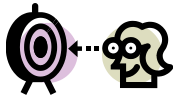




► Evidence of Student Learning: DIRECT AND INDIRECT MEASURES1



► CLOSING THE LOOP IN AIM...1



► STATUS OF ASSESSMENT PLANS.....2

Assessment of Student learning outcomes

IMPROVING THE SUCCESS OF BLUEGRASS COMMUNITY AND TECHNICAL COLLEGE STUDENTS THROUGH THE EVALUATION OF STUDENT LEARNING OUTCOMES WITHIN THE TECHNICAL PROGRAMS

‘CLOSING THE LOOP’

Using Assessment Results for Improvement

“Closing the loop” is not a kneejerk reaction to student learning outcomes results, but is part of a larger, faculty-centered, fluid process of continuous assessment improvement” Daniel Bubb, Ph.D., University of Nevada Las Vegas; Brown Bag: Closing the Loop in Assessment

Is your End-of- Year To Do Checklist growing? Is one of the tasks on your list related to “Closing the Loop” on your assessment plan? Is it really necessary?

In fall 2012, after discussions and recommendations from program faculty, program coordinators documented their 2012-2013 Assessment Plan in the AIM System. This process included identifying three student learning outcomes to be assessed, the measures to be used, month of assessment, and expected achievement targets. In most instances these outcomes were based on the program curriculum competencies or curriculum task lists. Throughout the year the outcomes were assessed. Now you have the results in hand but are unsure how to proceed. You are probably questioning the importance of these assessments, especially in lieu of your daunting list of “To Dos”.

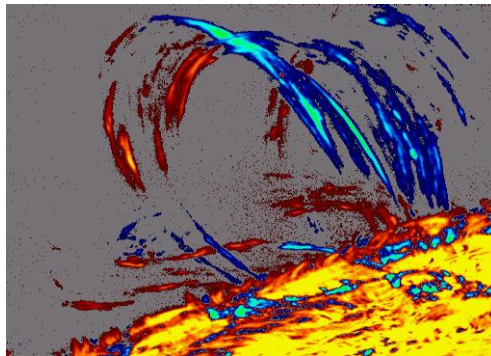
The value of your outcome assessments and documentation is important at several levels involving internal and external stakeholders.

Students and their parents want return on their investment. They have committed time and resources with high expectations that they students will be successful in completing the outcomes and competencies associated with the program.



SCRIBITORIUM MONK AT WORK. (From *Lazarus*).
“If it’s not Documented, It Didn’t Happen”

Assessing the outcomes allows each program the opportunity to demonstrate the students’ level of achievement and the effectiveness of the learning environment. The findings provides information on



specific content areas, skills, or knowledge and shows weak areas that may need to be reviewed as we continuously strive to improve our teaching and learning model. Additionally, at the College level; faced with budgetary constraints, leadership needs to see documentation showing each program’s effectiveness and the success of their graduates..

Accountability and transparency are necessitated by external stakeholders such as advisory boards, employers, other higher education institutions and various accrediting bodies. They want to see evidence showing our programs’ effectiveness with documentation of our students ability in mastering the program outcomes. They also want to see how we are using the findings from our assessments to initiate improvements within the teaching and learning environment.

As you reviewed your assessment findings with other program faculty, action plans and/or strategies were suggested to improve the comprehension, knowledge, and skills of students in achieving expected outcomes.

Examples of some of the actions suggested by faculty to improve the teaching and learning environment include:

- Additional remediation
- Additional prerequisites
- Additional lab time or open labs
- Increased student support (tutoring)

- Clarification or enhancement of key concepts
- Modification of specific assignments

To “Close the Loop”, documentation of your assessments, findings, and their use for improvement is a quick and easy process in AIM.

After logging into AIM, [Edit] the “Student Learning Outcome” and [Edit] the “Measure. Each measure has textboxes for your “Findings”, “Achievement Target Status”, and “Use of Results”. Click [Save] after entering the required information. To go to your next outcome, simply click on [Overview] tab at the top of the page and repeat this exercise for your remaining outcomes.

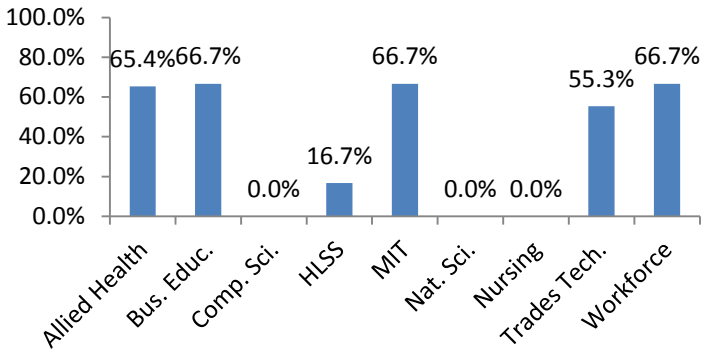
“Closing the Loop” on your assessment plan demonstrates your commitment and the commitment of all of us at BCTC as we strive to continually improve the learning environment leading to the success of our students.

Karman K. Wheeler
Academic Assessment

CLOSING THE LOOP IN AIM

1. Log into ITES
2. Verify plan year (2012-2013)
3. Select planning unit
4. Scroll down to first “Student Learning Outcome”, [Edit]
5. [Edit Measure]
6. Provide information in appropriate text boxes and drop down boxes (Results, Achievement Target Status, What are your plans for improvement based on the results).
7. [Save Measure]
8. [Overview] Tab at top of page
9. Repeat with remaining student learning outcomes

Current Status of 2012-2013 Assessment Plans (as of May 2)



2012-2013 Assessment Plan Status			
Division	SLO Completed	Total SLO	Percent Complete
Allied Health	17	26	65.4%
Bus. Educ.	12	18	66.7%
Comp. Sci.	0	6	0.0%
HLSS	1	6	16.7%
MIT	6	9	66.7%
Nat. Sci.	0	6	0.0%
Nursing	0	7	0.0%
Trades Tech.	21	38	55.3%
Workforce	2	3	66.7%

Source: AIM as of 5/2/2013

Status of Assessment Plans by Division

130502

STATUS OF 2012-2013 ASSESSMENT PLANS							
	Completed	Total	Percent Complete		Completed	Total	Percent Complete
Allied Health				Natural Sciences			
DENA	4	4	100.0%	BIOT	0	3	0.0%
DENH	2	4	50.0%	ENVI	0	3	0.0%
DENL	0	3	0.0%	Nursing			
MEDA	2	3	66.7%	PN	0	3	0.0%
NUCM	3	3	100.0%	RN	0	4	0.0%
RAD	3	3	100.0%	Trades and Technology			
RES (in Jun)	0	3	0.0%	AIRC	2	3	66.7%
SUR	3	3	100.0%	ARCH*	2	3	66.7%
Business and Education				AUTO	3	3	100.0%
BMM	0	3	0.0%	CADD	2	3	66.7%
EDUC	0	3	0.0%	CIV	2	3	66.7%
HIT	3	3	100.0%	CMMD	0	3	0.0%
IECE	3	3	100.0%	CMML	1	3	33.3%
MIT	3	3	100.0%	COLL	2	4	50.0%
OST	3	3	100.0%	CONS	1	3	33.3%
Computer Science and Informaton Systems				COSM	1	4	25.0%
IMD	0	3	0.0%	FIRE	2	3	66.7%
CIT	0	3	0.0%	WELD	3	3	100.0%
Comm., Hist., Lang., Social Sciences				Workforce Solutions			
CRIM	1	3	33.3%	EQU*	2	3	66.7%
HUMA	0	3	0.0%				
Manufacturing Ind. Technology							
ELEC	3	3	100.0%				
ENGI	3	3	100.0%				
INDM	0	3	0.0%				

Source: AIM as of 5/2/20:

* Completion dependent on minor revisions

ADDITIONAL RESOURCES

- Academic Affairs California State University Chico. *Closing the Loop*. <http://www.csuchico.edu/vpaa/assessment/toolbox/closingLoop.shtml>
- Bhati, D. and Lancey, P. OEAS, University of Central Florida. *Program and Administrative Unit Assessment Overview*. http://oeas.ucf.edu/doc/Program_and_Administrative_Unit_Assessment_Overview.pdf
- Bubb, D. University of Nevada Las Vegas. *Closing the Loop in Assessment*. <http://provost.unlv.edu/Assessment/files/brownbag/Closing-Loop-Assessment.ppt>
- Burrick, F. and Hawks, S. (OA) (2010). 115th Annual Meeting of NCA/The Higher Learning Commission. *Closing the Assessment Loop: Using Data to Improve Academic Programs* (2010).
- Roberts, J. (OIPA) Northern Virginia Community College. *Student Learning Outcomes in Nova Programs and Classrooms*. <http://www.nvcc.edu/about-nova/directories-offices/administrative-offices/assessment/resources/index.html>
- Scroggins, B. (2004) El Camino College. *The Teaching-Learning cycle: Using Student learning Outcome Results to Improve Teaching and Learning* www.elcamino.edu/academics/slo/docs/SLOFocusOnResults.doc

