CLOSING THE LOOP → Implementing Improvements Based on Assessment Results

(Instruction, Course, Program, and Student Services Improvements)

Since the purpose of assessment is primarily improvement of student learning, in order for improvement to occur, the assessment feedback loop must be closed – "closing the loop." The feedback loop refers to using assessment results to understand and improve student learning. Ways of closing the loop may include revising/improving teaching methods, incorporating learning strategies in courses, selecting alternative teaching strategies such as active and collaborative learning, revising course prerequisites, adding lab time, adopting a mastery learning approach, ensuring that students successfully complete foundational courses, scaffolding courses with progressive success opportunities, requiring tutoring when critical skills are not achieved – the list is exhaustive.

Note: Course and program features that are proposed or implemented as a result of assessment should be documented in the Assessment Plan columns titled: *Conclusion(s) Reached and Change(s) or Revision(s) Planned as a Result of Assessment*.

Instructional and Course that can be improved/altered to improve student learning:

1. Update/revise course learning outcomes. (Remember to involve advisory committees and use your DACUM results in this process.)
2. Evaluate course(s) to ensure that sequential courses are seamless with the preceding and subsequent courses.
3. Evaluate course(s) to ensure they progress in developmental steps beginning with the course foundation.
4. Develop/revise learning assignments, activities, experiences to help students achieve learning outcomes.
5. Incorporate more active and collaborative learning experiences to increase student engagement.
6. Incorporate classroom assessments techniques that help the instructor and student identify progress/achievement of learning outcomes: 1-minute paper, muddiest idea, self-assessment of learning.
7. Require tutoring on the syllabus if minimum benchmarks/grades are not met.
8. Return papers and projects to students with suggestions and requirements for improvement.
9. Incorporate learning strategies and test-taking skills specific to the course.
10. Establish office meetings with student(s) to assist them with assignments.
11. Establish/revise criteria/rubrics for successful completion of assignments.
12. Provide students with model papers and projects.
13. Update/revise course.
14. Revise course assessments.
15. Revise assessment benchmarks.
16. Determine and propose course or other prerequisite(s) necessary for student success.
17. As appropriate, move toward mastery learning – requiring students to achieve foundational competencies before proceeding to the next level of learning.
18. As appropriate, move toward prescriptive remediation.
19. Create and implement more application, writing, and/or critical thinking assignments.
20. Create online course orientation(s) specific to each online course.

21. Supplement course with Web-enhanced learning activities.
22. Revise exams or assignments for clarity.
23. Incorporate input of advisory committee.
24. Provide more frequent testing.
25. Recommend new text.
26. And more!

<u>Program features that can be improved/altered to improve student learning:</u>

1. Update/revise program learning outcomes. (Remember to involve advisory committees in this process.
2. Change program's recommended course sequence to ensure students completed all foundations courses in the most appropriate sequence.
3. Ensure that the learning outcomes for all sequential courses are seamless.
4. Revise program goals.
5. Revise program goal benchmarks.
6. Seek and incorporate Advisory Committee curriculum and technology recommendations concerning advances in business and industry.
7. Require enrollment in developmental courses if placement indicates.
8. Propose College Skills course requirement.
9. Recommend admission standards.
10. Recommend alternative, flexible, or fast track scheduling.
11. Recommend marketing of program.
12. Incorporate additional writing, people skills, math, critical thinking, and presentations in appropriate program and/or general education courses.
13. Schedule discussions with General Education for assistance in developing core educational outcomes or other general education related outcomes such as writing, math, critical thinking, presentation skills, etc. in program courses.
14. Recommend a change in the number of faculty.
15. Partner with business, industry, or agency.
16. Partner with baccalaureate schools to promote transfer.
17. Revise program to improve transfer.
18. Work with high schools and secondary career and technical schools (vocational schools) to promote a seamless curriculum: (a) college courses for dual credit, (b) college courses that do not receive dual credit, (c) articulation agreements for high school courses with the same learning outcomes and level of learning.
19. Recommend professional development.
20. Recommend technology/ equipment upgrade.
21. Revise policies (attendance, grading, etc).
22. Implement field experience and/or service learning.
23. Recommend changes in advising procedures.
24. And more!