Closing the Loop Form Instructions

1. Download the Closing the Loop form from the DACC Assessment website.
2. Complete the form using the assessment results from the courses in the program.
    a. Remember that this form is comparing the results overall between Assessment 1 and Assessment 2.
    b. Answer the questions as completely as possible.
    c. Use the data from the table (the percentages meeting the benchmark and the percentage of change) to describe the results. Do not only list the numbers but described *why* these results occurred.
    d. When identifying next steps and changes refrain from stating "No change". There are always improvements that can be made. Changes do not have to be monumental, but should aim to improve students' learning.
    e. Rating the effectiveness of the assessment is done to improve the overall process of assessment. This is a way to think through the process and look for areas of difficulty. Any comments could be used by your program to improve your assessment strategies or may be used by the Assessment Team and Champions to improve the DACC assessment process.
3. Saving the file:
    Use the following file name to save the Closing the Loop form. Fill in the red text with the appropriate information.
    a. General file name: CTLform_GenEd_program_YYYY

    Gen Ed abbreviations:
        i. Communications = Comm
        ii. Technology = Tech
        iii. Critical Thinking = CT
        iv. Social Skills and Cultural Awareness = SCA
    b. Example: CTLform_CT_Accounting_2020
4. Submit to your Assessment Champion along with the Program Level Assessment Report.

2020-2022 Closing the Loop Report

General Education Outcome Assessed: Communication

Program Outcome: Use appropriate mathematical terminology and symbolic forms, orally and/or in writing.

Assessment 1 Date: Fall 2020   **Assessment 2 Date:** Spring 2021
Instructor(s) Preparing Form: Amber Anderson, Quan Chen, Mark Hardwidge, Marji Larson, Eric Rayburn, Alan Thompson, Barb Weldon, Don York

1. Describe the assessment activity from Assessment 1.

   Each course will select a set of terminology and symbolism that appropriately aligns with the course objective. These terms will be embedded within homework assignments, quizzes, and/or tests.

2. What changes/improvements did you make after Assessment 1?

   DEVM098: There will be more practice with correct terminology in the class before the assessment is done.
   MATH107: Additional definition questions will be added to homework assignments and exams to reinforce understanding and long term learning through repetition.
   MATH108 (Hybrid): Vocabulary and symbolism will be addressed more in the synchronous sessions as well as explicitly stated that it will be on the exam.
   MATH111, MATH120, MATH161: Institute term and symbol specific assignments every 2 weeks. Additionally, the number of interpretations of real world problems will be increased.
   MATH115: Future assessment data will not be based on the first test of the semester to ensure that students have seen the format and expectations previously. Institute term and symbol specific assignments every 2 weeks. Additionally, the number of interpretations of real data problems will be increased.
   MATH125: Future assessment data will not be based on the first test of the semester to ensure that students have seen the format and expectations previously. Institute term and symbol specific assignments every 2 weeks.
   (No changes were made to any other courses, but data was monitored for consistency.)

3. Compare the results from Assessments 1 and 2.

   Assessments in most courses demonstrated consistency if not marked improvement.

4. Complete the table.

Courses & Sections Assessed	Campus	Program Established Benchmark	Assessment 1 Result (% meeting Benchmark)*	Assessment 2 Result (% meeting Benchmark)*	Change from Assessment 1 to 2 (Indicate +% for improvement, Indicate -% decline)
DEVM098	DACC	At least 70% of the students will obtain a level of competent or higher.	80%	84.0%	+4%
DEVM099	DACC		100%	71.4%	-28.6%
DEVM100	DACC		88%	94.3%	+6.3%
MATH107	DACC		82%	100%	+18%
MATH108	DACC		79%	88.9%	+9.9%
MATH111	DACC		62%	64.3%	+2.3%
MATH115	DACC		66%	86.0%	+20%
MATH120	DACC		61%	94.4%	+33.4%
MATH125	DACC		50%	100%	+50%
MATH135	DACC		N/A	100%	N/A
MATH161	DACC		76%	85.6%	+9.6%

a. What stands out in your results?

Most courses demonstrated improved competency rates.

Large percent swings were seen in DEVM099, MATH107, MATH115, MATH120 and MATH125.

MATH111 remained below the benchmark, but demonstrated some improvement.

b. What are possible explanations for what you observed?

Altering the benchmark yielded a more realistic (and obtainable) goal.

Increased focus and practice on the assessed material and increased frequency of assessments coming later in the semester helped improve the percent meeting the benchmark.

Low enrollment classes continue to experience greater variation in the percent meeting the benchmark.

COVID and fluctuating class modes continue to have adverse effects on the percent.

5. As a result of your assessments, what are the next steps for your courses or program?

One section of MATH115 will pilot an ALEKS online math portal in the hope that it assists students in the class. If it is significantly successful, it might be adopted in other sections in the future.

As new courses are added, valid, reliable and accurate assessments will be created and used.

As changes in content occur, adaptations to existing assessments will be made.

6. How would you rate the effectiveness of your assessment(s)? Did it measure what you thought it would? What are proposed changes for future assessments?

The assessments were effective for measuring the students' competency at meeting the learning outcomes, provided
1) enough attention was given (i.e. ample focus on terminology and symbols) to prepare the students and
2) a sufficient number of assessments were administered at appropriate times, giving students practice and opportunity to learn and adapt.

Consideration to content and method of assessment will be given for the MATH111 course in the hopes of successfully meeting the benchmark.

All but one course showed improvement between Assessments 1 and 2, and this is despite the negative effects on courses due to COVID policies. This suggests that the changes made could very well have made significant improvements to the courses. Thus, it measured not only what we thought it would, but what we *hoped* it would. However, it is possible that the changes actually resulted from a change in student population, as the 2020-2021 school year was very different than previous school years. It would be prudent to continue to assess the same things to confirm that the observed increases were due to our changes and not a change in student population.

After completing this form: Send the form electronically along with the Assessment 2 PLAR to the division Assessment Champion.