Using Assessment Results for Action Planning
ALE Compiled Memory Notes

11/13/24

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Key Takeaways from the Participants - One idea you plan to try after today's discussion

Room 2:
- Connect about experience with using AI for scoring reports.
- Know how extensively the CAS standards are used and how.
- Looking into SLA program; institutional assessment - how do get information to be involved with the assessment loop
- Using AI - make a change, measure effect, and figure out how much change is the result of the effect - AI can help with measurement theory potentially; AI feedback on plans
- Support needed from the top to make assessment a priority
- How to involve AI in the assessment process? How to be a complementary process and not overtake the process?

Room 5:
- I will be more intentional about using value-added feedback and using the term "learning indicator."
- How to improve our system such that it could help with documentation.
- Using voice-to-text/AI to capture assessment results conversations.

Room 6:
- Creating intentional time and space to have these discussions about teaching and learning
- Using AI for survey analysis (pros - timesaver and cons - hallucinations) - content-specific when having conversations with offices; documenting instructions important

Room 8:
- Celebrating/Sharing and recognizing assessment accomplishments.
- Try to build shared value in committee
- Finding some of you at MSCHE! 🙂

Room 9:
- Want to look what is available in the LMS.
- It was good to hear what other universities are doing to have confirmation of what we are doing.
- Longer time frames are better for action planning. Trends over time.
- We are all facing the same issue.
- Communication of data for faculty and program use is an important consideration.
- Resource allocation and prioritization.

Burning Questions

Sample Discussion Questions Provided to All Participants

Note: Questions listed below for each room were indicated as either the focus (through highlighting or bolding provided DQs) or new questions/comments added to the room's notes.

- *How can we turn assessment data into concrete actions that improve teaching, learning, and student experiences?*
- *What are successful strategies for closing the loop?*
- *How do we align assessment findings with strategic goals and ensure follow-up on action plans?*
- *What should we do when success criteria have already been met?*
- *How can AI be leveraged to support the authentic use of assessment results?*

Room 1:

How do you deal with turnover?

- Role of strategic plans and other policies to help maintain continuity of processes. Still the problem of moving toward using data to implement improvements.
- Merging institutions has created an institutional identity crisis, especially with influx of non-academic personnel.
- Building relationships is key to getting people to do this work, especially when incentives don't reward the work.
- Getting data collected, but it is never "good enough" for making decisions (obstacle faced)

What does it take to get faculty to trust their data?

- Start small
- Identify strengths and weaknesses
- SACSCOC doesn't require success with a change - just evidence that institution tried (which takes the pressure for "perfect" data off)
- Help with data analysis so faculty can focus on interpreting the meaning of it
- Assessment is like going to the grocery - what data do you need to decide whether you like this brand of cereal?
- Remind that many decisions are reversible (e.g., changing textbooks)
- More faculty are making changes, but they are not articulating it as assessment work
- Ask faculty just report the kinds of changes they make from term to term and tell us why they made those changes
- Need to roll this process up from individual faculty making changes in their courses to department-level work and reporting
- Get faculty to write a paragraph, not a long paper on their assessment work

Room 2:

Focus on: What are successful strategies for closing the loop? And involving the campus in assessment

Room 5:
Focus on:
- *How can we turn assessment data into concrete actions that improve teaching, learning, and student experiences?*
- *What are successful strategies for closing the loop?*
- *How do we align assessment findings with strategic goals and ensure follow-up on action plans?*

Room 8:
- Document their learning data
- Small program/ sample size
- I'm working hard to "turn the ship" so that faculty and department heads see assessment as tool for empowerment, making decisions and making meaningful improvements--making some progress, but I'm very interested in how I can facilitate this.
- Culture shift-Using assessment data to improve teaching and learning. Getting collegial buy-in in the process.

Share one accomplishment you are most proud of (or a resource that you find most helpful, an experience that is most inspiring)

Room 1:
- Importance of building relationships and trust to promote action
- Relationships can help with the turnover problem (departing person advises new person to make contact) - reach out to new hires to establish relationships
- Responsibility for assessment is part of the new position (onboarding new people)

Room 2:
- Standardized institutional assessment (similar to academic assessment) using Weave software; academic assessment: achievement of student learning outcomes; institutional assessment: strategic plan and resources needed to run a department
- Using AI to score assessment reports (162); AI for efficiency; scoring based on previous reports
- Using a customized GPT builder for assessment feedback; challenges - it keeps reverting back; importance of celebrating a step forward; work has been done to make incremental progress; co-presented with faculty as assessment conferences
- Curriculum mapping discussion with faculty member - ah ha moment

- Accreditation self study engaging
- Modifying assessment process to help engage more faculty

Room 5:
- Alabama- 40K students- 250+ degree programs- something that has worked is assigned assessment coordinators for each degree program.
- Implemented a continuous improvement cycle with outcomes, and are now developing digital forms using Google Sheets, and leverage LMS for communication
- Try to remove the "close the loop" moniker and use "continuous improvement"
- Created conversation templates for program chairs to use with their faculty teams
- Using AI to give immediate feedback and support overall learning discourse
- Using AI to analyze and summarize student results and reports
- Taskstream for follow up and communication that includes feedback review form
- [Jill's Discussion Template](#)

Room 6:
- Using AI for survey analysis (pros and cons)
- Facilitating conversations with AI - synthesizing discussion summary
- Capturing conversations, faculty share with each other; utilize intersession workshops for curriculum meetings; competency/skill-based, e.g., capstone reporting
- Co-curricular (without central student affairs) - looking for strategies
- Health programs with accreditations, works with chairs supporting for consistency of narrative and evidence aligns; challenges merging university SLO vs spec accreditor competencies

Room 8:
- Do assessment but not document it-template design, support from leadership,
- The most helpful resource for me is the campus-wide assessment initiative - a director of assessment, the university assessment council, a formalized assessment program, and support for assessment activities.
- I chair our Libraries' assessment committee and have tried to make it more inclusive and member-driven. The members have a voice in the assessments we conduct and are involved in analyzing results. This was a change from the previous chair's approach. The members are becoming more comfortable and proactive working in assessment. We have even had colleagues ask to join the team.
- One accomplishment I'm most proud of is the establishment of templates and forms for key components of the assessment cycle, including the curriculum map, assessment plan, data report, and stakeholder input.

Room 9:
- Using assessment results a ground up process to approach assessment through team discussions and designing according to disciplinary needs. Good examples of program level or general

education level. Alter sequence of courses, or revise assignments and instruction. Question: what does it look like to raise this to the institution or college level?

- Revamping program review in the LMS system, break up submission across the year. Positive results from programs. Spring peer review over program review to look over data and find trends as well as peer feedback. Fall assessment subcommittee looks across programs to find trends to create professional development. Trying to have multiple eyes and feedback upon program review. Question: are others using data in other ways.
- Faculty needed more time to sit with their assessment results and/or implement a project. Built a cohort model to bring together multiple courses to work through a four-semester process with incentives and professional development (equity, measurement development, compensation with roles). Emphasizing assessment is everyone's role but yet needs time. Mixed results with some making great progress but not all.
- Has a robust process that relies upon annual reporting and feedback. Biggest direction is adding learning analytics.
- Assessment had more by-in at the deans level focusing on how to assess and use the information within the program. Hopes to bring this process into her new university. Previous institution used Weave but wants to know what other option there might be available.

Open group discussion on ideas to address the burning questions (any questions raised).

Room 1:
- AI for action
- Ask ChatGPT to suggest strategies to address a problem seen from assessment findings
- Ask ChatGPT to revise rubric or SLOs
- Ask AI to create a CM by evaluating syllabi and looking for assignments that align to SLOs

Room 2:
What are successful strategies for closing the loop? And involving the campus in assessment
- Raising up the people who did the work; giving them a platform and showcase their work; Teach Assessment Day - sharing ideas and how assessment is connected
- looking at data and using the data - looking for themes - share with students, faculty, and staff
- involving students in the assessment process - Student Learning Analysts
- sharing the spiral (continuous process); peer review committee of faculty reviewing programs outside of their fields; identify what works best and how to prioritize
- embedding assessment in program review - and bring faculty and staff together and bring in the student voice - CAS Standards in peer review process

What do you do with programs that already have a strong assessment process and receive great assessment feedback each year? How do you get continued improvement?

- using AI to enhance and help faculty see what they could do in their classrooms based on assessment data
- engaging faculty who are doing assessment well and sharing their experience through PD activities; providing PD funds for faculty supporting other faculty doing assessment work
- mini-grant - develop a project to look into ____; reward for good work and encourages them to did in
- What percentage of students should achieve the learning outcomes?
- When is enough, enough?
- Continuous improvement is often interpreted as constant change for everything ALL of the time...it's exhausting! For everyone!   Target the biggest ROIs

Room 3:

What are successful strategies for closing the loop?

- *Showing students that changes happen based on what they say/think*
- *Reframe culture of assessment - make it more of an assessment of student learning*
- *Bare bones - starting from scratch and make changes, etc.*
- *What do you actually care about? How are you doing what you care about? And what do you do with it?*
- *Course evaluations aren't connected to assessment whatsoever*
- *Open conversation/dialog to have them choose how they get the feedback*
- *Align assessment plan with goals in university strategic plan/goals*

- *Watermark requires action for every goal*
- *Get faculty to be very specific in their action plan*
- *Focus on one or two LOs to assess*
- *Met with Deans with assessment report feedback*
- *Awards for programs with "Best" reports ($1000 for department)*
- *Annual assessment day with recognition*
- *Barriers to closing the loop: students feel like their responses don't matter, so show them it does!*
- *If you have met your goals, then raise your bar.*
- *If Numbers are too small, aggregate multiple years of data*

Room 4:

Gathering data is easier than discussing it! Other things take precedence

- Other things are more immediate
- Lots of surveys, but what do we do with the data? Just sit there
- Even when analyzed, doesn't necessarily move toward action

Walsh University - changing culture of assessment, putting co-curricular and curricular together, HIPs assessment,

Should we narrow assessment data?

- Be selective with data - focus on what is important to faculty and accreditation, strategic goals
- Don't overwhelm with faculty/staff with data - focus on one question that we want to answer, not try to answer all the questions or use all the data
- What is your action plan? Your strategic goal for the year?

Give feedback to each department

- Spend time with the data, interpret it, sit with it
- Have an action plan
- Give departments policy guidance about what they should be assessing, depending on the focus of the program (academic, operational, etc.) - the assessment office reviews this process each year

Culture of assessment - are people committed to this process? How do we improve that?

- People see assessment as punitive, potentially damaging
- How do you explain the assessment cycle? How do you reassure folks that you're not going to take away resources or opportunities if they don't meet their action plan's goals? We have to address emotional concerns and frustrations

How do we address those?

- Town hall meetings to address people's concerns
- Feed people's feelings (and use food to bring people in)

How do we give people time to do assessment - recognize that it's never going to be a perfect time,

- Break down the schedule - here's when you gather data, here's when you analyze it
- How do you help programs to do assessment as a group activity

Meaningful feedback is important for motivating people

- Tie it to program review - Walsh does an annual program review (but only 2 questions)
- Keep these reports short and manageable
- Meaningful, so it can be actionable

Room 5:

- How to establish a peer review/ overall review process of assessment work?

Room 6:

- **"**Integrated Planning": using assessment reporting for academic program reviews & budgeting; leadership is key showing importance
- When success metrics met/not met - great, but the measure is what's important; need to create the space to have the dialogue; at the a-dean level
- Having conversations is important!
- Co-curricular - tie into student worker, student activities - tie to general education learning outcomes; online colleges - program societies, career services, belonging
- When all met?
  - Time to adjust, ask differently (some resistance) -

- ○ maybe look at those who didn't meet?
- ○ target scale could be the next conversation; remediation activities; multiple measures

Room 7:

What are some examples of how we have used data to make decisions? What do we do with the data? How do we close the loop?

- Take a closer look at assignments and instruments
- Sharing out examples from other programs

Closing the Loop:

- Using a template to request information on impact of improvement plan
- Programs present their assessment work to one another

Success Criteria:

- Review rigor with program leaders
- Utilize representatives in core assessment group

Room 9:

- D2L - asking how to link and access the data that is within the technology.
- Canvas and PowerBI to automate the data flow
- Annual meeting with programs do work with continual improvement and focus on reliability of process and validity of results.
- Thinking about whether or not the instructions are being implemented with fidelity should provide some evidence as to what questions to explore.
- It is important to not make changes too fast because it takes time to find impact (closing the loop),
- Have the programs and faculty ask questions about themselves.
- How often do your program reviews happen? We do program review every year but align action plans over at least three or more years
- Student learning assessment information can be used for strategic as well as local level planning. When considered at a local level, assessment results can provide evidence of immediate outcomes and provide a basis for appropriate planning. When considering assessment results at the aggregate level, it can inform decisions related to program level and when considered across years, it provides information relative to impact, development, adaptation, and goals. This assessment among other things provides a basis for examining the communication relative and ensuring consistency....