, ABET, CAEP



# Accreditation Demands of Closing the Assessment Loop: **ONU's Challenge**

In preparing for reaffirmation of the regional accreditation (i.e., HLC), the University knew it must provide evidence of using the outcomes assessment data to improve teaching and learning at the program level as well as the institutional level.

- ❑ **University-wide Practices** of closing the assessment loop have been centralized and were well-documented.
- ❑ **Program-level Assessment of Major Fields** have been faculty-driven efforts within the academic program, which was a challenge for the University to document such decentralized practices of closing the assessment loop.



# Assessment Practices of Academic Programs



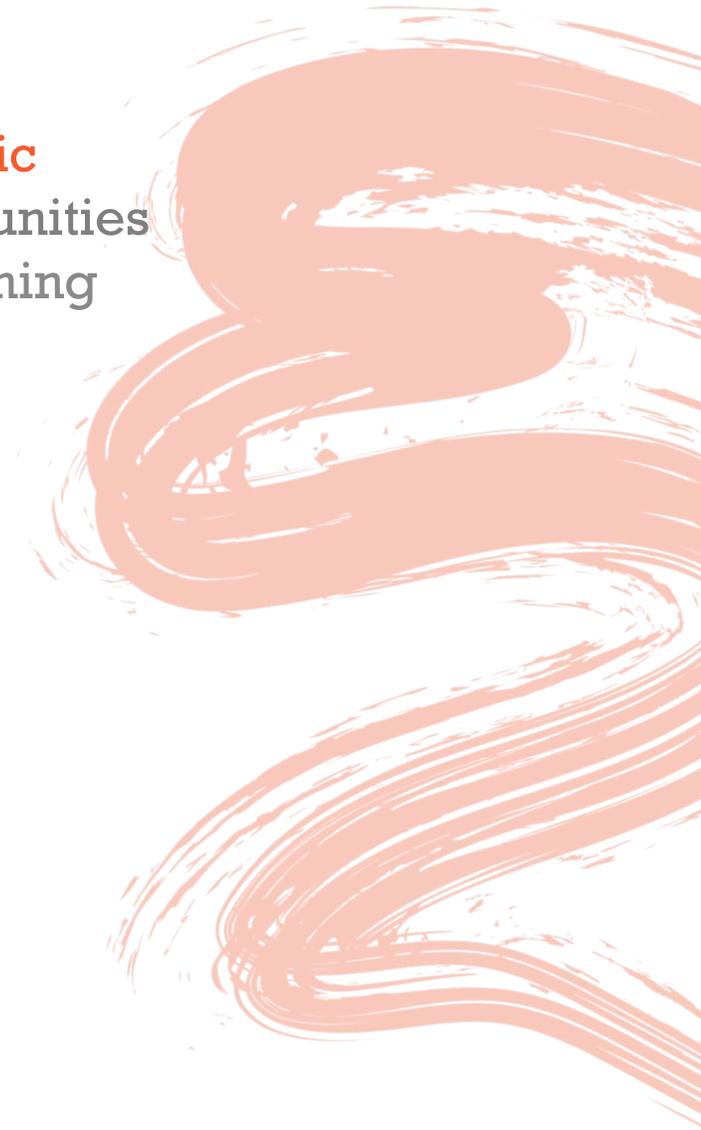
Faculty-Driven Assessment Model: [Hurtig and Kim. 2017 Assessment Institute](#)

# Strategies for Accreditation Needs

ONU has been utilizing the following **strategic tools for the systemic documentation process** as well as the faculty development opportunities for good practices of closing the assessment loop of program learning outcomes.

## Four Strategic Tools:

1. Guided Annual Assessment Report Form
2. Evaluation of Assessment Practices
3. Assessment Showcases
4. Guided Program Review Self-Study Report Form



## Strategic Tool 1. Guided Annual Assessment Report Form

- Developed in 2016 as an outcome from the University's assessment initiatives (i.e., faculty-driven assessment model).
- Intended to reinforce the assessment practices of academic programs, especially on the use of assessment data to improve student learning.
- Provides guidelines on closing the program assessment loop, from planning to follow-up activities.

Handouts are available on the Assessment Institute website at <https://tinyURL.com/ONUHandout>



# Strategic Tool 1. Guided Annual Assessment Report Form

PART I. Assessment Plan	PART II. Annual Assessment Cycle
<ul style="list-style-type: none"> <li>A. Mission Statement</li> <li>B. Student Learning Outcomes (SLOs)</li> <li>C. Assessment Methods               <ul style="list-style-type: none"> <li>1. Alignment Matrix</li> <li>2. Assessment Method Form</li> <li>3. Timeline</li> <li>4. Supporting documents</li> </ul> </li> <li><b>D. Evaluation Plan of SLOs</b></li> </ul>	<ul style="list-style-type: none"> <li><b>A. Follow-up on Last Year's Assessment Process</b></li> <li>B. Assessment Activities               <ul style="list-style-type: none"> <li><b>1. Summary Results &amp; Evaluation Form</b></li> <li>2. Assessment Data</li> </ul> </li> <li>C. Reflection on Assessment Plan and Practice</li> </ul>

# Strategic Tool 1. Guided Annual Assessment Report Form

**Step 1. Assessment Plan** section asks the program to specify plans for evaluating assessment results and action items (Part I.D):

“Specify the process for systematically reviewing the data collected through the assessment plan... who will be involved in performing the evaluation and in what role, how the findings will be reported for each SLO, and **how accountability will be established for any action item developed as a result of the reviewing process.**”

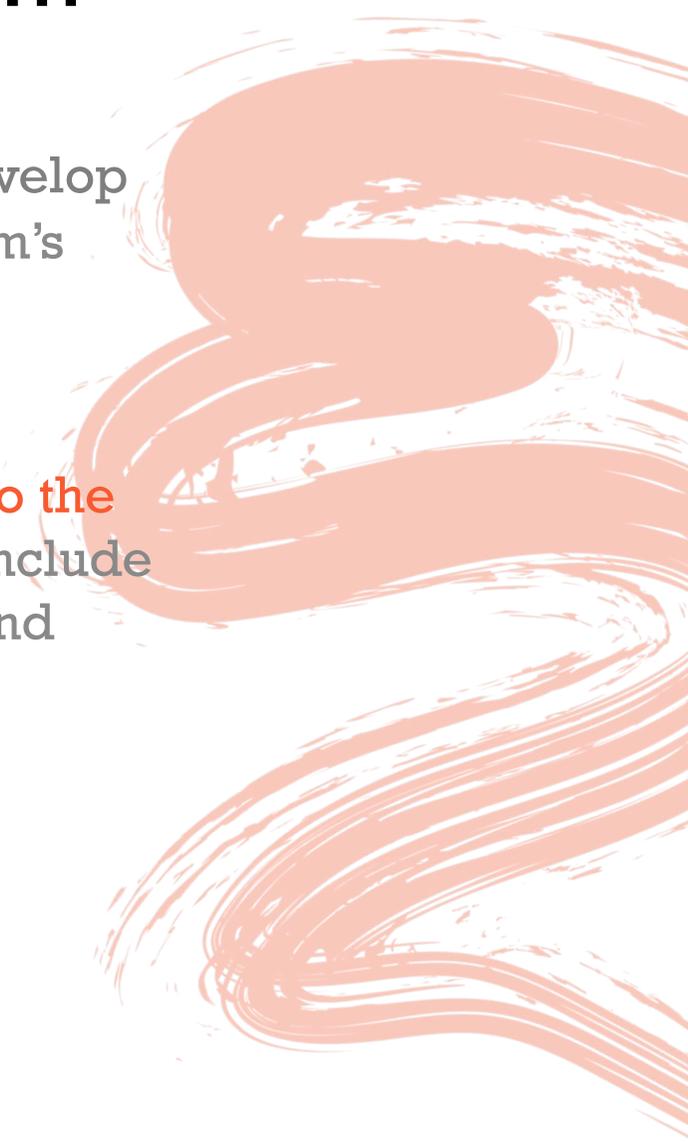


# Strategic Tool 1. Guided Annual Assessment Report Form

**Step 2. Assessment Results** section asks the program to develop **Action Plans** for the learning outcomes that didn't meet the program's expectation (Part II.B.1).

On the evaluation rubrics of action plans:

“Each set of **action plans to improve student learning are relevant to the SLO and are tied to one or more assessment results**. Action plans include descriptions of what will be done, who will implement and when, and how accountability will be established.”



# Strategic Tool 1. Guided Annual Assessment Report Form

## Summary Results & Evaluation Form: *Teacher Education (Example)*

Academic Year: 2017-18

SLO #4: Demonstrates the knowledge, skills, and dispositions that indicate s/he practices <b>reflective thinking</b>				Overall Results (Choose One)	
					Met Standards
				X	Partially Met
					Unmet
Measures	(a) When & # Students	(b) Standards of Performance	(c) Results Identify gaps in student learning by indicating whether the student performance met or did not meet the standard.		
Measure 1: Teacher Performance Assessment (edTPA)  Rubric #5, #10, #11, #12 & #15	F17 & S18 (18 Student Teachers)	A group mean score of 2.8 or above for each rubric a 5-point scale, while 70% students must receive a total score of 42 or higher.	<ul style="list-style-type: none"> <li>Met standards for rubrics 5, 11, 12, and 15               <ul style="list-style-type: none"> <li>o Rubric 5 (Planning Assessments to Monitor and Support Learning): mean=3.1 (range of 2.0-4.0)</li> <li>o Rubric 11 (Analysis of Learning): mean=3.4 (range of 2.5-4.0)</li> <li>o Rubric 12 (Providing Feedback to Guide Learning): mean=2.9 (range of 1.0-4.0)</li> <li>o Rubric 15 (Using Assessment to Inform Instruction): mean=3.3 (range of 1.05-4.0)</li> </ul> </li> <li>Not met standards for rubric 10               <ul style="list-style-type: none"> <li>o Rubric 10 (Analyzing Teaching Effectiveness): mean=2.5 (range of 2.0-3.0).</li> </ul> </li> <li>Met standards for edTPA total test score: 100% received a total score of 42 or above (mean score=45.7, range of 43-52)</li> </ul>		
Measure 2:					
Measure 3:					
<b>(d) Action Plans:</b> On the edTPA results (Measure 1), our student teachers' performance of rubric 10 (Analyzing Teaching Effectiveness) didn't meet the program's standard. The program faculty will examine course assignments addressing the five rubrics of edTPA and identify if there are proper assignments aligned to rubric 10. The program chair and the instructor of edTPA are currently collecting the alignment data from each faculty. The program faculty will evaluate the alignment data during a faculty meeting in October 2018 and develop further action plans.					

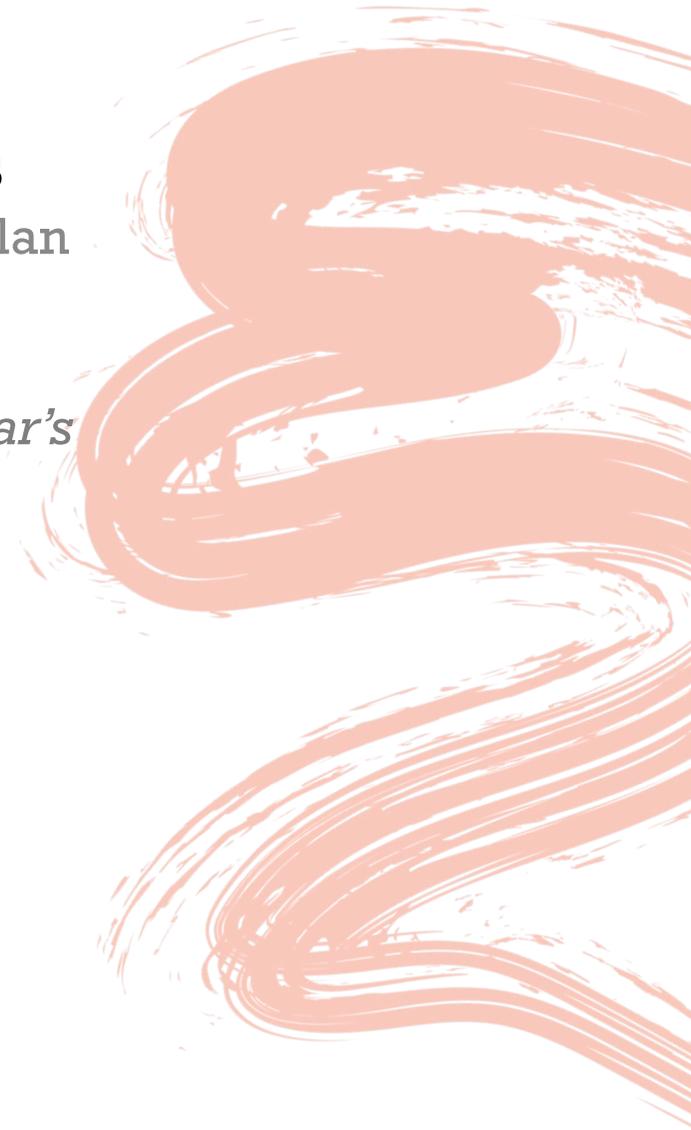
## Strategic Tool 1. Guided Annual Assessment Report Form

### **Step 3. Follow-up on Last Year's Assessment Process**

section confirms if the program has fully implemented the action plan (Part II.A):

*“Describe the changes made and the progress obtained from last year’s action plan to improve student performance.”*

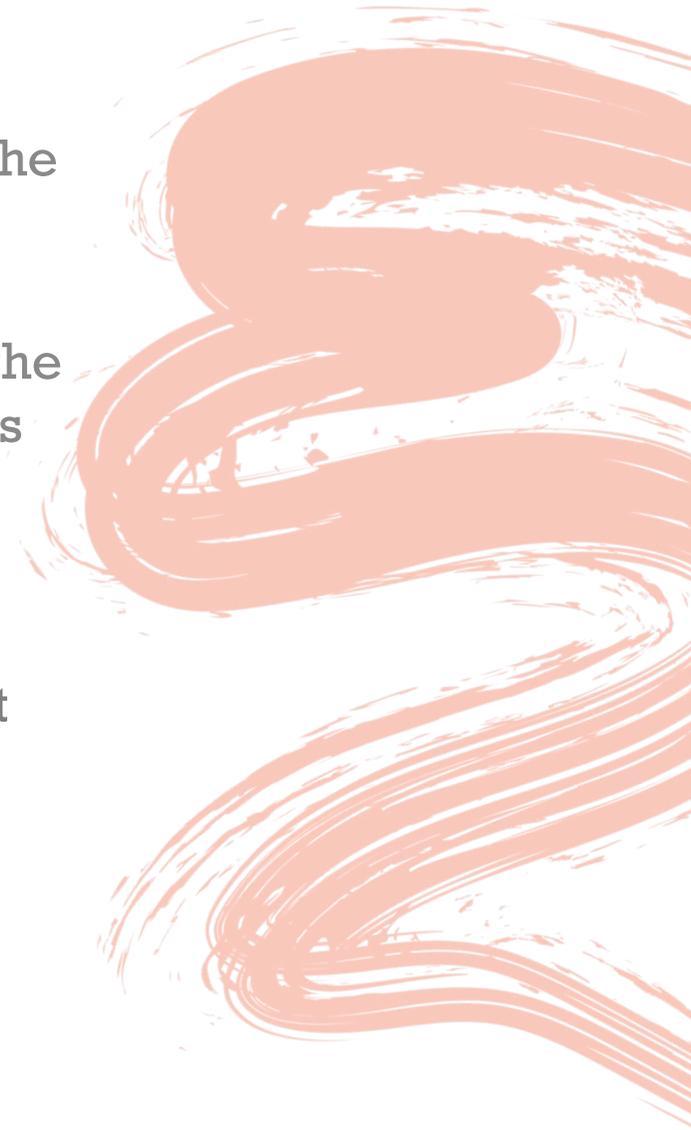
- ✓ The information and data provided in this section **serve as the evidence repository of closing the assessment loop.**
- ✓ Samples of evidence are documented for accreditation needs.



## Strategic Tool 2.

# Evaluation of Assessment Practices

1. Annual assessment reports of program SLOs are evaluated by the University Assessment Committee using the **evaluation rubric**.
2. The evaluation results are analyzed and monitored for each of the evaluation criteria using a tabulation across all program reports (e.g., **action plans developed based on assessment findings, implementation progress of last year's action plans**).
3. This results in an assessment of the university-wide assessment practices and documents this for accreditation needs.



# Rubric for Reviewing Annual Assessment Reports

## Part II. Annual Assessment Cycle

**Performance Levels:** 4=Meets Expectations, 3=Needs Minor Improvement, 2= Needs Major Improvement, 1=Missing, N/A=Not Applicable

Evaluators provide a note or justification when a criterion is found to not meet the expectation (i.e., performance level of 3, 2, 1, or N/A).

Criterion	Expectation	4	3	2	1	N/A	Notes regarding criterion that was not at the level of 4, "Meets Expectations"
II-A.1. Follow-up on Last Year's Action Plan	1	Previous year's action plans were fully implemented.					
	2	Progress obtained from action plan implementations is described.					
II-A.2 Response to UAC Review	3	The program addressed all comments from last year's University Assessment Committee review.					
II-B. Assessment Activities	4	The Summary Results & Evaluation Form (SREF) for each SLO provides all relevant background information (measure, when and number of students, and standards of performance). <i>Sections (a) &amp; (b) of the table</i>					
	5	All SREFs contain results presenting evidence as to whether the student performance met or unmet the standards of performance. <i>Section (c) of the table</i>					
	6	The overall result section ( <i>check box at the top-right corner of the table</i> ) of each SREF is appropriately classified.					
	7	Each set of action plans to improve student learning, as warranted, are relevant to the SLO and are tied to one or more assessment results. <i>Section (d) of the table</i>					
	8	Action plans include descriptions of what will be done, who will implement and when, and how accountability will be established. <i>Section (d) of the table</i>					

Handouts available on the Assessment Institute website at <https://tinyURL.com/ONUHandout>

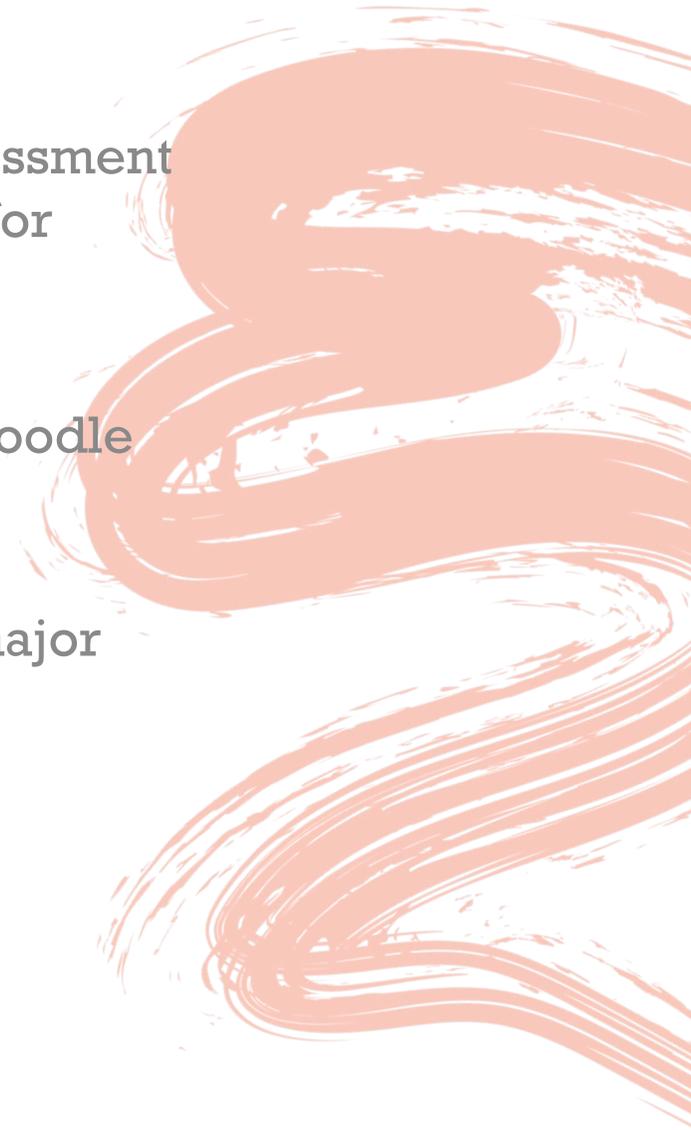
## Strategic Tool 2. Evaluation of Assessment Practices Sample Evidence

### Evaluation of Program-level Assessment Practices 3-Year Evaluation Results of Annual Assessment Reports on Program SLOs

Criterion	Rubric No.	Rubric Description	% Reports Scored '3' or higher		
			AY2016	AY2017	AY2018
Part II. Annual Assessment Cycle					
II-A.1. Follow-up on Last Year's Action Plan	1	Previous year's action plans were fully implemented.	89%	85%	81%
	2	Progress obtained from action plan implementations is described.	89%	87%	88%
II-A.2. Response to	3	The program addressed all comments from last year's University Assessment Committee review.	79%	91%	88%
II-B. Assessment Activities  (Summary Results & Eval. Form)	4	Provides all relevant background information (measure, when and number of students, and standards of performance). Sections (a) & (b)	80%	82%	84%
	5	Presents evidence as to whether the student performance met or unmet the standards of performance. Section (c)	82%	82%	84%
	6	The overall result section of each SREF is appropriately classified.	75%	87%	85%
	7	Each set of action plans to improve student learning are relevant the SLO and are tied to one or more assessment results. Section (d)	70%	85%	87%
	8	Action plans include descriptions of what will be done, who will implement and when, and how accountability will be established. Section (d)	65%	75%	75%

## Strategic Tool 3. Assessment Showcases

- ❑ Designed to celebrate the growing faculty engagement in assessment practices of learning outcomes and to provide an opportunity for academic programs to share assessment best-practices.
- ❑ Outstanding annual assessment reports are published in the Moodle site and shared among all the faculty across the campus.
- ❑ Serves as sample evidence for good assessment practices of major fields



# Strategic Tool 3. Assessment Showcases

NorthernOnline

 My Courses

[Home](#) / [My Courses](#) / [Training & Information](#) / [Project Site](#)

## Assessment of Program SLOs

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[2017-18 Assessment Reports](#)

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[2016-17 Assessment Reports](#)

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[2015-16 Assessment Reports](#)

## 2018-19 Assessment Reports

ASSIGNMENT 



Art and Design (Art Education)

Feedback available | Submitted October 15, 2019 **Due October 15, 2019**

ASSIGNMENT 

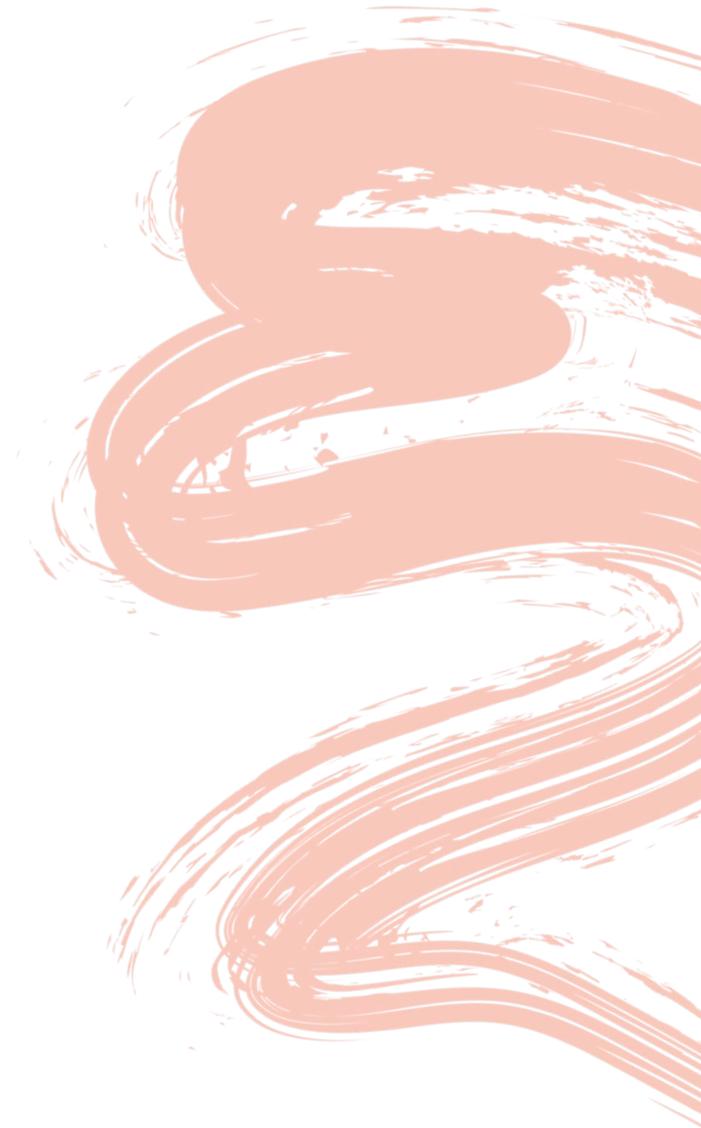


Art and Design (Graphic Design)

Feedback available | Submitted October 15, 2019 **Due October 15, 2019**

# 2018-19 Assessment Showcase Reports

- ▼ 
-  [Engineering Education 2018-19.pdf](#)
-  [Environmental Field Biology 2018-19.pdf](#)
-  [International Theatre Production 2018-19.pdf](#)
-  [Law 2018-19.pdf](#)
-  [Pharmacy 2018-19.pdf](#)
-  [Psychology 2018-19.pdf](#)
-  [PublicHealth 2018-19.pdf](#)



## Strategic Tool 4.

# Program Review Self-Study Report Form

Standard 5: The program has a systematic evaluation process designed to promote continuous improvement in teaching, learning, and student success outcomes.

5.B.3. The program uses the information gained from assessment to improve student learning.

### Guided Self-Study Report Form:

**5.B.3. Highlight at least two examples of initiatives undertaken to improve student learning based on the assessment data (e.g., action plans in the assessment reports), and describe how the initiatives have been implemented.**

- ✓ This document serves as the program's best practices of closing the assessment loop for the program's seven-year program review cycle.

# Sample Evidence of Closing the Loop

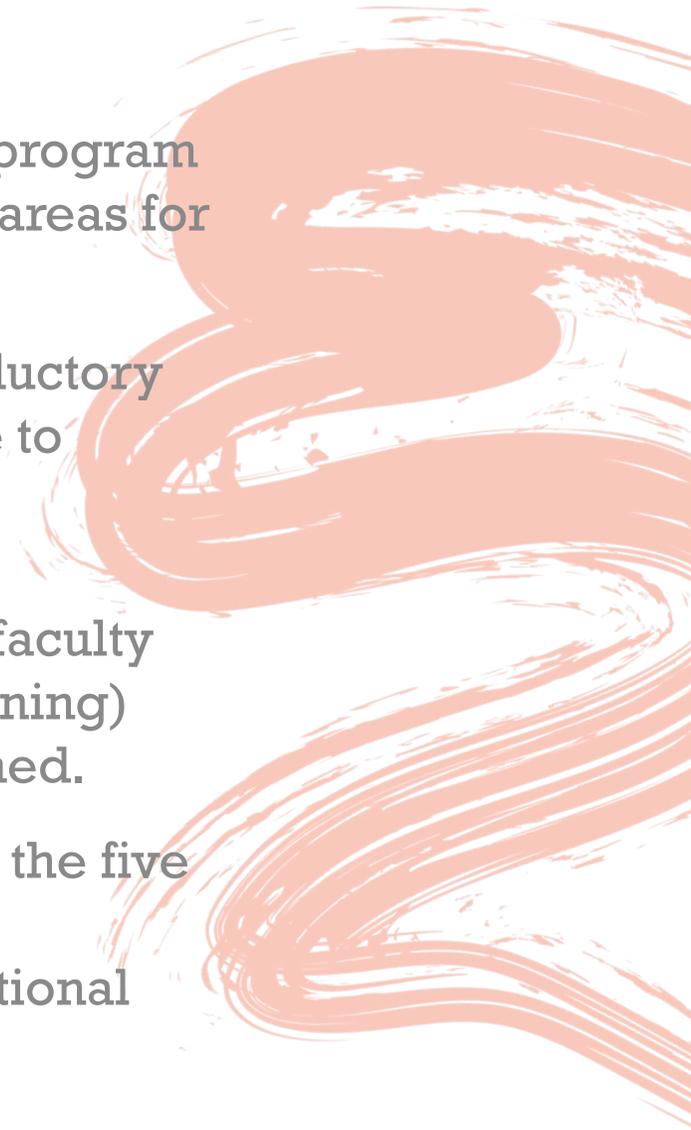
## Teacher Education Program

1. Evaluating the survey results of graduates and employers, the program faculty identified the 'classroom management skill' was one of areas for improvements.

**Action:** The program now is offering 3 sections of a new introductory course on classroom management, an elective credit, available to students since the fall of 2018.

2. Evaluating edTPA results of the student teachers, the program faculty identified their performances in Task 3 (assessing student learning) were lower than the standards of performance the faculty defined.

**Action:** The faculty examined course assignments addressing the five rubrics of Task 3 in edTPA and found there were fewer course assignments addressing this area. The faculty developed additional assignments for all licensure areas.





## HLC Team Report: 4B

“ Team review of assessment documents confirms that the institution assesses student learning systematically and employs assessment data for the purposes of improving student learning and its instructional programming. ”

“ Team review of a large sampling of annual program assessment reports show that ONU's instructional programs use the "Follow-up on Last Year's Assessment Process" effectively in citing changes made in response to information gleaned from the previous year's assessments. ”

“ Team review of co-curricular assessment reports show a similar response in the "Action Plan" section of these documents. ”

[Team Report from 2019 HLC Open-Pathway Assurance Review]

# DISCUSSION AND QUESTIONS

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In summary, we discussed four Strategic Tools to assist with closing the assessment loop:

1. Guided Annual Assessment Report Form
2. Evaluation of Assessment Practices
3. Assessment Showcases
4. Guided Program Review Self-Study Report Form

Contact Julie Hurtig at [j-hurtig@onu.edu](mailto:j-hurtig@onu.edu) or Eunhee Kim at [e-kim@onu.edu](mailto:e-kim@onu.edu)



## **Annual Report on the Assessment of Student Learning**

Academic Program:

Department:

College:

Reporting Year:

Submitted by:

Date:

## Table of Contents

### Part I. Assessment Plan

- A. Mission Statement
- B. Student Learning Outcomes (SLOs)
- C. Assessment Methods
  - 1. Alignment Matrix of SLOs and Measures
  - 2. Assessment Method Form
  - 3. Timeline (3-year Plan for Measures)
  - 4. Supporting documents - Appendix
- D. Evaluation Plan of SLOs

### Part II. Annual Assessment Cycle

- A. Follow-up on Last Year's Assessment Process
- B. Assessment Activities
  - 1. Summary Results & Evaluation Form
  - 2. Assessment Data (Optional) - Appendix
- C. Reflection on Assessment Plan and Practice

## Part I. Assessment Plan

### A. Mission Statement

### B. Student Learning Outcomes (SLO)

**1. List Student Learning Outcomes statements for your program.**

*Program-level [student learning outcomes](#) describe what students should be able to demonstrate as a result of study in the program. SLOs are specific statements that articulate the knowledge, skills, and attitudes (values, dispositions) that students should gain or improve through engagement in the academic program or learning experience.*

SLO 1.

SLO 2.

SLO 3.

SLO 4.

SLO 5.

SLO 6.

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**2. Provide a website URL where the program SLOs are posted. *These must be listed on your department webpage.***

## C. Assessment Methods

Provide a comprehensive plan (3-yr plan) to assess your program SLOs by completing the following requirements.

1. Complete the **Alignment Matrix Form** to indicate which measure(s) address each of the program SLOs.

Measures are assignments, performances, examinations, surveys, or instruments for collecting evidence regarding the student learning outcomes. Each SLO should have two or more measures and includes a mix of [direct and indirect methods](#). Indicate 'D' for direct methods and 'I' for indirect methods. Follow the link for an [example form](#).

**Alignment Matrix Form**

Measures	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6

2. Complete the **Assessment Method Form** on the next page: (a) Description of the measure, (b) Frequency of the measure (every semester, annually, etc.), and (c) [Performance standards](#) for each of the measures. Follow the link for an [example form](#).

3. **Timeline (3-Year Plan for Measures)**

Indicate when the measures will occur during the next three years. Not all measures need to be evaluated annually, but all measures should be assessed within any identified three-year period. Follow the link for an [example form](#).

**Timeline**

Measures	F2019	S2020	F2020	S2021	F2021	S2022

**Assessment Method Form: *Program Name***

Last updated: \_\_\_\_\_

Measures	(a) Description of the measure	(b) Frequency	(c) Performance Standard

4. List and attach supporting documents of the assessment methods as applicable (e.g., rubric, survey questionnaire).

#### **D. Evaluation Plan of SLOs**

*Specify the process for systematically reviewing the data collected through the assessment plan. The process must focus on determining the extent to which each SLO is being attained by the students in the program. The evaluation plan should indicate when in the evaluation cycle each SLO is being reviewed, how each measure within a SLO is being evaluated (such as through benchmarks, heuristics, performance vectors, and/or standards), who will be involved in performing the evaluation and in what role, how the findings will be reported for each SLO, and how accountability will be established for any action item developed as a result of the reviewing process. Each program must review at least one SLO annually, and all SLOs must be reviewed within any three-year period.*

## Part II. Annual Assessment Cycle

### A. Follow-up on Last Year's Assessment Process

1. Describe the changes made and the progress obtained from last year's action plan to Improve Student Performance.

2. Address comments from last year's University Assessment Committee review.

## B. Assessment Activities

### 1. Complete the Summary Results & Evaluation Form for each SLO:

*Using the Summary Results & Evaluation Form template on the next page, provide assessment activities including (a) when & number of students assessed, (b) standards for performance, and (c) results for each of the measures assessed during the current assessment cycle. In the bottom of each form, provide (d) action plans for the SLO based on the assessment results. Example action plans include items such as changing course objectives or curriculum, requiring students to participate in activities outside the curriculum, changing textbooks, etc. Finally, indicate an overall result for the SLO (i.e., met, partially met, or not met) at the top-right corner of the table. Note that changes in the assessment plan itself should be listed in Section C, not here. Follow the link for an [example form](#).*

### 2. Attach assessment data gathered from the measurements (Optional): A summary table or figure is preferred rather than the raw data itself.

Notes on assessment data (Optional):

## C. Reflection on Assessment Plan and Practice

*Describe any changes proposed to the Assessment Plan (Part I of this report). For instance, does the program desire to utilize a new measure or change the standard for performance? Should the roles of faculty be changed to better support the assessment process? Are the student learning outcomes sufficient for the program? Should the three-year timeline be modified?*

**Summary Results & Evaluation Form: *Program Name***

Academic Year: 2019-20

<b>SLO # :</b>			<b>Overall Results (Choose One)</b>	
			Met Standards	
			Partially Met	
			Unmet	
<b>Measures</b>	<b>(a) When &amp; # Students</b>	<b>(b) Standards of Performance</b>	<b>(c) Results</b> Identify gaps in student learning by indicating whether the student performance met or did not meet the standard.	
<b>(d) Action Plans:</b>				

*Note: Use one form per SLO.*



## Rubrics for Reviewing Annual Assessment Reports on Academic Program SLOs

**Program:**  
**Assessment Cycle:** 2019-20

**Evaluators:**  
**Date:**

### Part I. Assessment Plan

**Performance Levels:** 4=Meets Expectations, 3=Needs Minor Improvement, 2= Needs Major Improvement, 1=Missing, N/A=Not Applicable  
*Evaluators provide a note or justification when a criterion is found to not meet the expectation (i.e., performance level of 3, 2, 1, or N/A).*

Criterion		Expectations	4	3	2	1	N/A	Notes regarding criterion that was not at the level of 4, "Meets Expectations"
I-A. Mission Statement	1	The mission statement articulates the purpose of the program.						
	2	The mission statement is supportive of the mission and goals of ONU.						
I-B. Student Learning Outcomes	3	Each SLO is specific, using appropriate action verbs reflecting the level and nature of learning expected.						
	4	The program SLOs are publically available via print and/or electronic media.						
I-C.1. Alignment Matrix Form	5	Each SLO is assessed by two or more measures.						
	6	Each SLO is assessed by a mixture of direct and indirect methods.						
I-C.2. Assessment Method Form	7	Description indicates the nature of each measure (e.g., course assignment, performance, examination, or survey).						
	8	Description indicates how each measure is administered and scored (evaluated).						
	9	Description of each measure indicates how the rubric criteria, test items, or survey items, if used, are linked to SLOs, such that each measure supports one SLO, or has components that individually support separate SLOs.						

Criterion		Expectations	4	3	2	1	N/A	Notes regarding criterion that was not at the level of 4, "Meets Expectations"
	10	Each performance standard is clearly articulated with quantifiable levels of student accomplishment for the measure.						
I-C.3. Timeline	11	The multi-year plan demonstrates that all measures are assessed at least once in the indicated three-year period.						
I-C.4. Supporting Documents	12	Supporting documents of the assessment methods used are attached as appropriate in one or more appendices (e.g., rubrics, survey questionnaire).						
	13	All assessment tools are well developed.						
I-D. Evaluation Plan	14	The plan specifies when in the evaluation cycle each SLO is being reviewed, with at least one SLO being reviewed annually and all being reviewed within any three-year period.						
	15	The plan specifies who will be involved in the evaluation process and in what role.						
	16	The plan specifies how the findings for each SLO will be reported.						
	17	The plan specifies how accountability will be established for any action item developed as a result of the reviewing process.						

**Additional Comments on Part I (Assessment Plan):**

## Part II. Annual Assessment Cycle

**Performance Levels:** 4=Meets Expectations, 3=Needs Minor Improvement, 2= Needs Major Improvement, 1=Missing, N/A=Not Applicable

Evaluators provide a note or justification when a criterion is found to not meet the expectation (i.e., performance level of 3, 2, 1, or N/A).

Criterion		Expectation	4	3	2	1	N/A	Notes regarding criterion that was not at the level of 4, "Meets Expectations"
II-A.1. Follow-up on Last Year's Action Plan	1	Previous year's action plans were fully implemented.						
	2	Progress obtained from action plan implementations is described.						
II-A.2. Response to UAC Review	3	The program addressed all comments from last year's University Assessment Committee review.						
II-B. Assessment Activities	4	The Summary Results & Evaluation Form (SREF) for each SLO provides all relevant background information (measure, when and number of students, and standards of performance). <i>Sections (a) &amp; (b) of the table</i>						
	5	All SREFs contain results presenting evidence as to whether the student performance met or unmet the standards of performance. <i>Section (c) of the table</i>						
	6	The overall result section ( <i>check box at the top-right corner of the table</i> ) of each SREF is appropriately classified.						
	7	Each set of action plans to improve student learning, as warranted, are relevant to the SLO and are tied to one or more assessment results. <i>Section (d) of the table</i>						
	8	Action plans include descriptions of what will be done, who will implement and when, and how accountability will be established. <i>Section (d) of the table</i>						
II-C. Reflection on Assessment Plan & Practice	9	Critical evaluations of the effectiveness of the program's current assessment plan and practices are discussed.						
	10	Proposed changes to the assessment plan and/or practices are relevant to the overall goal of improving student learning; Justifications are provided when no changes are proposed.						