Closing the Loop
From Analysis to Use of Results

SLO Winter 2011 Workshop
The S.L.O. Cycle

1. Define SLO
2. Create Assessment
3. Assess
4. Make adjustments
5. Create plan based on results
6. Analyze results
7. Use plan
8. Re-assess
9. Repeat cycle
Breaking Down the Cycle

1. Define SLO
2. Create Assessment
3. Assess
4. Create plan based on results
5. Analyze results
6. Use plan
7. Re-assess
Analyzing Results

• This is a major missing component in assessment cycles of many departments
• Emphasis has been on completing assessment
• Many results go unused
Best Practices for Making the S.L.O. Cycle Meaningful

- Fewer S.L.O.s per course (minimum 2)
- A minimum of 4 semesters spent for each S.L.O. to go through the cycle.
- More time spent creating the assessment method
- More time analyzing the results
- More time spent creating a plan and using the plan
Mesa CC (Arizona)

- Semester One: Define SLO & Create Assessment
- Semester Two: Assess
- Semester Three: Analyze Results & Create plan of action
- Semesters Four & Five: Apply plan of action
- Semester Six: Re-assess
- Semester Seven: Analyze Results & Make adjustments
Practical Techniques

EVALUATING DATA
• Faculty meetings
  ◦ Leverage Faculty Expertise
• FIGs
  ◦ Bring in others impacting your outcomes
• Online discussions
  ◦ Utilize technology to enhance dialog
• Brainstorming sessions
  ◦ Be open to new ideas
• Questions to answer
SLO 3 - Construct an MLA Works Cited or an APA References list.

Assessment Method:
- The students have to create 5 correct MLA style citations for a number of different items including one book, one magazine article, one article using ProQuest database related to either the subject of the book or the magazine article you picked (At least 1 article must be from a scholarly journal). Scoring Students were given one point for each bibliographic element included in each work cited entry: author, article title, periodical or book title, volume/issue number if appropriate, date of publication, and page numbers if appropriate.

Assessment Method Category:
- Exam/Quiz

Benchmark:
- At least 70% of the students must score 75% or higher.
Example – Library Science 101

- **Results:**
  - 60 (87%) of the 69 assessed students achieved the SLO.

- **Benchmark Met**

- Where do we go from here?
Questions to Guide Analysis/Evaluation

- What do the results indicate about what students can do?
- What do the results indicate about student learning?
- What are the possible reasons for getting these results?
- What can we control?
- What else do we need to know?
- What can we do to facilitate student learning?
- What is the plan to improve?
Possible Outcomes

- Revisions to SLO
- Revision to Assessment Method
- Changes in instruction
- Addition/Changes in course content
- Addition/Changes in supplementary services
Use of Results

- The previous course plan of introducing MLA formatting earlier into the course was only partially successful.
  - While students did perform slightly better on their final annotated bibliographies during this assessment cycle, a higher level of performance was anticipated.

- To further improve results, in the fall 2010 semester, instructors will introduce the annotated bibliography (the course's final product) earlier in the course and students will be expected to complete the bibliography from week-to-week rather than waiting to compile it at the end of the course.

- Each week, the instructor will provide feedback on the student's submitted citation and annotation (to be formatted on their evolving annotated bibliography). Students will make corrections to both their weekly citation and annotation with the goal of submitting a more polished final product at the end of the course.
Modeling: Domestic Violence 101

• SLO 1: Students will be able to identify domestic violence in real-world situations.
• Means of Assessment: Students will watch 10 vignettes showing real-world situations and identify the 4 vignettes containing domestic violence.
• Benchmark: 80% of students will correctly identify all of the 4 vignettes depicting domestic violence.
• Results: Out of 96 students, only 68% identified all of the vignettes correctly.
Questions to Guide Analysis/Evaluation

- What do the results indicate about what students can do?
- What do the results indicate about student learning?
- What are the possible reasons for getting these results?
- What can we control?
- What else do we need to know?
- What can we do to facilitate student learning?
- What is the plan to improve?
Modeling 2: Sex and the Law 101

- SLO: Students will be able to analyze how constitutional law affects the production and distribution of pornography.
- Means of Assessment: Given a case study, students will write an analysis of how constitutional law applies in the case.
- Benchmark: on a pass/fail rubric, 70% of students will pass.
- Results: 221 of 297 (74%) students passed. Benchmark achieved.
Questions to Guide Analysis/Evaluation

- What do the results indicate about what students can do?
- What do the results indicate about student learning?
- What are the possible reasons for getting these results?
- What can we control?
- What else do we need to know?
- What can we do to facilitate student learning?
- What is the plan to improve?
Practicum 1: Domestic Violence 101

- **SLO 2:** Students will be able to choose and justify the best intervention method for a domestic violence situation.
- **Means of Assessment:** For each domestic violence situation, the student will explain, in a paragraph, which intervention method will work best and why.
- **Benchmark:** On a rubric out of 4, 80% of students will score a 3 or better.
- **Results:** Out of 96 students, 18 scored a 4, 36 scored a 3, 29 scored a 2, and 13 scored a 1. 56% scored a 3 or better. Benchmark not met.
Questions to Guide Analysis/Evaluation

- What do the results indicate about what students can do?
- What do the results indicate about student learning?
- What are the possible reasons for getting these results?
- What can we control?
- What else do we need to know?
- What can we do to facilitate student learning?
- What is the plan to improve?
Practicum 2: Massage Therapy 101

- **SLO**: Students demonstrate the ability to provide deep-tissue massage techniques based on the physiology of the human body.
- **Means of Assessment**: Performance (practitioner rubric, client survey)
- **Benchmark**: 90% of students will receive proficient scores on both rubric and survey
- **Results**: 90%: client survey proficiency; 60% practitioner rubric proficiency
Questions to Guide Analysis/Evaluation

- What do the results indicate about what students can do?
- What do the results indicate about student learning?
- What are the possible reasons for getting these results?
- What can we control?
- What else do we need to know?
- What can we do to facilitate student learning?
- What is the plan to improve?