



## 2014-TAIR Presentation

# Meeting the Challenge of Closing the Loop for Student Learning Outcome Assessment

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## Participants' Learning Outcomes

At the end of this presentation, participants will be able to

- I. Define Student Learning Outcome Assessment Terms
- II. Use strategies to meet challenges of Student Learning Outcome Assessment based on what has been learned from Lone Star College System's Assessment Practice
- III. Design a PLO Assessment Plan
- IV. Compose a PLO Closing-the-Loop Report

# **Lone Star College System**

**Over 76,000 credit students in Fall 2013**

**Six main campuses**

**Six centers**

**Two University Centers**

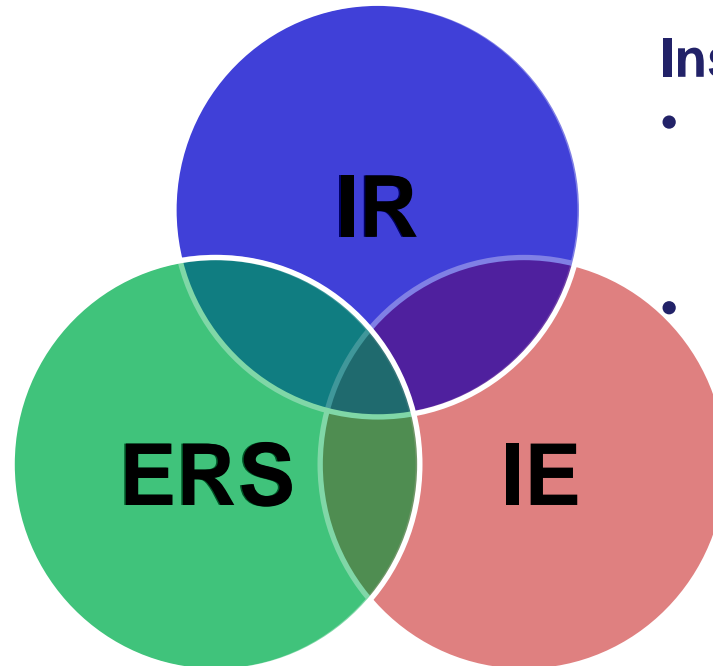
**Eleven ISDs in service area**

**62% Female**

**37% White, 19% Black, 30% Hispanic**

**36% between 20 and 24**

# ORIE Structure and Tasks



- Institutional Research**
- *Ad Hoc Reporting Report (generation & interpretation)*
  - *Standardized Reporting*

## **Enterprise Reporting**

- *State Reporting*
- *Dashboards*
- *Automated Reporting*

## **Institutional Effectiveness**

- *SACS*
- *Continuous Improvement*
- *Student Learning Outcomes*

# Mission of ORIE

## *Promote a culture of continuous improvement and data-informed decision making*

- Leading the institutional planning, assessment, and effectiveness processes
- Providing timely, accurate, objective, and clear reporting to internal and external stakeholders
- Coaching stakeholders for report interpretation and context
- Collaborating with other institutions in pursuit of best practices in planning, assessment, and institutional research

# Definition of Terms

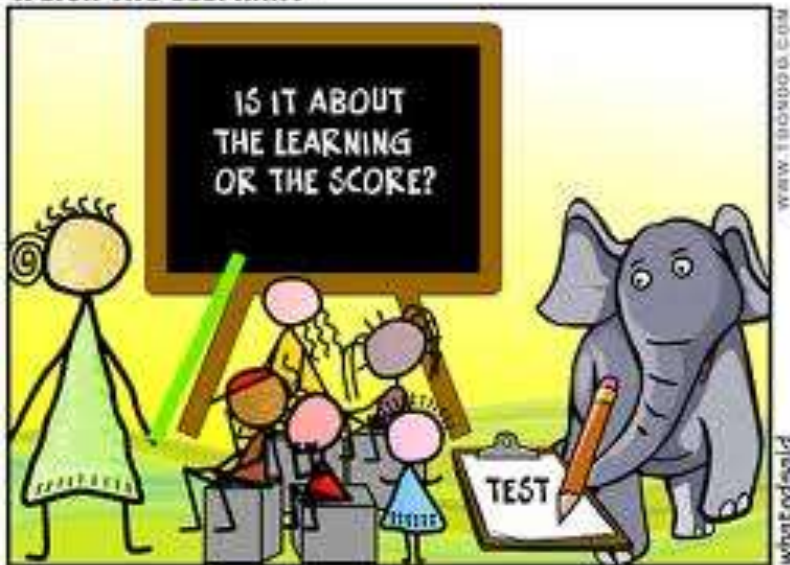


**The student learning outcome (SLO)** is a statement that explains what the student is learning, including the accumulated and demonstrated knowledge, skills, abilities, behaviors, and habits of mind, as a result of actively participating in the course or program of study.



# Definition of Terms

WEIGH THE ELEPHANT



**Program Learning Outcomes (PLOs)** answer the question:

*What will students know or be able to do when they exit the program?*

**Course Learning Outcomes (CLOs)** answer the question:

*What will students know or be able to do when they complete the course?*



Research and  
Institutional Effectiveness

# Definition of Terms



**Direct measures:** Refer to the type of data that can be used to directly measure students' knowledge and skills (examples: exams, essays, and skill demonstration, etc.)

**Indirect measures:** Refer to the type of data that can be used to infer student learning or achievement (surveys, interviews, and graduation rates, etc.)

VIEW  
POINT



# Definition of Terms



**Program level measures:** Refer to assignments assessing students' knowledge and skills at the end of the program, not embedded in any particular course (Comprehensive exit exam, licensure exam, and capstone assignments, etc.)

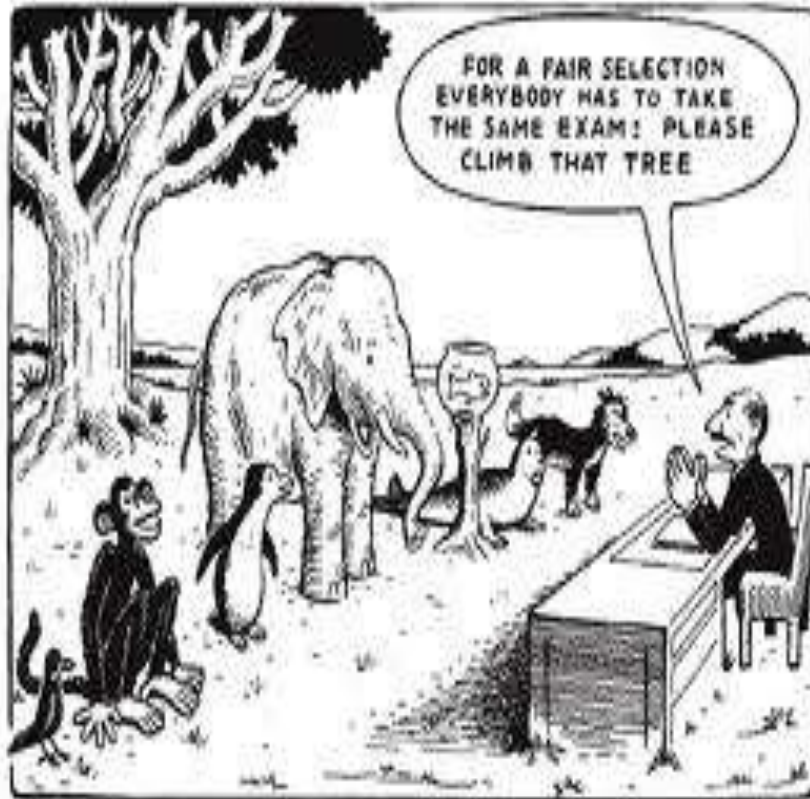


**Course-embedded measures:** Refer to assignments given in specific courses selected to measure PLOs (exams and essays in a history or an English course)



Research and Institutional Effectiveness

# Challenges of SLO Assessment



**Challenge:** Concern about common assessment

“Why do I have to assess each learning outcome with separate assignments? Isn't a course grade enough?”



**Challenge:** Confusion about SLO assessment and course grade/too much work!

# Challenges of SLO Assessment



“We have met the outcome, so no recommendations for improvement at this time.”

## Challenges:

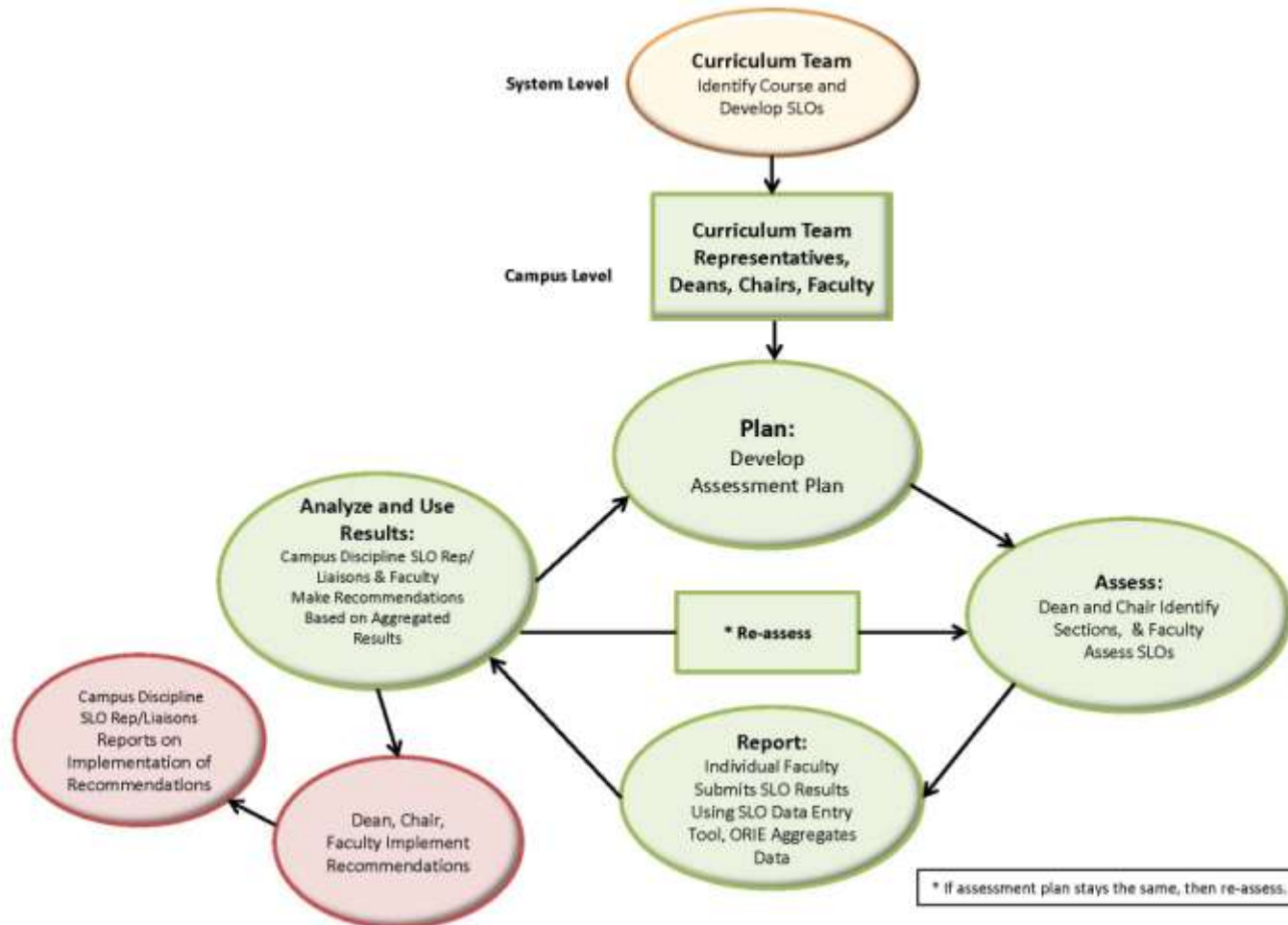
1. Make no recommendations;
2. Make recommendations but don't implement them;
3. No follow up reports on implementation;
4. Make recommendations that are too broad to be implemented.



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# Involving Faculty in the SLO Assessment Process

## SLO Assessment Process





## Integrating PLO Assessment with Regular Class Assignments or Program Exit Assessment

### PLO Assessment at Lone Star College System

<b>Forms in <i>Compliance Assist</i></b>	<b>Users</b>	<b>PLO Alignment Approach</b>
SLO Assessment Form	AA/AS Academic Disciplines	<b>Bottom-up approach:</b>  Course Level SLOs aligned with AA/AS PLOs
PLO Assessment Form	<ul style="list-style-type: none"> <li>• AAS/Certificate  Workforce Programs</li> <li>• AAT Program</li> </ul>	<b>Top-down approach:</b>  AAS/Certificate & AAT PLOs, assessed with course-embedded and/or Program level measures



# Integrating PLO Assessment with Regular Class Assignments or Program Exit Assessment

**PLO Map (Example)**

Program Learning Outcomes	GOVT2311	GOVT2304	PLO Assessment1 *	PLO Assessment2*
Students will demonstrate a level of civic engagement				
Students will understand the role that Mexican Americans play in the U.S. political system.			Internship Project	
Students will be able to present complex ideas orally				

<p>Essay on the role of Mexican Americans in the U.S. political system</p>	<p>In-class presentation of research topic</p>
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Courses used to assess PLO

Program Level Measure

Course Embedded Measure

\* Including exit exams, capstone project, portfolio, thesis, dissertation, final report, etc.





# Integrating PLO Assessment with Regular Class Assignments or Program Exit Assessment

## PLO Map (Worksheet)

Program Learning Outcomes	Course 1	Course 2	Course 3	Course 4	PLO Assessment1 *	PLO Assessment2*	PLO Assessment3*

\* Including exit exams, capstone project, portfolio, thesis, dissertation, final report, etc.



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## Participants' Activity



### Question for Pair Dialogue:

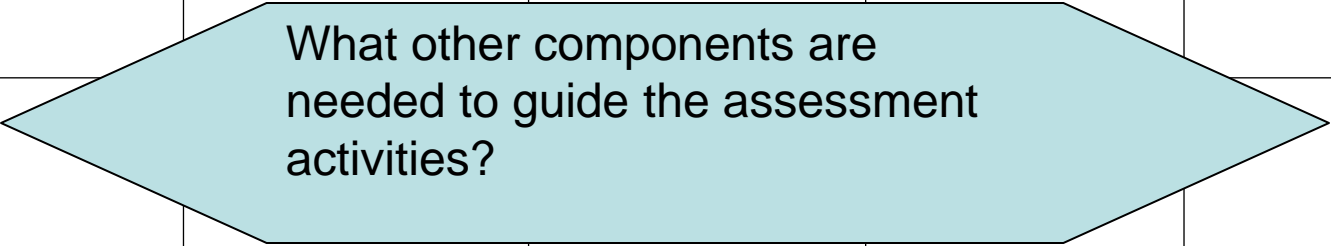
1. How is PLO assessment integrated with faculty's regular course assessment at your college?
2. Can you think of more ways to make assessment meaningful to faculty?

"Take this test for SLO assessment."

## Involving faculty in developing a PLO Assessment Plan

### Program Learning Outcome Assessment Plan (Worksheet)

**Mission:**

PLO Statement	Assessment Method A: Measure (Student Work/Performance)	Assessment Method B: Teacher's Evaluation Method	Criterion (What cut-off score is considered as meeting PLO for each student?)	Target Outcome (Group Success: % of the group meeting the PLO)
 <p>What other components are needed to guide the assessment activities?</p>				



# PLO Assessment Plan: (Example)

## Associate Degree in Political Science Program Learning Outcomes

**Mission:** The Political Science Department is committed to producing students who are knowledgeable about the operation of Texas and national government. Students should also have the ability to think critically about important political topics that will prepare them for transfer to higher institutions of learning and provide a framework for lifetime learning skills.

PLO Statement	Assessment Method A: Measure (Student Work/Performance)	Assessment Method B: Teacher's Evaluation Method	Criterion (What cut-off score is considered as meeting PLO for each student?)	Target Outcome (Group Success: % of the group meeting the PLO)
Students will understand the American politics subfield of political science.	GOVT2304 (Intro to Political Science) Essay Question on American Politics	Essay Assessment Rubric	A score of 3 or above on essay (on a scale of 1-5)	80% of the students answering the essay question will get a score 3 or above.
Students will understand the political theory subfield of political science.	GOVT2304 Essay Question on Political Theory	Essay Assessment Rubric	A score of 3 or above on essay (on a scale of 1-5)	80% of the students answering the essay question will get a score 3 or above.
Students will demonstrate a level of civic engagement	Internship Project	Comments on strengths and weaknesses of the students' internship performance in an evaluation letter	70% of the comments in the evaluation letter are positive.	95% of the students will get a positive evaluation letter from their internship supervisor.



# Involving faculty in creating a PLO Closing the Loop Report

## PLO Closing the Loop Report (Worksheet)

Report on the Actual Results	Interpret the Data	Make Recommendations	Implement Recommendations in	Report on the Implementation
<p>What other components are needed to close the loop on PLO assessment?</p>				
				<p>This section reports on implementation of recommendations <b>one year later</b> due to the time needed for implementation</p>

## PLO Closing the Loop Report (Example)

Report on the Actual Results	Interpret the Data	Make Recommendations	Implement Recommendations in the Real World:	Report on the Implementation
<p>54% of the students scored a 3 (Excellent) and 100% of the students scored a 2 Satisfactory). The target was partially met.</p>	<p>Faculty discussed the actual results and found that students who scored below "3" failed to demonstrate critical thinking skills when designing the intervention plan, which prompted the necessity to implement critical thinking activities in OTHA2302.</p>	<p>Faculty will design student critical thinking activities and incorporate these activities in OTHA2302.</p>	<p>Implement recommendations in the subsequent year</p>	<p>The recommendation, "Faculty will design student critical thinking activities and incorporate these activities in OTHA2302," was implemented by Faculty who designed and implemented the critical thinking activities in OTHA2302 in Fall 2013.</p>

## Training on How to Close the Loop

- **Report on the Actual Results**
- **Interpret the Data**
- **Make Recommendations (Future Tense)**
- **Implement Recommendations**
- **Report on Implementation (Past Tense)**



## Report on the Actual Results

1. Report the % meeting criteria (group success)
2. State if the targeted outcome was met or not  
(CA: Results of the target outcome. Was the student learning outcome met?)

### Example 1

**PLO:** Identify and describe the use of various ceramic materials, production methods, and firing processes. (Art)

**Target Outcome:** 70% of students enrolled will pass the final exam for the course.

**Actual Results:** 85% of the students in the course passed the final exam, exceeding the target.

## Report on the Actual Results

1. Report the % meeting criteria (group success)
2. State if the target was met or not  
(CA: Results of the target outcome. Was the student learning outcome met?)

### Example 2

**PLO:** Gather information and formulate conclusions regarding the client's needs and priorities to develop a client centered intervention plan. (Occupational Therapy Assistant)

**Target Outcome:** 80% of students should score a 3 and 100% should score a 2 or above on a scale of 1-3).

**Actual Result:** 54% of the students scored a 3 (Excellent) and 100% of the students scored a 2 (Satisfactory) or above. The target was partially met.

# Interpret the Data

1. Explain what factors contributed to the results.
2. Address **why** the target was met or not met?

## Example 1

**PLO:** Identify and describe the use of various ceramic materials, production methods, and firing processes. (Art)

**Target Outcome:** 70% of students enrolled will pass the final exam for the course.

**Actual Results:** 85% of the students in the course passed the final exam, exceeding the target.

**Interpretation of Data:** Further analysis of the data indicated that of the 6 students who did not meet the outcome, 3 were clustered in one section taught by an adjunct instructor. This raised the issue about adjunct instructors' professional development.

# Interpret the Data

## Example 2

**PLO:** Gather information and formulate conclusions regarding the client's needs and priorities to develop a client centered intervention plan.  
(Occupational Therapy Assistant)

**Target Outcome:** 80% of students should score a 3 and 100% should score a 2 or above on a scale of 1-3).

**Actual Result:** 54% of the students scored a 3 (Excellent) and 100% of the students scored a 2 Satisfactory). The target was partially met.

### **Interpretation of Data:**

Faculty discussed the actual results and found that students who failed to score “3” failed to demonstrate critical thinking skills when designing the intervention plan, which prompted the necessity to implement critical thinking activities in OTHA2302.

# Make Recommendations

1. Make recommendations based on your interpretation of data
2. Types of Recommendations include the following:

Recommendation Types	Examples
<b>Instructional Strategies</b>	<p>(1). Adjust course delivery to teach the course using a topics-based approach and make it more engaging by incorporating active learning strategies and case studies to increase retention of concepts.</p> <p>(2). We would like to incorporate more hands on activity in lab to reinforce learning.</p>
<b>Student support</b>	<p>(1). Continue to advise and motivate students: encourage attendance and encourage completion of coursework.</p> <p>(2). Offer tutoring during office hours</p>

# Make Recommendations

## Recommendation Types

## Examples

### Curriculum Changes

- (1). Add more relevance and pertinence to the biology non-majors' curriculum so that non-majors can use the basic concepts in biology to better understand social issues related to the environment and public health.
- (2). We would like to add a research paper in the course, showing uses of the information in real life.
- (3). Require uniform amount of time to teach the learning outcome (e.g. 45 minutes).

### Teacher Development

- (1). We would like to provide professional development for faculty on collaborative learning.
- (2). Implement faculty mentoring system



# Implement Recommendations

Implement recommendations in the real world. Ways to implement recommendations include the following:

Types of Recommendations	Ways to Implement Recommendations
Curriculum Changes Student Support Faculty Development	Carry the recommendation to Unit Effectiveness Plan (UEP) reflected by a Unit Objective Statement
	Or Implement the recommendations by Departmental Activities, taskforce work or Chair's Requirements
Instructional Strategies	By faculty classroom activities
Other	By other activities



# Report on Implementation

Report on what and how recommendations were implemented, using past tense.

## Example 1 (Carry the Recommendations to UEP):

The recommendation, “Continue to advise and motivate students: encourage attendance and encourage completion of coursework,” was addressed in the 2013-14 Unit Effectiveness Plan, Objective 2—“Instructors will call students with 2 or more absences to encourage them to attend class.”



# Report on Implementation

## Example 2 (Carry the recommendations to UEP):

The recommendation, “Offer full semester courses (16 weeks) rather than 8 week course, and restrict online enrollment to those students with a grade point average of 3.5 or better,” was addressed in the 2013-14 Unit Effectiveness Plan, Objective 4— “Implement the long semester and GPA requirement for the online courses.”

# Report on Implementation

## **Example 3 (Departmental Activity and Chair's Requirement)**

The recommendation, “Provide professional development to adjunct faculty with regard to the course content standards set by the department and require them to abide by the standards,” was implemented by the chair who organized the professional development event and also communicated the requirements to the adjunct faculty in Fall 2013.



# Report on Implementation

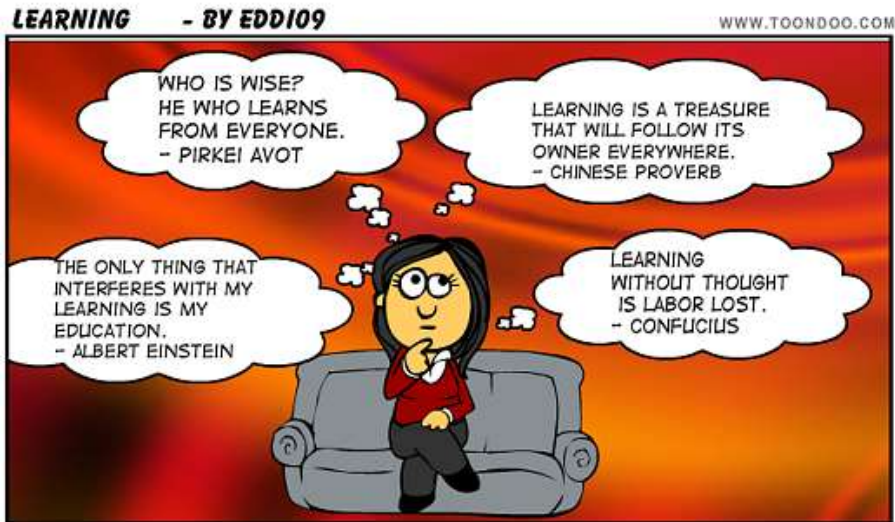
## **Example 4 (Faculty Classroom Activity):**

The recommendation, “Faculty will design student critical thinking activities and incorporate these activities in OTHA2302,” was implemented by Faculty who designed and implemented the critical thinking activities in OTHA2302 in Fall 2013.



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# Participants' Activity



## Challenges

- 1
- 2
- 3

## Solutions

- 1.
- 2.
- 3.

# Participants' Activity

## Challenges

- 1
- 2
- 3

## Solutions

- 1.
- 2.
- 3.



# Participants' Activity



What did you learn from the Lone Star College System's Assessment Practice?



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Thank you!





## Contact Information

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